

Prestolee SCITT

Prestolee Primary School, Church Road, Stoneclough, Radcliffe, Manchester M26 1HJ

Inspection dates

19 to 22 June 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 are resoundingly positive about the quality of their ITE training programme. They are extremely enthusiastic and highly motivated to embark on the teaching profession. Many trainees described the sensitive and bespoke nature of the pastoral support that they receive. This guidance enables trainees to reach the high expectations that leaders set and allows them to excel academically.

Trainees develop a deep understanding of the age-phase in which they are training to teach. This is because the ITE curriculum is meticulously designed around trainees' needs. Trainees extend their understanding of the full range of primary subjects and the early learning goals. They have a particularly strong understanding of the teaching of reading, including systematic synthetic phonics (SSP).

Through their 'progress matters' project, trainees deepen their knowledge of how to adapt the delivery of the curriculum for pupils with special educational needs and/or disabilities (SEND). They also learn an extensive range of behaviour management techniques. They are well versed in their responsibility to safeguard pupils.

Trainees feel extremely well supported by mentors. Mentors and other staff teach trainees strategies to manage their workload and well-being. Mentors also support trainees to develop their subject and pedagogical knowledge by setting precise targets for improvement.

Trainees forge highly positive relationships across this partnership, where communication is exemplary. There is a spirit of collaboration and a common purpose. This creates a palpable feeling of being an integral part of a professional learning community.

Information about this ITE provider

- Prestolee School-Centred Initial Teacher Training (SCITT) partnership began providing initial teacher training in September 2015.
- The SCITT is based at Prestolee Primary School. It provides primary age-phase training programmes in the three to seven and the five to 11 age ranges.
- In the 2022/23 academic year, there were 50 trainees enrolled on the partnership's ITE programmes.
- Trainees who successfully complete their ITE programme are awarded qualified teacher status. Trainees can opt for a part-time or full-time ITE training programme.
- The partnership works with the University of Cumbria for those trainees who wish to follow the Postgraduate Certificate in Education (PGCE) route.
- The partnership works with 51 primary schools across 12 local authorities. These partnership schools have been judged as outstanding, good or requires improvement by Ofsted. Currently, there are no partner schools graded as inadequate.

Information about this inspection

- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors held discussions with the strategic SCITT leader, the head of initial teacher training (ITT), the deputy head of ITT and two lead mentors.
- Inspectors carried out focused reviews in early reading, mathematics, science and the foundation subjects.
- Inspectors spoke to 50 trainees individually, or in small groups, to discuss their experiences of the training programme.
- Inspectors met with 19 early career teachers (ECTs) who had recently graduated from the SCITT.
- An inspector met with a representative of the University of Cumbria to discuss the PGCE element of the training programme.
- Inspectors visited four schools as part of this inspection. On the school visits, inspectors spoke with headteachers, mentors, trainees and ECTs working at the schools who had graduated recently from the SCITT programme.
- Inspectors reviewed a wide range of documentation, including leaders' self-evaluation, improvement plans, curriculum documentation, training records, examples of target setting and quality assurance information.
- Inspectors considered the responses to Ofsted's trainee and staff surveys.

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

Leaders are exceptionally ambitious for all trainees. They ensure that trainees are fully prepared to make a confident start to their career in a wide range of different schools and settings. As such, leaders ensure that their vision to create a highly skilled and effective workforce of early career teachers is fully realised. Leaders are also extremely committed to the continual improvement of the ITE training programmes that they provide. They are quick to act on findings from their rigorous quality assurance activities, as well as feedback from the wider partnership and other stakeholders.

Leaders ensure that the training curriculum goes way beyond the expectations of the Department for Education's core content framework. The curriculum for trainees is underpinned by sound educational research. Leaders have also taken care to identify the important knowledge that trainees must learn. They have ensured that new learning is presented in a systematic and logical order. The implementation and organisation of the ITE curriculum ensure that trainees quickly learn to apply their knowledge in placement schools. Trainees receive an excellent balance between subject-specific learning and the generic pedagogical approaches to teaching in the primary age-phase.

Trainees benefit greatly from the high-quality centre-based training programme delivered by expert practitioners. Trainers' enthusiasm, and their deep-rooted knowledge of their subjects, inspire trainees to grow professionally. As a result, trainees develop a strong understanding of the primary national curriculum. For example, trainees are confident in how to plan and deliver a series of lessons in physical education, computing and modern foreign languages.

Subject experts also deliver extremely well-designed sessions on equality and inclusion, for example how to break down the barriers to learning faced by disadvantaged pupils. Trainees thrive when they put into practice what they have learned about adaptive teaching, for example for those pupils who speak English as an additional language. They also learn the importance of assessing and identifying the additional needs of pupils with SEND in order to provide appropriate wraparound support for these pupils.

Leaders have prioritised trainees' understanding of the importance of SSP in helping pupils to learn to read. Trainees understand their pivotal role in ensuring that all pupils can read with fluency and with accuracy. They develop a secure understanding of a range of different phonics programmes. They understand how to prioritise reading effectively.

The centre-based training is seamlessly aligned with trainees' experiences on school-based placements. Mentors provide consistently strong guidance to trainees, and they rigorously check how well trainees are progressing through the ITE curriculum. For example, mentors and trainees use their regular professional meetings to establish the weekly 'takeaway' learning points. Mentors are also fully conversant in delivering leaders' three-step approach to sharpening trainees' proficiency in teaching. They skilfully assess trainees against the ITE curriculum. As a result, trainees excel, because they know exactly what to do to improve their practice.

Many trainees secure jobs in schools across the partnership. Trainees gain an exceptionally strong understanding of the wider responsibilities of teaching, such as how to deliver relationships and sex education. Many trainees quickly take on additional leadership responsibilities in their employing schools. They are highly sought after.

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

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70352
Inspection number	10293796

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
Date of previous inspection	19 June and 20 November 2017

Inspection team

Janette Walker, Lead inspector	His Majesty's Inspector
Dawn Davies	Ofsted Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Bowlee Park Community School	133446	Primary
Prestolee Primary School	141915	Primary
St Charles' RC Primary School	105955	Primary
Tonge Moor Primary Academy	145854	Primary

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