

Manchester Nexus SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 17 June 2019 Stage 2: 18 November 2019

This inspection was carried out by 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 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 Manchester Nexus ITE Partnership is a school-centred initial teacher training (SCITT) partnership. It provides teacher training for graduates.
- Trainees who successfully complete the training programme are recommended for qualified teacher status (QTS). Trainees also gain a postgraduate certificate in education (PGCE) accredited by Liverpool Hope University.
- The SCITT has provided initial teacher training (ITT) since September 2017. The partnership was inspected for the first time at the end of its second year as an accredited provider.
- The Manchester Nexus SCITT currently offers training in the 5–11, the 11–16 and the 14–19 age ranges.
- During 2018/19, the partnership trained 47 trainees. Seven trainees were trained to teach in primary schools. Thirty-eight trainees were trained to teach in secondary schools on 11–16 programmes and two trainees were trained to teach in the 14–19 age range.
- At the time of the inspection, the partnership offered the following specialisms for secondary trainees: art and design, biology, chemistry, computing, design and technology, English, geography, history, mathematics, music, physical education, physical education with the English Baccalaureate (specialising in English), physical education with the English Baccalaureate (specialising in biology), physics, religious studies and social sciences.
- For 2019/20, the partnership has recruited trainees in dance, drama, health and social care, media studies and psychology on secondary 14–19 routes. The partnership has also recruited trainees to modern foreign language courses on the 11–16 programme and to the primary with mathematics specialism course.
- A specialism in primary with physical education has been added to the primary programmes for September 2020, along with training in the 3–7 age range.
- Within the partnership, there are 28 primary schools, 18 secondary schools and two further education colleges. These are located across nine local authorities.
- The Manchester Nexus SCITT is part of the Cranmer Education Trust. The Blue Coat CE School is the lead school in the partnership.

Information about the primary and secondary ITE inspection

- Inspectors visited six schools at stage 1 of the inspection, observing eight trainees teach across the primary and secondary phases. They reviewed trainees' teaching and standards files, subject knowledge audits and assessment information.

- During stage 1 of the inspection, inspectors held meetings with: trainees; subject and professional mentors; headteachers and senior leaders; members of the SCITT's executive board; and a representative from Liverpool Hope University. Inspectors also observed sessions of centre-based training.
- Inspectors checked that the partnership was compliant with safeguarding and other statutory requirements, including the ITT criteria. They reviewed a range of evidence provided by the partnership. This comprised: self-evaluation documents; improvement plans; employment and completion rates; recruitment and selection materials; trainee tracking documents; the partnership agreement; the SCITT handbooks; the content of the professional studies programmes; trainees' assignments; and assessment information.
- During stage 2 of the inspection, inspectors visited six schools and observed nine newly qualified teachers (NQTs) teach. Inspectors met with: NQTs, mentors, headteachers and senior leaders from partner schools and non-partner schools who employ NQTs; the SCITT's executive board; and a selection of new trainees. They reviewed NQTs' career entry profiles. Inspectors also visited a training session. They considered the key actions taken to improve the quality of training between stages 1 and 2 of the inspection.
- Inspectors took account of the 43 responses to the trainee online questionnaire received in the summer term of 2019.

Inspection team

Jonathan Smart HMI (lead inspector)

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Overall effectiveness

Grade: 2

Key strengths of the primary and secondary partnership

- Partner schools share the SCITT's vision to 'train teachers who will inspire, challenge and support all their pupils both now and in the future'. Trainees and NQTs are extremely passionate about improving the life chances of pupils.
- The pastoral support that trainees receive from this partnership is excellent. NQTs continue to receive high-quality ongoing guidance, support and training from the partnership as they embark on their careers. They truly value this.
- There is a very strong focus on supporting trainees' mental health and well-being. Leaders are cognisant of trainees' workload. Trainees develop strong levels of resilience. They are well prepared to begin and sustain a career in teaching.
- Trainees and NQTs understand the need to develop positive relationships with pupils. They are skilled in creating a stimulating climate for learning. Trainees have high expectations of pupils. They are trained effectively to manage pupils' behaviour well.

- Trainees value the well-planned centre- and school-based training programmes. Their subject knowledge for teaching is secure.
- Leaders ensure that contrasting school placements enrich trainees' experiences of different settings. They are well planned and organised.
- Trainees are reflective practitioners. They value the opportunity to undertake high-quality critical research at Master's level on elements of their classroom practice.
- Primary and secondary trainees achieve well against the teachers' standards. As a result, the partnership's trainees are highly sought after. Many go on to be employed in partner schools or beyond.

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

The partnership should:

- embed the recent changes to the roles and responsibilities of the executive board to improve the quality of training further
- improve the centre- and school-based training programmes by ensuring that:
 - mentors provide all trainees with consistently high-quality feedback and support
 - trainees have a secure knowledge of how to plan and sequence learning so that pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND), know and remember more
 - primary trainees have a deeper understanding of how to plan and teach the foundation subjects (subjects other than reading, writing and mathematics)
 - primary trainees benefit from a well-planned enrichment programme that develops their knowledge of the early years foundation stage and that secondary trainees have a depth of experience of post-16 education.

Inspection judgements

1. The partnership is successful in its mission to recruit trainees who can make a positive difference to the life chances of pupils in the local area and beyond. School leaders hold the partnership in high regard. They are overwhelmingly positive about how well the partnership recruits and trains new teachers. Many employing schools say that the professionalism of the partnership's trainees is excellent. As NQTs enter the profession, they are ready to teach and make a valuable contribution to their new schools.
2. The SCITT's leadership team is passionate and committed to continual improvement. They are ably led by the SCITT director and quality assurance/course leader. These leaders are open and honest. They have an accurate view of the strengths of the partnership. They equally know what they

need to do to improve the quality of training further. Their approach to self-evaluation is thorough and detailed. Improvement plans are well thought out.

3. The executive board and SCITT leadership team are outward-facing. They work effectively with a range of other providers of ITE in the local area. This is to share resources and discuss different approaches to teacher training. Leaders are working in conjunction with the Oldham Opportunity Area to effect system-wide improvements to the life chances of disadvantaged and vulnerable pupils.
4. Headteachers in partner schools say that leaders have made effective changes to improve the centre-based training programme since stage 1. The changes made are supporting the development of mentors in schools to improve their practice. Partners also say that the significant investment in trainee teachers is promoting school improvement from the ground up.
5. Since stage 1 of the inspection, the executive board has taken effective action to overhaul its role in holding SCITT leaders to account for the quality of the training programmes. The membership of the board comprises highly skilled, knowledgeable professionals who are passionate about achieving the SCITT's vision. Board members now have a secure understanding of their roles and responsibilities. That said, the newly constituted executive board has not had the time to show the full impact of its work.
6. Overall, leaders' capacity to secure further improvement is good. Between stages 1 and 2 of the inspection, leaders have taken effective action to address the emerging areas for improvement. For example, leaders have improved the quality and consistency of target-setting. This is so that trainees know more precisely what they need to do to improve. The initial targets set for trainees as they are recruited onto the programmes have also improved.
7. Across the partnership, recruitment and selection procedures are strong. Leaders commit to promoting equality of opportunity through their recruitment processes. Partner schools are regularly involved in recruitment and selection events. The partnership ensures that trainees comprehend the demands of the training programme before they start the course. The partnership checks that trainees have the skills, aptitudes and attitudes that they need to succeed.
8. The number of trainees recruited to the SCITT is increasing year on year. There is a strong commitment to recruiting trainees who specialise in the English Baccalaureate suite of subjects. This is to meet local and national needs. Similarly, several primary trainees are recruited with a specialism in mathematics. This is to add capacity in the local area to improve pupils' achievement in mathematics.
9. The partnership works well with local school leaders to establish the demand for trainee teachers. The partnership is also cognisant of the significant rise in

pupil numbers in the area. This is resulting in schools rapidly increasing their admission numbers, new schools being built and a surge in demand for high-quality teachers.

10. Leaders ensure that there is a wide range of schools involved in the partnership. For example, the partnership includes schools in challenging circumstances. The partnership also includes schools that are not judged good or outstanding by Ofsted. Partner schools have an active voice in shaping the training programmes and recommending further improvements.
11. The wide range, and ever-increasing number, of schools involved in the partnership means that trainees have access to contrasting placements. These placements are very well planned. Trainees and NQTs are unanimously positive about just how contrasting their placement schools are. They say that the diversity of placements has a positive impact on their development as trainee teachers.
12. Primary trainees have plentiful opportunities to teach across key stages 1 and 2. Secondary trainees also have a depth of experience in key stages 3 and 4. All trainees say that they welcome the trust that schools place in them with classes that are preparing for examinations or tests at the end of a key stage.
13. As an integral part of the current training programmes, primary trainees spend a week in a secondary school and secondary trainees spend a week in a primary school. In previous cohorts, some primary trainees have not had sufficient experience in the early years foundation stage. Some secondary trainees have not had sufficient depth of experience in post-16 education. Leaders have acted to change this. However, this has only just been introduced for the 2019/20 cohort of trainees.
14. Towards the end of their training programme, trainees get the opportunity to tailor a high-quality enrichment experience to their career aspirations or ongoing development priorities. For example, some trainees take the opportunity to visit schools with a high proportion of pupils with SEND. Others visit their employing schools to start the process of induction.
15. The number of trainees that are retained on the programme is good. Where trainees do drop out, or defer their training for a period of time, there are good reasons. Leaders document these well. They use this information effectively to make changes to their ITE programmes, or to their recruitment procedures, where necessary.
16. The quality of training is good and improving. The structure and content of the SCITT's teacher training programmes are reviewed regularly. However, there is currently insufficient opportunities for trainees to think about how they can become the curriculum designers of the future. They do not think deeply

enough about how to plan and sequence learning for all pupils. For example, some trainees and NQTs have not thought about the knowledge that they want pupils to know and how to build that over time.

17. Overall, secondary trainees are well prepared to deliver their specialist subjects. They have good subject knowledge for teaching. Many employing schools comment on how well NQTs' subject knowledge has been developed over the course of the training programme. This is because leaders employ specialist leaders in education to develop trainees' subject knowledge for teaching during the training programme.
18. Some trainees are also required to complete subject knowledge enhancement courses. This is to improve their subject knowledge prior to commencing teacher training. Nevertheless, leaders recognise that there is more to do to improve trainees' subject knowledge overall. They have appropriate plans in place to increase the subject-specific teaching strategies that trainees learn on the secondary programmes. This is in addition to the more generic skills that trainees need for their toolkit for teaching.
19. In general, trainers and mentors develop primary trainees' subject knowledge for teaching well. For example, trainees are well prepared to deliver lessons in systematic synthetic phonics. They know how to promote a love of reading. Course tutors also train primary trainees effectively in how to plan and deliver lessons in physical education, writing and mathematics. That said, there is currently not enough emphasis on the foundation subjects, for example modern foreign languages and music.
20. Trainees and NQTs understand the different needs of pupils with SEND and they value the training that they receive in this area. However, some trainees and NQTs do not have a secure enough understanding of how to maximise learning for pupils with SEND. They do not know how to adapt the curriculum at individual subject level to meet these pupils' diverse needs.
21. In a similar way, trainees and NQTs are aware of the barriers that disadvantaged pupils face. Despite this, they do not always check on how well pupils, including disadvantaged pupils, have retained the knowledge and skills from previous lessons. Trainees and NQTs do not routinely identify any gaps in pupils' knowledge or experiences. They do not rectify these gaps to ensure that pupils know and remember more.
22. Trainees are well prepared to fulfil the wider responsibilities that a teacher undertakes. They have a wealth of opportunities to broaden their knowledge and understanding of how to support pupils outside of the classroom, for example on trips and visits. Trainees also know how to communicate effectively with parents. Employing schools commented on the preparedness of the partnership's NQTs to 'get off to a flying start' in the profession.

23. Trainees and NQTs are well prepared to manage pupils' behaviour. They create a positive climate for learning in their classroom and use rewards well. Trainees recognise the importance of forging strong, professional relationships with pupils. Training in behaviour management is a significant strength across this partnership.
24. Trainees are well prepared to deliver personal, social, health and economic education. Trainees say that they are becoming increasingly confident in delivering relationships and sex education. Leaders are aware that trainees on the 14–19 programmes require a more bespoke training provision in this area.
25. Trainees and NQTs appreciate the importance of safeguarding pupils. The training that they receive in relation to safeguarding, radicalisation and anti-bullying is effective. It is woven throughout their training programme.
26. Since stage 1, leaders have seized the opportunity to enhance trainees' and NQTs' awareness of how to promote the principles of the Equality Act 2010 throughout their teaching. This is now an integral part of the training programme. This change is also helping leaders in partner schools to reflect on how well equalities are promoted through teaching in their own schools.
27. Staff in partner schools, trainees and NQTs know that they have a strong voice in this partnership. In particular, trainees and NQTs speak very positively about how well prepared they are to be effective teachers. They say that they would recommend the partnership without reservation.
28. The flow of communication between the partnership, trainees, mentors and school leaders continues to improve. Effective lines of communication between the partnership and NQTs continue when NQTs secure employment.
29. The partnership provides a highly valued NQT newsletter which outlines the ongoing training programmes provided by the SCITT. It includes research articles and partnership updates. Newsletters contain well-written blogs on aspects of teaching written by NQTs. Mentors also receive very useful newsletters that inform them of the course content and the core mentoring tasks that they have to carry out with trainee teachers.
30. The quality of mentoring is good across the primary and secondary programmes. Nevertheless, leaders recognise that there is more to do to ensure a consistently high-quality approach to mentoring. This is particularly important as the number of trainees continues to rise year on year. Trainees and NQTs say that the quality of mentoring can vary.
31. Since stage 1, leaders have revisited the partnership agreement so that school leaders recognise the importance of mentoring. Schools must identify and provide the most appropriate teachers as mentors. The partnership has also revised its job description for mentors. Leaders now make regular and targeted

checks on mentors where they identify risks or concerns about mentoring. There is a good-quality mentor training programme in place.

32. Quality assurance processes are secure. Leaders recently appointed additional staff. This has increased capacity within the quality assurance team.
33. As part of the quality assurance process, schools receive a 'partnership visit report'. This checks the accuracy of assessment, reviews the partnership's expectations of mentors and identifies any areas for further development. Quality assurance processes have been refined since stage 1. They now include: more information on the appropriateness of target-setting; a check that mentors are engaging in discussions about the content of the centre-based training programme; and a review of how well trainees are meeting the needs of different groups of pupils, including those pupils who speak English as an additional language.
34. Across the partnership, leaders place a strong focus on protecting trainees' mental health and well-being. The partnership reviews trainees' workload regularly. Trainees value this enormously.
35. Trainees develop a high level of resilience and emotional intelligence through their training programmes. They are well prepared to deal with the intensity of the course. Trainees and NQTs are equally well prepared to begin and sustain a career in teaching.
36. Pastoral support and wrap-around care are key strengths of this partnership. Trainees feel valued, well supported and able to seek help when they need it. Effective pastoral support continues when trainees become NQTs. Where NQTs do need additional support, this is provided quickly.
37. SCITT leaders provide a wealth of training to prepare trainees for the interview process in schools. Employment rates are very good across programmes. Trainees from this partnership are in high demand. Many trainees find employment in the local area and a high proportion of trainees are employed by partner schools. Some trainees take the opportunity to teach overseas.
38. Employing schools say that NQTs and trainees from the partnership are highly reflective practitioners. They actively seek out ways to improve their teaching.
39. Trainees enjoy the challenge of the postgraduate modules delivered by Liverpool Hope University. Trainees engage in good-quality critical investigations of their practice, drawing on theorists and research. More recently, leaders introduced an assignment on planning a unit of work to explore an aspect of a curriculum area in more depth.
40. Overall, trainees attain well against the teachers' standards. From their individual starting points, trainees make good progress across their training

programme. There are no meaningful trends showing differences between the attainment of trainees on primary and secondary programmes. Trainees across subjects on the secondary programmes achieve equally well.

41. The partnership assesses trainees accurately. There is a secure system in place to record and moderate trainees' progress towards the teachers' standards.
42. The partnership complies fully with all the requirements for ITE. It also ensures that safeguarding procedures are met in full. There are robust and effective systems in place to check on this aspect of leaders' work.

Annex: Partnership schools

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

Blessed John Henry Newman Catholic College, Oldham

Bowling Park Primary School, Bradford

Buile Hill Visual Arts College, Salford

Hodge Clough Primary School, Oldham

Mayfield Primary School, Oldham

Oldham Academy North, Oldham

Saddleworth School, Oldham

St James' Church of England Primary School, Rochdale

The Blue Coat CofE School, Oldham

Wardle Academy, Rochdale

ITE partnership details

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