

Bournemouth Bay Teacher Training Partnership

The Grange School, Redvers Road, Christchurch BH23 3AU

Inspection dates

18 to 21 March 2024

Inspection judgements

Secondary age-phase

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?

Bournemouth Bay Teacher Training Partnership is highly inclusive. It ensures that trainees' needs are met at all stages from recruitment through to completion of the course. Consequently, trainees are overwhelmingly positive about the support they receive from the partnership. They appreciate the high-quality curriculum and the expertise of leaders. Trainees build strong relationships with centre-based staff and those supporting them in partner schools. They learn to be reflective practitioners.

Trainees benefit from a thorough induction, which prepares them well for their first placement. They spend time at partner schools with a diverse range of pupil attainment, demographics and needs. This allows trainees to gain a broad experience of teaching. The partnership delivers regular and high-quality training to the professionals supporting trainees in school. As a result, trainees receive strong guidance in their different placements. The partnership prioritises supporting trainees to manage their workload and to recognise potential stress factors.

Partner schools describe trainees as knowledgeable and resilient. Early career teachers (ECTs) reflect positively on their experience of being a trainee. They give detailed examples of what they learned about how pupils learn, teaching pupils with special educational needs and/or disabilities and managing pupils' behaviour. They are well prepared for employment. Many past trainees have taken on leadership roles at an early stage.

Information about this ITE provider

- The Bournemouth Bay Teacher Training Partnership provides teacher training for the secondary phase (11 to 16).
- There are 31 trainees enrolled in the 2023/24 academic year.
- There are 21 schools in the partnership. All were judged to be good or outstanding at their most recent Ofsted inspection.
- The partnership offers the following routes: School Direct (salaried) and postgraduate. Trainees also complete a postgraduate certificate in education. At the time of inspection, there was one trainee on the School Direct (salaried) route.

Information about this inspection

- The inspection was carried out by two of His Majesty's Inspectors.
- Inspectors met with senior leaders from the partnership. They also held meetings with members of the management board, headteachers from partnership schools, professional tutors, lead subject tutors and school-based mentors.
- Inspectors carried out focused reviews in history, modern foreign languages and physical education.
- Inspectors visited six partnership schools. They met with 17 trainees and seven ECTs. Inspectors reviewed the responses to Ofsted's surveys for staff and trainees.
- Inspectors observed professional learning conversations and viewed samples of partnership and trainee documents.

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

The partnership has a clear vision for creating excellent teachers who will serve the locality of Bournemouth, Christchurch, Poole and beyond. Leaders have developed a strong partnership where schools work collegiately to realise this vision. They have developed an ambitious curriculum that exceeds the requirements of the core content framework set by the Department for Education.

Leaders have carefully considered the essential knowledge trainees will learn in their initial centre-based phase, for example an introduction to safeguarding, professional behaviours and the importance of assessment. Therefore, trainees approach their first placements confidently. This knowledge is then revisited and built on as the course progresses.

As part of the curriculum offer, trainees are introduced to the expectations of key stages 2 and 5. This allows them to see how pupils' experiences change as they move through school. Trainees value their visit to a primary school where they also deliver a lesson to pupils. This allows them to gain more first-hand experience.

Trainees engage with research findings and academic literature as part of the curriculum. They have opportunities to debate and discuss the validity of this learning and what they

will put into practice in their own teaching. However, this wider reading is not always sufficiently focused on subject expertise. As a result, some trainees struggle to implement this when teaching their subject.

The partnership has carefully considered what mentors need to know to support trainees. Mentors deliver regular, purposeful training, and provide timely and informative updates for trainees. Many trainees receive high-quality mentoring. The lead subject and professional tutors are experienced staff with a wide range of expertise. This allows trainees to develop the knowledge and skills they need to secure employment and be successful early career teachers. However, this strong practice is not always shared successfully across the partnership. As a result, some trainees have a more inconsistent experience.

The partnership ensures that trainees have sufficient grounding in their responsibilities for equality, diversity and inclusion. It is responsive to trainees' needs and ensures that comprehensive support is in place to give them every opportunity for success, for example adjusting placements, adapting resources, and providing additional mentor time.

The provider includes regular check points throughout the training year to assess trainees' progress through the curriculum. Target setting is collaborative and focuses on the specific expertise trainees need to develop. Consequently, trainees are well supported to complete the required assignments throughout the programme and are ready to teach when they leave.

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

(Information for the provider and appropriate authority)

- Trainees do not have a secure knowledge of pertinent research linked to their specific subject area. As a result, some are unable to effectively draw on their knowledge of research to inform their teaching. The provider should ensure that trainees are exposed to a range of scholarship relevant to their subject so they can apply this routinely within their classroom practice.
- The partnership does not always share the strongest practice between mentors, lead subject tutors and professional tutors. Therefore, some trainees have an inconsistent experience. The partnership should create opportunities for all professionals to share best practice about the content and delivery of the ITE curriculum.

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

The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70171
Inspection number	10307523

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	Secondary
Date of previous inspection	14 May and 19 November 2018

Inspection team

Kelly Olive	His Majesty's Inspector
Sarah Favager-Dalton	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
The Grange School	141378	Secondary
Twynham School	136649	Secondary
Bournemouth School for Girls	136996	Secondary
Ferndown Upper School	113854	Secondary
Glenmoor Academy	140008	Secondary
St Edward's Roman Catholic	113893	Secondary

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