

Stockton-on-Tees Teacher Training Partnership

The Education Centre @ SSFC, Bishopton Road West, Stockton-on-Tees TS19 0QD

Inspection dates

21–14 June 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

Outstanding

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

Trainees benefit from an ambitious initial teacher education (ITE) curriculum. Leaders weave core ideas, the golden threads, throughout the training programme. Leaders ensure that mentors reinforce centre-based training. The overwhelming majority of trainees value the support of course leaders and mentors.

Trainees acquire the knowledge and skills to teach in their respective phases. Primary-phase trainees benefit from a thorough introduction to foundation subjects. They are taught the importance of a systematic synthetic phonics programme. There remains variance in how some schools supplement this training. In the secondary phase, trainees develop increasing expertise in their subjects. They value the additional insights provided by subject leaders. While trainees could learn more about the traditions behind their subjects, they remain well trained to teach them.

Trainees are well prepared for the classroom. Through focused training and ongoing feedback, they become increasingly adept at managing behaviour. Trainees carry out research that helps them meet the needs of pupils with special educational needs and/or disabilities (SEND). They are taught about their safeguarding responsibilities.

Trainees benefit from strong systems of communication between programme leaders and mentors. Programme leaders are quick to address any issues that arise. Senior leaders ensure that trainees' views are heard and acted on. Leaders are providing additional support in response to the challenges some trainees have experienced this year.

Information about this ITE partnership

- There are currently 55 trainees in the partnership.
- The partnership equips trainees to teach in the primary phase and the secondary phase.
- The majority of placement schools are in the Stockton area. A small number of placements are offered in schools in other local authority areas.
- The partnership offers qualified teacher status (QTS) with a Postgraduate Certificate in Education (PGCE). Sheffield Hallam University is the awarding body for the PGCE part of the course. The partnership offers provision for trainees following the teacher apprenticeship pathway.
- The partnership works with 39 schools. Trainees are currently placed in 38 of those schools.

Information about this inspection

- The inspection team consisted of three of Her Majesty's Inspectors (HMI).
- Inspectors spoke with the partnership manager, the deputy partnership manager and an administrative coordinator. Inspectors met the chair of the strategic management board. Members of the inspection team spoke with 22 mentors, five subject leaders and four school-based coordinators. The team met three professional tutors. Inspectors carried out a remote meeting with two representatives from the PGCE partner, Sheffield Hallam University.
- Inspectors spoke to nine trainees during placement setting visits and an additional 16 trainees in meetings.
- Inspectors held remote conversations with two early career teachers and two recently qualified teachers who had been trained by the partnership.
- Inspectors carried out five focused reviews. In the primary phase, inspectors explored early reading, mathematics and foundation subjects. In the secondary phase, inspectors explored English and geography.
- Inspectors visited six placement settings.

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

Leaders provide an ambitious curriculum. The curriculum is delivered through a clear, school-based development plan. Centre-based training is carefully aligned with trainees' learning in their placement schools. Leaders map the curriculum out to enable trainees to meet the relevant professional standards.

Leaders give a strong focus to subject knowledge. Primary-phase trainees acquire good knowledge of foundation subjects. Secondary-phase trainees learn the substantive

knowledge that pupils need to acquire. The secondary-phase English curriculum helps trainees to teach poetry and Shakespeare. Trainees learn less about the traditions behind their subjects, such as different models of the English curriculum.

The partnership complies with the core content framework. For example, trainees understand how pupils learn. They develop plans that help pupils to build knowledge over time. Trainees develop strategies to help pupils remember important knowledge. The programme teaches trainees about safeguarding and well-being issues. Trainees learn the importance of professional behaviours. They are well prepared for their early career teacher year by the end of the course.

Expert colleagues provide a clear focus on early reading. This is introduced from the start of the course. Trainees receive clear insights into systematic synthetic phonics and its central role in helping children to decode. In some schools, centre-based phonics training is not reinforced fully.

Leaders cultivate high-quality partnership work. The partnership steering group enables all partners to contribute to the ITE curriculum. Centre-based training sets a purposeful context for school-based learning. The partnership's PGCE modules enable trainees to use research to inform their observations and professional practice.

Trainees benefit from effective mentoring. All mentors attend centre-based training. Their weekly reviews of trainees' progress are checked by programme leaders. Programme leaders are quick to intervene where issues occur. Leaders listen and respond to trainees' views on training and mentoring.

Leaders provide effective assessment practices. Trainees' progress against the curriculum is reviewed in weekly meetings with their mentors. Leaders provide a series of formal review points to check how well trainees are learning the intended curriculum. Professional tutors provide external checks on trainees' learning.

Leaders commission support from local authority experts. This supports the teaching of early reading and mathematics. Expert teaching and resources support the teaching of foundation subjects. Secondary-phase subject leaders provide trainees with appropriate subject knowledge. Specialists deliver specific sessions to help trainees meet the needs of pupils with SEND. Leaders have a clear awareness of the knowledge and skills that trainees need to acquire.

Programme leaders have developed considered selection procedures. They provide timely pastoral support. Despite this, an increased number of trainees in the primary phase have withdrawn from the programme this year. Leaders are refining their analysis of trainees' needs to further customise support for trainees in the future.

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

(Information for the partnership and appropriate authority)

Expert colleagues provide a clear focus on early reading. Trainees are taught the importance of a systematic synthetic phonics programme as part of their training. In some cases, this training is not fully reinforced in placement schools. This is in part due to schools reviewing their practice in response to Department for Education (DfE) guidance. Leaders need to work closely with schools so that centre-based training is fully reinforced.

Trainees receive good training on the knowledge and skills pupils need to acquire in the subjects trainees teach. In some cases, trainees receive less insight into the traditions and debates surrounding the curriculum in those subjects. Leaders should explore how they can further enhance trainees' subject knowledge in this area.

Despite thoughtful recruitment and pastoral support, an increased number of primary-phase trainees have withdrawn from the programme this year. Leaders should continue to refine their analysis of trainees' need to further support trainees with the training programme.

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

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number	70245
Inspection number	10166731

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

This handbook sets 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 Secondary
Date of previous inspection	47 February 2013

Inspection team

Malcolm Kirtley, Overall lead inspector	Her Majesty's Inspector
Fiona Manuel	Her Majesty's Inspector
Marcus Newby	Her Majesty's Inspector

Annex: Partnership schools

From the full list of partnership schools, 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
Dyke House Sports and Technology College	139405	Secondary	September 2020	Good
Hardwick Green Primary Academy	139392	Primary	September 2019	Good
Ingleby Mill Primary School	130256	Primary	September 2017	Good
Northfield School and Sports College	111731	Secondary	September 2013	Good
Rosebrook Primary School	143145	Primary	September 2013	Good
Saint Mark's Church of England Primary School	144551	Primary	September 2017	No current grade

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