



Primary Initial Teacher Training
Partnership based on

Bournemouth and East Dorset SCITT

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A full inspection report
2005/06

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Introduction

The Bournemouth and East Dorset SCITT works in partnership with Bournemouth and Poole College and 19 schools to provide a primary initial teacher training (ITT) course. It offers a one year postgraduate training programme in the early years age range (3-7 year olds), leading to a PGCE, which is validated by the University of Luton. At the time of the inspection there were 25 trainees on the course.

Context

The inspection was carried out by a team of inspectors in accordance with the *Ofsted Handbook for the Inspection of Initial Teacher Training (2005-2011)*.

This report draws on evidence from a full inspection of the provision and an inspection of the management and quality assurance arrangements.

Grades are awarded in accordance with the following scale

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Main inspection judgements

Standards achieved by the trainees: Grade 2

Quality of training: Grade 2

Management and quality assurance: Grade 2

The provider will receive a short inspection in three years.

Key strengths

- the effective management structure, which includes all members of the partnership
- the quality of the centre-based training sessions, particularly in English, science and professional studies
- the professional values and practice of the trainees
- the well organised and effective recruitment and selection procedures.

Points for action

- improving the auditing of trainees' subject knowledge in mathematics and English.

Points for consideration

- improving trainees' skills in managing pupils' challenging behaviour
- improving trainees' knowledge and understanding of how to teach the foundation subjects
- developing well defined, measurable success criteria in subject action plans.

Standards achieved by trainees

1. The trainees demonstrate a commitment to raising pupils' achievement and show positive values and attitudes towards their teaching and to their own professional development. They know their pupils well and are fully involved in the life of the school. They have very good relationships with staff and parents and show particular sensitivity in their dealings with pupils. For example, one trainee included positive references to the lives of two traveller children in her class by including caravans amongst examples of different types of housing. Trainees have suitable knowledge and understanding of the statutory frameworks under which teachers operate. The trainees' files are usually well organised.
2. The trainees are honest and analytical when they evaluate their lessons and are able to modify their teaching in response to issues identified in previous lessons. The best trainees consider both pedagogy and pupils' responses to their teaching, and focus succinctly on how well pupils achieve the learning objectives. Trainees' reflective diaries provide a good account of how their pedagogic understanding has developed, although some have not completed them systematically throughout the course.
3. Overall, trainees demonstrate a satisfactory knowledge and understanding of the Foundation Stage and Key Stage 1 curriculum. In English they are knowledgeable about the teaching of reading, writing and the place of phonics. They have made good progress in developing their subject knowledge in science from a low starting point and have a clear understanding of how this subject should be taught. However, although their subject knowledge in mathematics is sound, some trainees have gaps in their understanding of how to teach it, such as in how to make the best use of practical equipment to support pupils' understanding of mathematical concepts. Trainees use information and communications technology (ICT) well to support teaching and learning. They have a good understanding of progression from the Foundation Stage to Key Stage 1 as well as knowing the requirements before and after the age range for which they are being trained. However, some trainees are less confident in their understanding of how to teach foundation subjects and evidence of the extent of their subject knowledge is not sufficiently well recorded in their files.
4. Trainees' lesson planning is a strength. It is based on high expectations and is very detailed with learning objectives clearly stated. Care is taken to ensure that an appropriate range of activities is planned for all groups of pupils, including those with special educational needs. The work of teaching assistants is well planned to ensure that they contribute to pupils' learning throughout the lessons.
5. Trainees use a wide range of suitable teaching strategies to achieve the lesson's learning objectives. Good use is made of interactive whiteboards and other resources such as story bags to stimulate the pupils' interest. Songs are used well to develop pupils' ability to count.

6. Trainees use a range of assessment methods to monitor pupils' progress, inform their planning and provide evidence for reporting to parents. They make good use of the Foundation Stage profile, but a few are less confident in levelling pupils' work in Key Stage 1. They encourage pupils to use self-assessment strategies, and teaching assistants are used well in helping to identify the progress that pupils, particularly those with special educational needs, make during lessons.

7. Class management and organisation are satisfactory with some good features. Trainees are well organised and work hard to ensure that lessons are interesting. They have a good understanding of health and safety issues. They ensure that work produced by the pupils is appropriately celebrated and that their good behaviour is recognised and praised. The working atmosphere is usually calm and orderly; pupils have a clear understanding of what is expected of them. However, some trainees are not always sufficiently skilful in managing challenging behaviour; they do not monitor the behaviour of the whole class effectively when they are working with one group of pupils.

8. Trainees show a good awareness of the needs of different groups of pupils and carefully plan well differentiated activities. As a result, those pupils with special educational needs have full access to the curriculum and the needs of the minority of pupils with English as an additional language are well catered for. The more able pupils are challenged through well designed tasks and extension activities.

The quality of training

9. The structure of the training course meets the Requirements fully. The first term consists of relatively short periods of time in the base school and in other settings. The extended period of teaching is programmed too late in the first term to enable trainees to gain the maximum benefit. The partnership has recognised this issue and has adjusted the programme accordingly for the future. Trainees are allocated to good mentors. However, trainees' past experiences and age range preference are not always taken into account, and the criteria for placing trainees with a different age group are not made clear to them.

10. Core subject leaders have taken appropriate account of the National Curriculum and National Strategies. The Foundation Stage curriculum and foundation subjects are also covered well. The partnership has recognised that training in science was ambitious in covering too much and has streamlined this so that it focuses more on the needs of the trainees. In ICT there is a good emphasis on developing trainees' knowledge and skills alongside their understanding of the National Curriculum programme of study.

11. The central programme is planned to make suitable links between subjects, such as English and ICT; this is an improvement since the last inspection. Although the allocation of time for cross-curricular tutor discussions and planning is a recent development, this is beginning to have a positive impact on the quality of the

training. The partnership has also made improvements in how the course prepares trainees to teach pupils who use English as an additional language; this matter is treated both as a topic in its own right and as a theme in other subjects. The professional values and practice programme has a good emphasis on working in an early years setting.

12. Mentors are committed to the success of the partnership. Centrally provided subject training links well to follow-up tasks set in schools. The large number of tasks and assignments, all referenced to the Standards, extend trainees' knowledge, skills and understanding but there is too much overlap. There is no one with an overview of the tasks and assignments provided early in the training, and some assignments that require school-based research have deadlines and timescales that are too ambitious.

13. The quality of centre-based training is good with some very good features, such as in English, science and professional values and practice. Training links well to the Standards. It is particularly effective when there are close links between theory and pedagogic practice; such links are less clear in the training in mathematics. Training is delivered by enthusiastic and well qualified trainers who motivate and enthuse the trainees well. They model very good teaching and class management strategies and successfully maintain a brisk pace during the sessions. Good use is made of ICT to support the training. The virtual learning environment has supported science well, although this is at an early stage of development in other areas.

14. School-based training is good. The trainees engage well with the mentors who provide them with useful feedback. The best feedback in schools is sharply focused and constructive, often directing the trainee towards further advice, expertise or resources within the school. Performa's to support school-based training, such as lesson planning outlines and mentor meeting minutes, are effective. Coherence between centre-based and school-based training is underdeveloped, but recent improvements are starting to have a positive impact on the quality of the training.

15. Trainees are provided with a laptop and a suitable set of reference materials at the start of the course. Central trainers have access to resources that are steadily increasing from a very low base. Central library resources to support the training are adequate, but the college training room is not able to provide an exemplar of a good early years learning environment as it also has to be used for other college activities. Resources in schools are good and mentors readily share these with trainees.

16. The partnership audits trainees' subject knowledge satisfactorily. In science and ICT the audits are good. In mathematics, the auditing of subject knowledge is detailed, but the process does not consider trainees' knowledge how to teach the subject. In English, the auditing is not comprehensive.

17. An individual learning profile is used to record trainees' progress against identified needs, to track grades and assignment marks. Most mentors meet regularly with trainees and identify areas for development, but in some instances the links between targets set after lesson observations and those set at these meetings are not clear. Comments made by mentors in the reflective journals are very good, because they are both formative and diagnostic. However, because actions and targets are spread over a number of documents some trainees find it is difficult to coordinate their record keeping.

18. Trainees' teaching is assessed accurately during school placements and this informs the end-of-practice reports and tutorials with their personal tutors. Mentors regularly complete lesson evaluations. Trainees' progress in meeting the Standards is also tracked through a mapping document. The quality of feedback from placement schools is at least satisfactory. Written assignments are accurately marked and feedback generally provides a detailed commentary which links well to the Standards. In a minority of assignments, the feedback commentary is too brief and insufficiently evaluative.

19. Arrangements for the final assessment of trainees are clear, well understood by trainers and trainees, and rigorously applied. They provide accurate assessments of trainees' progress and ensure the security of the pass/fail borderline.

Management and quality assurance

20. Recruitment and selection procedures are effective in selecting suitable trainees with good degrees. Targets for recruiting male trainees have been exceeded, but, in spite of considerable efforts, the consortium has not been successful in encouraging applications from minority ethnic groups. Information provided to potential applicants and to those selected for interview is detailed and helpful.

21. The interview process is well organised and makes very good use of partnership schools. Candidates' mathematical subject knowledge is tested and their communication skills are assessed through a written task and a brief presentation. A strength of the process is the commentary that trainees are required to make on a lesson they have observed during the day; this helps greatly to identify candidates' potential. Records of candidates' performance at interview are succinctly and accurately completed.

22. There are very helpful arrangements to prepare trainees for the training, such as a pre-course preparation day. The few trainees who withdraw from the course are interviewed at length to determine their reasons, and good support is provided to try to prevent such withdrawals. Almost all trainees from last year's course gained teaching posts. The partnership carefully monitors the effectiveness of the selection and induction procedures and introduces suitable improvements.

For example, it plans to develop subject knowledge audit files early in the course next year as a way of ensuring that weaknesses are identified early.

23. There is a very well defined and effective management structure. All partnership schools are well represented on management committees, and trainers' and trainees' views are fully taken into account. A strong feature of the management structure is the positive impact that the management group has on the strategic planning and development of the training programme. The roles and responsibilities of trainers are well defined with regard to the delivery of training, and the partnership is increasing the number of opportunities for them to observe trainees teaching their subjects in schools. Although this is at an early stage, this is starting to improve cohesion between school-based and centre-based training and to enable trainers to assess the impact of their subject training on trainees' teaching.

24. There are clear and effective partnership arrangements and the formal agreement fully meets the Requirements. There are high expectations regarding the quality of partnership schools. Their quality is carefully monitored by programme managers and senior members of the management group. There are clear criteria for selecting and deselecting schools, and these are rigorously applied. As a result, partnership schools provide good bases for training.

25. Communications between the programme managers and consortium schools are consistently good; efficient administrative systems ensure that email and telephone enquiries are responded to quickly.

26. School-based mentors are very well prepared and supported, although opportunities are sometimes missed to provide feedback to them on their performance. They make a significant contribution to the quality of the school-based training. Their training includes well planned and differentiated programmes for experienced and newly appointed mentors and covers a suitable range of topics. Attendance is carefully monitored. Centre-based training is effectively monitored, but systems to link this to the identification of the training needs of tutors are at an early stage of development. Arrangements for appointing centre-based trainers against clear criteria are now good.

27. The partnership is proactive in its commitment to equality of opportunity. For example, each management and trainee liaison meeting now has equal opportunities as a standing item on the agenda. Equal opportunities and race equalities policies meet legal requirements and all trainers have received appropriate training. Both policies are appropriately monitored and there is a clear commitment to high standards of professional behaviour.

28. Procedures for evaluating the training are clear and have a positive impact on improving the quality of the training. School-based and centre-based trainers and the trainees undertake detailed reviews of all aspects of the training. The outcomes are communicated to the management group. The system is robust, and accurately identifies day-to-day issues which are effectively addressed by the programme managers as well as informing longer term improvement planning.

29. Procedures for monitoring and assessing the progress of trainees against the Standards are accurate and well documented. A system of joint observations of trainees, often by tutors and mentors from other schools, effectively helps to ensure parity of judgement across the partnership. An appropriate sample of assignments is second marked and records of progress are detailed and provide clear links to the Standards. External examiners' reports link effectively to self evaluation, confirm the effectiveness of assessment procedures and provide clear guidance, to which the partnership makes an appropriate response.

30. The partnership has recently improved its system for improvement planning. This is now having a positive impact on the quality of the training and the pace of improvement. A strong feature is the effective consultation with all partnership schools and the wide range of evaluative information which is taken into account when priorities for development are identified. The resulting development plan is of very good quality because it clearly identifies appropriate actions, resources and personnel within clear timeframes. Appropriate action plans for specific subject areas are drawn up in response to evaluations, but in these the success criteria are not always made sufficiently well defined. As a result, it is not always possible to measure the extent to which improvements have been achieved.

31. The consortium is using a range of data from similar providers both locally and through meetings with others connected to its accrediting university to benchmark its performance and to share good practice.