

Kirklees Partnership for Employment-based Teacher Training

Initial Teacher Education inspection report

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Lead inspector

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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the *Framework for the Inspection of Initial Teacher Education (2008-11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

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

The provider

3. Kirklees Partnership for Employment-based Teacher Training works with Kirklees and Calderdale local authorities, the University of Huddersfield and local schools to provide qualified teacher status through the Graduate Teacher programme. It is based at the professional development centre for Kirklees.

Employment-based routes to qualified teacher status

Context

4. The partnership aims to meet the needs of the local area in providing a route into teaching for those who have been working in primary and secondary schools as qualified teaching assistants and for those who already have the PGCE FE qualification but need to gain qualified teacher status. It also aims to recruit secondary trainees in national priority subjects and in English, drama and media arts which are local priorities. Most secondary trainees train for Key Stages 3 and 4 but currently in media studies, the programme covers Key Stages 4 and 5. One primary trainee is specialising in the Early Years Foundation Stage and Key Stage 1. At the time of the inspection, there were 14 primary and 20 secondary trainees, including a small number of self-funded trainees in drama.

5. The partnership works with schools in Kirklees and Calderdale and occasionally in other local authorities by arrangement. Although schools come into and out of the partnership each year, several primary and secondary schools are well established partners. Within the 40 partnership schools this year there are designated training schools and a Leading Literacy school.

Key strengths

6. The key strengths are:

- the highly personalised training plan which ensures that each trainee's needs are identified and experiences planned to meet them
- trainees' confidence and skill in reflecting critically on their own professional development
- the overall good quality of mentoring which supports and guides trainees' progress
- the good quality training at the centre from local authority consultants and experienced professionals
- the tailoring of the second placement to extend the range of trainees' experiences
- the management's creative solutions in widening experiences for trainees by drawing on expertise within the partnership.

Required actions

7. In order to further improve trainees' progress and raise attainment, the provider must:
- ensure greater consistency in the quality of mentoring
 - monitor the content of school-based training more rigorously to promote a higher degree of consistency in the coverage of core elements.

Recommendations

8. In order to strengthen management's assessment of performance the provider/partnership should:
- ensure that the programme team and partnership board have the information they need to evaluate the impact of the provision on the outcomes for trainees
 - realise the potential of the audit against the professional standards, undertaken by trainees as part of their application, as a baseline measure of progress.

Overall effectiveness

Grade: 2

9. The overall effectiveness of the provider in securing high quality outcomes for trainees is good. Current trainees echoed former trainees' praise for the way the programme developed their confidence and helped them to progress. Headteachers also commented that as newly qualified teachers, former trainees showed a level of professional competence and attributes that far exceeded expectations.

10. Trainees' attainment is good. In 2008 while the overall profile of attainment of primary trainees was higher than that of secondary trainees, a greater proportion of secondary trainees was judged to be outstanding. Current indications are that again, several secondary trainees, in shortage subjects, are showing the potential to be outstanding. There is also some indication that, following the return to their host schools after a second placement, the progress of primary trainees is quickening.

11. Trainees get a good deal because the schools put trainees' needs at the heart of the training process. The programme manager and tutors work well to consult schools to ensure that placements are advantageous. As a consequence, trainees develop strongly in communicating and working with others, show a keen sense of their own personal development needs and a critical approach to their professional development.

12. Good recruitment and selection procedures lead to the vast majority of trainees staying the course and gaining employment locally, often in host schools.

The programme draws almost exclusively from local interest without advertising. This route into qualified teaching is highly valued locally, especially by secondary schools where former trainees now teach and are gaining leadership posts. While there is strong competition from males and females for places on the primary route, applications vary for secondary places and are low for priority subjects.

13. Serious consideration is given to applicants' personal qualities and their breadth of experience in working with children. A good source of information is the audit against the professional standards completed by each applicant. Although the audit forms the starting point for a trainee's training plan, its potential as an initial yardstick for measuring progress is only partially utilised. Amendments to questions and procedures have heightened the consistency and rigour of interviews at the centre and at the employing host school. A good aspect is the inclusion of a subject specialist on the interview panel at the centre. If accepted onto the programme, trainees are visited in school by the same specialists to monitor their progress and provide subject comment and guidance. Although there were applicants from minority ethnic groups for the current programme, there was only one applicant who met the criteria well enough to be offered a place.

14. There are significant strengths in training and assessment but also some inconsistencies, which while relatively minor, detract from the trainees' progress and overall effectiveness of the programme. Schools are good training venues and the overall quality of mentoring is good. There is a common commitment to ensuring that trainees are well supported personally and professionally. Secondary trainees often work alongside skilled staff delivering aspects related to the school's specialist status and primary trainees benefit from effective practice in schools that have been judged to be at least good in their last inspection. Trainees play a full part in the life of the school and benefit from professional development sessions such as the levelling of pupils' work and working with children who show autistic spectrum disorder. Trainees are generally adequately prepared, and some very well prepared, to teach in a diverse society with a sound understanding of issues facing schools where pupils may have limited facility in speaking English.

15. Trainees' highly personalised training plans steer the provision. Some plans give highly detailed accounts of the required 60 training days. When mentors use the plan as part of the weekly review, trainees gain a well-informed view of their progress and areas for development. While some trainees have conscientiously completed the tasks to develop subject knowledge for teaching, others have been selective. Mentors and visiting tutors have not always checked on this. The selection of the school for trainees' second placement is usually well tailored to provide trainees with a contrasting context, a wider experience of pupils' abilities and, for secondary trainees, often an opportunity to work to a different syllabus and examination requirements. The training plan for this placement gives a clear indication of how the experience will benefit the trainee. A useful introduction this year is the summary report for each trainee at the end of the second placement in addition to reports at the end of each term.

16. Mentors and coordinators provide trainees with helpful, regular feedback on their teaching and agreeing targets for improvement. They draw well on training in how to use the assessment record and discuss with trainees the quality of their

evidence from assignments, taught sessions, tasks and school experience. New mentors are supported by visiting tutors and buddy mentors in other schools. However, there are inconsistencies in practice. Some trainees benefit highly from their mentors' challenging questions, well focused advice and sharp targets. Nevertheless, there is a tendency for mentors' written feedback to focus on generic teaching skills and the standards covered in the lesson, rather than trainees' subject knowledge and the impact of their teaching on pupils' learning. This is partly due to the format of the record sheet. Some mentors and tutors indicate quality of teaching and learning through their comments and others grade lessons. These grades provide a useful indicator of progress over time. That said, targets are often too general to promote immediate improvement in a particular teaching element. As a consequence, the focus is not placed consistently on lifting trainees' performance.

17. The good, and sometimes outstanding, training at the centre from local authority consultants and specialists generally meshes well with the training in school. The emphasis is on local and national priorities, including inclusive education, citizenship, safeguarding and the implications of the Rose Report on reading. The programme for primary trainees provides training in English, mathematics, science, information and communication technology and some foundation subjects. That for secondary trainees is less coherent and schools are not always aware of the content. Similarly, the centre has no record of how well schools address key elements, such as working with gifted and talented students and literacy and numeracy across the curriculum.

18. The provider uses resources effectively to meet trainees' and schools' needs. A significant proportion of funding is allocated to schools to facilitate training opportunities. The centre provides well-equipped training rooms and trainees can access materials from the resource centre, the university and the virtual learning environment which trainees also use to keep in touch. Trainees have been well supported when concerns have arisen. Communication between the centre and the schools is generally effective .

The capacity for further improvement and/or sustaining high quality Grade: 2

19. The capacity for further improvement is good overall. The partnership board, programme manager and team of tutors are highly committed to the programme. They have acted effectively on reports from external agencies and in-house evaluations to keep the programme abreast of national and local initiatives, to refine procedures and to sharpen training for mentors. They accept that there is scope to improve further the rigour in using available information to evaluate trainees' progress. Systems have been trialled and now implemented to strengthen standardisation of trainees' performance and progress. The focus is starting to shift from the quality of provision per se to its impact on the outcomes for trainees. Current trainees have a detailed overview of how well they are doing and what counts as good progress. The programme manager is formalising systems, such as the gathering of views of employers and following the career path of former trainees.

20. Evaluation involves all partners and is integral to the programme, although not always timely or with sufficient depth of analysis. Although there was a detailed analysis of the trainees' evaluations of the programme last year, too few questions, were asked to identify how the findings might be used to improve the quality of provision for future cohorts. Information from trainees' evaluations of sessions taught at the centre along with the programme manager's monitoring of the quality of delivery influence decisions about the content of the programme. Quick action is taken to deal with any perceived gaps in coverage. For example, an additional session on preparation for interviews was provided at trainees' request.

21. The programme manager and tutor team know the partner schools well and give careful consideration to trainees' initial placements. The partnership agreement lays out clear requirements of partner schools, as well as clear reference to the expectations of schools as employers and steps to take if concerns arise. Links between schools in the partnership have enabled several direct exchanges of trainees for placements. Such exchanges have been evaluated well at an individual level, but chances have been missed to look at the effectiveness of the second placement in accelerating trainees' progress.

22. The small group of tutors, including consultants from local authority teams, the national strategies and the university, provides a good range of management experience and professional expertise. They play a key role in quality assuring the judgements of mentors through joint observations, discussions and scrutiny of reports. Their findings are used well in management meetings to identify common strengths as well as concerns. As a result, the programme manager and partnership board have a sound understanding of the quality of the provision and where improvements are needed. This is reflected in the highly detailed self evaluation and the improvement plan which is guiding action and reflects points raised by the external moderator in her review of agreed issues.

23. Teams of tutors have taken responsibility for parts of the improvement plan, such as the compilation of tasks to develop trainees' subject knowledge for teaching. Creative solutions in widening the provision for trainees are coming to fruition through the increased involvement of partner schools. Effective examples are the hosting of sessions in developing writing by a Leading Literacy primary school, and in the 14-19 diploma by the secondary school developing a route in media arts. The programme manager is also working with a training school to provide training for mentors as a way of countering inconsistencies and sharpening the focus on key elements that will make a difference to trainees' progress.

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

		Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		2
Trainees' attainment	How well do trainees attain?	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2
	To what extent are available resources used effectively and efficiently?	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	2

Capacity to improve further and/or sustain high quality

		Employment-based routes
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2
How effectively does the provider plan and take action for improvement?		2

¹ The criteria for making these graded judgements are in the *Grade criteria for the inspection of ITE 2008-11*; Ofsted July 2008; Reference no: 080128.

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