

Wildern Partnership SCITT

Wildern School, Wildern Lane, Hedge End, Southampton, SO30 4EJ

Inspection dates

7 to 10 March 2022

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?

Leaders describe Wildern Partnership as 'a small SCITT with a big heart where trainees thrive', and they are right. The ambitious initial teacher education curriculum is coupled with carefully crafted support for trainees. Trainees choose the SCITT based on its strong reputation locally and report it far exceeds their expectations. As one said, 'It feels like a big teaching family, and I feel honoured to be a part of it.'

Regular communication between programme leaders and schools underpins the well-organised training experience. School-based training typically builds on core training well providing trainees with opportunities to scaffold, develop and refine their learning. Trainees quickly learn to apply up-to-date, relevant research to help them meet the needs of the pupils they teach. There is a strong focus on supporting pupils who have special educational needs and/or disabilities and pupils who speak English as an additional language. Structured training and feedback ensure that trainees learn to manage pupils' behaviour well and understand how to keep them safe.

Over time, trainees make strong progress in acquiring the subject knowledge and skills to teach in their phases. They are well prepared for the classroom and wider school life.

Information about this ITE partnership/provider

- Wildern Partnership SCITT provides postgraduate primary (5 to 11 years) and secondary (11 to 16 years) training. It is based at Wildern School in Hedge End.

- The SCITT offers three training routes: School Direct, School Direct (salaried) and self-funded. Currently, most trainees are self-funded with a few on the School Direct route. Trainees who successfully complete their training are recommended for qualified teacher status and almost all achieve a Postgraduate Certificate of Education by completing work with the University of Chichester.
- There are 26 trainees enrolled on the various programmes this academic year. The partnership is overseen by the Wildern Academy Trust multi-academy trust (MAT). The executive headteacher of the MAT is the accounting officer.
- The partnership works with 42 schools. Partner schools include a mix of infant schools, junior schools, primary schools and secondary schools. Nearly all of the schools were judged good or better at their last Ofsted inspection.

Information about this inspection

- This inspection was carried out by three of Her Majesty's Inspectors (HMI).
- Inspectors met with the SCITT leaders, curriculum leaders and trainers. Meetings were also held with members of the executive board (including the accounting officer), the quality assurance committee, partnership headteachers and two representatives of the University of Chichester. Inspectors observed two subject training sessions. Meetings were a combination of face to face and online.
- Inspectors spoke to 25 trainees in online meetings or during school visits.
- Focused reviews were conducted in early reading, mathematics, history and art. Inspectors met with subject leads and trainers, scrutinised course documents and visited seven schools to talk with senior leaders, mentors and trainees. Inspectors reviewed the evidence of trainees' learning and, where possible, observed them teaching the subject being reviewed.
- Inspectors considered 15 responses to the trainee survey and 65 staff survey returns.

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

Trainees experience an intelligently designed blend of centre-based training, research and reflection. Carefully planned school placements provide trainees opportunities to apply their knowledge and develop and refine it in contrasting contexts. Leaders expertly nurture trainees to become knowledgeable, reflective practitioners who are well prepared to teach when they complete the course.

Leaders have invested a huge effort in enhancing their curriculum. They have developed and implemented a system of new curriculum-related expectations (CREs) this year which fully meet, and exceed, the requirements of the core content framework. These CREs have been skilfully incorporated into each of the five stages of the SCITT's curriculum to provide a model of progression throughout the course. Using the CREs enables leaders to promote highly effective, purposeful integration between core training and school-based training and cleverly underpins the ongoing assessment of trainees. Leaders know their trainees well as individuals. They regularly monitor trainees' knowledge and skills and flexibly adapt

provision when required to ensure that each of them makes strong progress through the ITE curriculum.

Leaders have designed and delivered packages of training for subject trainers, school leaders and mentors to help them implement this new curriculum. This has been particularly successful across the subjects offered in the secondary phase and English and mathematics in the primary phase. In these areas, the curriculum is taught very well and standards are particularly high. However, a few mentors have not understood and adopted all of the key messages within their training from leaders. A very small number of trainers of some primary foundation subjects do not have a secure enough understanding of how their training fits into the partnership's curriculum. Consequently, they have not interpreted and applied the CREs as well as most in the partnership do.

Primary leaders have made changes to strengthen provision and alter the sequence of subject training this year. Primary trainees benefit from a thorough introduction to teaching early reading, English and mathematics. Training in early reading and systematic synthetic phonics is given high priority and is comprehensive. Trainees develop confidence in teaching phonics, promoting fluency in reading and supporting pupils who have fallen behind.

Headteachers enthuse about the quality of provision and how it prepares trainees for a long-term career in teaching. They are committed to giving their staff's time to the partnership because of the many benefits it brings to their schools. School leaders from across the partnership are well represented in the SCITT's various committees and so involved in self-evaluation and improvement planning. Members of the executive board are kept well informed via typically robust quality assurance systems which include regular reports from external moderators. This helps them offer suitable guidance, challenge and support to SCITT leaders to make continuous ongoing improvements.

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

(Information for the partnership and appropriate authority)

- A very small number of primary trainers have not applied the CREs in sufficient depth when constructing and delivering their work with trainees. In addition, a very few mentors are unclear on all aspects of their roles and responsibilities. Consequently, they do not strengthen and deepen trainees' subject knowledge as much as they could. Programme leaders should ensure that all mentors and trainers fully implement the intended ITE curriculum, in line with the best practice across the partnership.

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	70290
Inspection number	10210863

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

This framework and 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 and secondary combined
Date of previous inspection	14 to 16 November 2016

Inspection team

Matthew Newberry, Lead inspector	Her Majesty's Inspector
Julie Sackett	Her Majesty's Inspector
Louise Walker	Her Majesty's Inspector

Annex: Partnership settings, schools and colleges

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

Name	URN	ITE phases	Date joined partnership	Current Ofsted grade
Berrywood Primary School	116249	Primary	September 2014	Good
Brookfield School	116419	Secondary	September 2014	Good
Hamble Primary School	115901	Primary	September 2015	Good
Park Gate Primary School	116033	Primary	September 2014	Good
Redbridge Community School	116453	Secondary	September 2014	Good
Woodlands Community College	116465	Secondary	September 2014	Requires improvement
Wildern School	136654	Secondary	September 2014	Outstanding

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 2022