

Pennine Lancashire SCITT

The Hollins, Hollins Lane, Accrington, Lancashire BB5 2QY

Inspection dates

6 to 9 March 2023

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

Good

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

Typically, trainees develop the skills and knowledge that they need to become confident and successful early career teachers. In the main, primary trainees develop a secure grasp of the pedagogy and practice that they need to teach in their chosen age-phase. Secondary trainees gain a secure understanding of what is distinctive about their specialist subject.

Trainees receive high-quality support and advice from tutors and mentors. This enables trainees to learn well. Trainees' progress towards the ITE curriculum is frequently and carefully checked by mentors and tutors. The quality of relationships between tutors, mentors and trainees are first rate. This is because communication is a strength across this partnership.

Trainees are given many practical examples of how to manage pupils' behaviour. They successfully put these strategies into practice in their everyday teaching. Trainees regularly revisit how to support those pupils who speak English as an additional language. Primary trainees receive regular training and mentoring about how to teach pupils to read using systematic synthetic phonics.

Trainees understand how to adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities (SEND). This is because leaders carefully weave SEND training into many aspects of the primary and secondary age-phase programmes. Those primary trainees who specialise in special educational needs (SEN) develop additional expertise through extra training and insights into the practice of special schools.

Trainees gain from learning alongside experts in primary, secondary, special and mainstream schools. Some trainees complete placements in international schools that further enhance their broader understanding of education. Trainees are well prepared for

the realities of teaching, including how to manage their workload and how to safeguard pupils.

Information about this ITE provider

- The Pennine Lancashire SCITT is a school-centred initial teacher training provider (SCITT) that began in 2014. Trainees follow the School Direct non-salaried route.
- Trainees who follow the primary programmes are trained to teach in the 5 to 11 age-phase. Some of these trainees also opt to specialise in SEN.
- Trainees on the secondary programme are trained to teach in the 11 to 16 age-phase.
- Secondary trainees choose from a range of subject specialisms. In 2022/23, the secondary specialisms were art and design, chemistry, computing, English, history, mathematics and physical education.
- In the 2022/23 academic year, there were 30 trainees enrolled on the SCITT programmes. This included 20 primary age-phase trainees and 10 secondary age-phase trainees. Of the primary age-phase trainees, 11 opted to specialise in SEN.
- The SCITT works in partnership with the University of Cumbria, for all primary age-phase trainees, and Leeds Beckett University, for all secondary age-phase trainees, who wish to complete a postgraduate certificate in education. Trainees completing these studies gain 60 credits at Master's level.
- All trainees gain qualified teacher status.
- The lead school is The Hollins, which is part of the LET Education Trust. The SCITT works closely with Tor View School, which is part of The Sea View Trust.
- The provider works with two independent schools, 15 primary schools, six secondary schools and seven special schools across three local authorities in North West England. Some trainees complete a placement at The British School of Brussels in Belgium. Some other trainees complete a placement at The English College in Prague.
- 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 was conducted by one of His Majesty's Inspectors and three Ofsted inspectors.
- Inspectors met with SCITT leaders, tutors and mentors.
- Inspectors spoke with 17 primary age-phase trainees and seven secondary age-phase trainees individually, or in small groups, to discuss their experiences of their training programme.

- Inspectors spoke with nine primary and eight secondary early career teachers, who had previously completed their initial teacher training with the provider.
- As part of the inspection, inspectors spoke with representatives of 19 primary and five secondary schools, which are used by the SCITT for placements.
- The lead inspector met with four members of the SCITT's strategic board.
- Inspectors spoke with representatives of the University of Cumbria and Leeds Beckett University, who link with the SCITT.
- This was the first inspection that included the primary age-phase training programme.
- Inspectors completed focused reviews in early reading, primary mathematics, primary geography, secondary physical education, primary/secondary art and design, secondary history and secondary computing.
- Inspectors considered the responses to Ofsted's staff and trainee surveys.

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

Leaders have established a well-balanced and carefully organised ITE curriculum. They make sure that SEND is a frequent and thoroughly taught aspect of all their training programmes. Leaders carefully underpin their ITE curriculum with the Department for Education's core content framework.

Leaders have identified much of the essential knowledge and skills that trainees must learn. Overall, trainees learn well. However, in a few parts of the primary and secondary phase ITE curriculums, leaders have not thought carefully enough about the key information that trainees should remember. As a result, occasionally some trainees' knowledge of aspects of the ITE curriculum is less secure. Nevertheless, trainees in the primary age-phase are ready to teach the full breadth of the primary national curriculum. Trainees in the secondary age-phase are well prepared to teach their subject specialism.

Leaders successfully use staff in partner schools, and outside experts, to design, deliver and refine the content of the ITE curriculum. Leaders check carefully that trainers have the necessary experience, and relevant up-to-date knowledge, to deliver training programmes. This expertise means, for example, that trainees develop the know-how to teach pupils phonics with confidence and skill.

Leaders, trainers and mentors have established appropriate systems to check that trainees have learned and understood the content of the ITE curriculum. They carefully adapt training where needed. Leaders, trainers and mentors identify and rectify any misconceptions that trainees may develop. They also adapt the curriculum to address any deficits in knowledge that trainees may have. Consequently, trainees develop secure subject-specific and generic teaching knowledge and skills.

In the main, trainees learn about relevant educational research. However, leaders do not ensure that trainees have sufficient exposure to research about the early years or about

early reading. This prevents trainees from fully appreciating how research underpins early education.

Leaders furnish mentors with the advice and guidance that they need to enable trainees' school placements to operate smoothly. Mentors deepen trainees' knowledge by linking their school-based curriculums closely to what trainees learn through their centre-based training. They successfully guide and support trainees to improve, including by setting appropriate targets. As a result of mentors' input, trainees improve their subject curriculum knowledge and their teaching skills.

Leaders rigorously quality assure the primary and secondary age-phase ITE curriculums. This includes the quality and effectiveness of mentoring arrangements. Members of the strategic board carefully review the impact of leaders' actions, to develop and refine the training programmes.

Leaders enable primary and secondary age-phase trainees to work collaboratively. Nonetheless, some trainees do not know as much as they could about the phase of education before and after their chosen key stages.

Leaders gather and act on the views of trainees. Leaders regularly consult local primary and secondary schools to sharpen the effectiveness of the training programmes and to meet local training needs.

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

(Information for the provider and appropriate authority)

- In a few parts of the ITE curriculum, leaders have not yet identified all the essential knowledge that primary and secondary age-phase trainees must learn. This weakness holds some trainees back from learning all that they could. Leaders should ensure that each part of the ITE curriculum is equally well thought out. This is so that trainees learn all the important knowledge that they need to excel as they embark on their careers.
- Leaders do not ensure that some trainees understand in sufficient depth the age-phases before and after the key stages for which they are training to teach. This means that some trainees do not know enough about pupils' education in other key stages. Leaders should ensure that all trainees understand where their chosen age-phase fits into pupils' previous and future education.
- Leaders do not make certain that trainees are exposed to enough up-to-date, pertinent research in early years and about early reading. This hinders how well some trainees understand and appreciate the importance of early education. Leaders should ensure that trainees have access to a rich body of research that is relevant to early education, including early reading.

Does the ITE provider's primary/secondary phase comply with the ITE compliance criteria?

- The primary/secondary phase meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70286
Inspection number	10210228

This inspection was carried out 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 provider	School-centred initial teacher training
Phases provided	Primary phase Secondary phase
Dates of previous inspection	13 to 15 June and 21 to 23 November 2016

Inspection team

Tim Vaughan, Lead inspector	His Majesty's Inspector
Felicity Ackroyd	Ofsted Inspector
Fiona Buke-Jackson	Ofsted Inspector
Lynne Selkirk	Ofsted Inspector

Annex: Placement settings, schools and colleges

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Accrington Hyndburn Park Primary School	119183	Primary
Marsden Heights Community College	146276	Secondary
Oswaldtwistle St Andrew's Church of England Primary School	119413	Primary
Rawtenstall Newchurch Church of England Primary School	119390	Primary
Rhyddings	148921	Secondary
St Bartholomew's Church of England Primary School	119374	Primary
St James-the-Less Roman Catholic Primary School, Rawtenstall	119665	Primary
The Hollins	148922	Secondary

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