

# Carmel Teacher Training Partnership

## Initial Teacher Education inspection report

---

Provider address	Carmel Roman Catholic College The Headlands Darlington County Durham DL3 8RW
------------------	--

---

Inspection dates	05 - 08 May 2009
Lead inspector	Sonya Williamson HMI

---

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects registered childcare and children's social care, including adoption and fostering agencies, residential schools, family centres and homes for children. It also inspects all state maintained schools, non-association independent schools, pupil referral units, further education, initial teacher education, and publicly funded adult skills and employment-based training, the Children and Family Court Advisory and Support Service (Cafcass), and the overall level of services for children in local authority areas (through annual performance assessments and joint area reviews).

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Reference no. 080190

© Crown Copyright 2009

## 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. The partnership provides employment based initial teacher education leading to Qualified Teacher Status (QTS) in the primary and secondary phases. There are currently 11 primary trainees and 19 secondary. Secondary placements are offered across all subjects taught in partnership schools. At the time of the inspection training subjects are science, mathematics, religious education, English, physical education, art, history, mandarin and drama.

4. The partnership consists of a core of 20 schools; a small number of additional schools are occasionally used to enable individual training needs to be met. The schools are located within Darlington, Durham, Stockton on Tees, Sunderland, Middlesbrough, Newcastle and Gateshead local authorities and the majority are of the Roman Catholic (R.C.) faith. The partnership is led by a course director based in the lead school, Carmel R.C. College. The partnership was set up to support the local need to increase the proportions of Catholic and Christian teachers applying for vacant positions across the region in both phases. A minority of schools within the partnership self-fund trainees to boost recruitment.

## Employment-based routes to qualified teacher status

### Key strengths

5. The key strengths are:
- the involvement of schools in the management of the partnership leading to a clear understanding of roles and responsibilities
  - the high quality of central training
  - the effectiveness of the course director in responding to new initiatives
  - the commitment and motivation of trainees to be critically reflective and to make as much progress as they can.

### Recommendations

6. In order to improve trainees' progress and attainment, the partnership should:
- embed the use of assessment and tracking to monitor trainees' progress
  - ensure that training plans are monitored and reviewed regularly to identify emerging strengths and areas for development
  - improve the use of tasks and assignments and encourage trainees to read more widely in order to improve their intellectual capacity
  - strengthen school based trainers' understanding of what constitutes good and outstanding achievement to enable trainees to be fully challenged
  - ensure that evaluation of the quality of provision and improvement planning are more closely linked to outcomes for trainees.
7. In order to improve self-evaluation and improvement planning, the partnership should:
- evaluate feedback from trainees about the quality of their placements and the impact on their outcomes during their training as well as at the end of the course.

### Overall effectiveness

Grade: 3

8. Trainees' attainment by the end of their training programme is satisfactory. Very high proportions of trainees complete their training successfully and gain employment in local schools. Trainees clearly benefit from being employed in schools

whilst training and experience the full range of professional work that teachers undertake. They are highly committed to their training and consequently they are proactive and self-motivated in ensuring that they receive their full entitlement. They are also critically reflective about the quality of their practice and what needs to be done to improve further. Trainees develop good relationships with their school-based subject mentors and with the students and pupils they teach. Primary trainees make particularly good use of discussion between pupils in their lessons. Trainees' subject knowledge is satisfactory overall. However, it is stronger in primary schools than in secondary schools because mentors and trainees take joint responsibility for its development. A relatively weaker aspect of trainees' practice is the balance between teaching and learning in lesson planning. Although trainees plan to meet the needs of all learners they do not confidently use a wide range of strategies to personalise learning or to assess how well learners' knowledge, skills and understanding are developing. Primary trainees, for example, accommodate pupils' different needs by varying the task rather than considering how their pupils learn. Trainees have good understanding of equalities and diversities issues, and safeguarding processes. They know how to report incidents that might occur although none have arisen.

9. Recruitment is buoyant. The course recruits to target and meets local needs. Selection arrangements are good and contribute significantly to the overall attainment of the cohort which is characterised by mature and enthusiastic trainees. The recruitment of under-represented groups is variable in the small cohorts. However, the course attracts a higher proportion of male trainees than found nationally. Recent changes to procedures such as the inclusion of a range of interview tasks and joint interviewing with headteachers of primary schools have brought about improvement. They give robust evidence of candidates' suitability for training and have a positive impact on schools' commitment to the partnership and to the effective matching of trainees to schools.

10. The elements of training combine well to ensure that trainees make at least satisfactory progress. Most mentors provide good support to trainees and the best also provide excellent guidance. However, a minority of school based trainers do not have an accurate understanding of what indicates good and outstanding achievement. In these placements, trainees are not always challenged sufficiently to ensure that their potential is fully realised. Initial needs analysis is strong: trainees' subject knowledge and experience with learners are rigorously assessed. Training plans are personalised and detailed but those for secondary trainees are not consistently amended during the training to reflect trainees' emerging strengths and areas for development. Trainees receive frequent detailed feedback about their teaching. Improvement targets are set. The best of these are focused on developmental learning that is specifically linked to the professional standards but others are too often phrased as tasks or actions. Although, trainers ensure that trainees meet the standards overall, they do not place sufficient emphasis on more specific aspects of their skills, understanding and practice in order to accelerate their progress further.

11. Trainees are rightly very positive about the quality of central professional training which prepares them very well for employment. It links well to school based training and is delivered by an appropriate range of internal and external specialists.

This training is relevant, delivered in a motivational way and creates opportunities for trainees to debate their experiences and what constitutes best practice. The levels of support and guidance provided by central trainers, particularly the course director, are very high. Trainees know that if they raise concerns they will be sensitively and appropriately addressed.

12. Leaders and managers make balanced decisions between competing priorities for the allocation of resources. The quality and allocation of resources is mostly good and highly responsive to needs. Trainees' and trainers' access to information and communication technology (ICT), including a partnership intranet and other school resources, is good. The availability, range and quality of resources encourages trainees to plan varied and creative lessons. The library in the lead school has a small range of appropriate texts and this is supplemented by trainees' access to electronic journals. Trainees use these resources well to prepare for tasks and assignments. However, there are insufficient available texts which offer academic challenge especially for secondary trainees. Opportunities are lost to encourage trainees to read more widely in order to challenge their thinking and improve their intellectual capacity.

13. A common sense of purpose and enthusiasm across the whole partnership is supported by good communication from the lead school. Schools feel valued, confident to contact the centre for advice and have a very strong involvement in the partnership, particularly through the work of the steering groups. There is a well defined rationale for the training programme which sets out clear expectations and defines roles and responsibilities. School staff at all levels contribute to training. For example, one trainee interviewed as part of the inspection had benefited from software training delivered by a higher level teaching assistant who had responsibility for ICT resources in the school. Trainees have equality of access to training placements and have good experience in their second schools. Primary second placements are particularly well matched to individual needs as the open relationships facilitate high levels of cooperation between all members of the partnership.

14. Consistency across the partnership is satisfactory. However, the partnership does not yet ensure that the quality of training leads to sufficiently high proportions of trainees making good progress. For example, when schools are new to the partnership they have not benefited sufficiently from central training to ensure that their assessments are realistic and their feedback and target setting are of the highest quality. Nevertheless, assessment at the pass/fail boundary is secure due to the work of experienced internal and external moderators who have not been part of the school-based training.

## The capacity for further improvement and/or sustaining high quality

Grade: 3

15. Capacity to improve is satisfactory. Systems and procedures for self-evaluation are well established. They have been well developed over time by the course director and schools contribute to the process. There is a good understanding of what aspects of the course work well and where further improvement is needed since self-evaluation is informed by the analysis of wide ranging feedback from trainers and trainees. Central training is very rigorously evaluated. However, although monitoring and evaluation of provision covers all aspects of the partnerships' work and is focused on outcomes for trainees, it is not yet sufficiently focused on the impact of developments in relation to how well trainees meet particular aspects of the standards. Quality assurance procedures have been strengthened by the appointment of liaison tutors. However, there is over-emphasis on procedures and provision rather than on trainee outcomes. There is insufficient awareness of whether trends in attainment regarding particular aspects of the standards are getting better. Although trainees evaluate the quality of their training placements and the provider takes prompt and effective action in response to any weaker aspects, this is done after completion of training rather than during training. Therefore, it has less impact on outcomes for the current cohort. Reviews of the effectiveness and efficiency of resource allocation and recruitment and selection systems are thorough. The reviews promote improvement and lead to equality of entitlement for trainees. External moderators clearly understand their roles and their reports, alongside evidence from internal moderation procedures, strengthen self-evaluation.

16. Improvement plans show clear priorities and have appropriate timescales. Roles and responsibilities are clear. Planning reflects responsiveness to feedback information, change and new initiatives very well. For example, training to prepare trainees to teach learners with English as an additional language and to address the needs of minority ethnic learners was enhanced even though feedback was only a little less positive than that for other aspects. Monitoring actions and success criteria are identified but these are not sufficiently specific or linked closely enough to assessment and tracking information to ensure that all trainees make the best possible progress. Good priority has been given to strengthening internal assessment and tracking processes through visits to schools and the provision of focused training. However, the tracking system has been introduced too recently to enable clear trends in improvement for trainees' outcomes to emerge. It is still being developed and appropriate changes are being considered; for example, how to make more accurate judgements about the potential of trainees.

17. The course director responds very well to trends identified from feedback and national surveys. In particular, the partnership is responsive to addressing incidents that arise and to addressing individual needs. Interventions are appropriate, sensitively handled and lead to improved outcomes for the trainees concerned. The partnership responds well to changes in legislation, new initiatives and emerging local needs. Both primary and secondary training programmes include opportunities for trainees to learn about national priorities such as the teaching of

reading, the quality of mathematics education and curriculum developments. The partnership is not complacent about its strengths and seeks to build on them further. It is continuing to try to boost the recruitment of under represented groups although there are no negative trends apparent and there are notable successes such as the recruitment of men onto the primary courses. The management group and steering groups work coherently to identify when the provision needs to respond to external imperatives, what that response should be and what resources need to be made available. Mentors are well trained so that they can put the changes into practice for the benefit of trainees. If problems are identified by any of the partners the provider responds quickly to remedy the situation. Members of the steering groups expressed the view that the course had improved every year since its inception as a result of this process. One headteacher gave several examples, including the provider's positive response to a suggestion that all primary headteachers should interview together, rather than in north and south areas, in order to provide more choice of placement for the trainees. The inspection team are confident that the partnership has satisfactory capacity to improve outcomes, particularly since completion and employment rates are so high.



## Summary of inspection grades<sup>1</sup>

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?		3
Trainees' attainment	How well do trainees attain?	3
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?	3
	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?	3
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?	3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	3
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?	3

<sup>1</sup> 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.

Any complaints about the inspection or the reports should be made following the procedure set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)