

Kingsbridge EIP SCITT

Community First Academy Trust, Rivington Ave, Platt Bridge, Wigan, Lancashire WN2 5NG

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?

The quality of centre- and school-based training successfully prepares primary and secondary trainees, including apprentices, to become early career teachers. Trainees benefit from high-quality and consistent mentoring.

All trainees who spoke with inspectors said that the partnership provides them with effective wraparound care, guidance and support. Trainees told inspectors that leaders of the SCITT are professional and consistent in how they lead, manage and deliver training.

Trainees commented that leaders think carefully and deeply about the training that they provide. They said that trainers and mentors stay up to date with educational thinking. Communication between all partners, including trainees and mentors, is a strength.

Trainees are successfully prepared to manage pupils' behaviour. Equally, trainees fully understand their important role in safeguarding pupils. All trainees appreciate how to manage their workload and the wider demands of teaching.

Trainees have a secure understanding of how to adapt the delivery of their subject curriculums for pupils with special educational needs and/or disabilities (SEND). Similarly, they receive appropriate training to enable them to teach pupils who speak English as an additional language.

Trainees, including apprentices on primary programmes, gain an insightful understanding of how to teach early reading and phonics. They also learn in depth about the early years

and about the foundation subjects of the primary national curriculum. Secondary trainees flourish because they learn about the uniqueness of their chosen subject specialism.

Information about this ITE partnership

- The SCITT has been providing teacher training since 2003. It became an approved apprenticeship training provider in September 2018. Trainees follow either the School Direct (non-salaried) route or the apprenticeship route.
- Trainees who follow the primary programmes are trained to teach either the 3 to 7 age phase or the 5 to 11 age phase. Trainees who opt to train for the secondary phase of education are trained to teach the 11 to 16 age phase. Some of these trainees also opt for a post-16 enhancement. Secondary trainees choose a subject specialism from art and design, biology, chemistry, computing, dance, design and technology, drama, English, geography, history, mathematics, modern foreign languages, music, physical education or religious education.
- All trainees gain qualified teacher status. Since September 2015, the Kingsbridge EIP SCITT has been working in partnership with Manchester Metropolitan University for all trainees to complete a Postgraduate Certificate in Education.
- In the 2021/22 academic year, there were 39 trainees enrolled on the SCITT programmes. This included 25 primary-phase trainees and 14 secondary-phase trainees. Of these trainees, 11 were apprentices in the primary phase and two were apprentices in the secondary phase.
- The SCITT is based at Platt Bridge Community School which is part of the Community First Academy Trust. The SCITT is also part of the trust's Kingsbridge Institute of Learning, working with a range of strategic partners to provide wider teacher training, including for early career teachers.
- The partnership works with 26 primary and nine secondary schools across 11 local authorities.
- The schools in the partnership have been judged as outstanding, good or requires improvement by Ofsted. Currently, there are no partner schools that are graded inadequate by Ofsted.

Information about this inspection

- The inspection team consisted of three of Her Majesty's Inspectors (HMI) and one Ofsted Inspector.
- Inspectors spoke with SCITT leaders, including the chief executive officer and the executive headteacher of the Community First Academy Trust. Inspectors met with several SCITT board members and course tutors. Some meetings were held remotely.
- In the primary phase, inspectors completed focused reviews in mathematics, music and English and early reading. In the secondary phase, inspectors completed focused reviews in mathematics, English, science and history.

- Inspectors considered a wide range of information provided by the SCITT leaders, including information about policies, governance, safeguarding arrangements, trainee placements, apprenticeship routes, staff development and the ITE curriculum.
- As part of the inspection, inspectors spoke with 25 trainees and 19 mentors from 19 placement schools. Inspectors also spoke with seven early career teachers who had previously studied at the SCITT.
- Inspectors considered information related to the Department for Education's ITT criteria and supporting advice.

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

Leaders have a clear understanding of the essential knowledge that trainees must learn as part of the ITE curriculum. They have successfully established the order in which trainees should learn this information. Leaders have carefully ensured that primary trainees know and understand how to teach each national curriculum subject. Leaders appropriately align their ITE training curriculum with the Department for Education's core content framework. They provide primary and secondary trainees, including apprentices, with high-quality learning experiences that prepare them well for teaching in a wide range of schools.

Leaders ensure that local and national experts in subjects and phases, including from partner schools, help to design and teach the ITE curriculum. They make considered use of current educational research to challenge themselves and to debate with trainees about curriculum subjects and pedagogy, including in the early years.

Trainees are inspired by their ITE curriculum. They successfully draw on the knowledge that they have been taught through the primary and secondary age-phase programmes to deliver well-thought-out learning for pupils in schools. The SCITT leaders and staff teach trainees to understand important differences in school curriculums, such as in the early years or sixth form. Tutors and mentors ensure that trainees understand their responsibilities for adapting the delivery of their teaching for pupils with SEND. They also support trainees to understand and apply theories relating to behaviour management. Leaders and mentors place great emphasis on developing trainees' knowledge of how to safeguard pupils.

Leaders ensure that all trainees gain secure knowledge of how to develop pupils' early reading by gaining an understanding of the importance of systematic synthetic phonics. Trainees understand that it is essential for disadvantaged pupils to succeed as readers. Tutors and mentors make certain that primary trainees in the 3 to 7 and 5 to 11 age phases learn deeply about early reading. Primary trainees also learn to develop pupils' communication skills, including the accurate use of a wide range of vocabulary.

Leaders communicate often with mentors in schools to inform them of trainees' learning of the taught ITE curriculum. Mentors and programme tutors assess how well trainees know and apply their understanding of the ITE curriculum. Nevertheless, some trainees' targets for development lack precision. In some instances, targets are too broad and do not link specifically to the essential knowledge contained within the ITE curriculum.

Leaders successfully use many ways to evaluate the impact of the training programmes. This includes careful consideration of trainees' views. Tutors often pair up with mentors to double-check aspects of their work to coach trainees. That said, some of the quality assurance processes used by SCITT leaders do not focus sufficiently on how well the different parts of the ITE curriculum are implemented or on the quality of subject-specific targets set by mentors.

Leaders engage well with schools to identify the needs of the sector and to develop the ITE curriculum further. Leaders recruit members of the partnership's headteacher board carefully. This strategic group provides effective challenge, support and guidance for the long-term development of the SCITT.

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

(Information for the partnership and appropriate authority)

- The targets set for some trainees are uneven in quality. For a minority of trainees, mentors and course tutors favour targets relating to the knowledge and skills associated with generic pedagogy at the expense of the subject content of the taught ITE curriculum. This means that trainees sometimes do not deepen their knowledge of the ITE curriculum as securely as they could. Leaders should ensure that mentors and course tutors set targets that fully align with the taught ITE curriculum, as well as the knowledge associated with generic pedagogy.
- Some of the systems to quality assure the partnership's ITE curriculum do not delve sufficiently well into how some component parts of the curriculum are delivered. This includes how well mentors align target setting to the core ITE curriculum. This means that some aspects of the partnership's work, including target setting for trainees, are not as effective as they could be. Leaders should further develop their systems so that they, and the headteacher board, have the breadth of information that they need to systematically evaluate the quality of the ITE programmes.

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

- The partnership meets the DfE statutory compliance criteria and the criteria for apprenticeships.

ITE partnership details

Unique reference number	70213
Inspection number	10226817

This inspection was carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (OIs) 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	June 2015

Inspection team

Tim Vaughan, Lead inspector	Her Majesty's Inspector
Michael Pennington	Her Majesty's Inspector
John Nixon	Her Majesty's Inspector
Kathleen Harris	Ofsted Inspector

Annex: Partnership settings, schools and colleges

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

Name	URN	ITE phases	Date joined partnership	Current Ofsted grade
Orrell Lamberhead Green Academy	143388	Primary	September 2012	Outstanding
Platt Bridge Community School	139300	Primary	September 2012	Outstanding
Bryn St Peters CofE Primary School	106438	Primary	September 2021	Good
St Catharine's CofE Primary School	106464	Primary	September 2012	Good
Shevington High School	106529	Secondary	September 2012	Good
Standish Community High School	143812	Secondary	September 2012	Good
Bedford High School	106523	Secondary	September 2012	Good
West Lancashire Community High	131258	Secondary	September 2021	Good
Marus Bridge Primary School	143498	Primary	September 2012	Good
Hawkley Hall High School	138110	Secondary	September 2012	Good
St George's Primary School	104995	Primary	September 2021	Good
Egremont Primary School	143502	Primary	September 2021	Good
Chapel Street Community Primary School	105404	Primary	September 2021	Good
St Boniface Primary School	105962	Primary	September 2021	Good
St Marys RC Primary School	105957	Primary	September 2020	Outstanding
Hindley Junior and Infant School	106415	Primary	September 2020	Good
Moorside High School	144199	Secondary	September 2021	Good
Fred Longworth High School	137448	Secondary	September 2012	Good
Westfield Community School	134742	Primary	September 2012	Outstanding

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