

Yorkshire Wolds Teacher Training

East Dale Road
Melton
Hull
HU14 3HS

Inspection dates

11 to 14 March 2024

Inspection judgements

Primary and secondary age-phase combined

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 flourish because of the exceptional training that they receive. They get off to the best possible start. Everyone benefits from a curriculum that is designed to purposefully engineer success at every stage. Guided by skilful staff, trainees build detailed knowledge and skills relevant to their subject or phase.

The precisely meshed training creates plentiful opportunities to put theory into practice. Trainees receive precise lesson observation feedback. They use this to form relevant targets and 'enquiry questions' with their mentors. This helps them to learn critical features of effective teaching. Trainees focus on pupils' learning and the importance of creating safe and welcoming classrooms. They develop detailed knowledge of how to meet the needs of pupils with special educational needs and/or disabilities and those who speak English as an additional language.

Pastoral support for trainees is a strength. Trainees develop strong professional relationships with all staff, particularly their tutor. 'Learning journals' form the cornerstone of the excellent support that they receive. Weekly progress meetings between trainees and tutors ensure a continual focus on trainees' well-being. Tutors perceptively explore trainees' reflection on their practice. Staff use the insights they gain to monitor and evaluate trainees' progression through the curriculum. Trainees value the training and support that they receive. One trainee, whose comment was typical of many, told inspectors, 'I made the best decision ever when I chose this course.'

Information about this ITE provider

- Yorkshire Wolds Teacher Training (YWTT) has been offering initial teacher education since 2018. At the time of this inspection, there were 54 trainees. This comprised 30 training in the secondary phase and 24 primary trainees. The total number of trainees has risen significantly since the previous inspection.
- YWTT is part of The Education Alliance Multi-Academy Trust, which comprises 11 schools. This includes primary, secondary and a specialist school.
- In the primary phase, five trainees are training to teach the three to seven age range. The age range for other primary trainees is five to 11 years.
- The School-Centred Initial Teacher Training (SCITT) provides training via the school direct (non-salaried) route. Most trainees follow the Postgraduate Certificate in Education route through Sheffield Hallam University.
- The provider works with over 70 primary and secondary schools across three local authorities, as well as special schools and early years settings. Most schools in the partnership were judged good or better at their most recent Ofsted inspection.

Information about this inspection

- The inspection was conducted by three of His Majesty's Inspectors.
- Inspectors met with: the SCITT director; the primary programme leader; primary and secondary intervention leaders; the progress lead; the pre-teacher training coordinator; and the SCITT administrator. They also spoke with a range of subject specialists in both the primary and secondary phases. Inspectors met with headteachers, tutors and mentors from the partnership schools. The lead inspector met with the chair of the strategic board and other members of the strategic board.
- During the inspection, inspectors spoke with 18 current trainees and 13 early career teachers who trained with this provider. The team also spoke to 14 alumni who trained with this provider. Inspectors took account of views expressed in inspection surveys returned by trainees and completed by staff.
- Between them, the inspection team visited seven partner schools in person. They engaged with a wider range of partner schools through a series of group meetings that were also carried out remotely.
- To evaluate how well trainees are prepared to teach, the inspection team focused in detail on certain subjects. In the primary phase, inspectors completed focused reviews in early reading and history. In the secondary phase, the focused review subjects were biology and geography.

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

The provider's core purpose of 'developing great new teachers' is highly evident. The innovative curriculum is ambitious and underpinned by relevant scholarly evidence. The core content framework is meticulously complied with throughout. From the outset,

trainees learn to critically evaluate the relevance of research. This gives them a vital grounding in reflective practice that informs their future careers. The 'rainbow curriculum' frames seven different strands of 'learning to teach, learning to teach a subject and learning to be a teacher'. Leaders' thoughtful design of the curriculum helps trainees to see how each strand interweaves and builds over time.

Trainees learn essential elements of the curriculum before their first school-based placement. This includes, for example, a focus on essential behaviour management strategies, how pupils learn and how to use vital elements of assessment to inform future teaching. Subject-specific teaching by experts ensures that trainees learn vital knowledge relevant to their phase of teaching. In addition, trainees all study the phases that precede and follow their chosen phase of teaching. Combined, this enables trainees to feel confident and to practise vital elements of being a teacher from the outset.

Primary trainees learn and embed successful strategies of how to teach early reading. They have ample opportunities to observe expert delivery and refine their own practice in this vital area. The precise sequencing of the curriculum allows trainees to revisit key knowledge and skills regularly. The provider's mantra of 'exactly what a learner needs at the time they need it' is highly evident. As a result, trainees are very well prepared to begin their teaching careers.

The provider's deliberate and purposeful collaboration with schools and experts in the partnership contributes to highly effective training. Everyone has the trainees' best interests at heart. In both phases, subject specialists co-construct and constantly refine the curriculum to ensure that it is highly relevant and effective. Trainees receive exceptional support because of the thorough and regular training that mentors receive. Mentors skilfully use all elements of formative assessment to monitor trainees' progress and help them develop as novice teachers. Scrupulous quality assurance processes ensure that targets set by mentors are highly effective and feed into curriculum review.

The provider's relentless focus on continual improvement is compelling. Leaders listen carefully to the views of trainees and use this to continually refine the programme. Tutors work with groups of trainees to elicit feedback and maintain the highest quality of provision. The strategic group has detailed knowledge of the provision and regularly provides robust challenge and support for further improvement. Leaders' deliberate use of experts throughout their provision extends to the external professional moderation that they commission. This means that leaders at all levels have a thorough and accurate understanding of strengths and a restlessness for future improvement.

Trainees and staff report exceptionally high levels of satisfaction with the programme. Consideration of everyone's well-being is a notable strength. Everyone is extremely proud to work with the SCITT. Many alumni contribute to the ongoing development of new trainees. Potential mentors join a waiting list as the position is cherished highly and viewed positively. Many trainees secure jobs in schools across the partnership. They are highly sought after.

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

The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	1246912
Inspection number	10318656

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider	SCITT
Phases provided	Primary and secondary combined
Date of previous inspection	13 May and 23 September 2019

Inspection team

Linda Culling, Lead inspector	His Majesty's Inspector
Kate Fripp, Team member	His Majesty's Inspector
Hanna Miller, Team member	His Majesty's Inspector

Annex: schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Beverley Grammar School	136995	Secondary
Boothferry Primary School	117941	Primary
Cottingham High School and Sixth Form College	136921	Secondary
Keldmarsh Primary School	133481	Primary
Molescroft Primary School	117889	Primary
Swanland Primary School	137151	Primary
Wolfreton School and Sixth Form College	144561	Secondary

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