

Inspiration Teacher Training

Inspiration Trust, Weights & Measures Building, 28 Bethel Street, Norwich NR2 1NR

Inspection dates

17 to 20 May 2021

Inspection judgements

Primary and secondary age-phase combined

Overall effectiveness

Good

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

N/A

What is it like to be a trainee at this ITE partnership?

Trainees benefit from a carefully considered training programme that focuses on developing their deep understanding of the subject knowledge needed to teach well. They value the way that the centre- and school-based training is integrated. The close working relationship between the different trainers, alongside the routine sharing of information about trainees' progress, ensures that ongoing formative assessments are secure. The high level of support from school-based trainers and course and subject leaders combine to provide a cohesive and ambitious training programme.

Trainees learn to teach subjects in a way that help pupils learn more and remember more. Trainees know how to use appropriate methods of assessment to help them understand what pupils know and what learning needs to happen next. Trainees carefully sequence lessons that are focused on subject-specific vocabulary so that pupils can develop their language and connect with prior and new learning. They are taught how to adapt learning effectively for pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language (EAL).

Primary trainees learn how to teach early reading, including systematic, synthetic phonics (SSP) confidently and competently. The ITE curriculum provides many opportunities for trainees to work closely with expert colleagues, including their mentors and partnership course leaders.

Trainees value the personalised aspects of the course. Partnership leaders get to know trainees well. Additional training or professional development is arranged to fill any gaps in trainees' knowledge and understanding.

Information about this ITE partnership

- Inspiration Teacher Training works in partnership with up to 14 schools to provide primary and secondary initial teacher education leading to the award of qualified teacher status. There are currently 34 trainees on the course.
- On successful completion of the course, trainees are awarded a Post-graduate Certificate in Education from the University of Suffolk.

Information about this inspection

- The inspection was conducted by three of Her Majesty's Inspectors.
- Inspectors visited four primary schools and two secondary schools. They met with eight trainees, in total, in the schools they visited.
- Inspectors spoke with a further six trainees remotely and six newly qualified teachers (NQTs)
- Focused reviews were carried out in primary geography, history, mathematics and early reading. English and history focused reviews were carried out in the secondary phase.
- Inspectors held discussions with trainees, NQTs, school leaders, mentors, professional tutors and centre course and subject leaders. They also met with a representative of the trust and two members of the management committee.

What does the ITE partnership do well and what does it need to do better?

The partnership's ITE curriculum ensures that primary trainees develop secure knowledge in all national curriculum subjects. Secondary trainees develop an in-depth knowledge of how to teach their specialist subject. Course leaders are experts in their fields. In both primary and secondary phases, leaders ensure trainees develop subject-specific knowledge through precise training and mentoring and by working closely with subject expert colleagues.

The partnership fully complies with all aspects of the initial teacher education core content framework. Teaching and learning around the subject knowledge criteria are particularly strong.

Trainees are taught the importance of building up the knowledge of the pupils they teach in a systematic way. They understand the importance of careful and frequent checking that the pupils they teach know and remember the subject content that is taught. The educational studies programme models this by beginning sessions with quizzes to revisit previous learning.

Trainees learn how to check knowledge and understanding to gauge pupils' starting points. They can demonstrate how they adapt their teaching to meet the individual needs of pupils, including those with SEND and EAL.

Trainees discussed how they value their training and experiences which help them plan for pupils across the primary phase who need extra support with their reading. Trainees demonstrate a commitment to the importance of the teaching of reading, including SSP, and the need for pupils to experience a vocabulary-rich environment. They demonstrate that they have the knowledge and skills to support pupils to develop as confident and fluent readers. Training in speaking and listening is at the core of the primary curriculum.

In the primary phase, new mentors are still developing in their role. This leads to some inconsistencies in the quality of guidance for trainees towards developmental targets. Leaders recognise this and are working on plans to provide similar levels of quality assurance across both primary and secondary phases.

There is regular training for mentors. For secondary mentors in particular, this includes subject-specific discussions and regular reviews, on a subject level, of what is going well and what could be improved. During this academic year, mentors have valued meetings being held online, making them much easier to attend. However, new mentors in primary are still developing their expertise in ensuring that trainees receive expert guidance in the subjects they are learning to teach.

What does the ITE partnership need to do to improve the primary and secondary combined phase

(Information for the partnership and appropriate authority)

- Ensure that training for new mentors continues to develop, so that they can support trainees effectively to teach competently and confidently in the primary phase.

Does the ITE partnership primary and secondary combined phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE Partnership details

Unique reference number	1272917
Inspection number	10189200

This inspection was carried out by Her Majesty's Inspectors (HMIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook set out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE Partnership	SCITT
Phases provided	Primary and secondary combined
Date of previous inspection	Not applicable

Inspection team

Cindy Impey, Lead inspector	Her Majesty's Inspector
Adrian Lyons	Her Majesty's Inspector
Steve Mellors	Her Majesty's Inspector

Annex: Partnership settings, schools and colleges

Inspectors contacted trainees and staff at the following schools, as part of this inspection:

Name	URN	ITE Phase(s)	Date joined partnership	Current Ofsted grade
Brooke Voluntary Controlled Church of England Primary School	121096	Primary	September 2018	Good
Charles Darwin Primary School	142871	Primary	September 2018	Outstanding
Great Yarmouth Primary Academy	138793	Primary	September 2018	Inadequate
Lingwood Primary Academy	142005	Primary	September 2019	Good
Jane Austen College	140815	Secondary	September 2018	Good
The Thetford Academy	136204	Secondary	September 2018	Good

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021