

# North Tyneside SCITT

Langdale Centre, Langdale Gardens, Wallsend, Tyne and Wear NE28 0HG

## Inspection dates

28 to 31 March 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?

Programme leaders, partner schools and the local authority improvement service work 'hand in glove' to provide an exceptional quality of teacher training. The commitment to training teachers in North Tyneside for the good of North Tyneside schools and beyond is clear. Feedback from trainees past and present is overwhelmingly positive.

Trainees are extremely well supported pastorally and academically, both at the centre and while on placements. School-based tutors are well trained. Expert lecturers are drawn from the local authority advisory team, a local university and schools. Leaders commission high-quality support for trainees from local headteachers who act as professional guidance tutors (PGT). The PGT keep a watchful eye on trainees' well-being and help them when they are applying for jobs. The quality of support and training is exceptional. Communication between all partners is very strong, ensuring that the best interests of trainees are continually kept in mind.

Trainees benefit from a tightly planned programme. Lectures, school-based tasks, relevant research and school placements knit together to give trainees a seamless experience. As a result, trainees leave the programme very well prepared to teach in the primary phase. This includes the teaching of early reading.

There is a clear focus on helping trainees to manage pupils' behaviour and to adapt their teaching for pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Trainees are taught the importance of safeguarding. Given the socio-economic diversity within the local authority, trainees gain experience in teaching in a wide range of social contexts on their placements.

This is a small and supportive programme with clear moral purpose. Trainees learn to place 'children at the heart of everything they do' in line with the values espoused by the partnership. This is a partnership where the message of 'care for all' has meaning for all trainees.

## **Information about this ITE provider**

- North Tyneside School-Centred Initial Teacher Training (SCITT) is based at the Langdale Centre, Wallsend. It provides primary teacher training based within North Tyneside local authority.
- In 2022/23, there were 17 trainees on the programme. Three routes are offered: primary education (ages three to seven); primary education (ages five to 11); and primary education School Direct programme (ages five to 11).
- Trainees who successfully complete the course are awarded qualified teacher status. All trainees complete a Postgraduate Certificate in Education (PGCE) with the University of Northumbria
- The partnership works with 21 schools in North Tyneside. This includes first schools and primary schools. These schools include those which are currently graded as outstanding, good or requires improvement.

## **Information about this inspection**

- The inspection was carried out by two of His Majesty's Inspectors (HMIs).
- As part of the inspection, inspectors visited six partnership schools. Here, they discussed placements with senior staff and discussed trainees' progress with school-based tutors. Inspectors spoke with six trainees at these schools about their placements. Across the course of the inspection, inspectors spoke with all available trainees about their experiences and their training.
- As part of the inspection inspectors completed focused reviews in the following subjects: early reading and phonics, mathematics, science, history, physical education and modern languages. Here, inspectors spoke to subject leaders, looked at documentation, including the research base upon which sessions were designed, and spoke to school-based tutors and trainees to ascertain the impact of this aspect of the training.
- Inspectors met with SCITT leaders, trainees, early career teachers (ECTs) and headteachers of placement schools or where ECTs from this SCITT had been employed. They spoke to subject leaders, expert lecturers, PGTs and school-based tutors. They spoke with members of the management committee, a colleague from the awarding university for the PGCE element and the external examiner.
- Inspectors considered the results of surveys completed for the inspection by trainees and members of staff.

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

Leaders have designed a curriculum that enables trainees to emerge as reflective, expert and knowledgeable teachers. It is highly effective. The programme addresses both subject knowledge and pedagogical knowledge. Leaders weave a variety of experiences together successfully for trainees. A taught programme at the centre is delivered by experts from the school improvement service or experienced colleagues from partner schools. A range of good practice days and school visits complement trainees' placements extremely well. Communication and planning are impressive. Leaders have ensured that each element of the programme builds trainees' knowledge step by step.

There is a clear focus on the teaching of early reading and phonics. Trainees are well prepared for teaching phonics in schools. They access a range of systematic synthetic phonics schemes. Course leaders know that subject knowledge is important across the curriculum. At the start of the course, trainees complete an audit to identify any gaps in their subject knowledge. They use this audit to address any gaps over the course of the year.

Leaders at the partnership make sure that sessions at the centre on aspects such as supporting pupils with SEND and developing behaviour management are closely built upon in placements. Discussions with school-based tutors and related tasks complement what is delivered through taught sessions. Leaders have ensured that the core content framework forms the basis of developmental discussions with trainees. It is the springboard from which the ITE curriculum is designed and is covered in full. Leaders dovetail PGCE assignments into the aims of the programme extremely well. Recent and relevant research underpins each session that is delivered centrally.

SCITT leaders are inspirational and caring. They are highly ambitious for the trainees in their care. They constantly seek feedback from a range of stakeholders and are always looking for ways to further improve the training programme. Trainees are effusive about the quality of training and support they receive.

Leaders work closely with a number of schools in the local authority to develop the programme. They work with school leaders to ensure that mentoring is of consistently high quality. They have ensured that quality assurance processes for the programme are incisive and fully embedded.

School-based tutors and SCITT leaders check how well trainees are developing as teachers effectively. Trainees receive purposeful targets that meet their needs and support their progression through the ITE curriculum. Trainees' progression is checked on an ongoing basis through meaningful discussion and review. SCITT leaders have a clear overview of the progress that trainees are making. Effective support is given to any trainees that need extra help.

SCITT leaders have access to a variety of expert colleagues who contribute to the programme. Well planned, well curated and well delivered, this is an outstanding provider of initial teacher education.

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

- The provider meets the DfE statutory compliance criteria.

## **ITE provider details**

<b>Unique reference number</b>	70162
<b>Inspection number</b>	10281349

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.

<b>Type of ITE provider</b>	School-centred initial teacher training
<b>Phases provided</b>	Primary
<b>Date of previous inspection</b>	8 June and 28 September 2015

## **Inspection team**

Michael Wardle, Lead inspector	His Majesty's Inspector
Alice Clay	His Majesty's Inspector

## **Annex: Placement schools**

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phase</b>
Battle Hill Primary School	108595	Primary
New York Primary School	108607	Primary
Rockcliffe First School	108583	Primary
Spring Gardens Primary School	108574	Primary
Waterville Primary School	108571	Primary
Whitley Lodge First School	108600	Primary

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