

# Wessex Schools Training Partnership

WSTP SCITT, Poole High School, Wimborne Road, Poole, Dorset BH15 2BW

## Inspection dates

27 February to 2 March 2023

## Inspection judgements

Secondary age-phase

### Overall effectiveness

**Good**

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

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

Trainees at Wessex Schools Training Partnership (WSTP) feel well supported throughout their training. One trainee encapsulated the views of many others, saying that they have had 'amazing support'. School leaders comment on the high levels of professionalism that trainees show from the start of their placements.

An early curriculum focus on positive mental health and well-being helps trainees to manage the competing pressures of their training year. Trainees learn practical strategies that help them to manage their own workloads during training and as they join the profession.

Trainees learn about the key principles that underpin effective teaching. However, some of this is too generic. It does not draw on a broad enough range of educational research. This limits trainees' understanding of specific approaches in the subjects that they are training to teach.

Effective communication between WSTP and school partners means that trainees get a cohesive experience that enables them to consolidate their understanding and skills.

Trainees are well prepared to start their teaching careers. For example, the first-aid course that all trainees take, and what they learn about well-being, enhance their understanding of how to keep pupils safe. Many past trainees have taken on leadership roles at an early stage.

## Information about this ITE provider

- WSTP provides teacher training for the secondary phase (pupils aged 11–16).
- There are 27 trainees enrolled in the 2022/23 academic year.
- All of the 16 schools in the partnership were judged to be good or outstanding at their most recent Ofsted inspection.
- The partnership offers the following routes: School Direct (salaried), School Direct (fees), school-centred initial teacher training (SCITT) and assessment only. Trainees also have the option to complete a Post-graduate Certificate in Education. At the time of inspection, there were no trainees following the assessment-only route.

## Information about this inspection

- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- The inspectors met with senior leaders from WSTP. They also held meetings with governors, headteachers from partnership schools, school representatives (senior staff for initial teacher education (ITE) in partner schools), subject knowledge coaches, and pedagogy- and school-based mentors.
- Inspectors carried out focused reviews in art, geography and mathematics.
- Inspectors visited seven partnership schools. They met with nine trainees and eight early career teachers. Inspectors reviewed the responses to Ofsted's surveys for staff and trainees.
- Inspectors visited subject-based training and viewed samples of provider and trainee documents.

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

Leaders have developed a curriculum that is coherent and well sequenced. It fully includes the core content framework. Trainees learn about behaviour management and how to adapt the curriculum for pupils with special educational needs and/or disabilities (SEND) at an early stage in the course. They are proficient in using a range of approaches to promote good behaviour among pupils.

School partners know what trainees are learning in centre-based training. This enables them to support trainees to develop their classroom practice in a way that is aligned to the WSTP curriculum. The ongoing assessment of trainees supports them in building their understanding incrementally and ensures that they are ready to gain qualified teacher status. Early career teachers who trained with WSTP know exactly what their development needs are as they begin their teaching careers.

All those involved with the partnership have a strong understanding of the particular teaching principles that leaders have put at the heart of their training. Targets set for trainees in their placement schools are well linked to these principles, enabling trainees to

use them to underpin their own teaching. However, some trainees have limited knowledge of educational research, particularly that which is pertinent for the specific subjects that they teach. This means that they cannot use this knowledge to make decisions about their teaching.

Trainees receive high-quality mentoring that focuses on their individual development and links closely to the centre-based curriculum. The training and guidance that mentors receive from WSTP lead to consistently strong mentoring. Leaders check that trainees are getting the support that is expected from their mentors. They act promptly on the rare occasions that the quality of mentoring does not meet their expectations.

Subject-knowledge coaches help trainees develop the specific knowledge they will need to teach. They provide bespoke support for trainees based on their existing subject knowledge and gaps. However, they do not always ensure that trainees know enough about the research that informs teaching in their particular subjects.

Leaders check on the quality of all aspects of the programme. They identify, and act on, areas that need improvement. They use their knowledge of partner schools to make decisions about the placements of trainees and which subject mentors might need further development. However, leaders do not ensure that they use the expertise of all those involved in the partnership to review and refine the curriculum.

Trainees have a secure understanding of their wider professional responsibilities from an early stage in their training. They feel part of their placement schools' communities as soon as they start, while also maintaining strong links to WSTP staff. Headteachers value trainees highly and feel that they make a significant contribution to the educational landscape in the local area.

## **What does the ITE provider need to do to improve the secondary phase?**

- Trainees' understanding of the academic research that underpins teaching in their subjects is not fully developed. Consequently, some trainees cannot always choose the most effective approaches to take when they are teaching. Leaders must ensure that the curriculum has the academic rigour to develop trainees' knowledge of all aspects of the subjects that they are training to teach.
- Leaders do not draw sufficiently on the expertise of all those involved with the partnership to inform strategic planning. As a result, they do not always identify the most pertinent areas to improve. Leaders should ensure that they develop their work with all stakeholders, in line with the partnership agreement, so that they can more systematically evaluate all aspects of the provision.

## **Does the ITE provider's secondary phase comply with the ITE compliance criteria?**

- The provider meets the DfE statutory compliance criteria.

## **ITE provider details**

**Unique reference number** 70189  
**Inspection number** 10249848

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.

**Type of ITE provider** School-centred initial teacher training  
**Phases provided** Secondary  
**Dates of previous inspection** Stage 1: 30 June and 1 July 2014  
Stage 2: 20 and 22 October 2014

## **Inspection team**

Sarah Favager-Dalton, Lead inspector  
Iain Freeland  
His Majesty's Inspector  
Ofsted Inspector

## Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phase</b>
Poole High School	113907	Secondary
Poole Grammar School	136850	Secondary
Bournemouth Collegiate School	113937	Secondary
Glenmoor Academy	140008	Secondary
Parkstone Grammar School	136368	Secondary
Wye Valley Academy	147291	Secondary
The Bourne Academy	136125	Secondary

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