

Fareham and Gosport Primary SCITT

Harrison Primary School, Harrison Road, Fareham, Hampshire PO16 7EQ

Inspection dates

6 February to 9 February 2023

Inspection judgements

Primary age-phase

Overall effectiveness

Outstanding

The quality of education and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

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

Trainees have chosen wisely. The school-centred initial teacher training (SCITT) provider has a well-deserved reputation and does not disappoint. Leaders' tenet to maximise success at all stages is evident wherever you look. They thoroughly test trainees' potential, commitment and resilience during selection and are rarely proved wrong. These qualities are nurtured to fruition through a high-quality training programme that is underpinned by excellent communication.

Employing headteachers are rightly fulsome in their praise for the course. The expert blend of the theory of teaching with subject-specific content equips trainees with a high degree of professional knowledge as they enter the profession. The explicit attention given to teaching them to manage their workload and look after their well-being pays huge dividends. Almost all trainees from recent cohorts remain in teaching.

Leaders' unwavering focus on local priorities means that trainees develop a strong understanding of the underlying barriers and challenges pupils may face. They learn how these might manifest in terms of behaviour or inhibiting learning and how best to tackle them. Leaders make no apologies for repeating safeguarding input.

Trainees quite simply cannot think how their training could be improved. As one said, 'This training programme has been perfect for me. I was ready to get stuck in at school and practise teaching from the word "go". This programme has provided that opportunity, and I am enjoying it immensely.'

Information about this ITE provider

- The SCITT offers a postgraduate route to qualified teacher status (QTS) in the primary phase. Most trainees take the opportunity to study for a Post Graduate Certificate in Education (PGCE) with the University of Roehampton as well.
- Typically, there are around 25 trainees each year. There were 23 trainees at the time of the inspection.
- The provider works with over 50 schools across Hampshire, Portsmouth and Southampton.
- Almost all the partner schools were graded good or outstanding at their most recent inspection.

Information about this inspection

- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- The inspectors met with the provider's accounting officer, director and lead mentor. They also met members of the strategic board and the assessment and quality assurance committees.
- The inspection team conducted focused reviews in early reading, history and music. As part of the reviews, they met with subject trainers and visited six schools, meeting six trainees, two early career teachers (ECTs), class teacher mentors, professional mentors and headteachers.
- Inspectors also met either in person or online with a further six trainees and four ECTs, as well as groups of trainers, professional mentors and class teacher mentors.
- Over the course of the inspection, the inspection team reviewed a wide range of the provider's documents and information on the website, as well as responses to the surveys for trainees and for staff.

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

'Excellence for all, working in partnership' epitomises what this provider is all about. Leaders thrive on being at the cutting edge of developments in education. They have capitalised on their involvement in the development of the early career framework to design an impressive training programme that is predicated on expert input at all levels. A highly effective feedback loop guarantees that leaders know precisely how well the curriculum is being delivered and learned.

The curriculum is meticulously planned. Immediate exposure to establishing expectations and routines with a new class helps trainees understand from the outset how to set the right tone for learning. The core content framework runs through the warp and weft of the different strands and components. Research-based pedagogy is anchored in expert-led, subject-specific content, so that trainees gain a deep-rooted understanding of the 'why' and 'how' as well as the crucial 'what' to teach. The centrality of the 'learn-practise-

reflect–refine’ model of school-based experience is undisputed. Trainees learn to apply their centre-based training methodically and hone their practice under the wing of their mentor.

Leaders make sure that trainees are well equipped to maximise learning for vulnerable pupils. They afford primacy to fostering all pupils’ fluency and confidence as readers to counter the impact of disadvantage. Trainees are left in no doubt that systematic synthetic phonics is the way pupils learn to decode and why fidelity to a scheme is essential. Similarly, leaders have intrinsically woven why and how to adapt teaching to maximise learning for pupils with additional needs throughout the course. This is brought to life through immersive experiences in a special school and, further afield, a SCITT with a high proportion of pupils who speak English as an additional language.

Partnership and collaboration are the well-oiled machines that make the partnership between the provider and schools work so well. Headteachers willingly invest their precious time in being an active member of one of the committees. Some check scrupulously through school visits that the curriculum is being enacted exactly as planned. Others play a pivotal role in checking thoroughly that trainees are learning, understanding and applying the curriculum. All are deeply committed to ensuring that trainees are of a high calibre for the greater good of the profession.

Mentors are extremely well equipped to nurture trainees’ professional learning, often taking up the opportunity to gain accredited qualifications in mentoring and coaching. Crucially, leaders ensure that mentors understand how trainees learn and the stages they go through, so that they can adapt their role accordingly over the course of the year. Core sessions keep mentors up to date with current research and thinking about cognitive science. The not-unintended consequence is the greater reach of the SCITT. Mentors cannot resist cascading their enhanced professional knowledge, creating a school-wide benefit.

Does the ITE provider’s primary phase comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

ITE provider details

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| Unique reference number | 70348 |
| Inspection number | 10258716 |

This inspection was carried out 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.

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| Type of ITE provider | School-centred initial teacher training |
| Phases provided | Primary |
| Date of previous inspection | 10 May and 4 October 2017 |

Inspection team

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|--------------------------------|-------------------------|
| Alison Bradley, Lead inspector | His Majesty's Inspector |
| Graham Chisnell | Ofsted Inspector |

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

| Name | URN | ITE phase |
|---|------------|------------------|
| Castle Primary School | 116083 | Primary |
| Harrison Primary School | 115990 | Primary |
| Locks Heath Junior School | 115926 | Primary |
| Peel Common Junior School | 116175 | Primary |
| Sarisbury Church of England Junior School | 116313 | Primary |
| Whiteley Primary School | 131420 | Primary |

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