

The Cambridge Teaching Schools Network Training Partnership

Comberton Village College, West Street, Comberton, Cambridge CB23 7DU

Inspection dates

28 February to 3 March 2022

Inspection judgements

Primary and secondary age-phase combined

Overall effectiveness

Good

The quality of education and training

Good

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

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

Primary and secondary trainees receive a good quality of education and training. Trainees access a well-designed curriculum that supports them to develop the knowledge and skills to become effective, reflective and thoughtful teachers. Trainees and their trainers share a passion and commitment for learning. Trainees are well prepared to become confident and highly competent teachers.

Trainees read a wide range of well-chosen, up-to-date educational research. They consider the messages from their reading with care as they apply their learning to the classroom. This is where they practise and improve their teaching knowledge and skills. Trainees gain a firm understanding of the theory and practice that underpins effective teaching.

Primary trainees learn how to teach early reading, including systematic synthetic phonics (SSP), confidently and proficiently. Trainees have many planned opportunities to work closely with expert colleagues, including their mentors and partnership subject trainers.

Trainees know how to use a range of methods to check pupils' understanding. They learn how to sequence lessons so that pupils build on what they already know. Trainees are taught how to adapt learning effectively for pupils, including those with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language, so these pupils can access an ambitious curriculum.

Trainees speak positively of the staff who work with them. They hold their mentors in high esteem. Trainees are given effective guidance and support to manage their workload.

Information about this ITE partnership/provider

- The partnership provides training for 63 primary and 55 secondary trainees.
- The partnership provides training in the 4 to 11 primary age range and in the 11 to 16 secondary age range. The partnership also provides training in the 14 to 19 routes for some secondary subjects.
- There are 86 schools in the partnership.
- Trainees undertake the school-centred initial teacher training (SCITT) and School Direct (non-salaried) routes leading to qualified teacher status. Trainees complete the Postgraduate Certificate in Education with Anglia Ruskin University.
- The lead schools in the partnership are Comberton Village College, Saffron Walden County High School and Barrow CEVC Primary School.

Information about this inspection

- The inspection was conducted by four of Her Majesty's Inspectors (HMIs). Inspectors met with the programme leaders, subject trainers, senior tutors, professional mentors and ITE coordinators. Inspectors also met with representatives of the Anglia Ruskin University and spoke with headteachers at the schools visited.
- Inspectors met with representatives of the strategic board.
- Inspectors spoke with groups of trainees, mentors and early career teachers.
- In the primary phase, inspectors completed focused reviews in early reading and foundation subjects. In the secondary phase, inspectors undertook focused reviews in history, geography, English and modern foreign languages.
- Inspectors visited five primary schools and six secondary schools to meet with trainees, mentors and headteachers. Some observations were made of trainees' teaching.

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

Outstanding leadership has brought about good and improving quality of education and training. Leaders have made significant changes to this growing and complex partnership. As a result of their highly skilled leadership, school leaders and staff across the partnership wholeheartedly embrace leaders' vision for excellence. Programme leaders understand what excellent teacher training looks like.

Leaders' well-crafted curriculum ensures trainees securely build on and develop strong pedagogical and subject knowledge from the start. Leaders have ensured that centre- and school-based pedagogical and subject training are fully integrated into the overall training programme. They have woven the core content framework into each aspect of the training programme. Reflective practice underpins the training programme for trainees and staff.

They become confident in weighing up the merits of different educational theories. Trainees adapt their teaching in light of their reflections. All trainees gain the Postgraduate Certificate in Education.

Leaders ensure that trainees place pupils' learning and welfare at the heart of all they do. Trainees confidently demonstrate how they plan effectively and teach lessons that support and meet the individual needs of pupils, including those pupils with SEND.

Leaders have made sure that their work complies with all aspects of the ITE core content framework. Programme leaders have woven subject-specific training into general teacher training. Trainees learn how to teach specific subjects well.

Primary trainees demonstrate a commitment to the teaching of reading, including SSP. Trainees learn to teach SSP across a wide age range. As a result, trainees learn the core fundamentals of teaching SSP and develop strong knowledge and skills to support pupils to catch up and become confident and fluent readers.

Programme leaders have highly effective quality assurance systems to check that the curriculum is delivered consistently well. The subject tutors are suitably qualified to teach the training programme effectively. The delivery of the training programme is of a consistently high standard. As a result, trainees are on track to meet the teachers' standards.

Leaders have continued to make well-focused curriculum changes over the past two years. Programme leaders manage the changes needed with considerable clarity of thought. They have improved the consistency of mentoring to ensure that all trainees receive good quality support and feedback. For example, they have introduced 'action steps' to improve the quality of weekly targets that guide trainees' learning. Leaders have clearly set out plans and expectations for the role and importance of mentors. However, some mentors are not yet applying the partnership's chosen approaches with consistency and confidence. This means that a small number of trainees do not always receive the same high-quality support as others. Leaders are putting suitable actions in place to address this variance.

Trainees speak very positively about the pastoral support they receive. Leaders make sure that reasonable adjustments are made for trainees who need them.

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

(Information for the partnership and appropriate authority)

- Leaders are making the right curriculum decisions. They have made necessary changes to the teacher training curriculum and how it is taught. The quality of education and training is good and improving. Leaders need to make sure and check carefully that all mentors understand and apply the partnership's approaches, with consistency and to the high standard that leaders expect.

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	70249
Inspection number	10212700

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	20 to 22 October 2014

Inspection team

Cindy Impey, Lead inspector	Her Majesty's Inspector
John Lucas	Her Majesty's Inspector
Christine Dick	Her Majesty's Inspector
Katherine Douglas	Her Majesty's Inspector

Annex: Partnership settings, schools and colleges

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

Name	URN	ITE phases
Chesterton Community College	136887	Secondary
Fen Ditton Primary School	145423	Primary
Impington Village College	137826	Secondary
Linton Village College	136442	Secondary
Queen Emma Primary School	136241	Primary
Saffron Walden County High School	136776	Secondary
Swavesey Village College	136580	Secondary
The Vine Inter-Church Primary	134894	Primary
Thurston Community College	124802	Secondary
Trumpington Park Primary School	144770	Primary
Waterbeach Community Primary School	110621	Primary

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