

# Tendring Hundred Primary SCITT

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Training Consortium  
Chase Lane Primary School  
Chase Lane  
Dovercourt  
Harwich  
Essex  
CO12 4NB

A primary initial teacher training  
full inspection report  
2007/08

Managing inspector  
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## Introduction

Tendring Hundred Primary SCITT works in partnership with 32 schools to provide a one-year primary school centred initial teacher training (ITT) course leading to qualified teacher status. There are two pathways: the early years pathway prepares trainees to teach pupils aged 3-7 years and the primary pathway prepares trainees to teach pupils aged 5-11 years. At the time of the inspection, there were 18 trainees.

## 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 trainees: Grade 2

Quality of training: Grade 2

Management and quality assurance: Grade 2

The next inspection of this provider will take place in accordance with the Initial Teacher Education Inspection Framework.

## Key strengths

- the trainees' highly professional approach to their work and their commitment to furthering their professional development
- the trainees' skills in collaborating with teaching assistants to promote pupils' learning
- trainees' planning for the different needs of pupils
- training in the foundation subjects, information and communication technology (ICT) and modern foreign languages
- the trainees' use of ICT to support teaching and learning
- the leadership and direction of the programme.

## Points for consideration

- improving the quality of target setting
- developing trainees' ability to use local and national data to evaluate and monitor pupils' progress
- improving the quality of feedback on assignments
- gaining more feedback from trainers and partnership school staff on the quality of school-based training.

## Standards achieved by trainees

1. The trainees meet the Standards at a good level. They demonstrate a highly professional approach to their work and establish positive relationships with pupils and staff. A particular strength is their ability to work in collaboration with teaching assistants to support pupils' learning. They are committed to raising pupils' achievement and have a good knowledge and understanding of pupils' learning needs. They establish a learning environment where pupils are confident in answering questions and feel safe to learn from their mistakes. Mentors speak highly of the trainees' willingness and enthusiasm to take a full part in the life of the school, including running after-school clubs. They are keen to learn and are developing well as reflective practitioners. Their lesson evaluations are thorough, particularly in evaluating teaching but there is scope for a more in-depth analysis of pupils' learning. During the year, the trainees have been very conscientious in completing their tasks and assignments. Their files are well organised and many are exemplary. They incorporate extensive evidence of meeting the Standards.
2. The trainees possess secure subject knowledge across the whole age range for which they are being trained but especially in Key Stage 1 where they have had more sustained teaching experience. Those who have found aspects of the curriculum difficult have worked hard to remedy gaps in their knowledge. The trainees are confident teaching phonics and proficient in using information and communication technology (ICT) to support teaching and learning. They are particularly good at exploiting the full versatility of interactive whiteboards and involving pupils in their use.
3. In lessons, the trainees are confident using a range of techniques to promote collaborative learning. For example, they encourage pupils to have talking partners to help them to evaluate their own learning. A strong emphasis, too, is placed on developing pupils' speaking and listening skills. However, occasionally, trainees do not ensure that all pupils listen when spoken to. Some trainees have yet to develop a 'teacher's eye' to check that pupils are on task in group work and that they make the best possible progress.
4. The trainees' understanding of achievement and diversity is good. Even when they have had limited direct experience of teaching pupils with English as an additional language, they can articulate how they would address these needs because there has been a good focus on diversity in the training. They know the pupils in their classes well. Planning for the different needs of pupils is a key strength. Tasks are well matched to pupils' abilities. The trainees pay good attention to ensuring pupils' safety and have a good understanding of the *Every Child Matters* agenda.
5. The trainees' planning is good with well chosen activities which motivate pupils. They plan particularly well for teaching assistants and involve them in all stages of the lesson. For example, teaching assistants are often asked to record pupils' responses during the first part of a lesson. Lesson objectives are clear and key vocabulary is identified.

6. Lessons are well structured. The trainees use questioning effectively to review pupils' learning and to challenge their thinking. They use praise and incentives wisely to encourage pupils to do their best. They are also innovative in their choice of strategies to involve pupils in their learning. For example, one trainee captured pupils' imagination by nominating a learning wizard. In return, the pupil gained much self esteem when asked to remind everyone of the learning objectives and discuss the lesson. The trainees are effective at promoting pupils' personal and social skills.

7. The trainees' knowledge of formative assessment and of a range of assessment for learning strategies are good. For example, they involve pupils in evaluating their own work and that of their peers during lessons. Their knowledge of summative assessment, however, is not so well developed. They are not fully confident in assessing pupils' work accurately or in comparing pupils' achievement to national statistical information.

8. Overall, the trainees' possess the professional attributes, knowledge and understanding and skills to continue to develop as good practitioners.

## The quality of training

9. The quality of training is good. The training programme is well structured with a good level of coherence between centre- and school-based training. Course documentation is referenced carefully to the new Standards and supports the training. Reading lists are up-to-date and trainees are guided to useful web sites to further their studies. In the first term, the trainees spend three days in school and two days at the central training base each week. Consequently, they have good opportunities to link theory with practice. Their placement schools provide good training environments.

10. Core subject training is well staged with an emphasis on Key Stage 1 in the autumn term to complement the trainees' Key Stage 1 placements. In the spring term, the focus moves to Key Stage 2 and the Foundation Stage, according to the trainees' particular specialism. This arrangement works well. All trainees are given a broad range of experience across the age range for which they are being trained. Assignments and tasks are relevant and link well with the training. They enable trainees to extend their own learning and their knowledge of how pupils learn. However, the feedback that trainees receive on their assignments is often too brief and provides insufficient guidance on how to improve.

11. Training in professional studies provides a firm foundation for core subject training. Good attention is paid to developing trainees' knowledge and understanding of the *Every Child Matters* agenda and to planning. Full account is taken of current national developments; for example personalised learning, the teaching of phonics and the Early Years Foundation Stage. Although training in assessing pupils' progress is adequate, the trainees need more input on using local and national data in order

to become fully confident in measuring and comparing pupils' achievement against national standards and expectations.

12. Training in the foundation subjects, ICT and in modern foreign languages are key strengths. A strong emphasis is placed on encouraging trainees to adopt a cross curricular approach to developing pupils' literacy and numeracy skills and this represents good practice.

13. The trainees have good opportunities to visit schools where staff have specific expertise. For example, training sessions in behaviour management and information and communication technology are held in partnership schools. The SCITT has responded well to the fact that not many trainees will be able to have direct experience of teaching pupils for whom English is an additional language or pupils from minority ethnic backgrounds. To address these issues, trainees spend a productive day in a school in Harlow and two experienced teachers from another school in Essex lead a centre-based training session.

14. The lead school is well equipped as a training centre with a large classroom facility and ICT resource area which facilitate trainers to model good primary practice. Subject advisers are well qualified for their roles. All currently work in schools and demonstrate recent and relevant experience. Their personal subject knowledge is excellent.

15. Effective training at the centre is mirrored by good training in schools. Mentors and training managers provide good levels of support for trainees. Individual training plans are monitored carefully in meetings with training managers each term. Trainees' lessons are observed frequently and evaluated effectively to identify strengths and areas for improvement. Feedback is recorded carefully. Weekly mentor meetings follow a set agenda and focus appropriately on developing trainees' teaching skills and on measuring their progress towards meeting the Standards. Targets are agreed and recorded in these meetings. However, these targets are sometimes too task driven at the expense of being focused upon specific areas where trainees need to develop their practice further.

16. The partnership has identified that the auditing and monitoring of trainees' subject knowledge is an area for development. Pre-course tasks and audits provide a satisfactory starting point for the assessment of the trainees' subject knowledge but many trainees are daunted by their content. This year, too much responsibility has been placed upon the trainees to monitor and develop their knowledge. The trainees are unsure about what is expected of them and who should be monitoring their progress.

## Management and quality assurance

17. Interest in the training programme is strong and applications are buoyant. The prospectus and web site give useful information about the training programme and are easy to follow. Selection procedures are rigorous and result in the

recruitment of trainees who are enthusiastic and committed to teaching. The partnership is very successful in recruiting males but not in attracting successful applicants from minority ethnic backgrounds. Retention is good.

18. The partnership is well led and managed by the programme manager who gives clear direction. She is well supported by the head of the lead school and the chair of the management board. Trainees and schools speak highly of the support and guidance they receive from everyone. Communication is good between all partners.

19. The committee structure is well established. The management board, which is the main decision making body, is supported by sub-committees with clear remits. Headteachers monitor the quality of school-based training through spot checks to schools and they also monitor centre-based training sessions. These are good developments. Their reports are detailed and helpful. Trainees also have their own forum and meet with the programme manager at regular intervals. There is considerable evidence that managers listen to their views and review arrangements accordingly. For example, the number of twilight training sessions has been reduced in response to last year's trainees' concerns.

20. The partnership agreement meets requirements. It sets out clearly the roles and responsibilities of all partners in the training process and these are well understood. The partnership manager and lead headteacher know the schools well and possess a good knowledge of where specific subject expertise lies. Consequently, they are able to recruit well qualified trainers with a wide range of experience to deliver centre-based training.

21. The criteria for recruiting schools to the partnership are well defined. Managers ensure that trainees are only placed in schools whose overall effectiveness has been judged to be at least satisfactory by Ofsted, and where suitable mentors and training managers have been identified. The lead school has worked successfully in the past with neighbouring schools, firstly in an education action zone and latterly as part of an excellence cluster. This has strengthened relationships and helped it to get off to a good start. Arrangements for new schools joining the partnership are good.

22. Training managers and mentors have good opportunities to attend training and briefing sessions in cluster groups. Attendance is good. They receive extensive training in developing their lesson observation and feedback skills not only in mentor training sessions but also through conducting joint observations with colleagues. All trainers and headteachers have been trained in the new Standards. Similarly, good training opportunities are provided for subject advisers to prepare them for their roles and responsibilities as centre-based trainers.

23. The internal moderation of trainees' teaching is robust. Training managers, subject advisers, headteachers and the programme manager visit trainees regularly to observe them teaching and to moderate judgements. Trainees' files are assessed every term. Two external moderators also observe trainees teaching in order to



corroborate the partnership's assessments. Their reports are detailed and helpful. However, the selection of trainees to be observed is random because there are no clear criteria. Although judgements at the pass/fail borderline are secure, there is scope for deploying external moderators more systematically to verify the assessment of all trainees. The moderation of written work has improved during the year with markers standardising their assessment before marking begins. All assignments are blind marked by two markers.

24. The partnership gathers a considerable amount of evaluative evidence from trainees on the quality of training and on the quality of their school placements. Between the first and second inspection visits, there was a marked improvement in the analysis of the outcomes and firm evidence that concerns are thoroughly investigated and acted upon. As yet, however, the partnership is receiving insufficient feedback from trainers on the quality of provision. Advisers, mentors and training managers are invited to evaluate the training programme but the level of response is not so good. Not all schools monitor rigorously the quality of training they provide or consider initial teacher training provision during their cycle of school development.

25. A useful audit against the new Requirements was produced at the beginning of the year, which formed a good basis for improvement planning. Objectives were pertinent to a provider in its second year of operation. Since then, action planning has been strengthened further in response to the outcomes of the first inspection visit. The partnership has responded promptly and efficiently to the issues raised. For example, subject leaders have been appointed and subject action plans, which incorporate clear objectives and success criteria, have been drawn up. Professional development is integrated well into the improvement planning process. The partnership is also making good progress in working within new guidelines for self evaluation. A good start has been made on benchmarking performance against other providers and in seeking the views of last year's trainees on how well the training has prepared them for their first teaching job.

26. There is a strong sense of partnership between schools. Staff are highly committed to the training programme. Leaders and managers have a good understanding of strengths and areas for development. Consequently, the partnership is well placed to move forward to its next stage of development.