

# East Midlands Teacher Training Partnership (EMTTP)

The West Bridgford School, Loughborough Road, Nottingham, Nottinghamshire NG2 7FA

## Inspection dates

12 to 15 June 2023

## Inspection judgements

Primary and secondary age-phase combined

### Overall effectiveness

**Good**

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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 are very well prepared to become knowledgeable and successful early career teachers. They are proud to be part of the partnership and highly recommend the provision. Leaders have created an open culture which supports trainees, tutors and mentors. Trainees learn from dedicated staff. Trainees learn from experts in contrasting primary and secondary schools. There is a genuine partnership across the provision.

Leaders and tutors support trainees' well-being. Trainees receive appropriate care and support when needed. They learn to manage their workload.

Trainees benefit from a third placement in a special school setting. They value this opportunity to deepen their understanding of how to meet the needs of pupils with special educational needs and/or disabilities (SEND). The rigorous approach to safeguarding ensures that trainees know and understand their responsibilities regarding keeping pupils safe. Trainees appreciate the academic rigour provided through the university-based training. They value the way in which this provision complements the centre- and school-based learning.

All trainees learn about the importance of early reading. Primary-phase trainees deepen their knowledge of how to teach pupils to read using systematic synthetic phonics. Secondary-phase trainees develop subject expertise by applying their centre-based training in the context of their subjects.

Overwhelmingly, trainees are positive about their training. One comment summed up the views of many: 'I have loved it. I gained all that I needed to develop as a person, not just as a teacher.'

## **Information about this ITE provider**

- The course covers the primary-age range, that is pupils aged five to 11. Current trainees on the secondary-age range course choose subject specialisms from art and design, biology, business studies, chemistry, computer science, design and technology, drama, English, geography, history, mathematics, modern foreign languages, music, physical education (PE), physics and religious education. The partnership offers a full range of secondary subject specialisms.
- The partnership currently has 29 trainees. There are 17 trainees in the primary phase and 12 in the secondary phase.
- There are 56 schools in the partnership, in five local authorities. The partnership has five lead schools. They are The West Bridgford School, The Ripley Academy, Mornington Primary School, Joseph Whitaker School and John Fernley College. Trainees experience two placement experiences in contrasting settings. They also complete a shorter placement in a specialist school for pupils with SEND.
- EMTTP is part of the East Midlands Education Trust (EMET).
- The partnership offers School Direct and postgraduate fee-paying routes to qualified teacher status (QTS). All trainees study towards a Postgraduate Certificate in Education, which is accredited by the University of Nottingham.
- The partnership works with a range of partner settings, primary and secondary schools. There is a mixture of settings of different sizes, local contexts and Ofsted judgements at their most recent inspection.

## **Information about this inspection**

- The inspection was carried out by three of His Majesty's Inspectors.
- Inspectors spoke with 31 current and former trainees from both primary and secondary age-phases. Inspectors reviewed responses to Ofsted's surveys of staff and trainees.
- The lead inspector spoke with the chair of the board of trustees and the chief executive officer for EMET. He met with members of the strategic board. Inspectors met with the director, deputy director and programme manager of the partnership. Inspectors spoke with key stakeholders.
- Inspectors undertook focused reviews of reading, science and foundation subjects in the primary age-phase, and mathematics and PE in the secondary age-phase, to evaluate the quality of education and training across the partnership.
- Inspectors visited 10 schools to meet with trainees, mentors ITE coordinators and headteachers. These visits included observations of trainees' teaching.

- Inspectors considered information related to the Department for Education's (DfE) initial teacher training criteria and supporting advice.
- Inspectors considered a wide range of information provided by leaders, including information about governance, safeguarding arrangements, trainee placements, the ITE Curriculum, training resources and policies.

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

Leaders have developed an ambitious curriculum that is well sequenced and builds trainees' learning over three distinctive phases. Leaders have identified the key learning that trainees need to learn and when. Leaders ensure that the strands of learning weave through the curriculum in meaningful ways. For example, trainees' learning about managing behaviour, adapting teaching and assessing pupils' learning is revisited in each phase, deepening their prior learning. Leaders ensure that the curriculum incorporates the DfE's core content framework. The centre- and school-based training curriculums give trainees the knowledge and skills that they need to become successful qualified teachers.

The delivery of the curriculum dovetails across centre-based training, directed self-study, research and school-based learning. Communication between leaders, tutors and mentors is clear, regular and timely. This effective communication enables tutors to have an aligned oversight of the trainees' experiences and progression throughout the training. Tutors lead on the assessment of trainees. They formatively assess trainees' progress periodically. They lead on trainees' final summative assessment at the end of the training and recommend, if appropriate, QTS to the examination board. Regular centre-based training is built upon in weekly discussions with mentors. Each mentor is pivotal in contextualising the centre-based learning to the age-phase. Mentors focus on trainee welfare, professional development, 'big questions', focused targets and building subject knowledge. Trainees integrate and apply relevant research to inform their learning and teaching practice.

Leaders provide mentors with training that develops their mentoring and coaching skills. Mentors mostly have a clear understanding of their responsibilities. Some mentors gain accredited training that extends their mentoring skills.

Primary-phase trainees have well-planned opportunities to learn how to teach the core subjects. For example, trainees learn the importance of systematic synthetic phonics in enabling pupils to learn to read and become fluent in their reading. Trainees also understand, for instance, how to teach pupils scientific knowledge and develop pupils' scientific skills of enquiry. However, the knowledge that trainees learn about foundation subjects is more variable and is not consistently integrated. Secondary-phase trainees are very well supported by mentors to apply centre-based learning to their subject specialisms. However, they receive very little subject-focused learning through the centre-based provision.

Leaders use a range of monitoring and evaluation systems to check on the consistent delivery of the planned curriculum. They value, and are responsive to, trainee feedback.

Trustees, trust officers and leaders understand the provision's strengths and improvement priorities. The strategic board supports and challenges leaders very effectively.

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

### **(Information for the provider and appropriate authority)**

- Mentors do not receive the information that they need to support primary-phase trainees to build knowledge of the foundation subjects. Mentors are not trained well enough to understand the foundation subject learning that trainees receive as part of the centre-based training. Trainees do not always have the opportunity to consistently build on the knowledge that they have gained through the subject-specific elements of the primary-phase curriculum. Leaders should make sure that mentors understand the content of the subject-specific elements of the curriculum. They should check that primary trainees consistently have the opportunity to deepen their knowledge of the foundation subject-specific curriculum.
- Secondary-phase trainees develop a sound understanding of their subjects through school-based mentors. However, the curriculum does not always develop secondary-phase trainees' pedagogical knowledge within their specialist subject as well as it might. Leaders should refine the subject-specific elements of the secondary-phase course so that secondary-phase trainees consistently develop their understanding of how pupils learn in their subject.

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

- The provider meets the DfE statutory compliance criteria.

## **ITE provider details**

<b>Unique reference number</b>	70302
<b>Inspection number</b>	10267355

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 and secondary combined
<b>Date of previous inspection</b>	14 to 17 May 2018

## **Inspection team**

Chris Davies, Lead inspector	His Majesty's Inspector
Hazel Henson	His Majesty's Inspector
Matthew Fearn-Davies	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 phases</b>
Chellaston Junior School	146500	Primary
Blidworth Oaks Primary School	148856	Primary
Orston Primary School	122668	Primary
Ripley Junior School	112611	Primary
The Milford Academy	138741	Primary
West Bridgford Junior School	122600	Primary
The West Bridgford School	136628	Secondary
The South Wolds Academy and Sixth Form	138191	Secondary
The Joseph Whitaker School	137628	Secondary
John Ferneley College	137617	Secondary

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