

# The Beauchamp ITT Partnership

Initial Teacher Education inspection report

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Inspection dates  
Lead inspector

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## Introduction

1. The inspection was carried out by a team of Her Majesty's Inspectors and other specialist inspectors in accordance with the proposed *Ofsted Framework for the Inspection of Initial Teacher Education (2008-2011)*.
2. The inspection drew upon evidence from all aspects of the inspection evaluation schedule as it impacted on the initial teacher education for those training to teach in secondary schools. Inspectors focused on the overall effectiveness of training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements or to sustain high quality outcomes. A summary of the grades awarded is included on page 9 of the report.

### Key to inspection grades

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

## The provider

3. The Beauchamp Partnership is a small employment-based initial teacher training (ITT) partnership based in south Leicestershire. It was initially formed in 2002 and became an accredited provider three years later. Centred on Beauchamp College, it consists of eight schools, from a small ethnically mixed geographical area, which work together to train 18 secondary teachers in a broad range of priority and non-priority subjects. The trainees are all funded and hence supernumerary to their schools. Some train in the 14-18 age range and others in the 11-16 age-range with a few embracing the whole span of secondary education.
4. The mission of the Beauchamp ITT Partnership is to provide training opportunities and individualised support of the highest quality to prepare its trainees to become outstanding classroom practitioners and future school managers and leaders with the potential to develop the next generation of learners in today's diverse society.

## Employment-based routes to qualified teacher status

### Key strengths

5. The key strengths are:
- the partnership's ability to select and recruit high calibre trainees
  - the very good communication across the partnership which ensures that all those involved in the training have a clear view of their role and of trainees' needs
  - the exemplary attention paid to the individual needs of the trainees and the creative response to any problems that emerge
  - the combination of a comprehensive generic training programme and assessment tasks that fully ensure trainees meet the Standards
  - the readiness to embrace change and the clear vision for the future which have resulted in improving performance in trainee outcomes over the last three years.

### Recommendations

6. In order to improve trainees' subject knowledge and their ability to apply this to teaching, the partnership should:
- review the way the subject elements of the programme are planned, taught and tracked over the year of the training.
7. In order to improve trainees' progress and attainment the partnership should:
- ensure all mentors have high expectations of trainees, understand how to set challenging targets for improvement, and use wide range of training strategies
8. In order to improve self-evaluation and improvement planning the partnership should:
- sharpen and better deploy its analysis of trainees' progress.

## Overall effectiveness

Grade: 2

9. The large majority of trainees make good progress and reach a good level of attainment. Despite a reduction in allocation, the partnership has maintained the proportion of trainees completing the course at an outstanding level and increased the proportion doing so at least a good level. Trainees have high expectations of their pupils and accept a strong responsibility for their own professional development. They develop into highly capable teachers with characteristics in line with the partnership's mission statement. The trainees are very enthusiastic about the breadth and depth of their training.

10. Recruitment and selection procedures are of a very high quality. Applications outnumber places by a very large proportion and the provider is forced to turn away high quality applicants in shortage subjects. Recruitment procedures are rigorous and challenging and result in the selection of highly suitable trainees. The success of procedures are characterised by the very small numbers of trainees failing to complete the training, the fact that almost all take up a post locally, the success of applicants from minority ethnic communities, and the secure and early progress made by trainees as a result of information captured at interview.

11. Subject knowledge support and enhancement begins with the scrutiny made at interview and the audits carried out for the initial needs assessment. These lead to an effective programme of mentor support which results in the overwhelming majority of trainees developing good subject knowledge in its broadest sense. However, as indicated by the external assessor and separately by inspectors, and acknowledged by the partnership, there is some variability in this element of training. Some trainees, for example, return termly to the audit, whereas for others it is unclear what they have covered and what they have achieved beyond their teaching commitment. Very positive features of the training are the subject directed tasks, the deployment of pedagogical texts and the use of these to help trainees go beyond the day-to-day teaching situations in which they are immersed.

12. The quality of mentoring is good. All mentor training sessions observed were at least good with some outstanding elements seen. In all cases mentors clearly identified the main points of success and of points for development. In the best sessions the support was offered from a strong base of knowledge of the main contemporary and pedagogical issues concerning the subject. However, in some instances there were missed opportunities to give trainees enough scope to reflect on their practice and to pursue some small but interesting features of subject methodology. Trainers in schools demonstrate a clear understanding of their roles and provide consistent support for trainees. However, targets set for trainees are not always sharply focused because wording can be unclear and linked to tasks to be completed rather than the progress of trainees.

13. The programme of general professional studies has breadth and depth. It is well matched to trainees' needs, taught effectively and enhanced by carefully chosen

generic directed tasks. These tasks and the assignments make an important and effective contribution to trainees' achievements and provide an efficient method of assessing the Standards related to trainees' knowledge. Although the assignments and tasks are extensively marked, the feedback is often more affirmative than critical, losing a chance to push the most able trainees further.

14. The quality of training is good with good levels of coherence and consistency. All partnership schools are good training venues where staff understand their contribution to the training. Much has been done to strengthen the contribution of second school placements. As a result, these placements are consistent and well tailored to trainees needs, within the constraints of their age ranges. In the main, there is good integration between the first and second placements. Managers have been flexible and imaginative in adapting arrangements to suit trainees' changing needs. The outcome has been that some trainees have taught over three key stages as a result of placements in a third school. Managers and lead mentors maintain good oversight of the programme. This results in good specialised individual support when necessary.

15. The programme is outstandingly resourced both in the deployment of staff and in the computer, internet and book resources available to trainees. Staff are deployed efficiently and effectively. All trainees are provided with a laptop computer and access to a wide range of online software and resources. The provider is developing its own interactive website. This wealth of material is tantamount to the resources of a modest specialist library of teacher training papers and books and its impact is evident in trainees' written work.

16. Procedures for assessing the trainees against the Standards are generally good. In the best cases the system of selecting file evidence of the Standards is done well with a process of iteration between trainee and mentor, overseen by the lead mentor, until compelling evidence is available. The inspection corroborated the accuracy of the partnership's judgements of trainees' attainment.

17. The trainees, themselves from a range of ethnic backgrounds and working in multi-ethnic schools, are very well prepared for teaching in a culturally diverse society. Their understanding of issues of equality and diversity is at least good; in the surveys of the Training and Development Agency for schools (TDA) they themselves identify the training they receive much more highly than is the average in ITT. No instances of discrimination and harassment involving the trainees have been reported.

18. All the elements of training combine successfully to produce trainees with the range of skills needed for effective teaching in the age ranges for which they are being trained and, in many cases, for up to three key stages.

## Capacity to improve further and/or to sustain high quality outcomes

Grade: 2

19. The programme is well managed at all levels. There are well established groups and systems to support management and quality assurance. Succession planning is good and evidenced in the seamless operation of the programme during the programme manager's maternity leave and the early planning for staff changes in 2009-10. The cadre of lead mentors is a key element in the effective monitoring and quality assurance of the programme. Lead mentors demonstrate a very acute knowledge and understanding of teacher training, how to maintain high quality training, and what is necessary to assure the quality of mentors. The small size of the partnership facilitates communication and a shared understanding of practice. Partnership stability is fostered by the year-by-year use of the same schools and the small turnover of mentors. The quality of documentation is good and provides clear guidance to facilitate, as far as possible, common practice and to identify minimum norms of good provision. Trainees corroborated the uniformity of good practice across all training schools.

20. The partnership draws on a wide range of evaluations and reviews to inform its practice. These include informal feedback from mentors and lead mentors, reports from the external programme assessor, and trainee and mentor evaluations. The partnership makes good use of data and evaluation reports to monitor the quality of recruitment and selection procedures, training and assessment. A good start has been made to the gathering of data about the partnership's newly qualified teachers from their employers. Whilst trainees' progress is monitored carefully, it is not analysed sufficiently to inform self-evaluation and improvement planning.

21. As a result, the self-evaluation by management covers nearly all aspects of the provision, including the Requirements and legislation for equality and diversity, and is based on reliable evidence. The partnership has successfully identified some variations in the quality of provision which appear to be in line with the evidence supplied. Self-evaluation is incisive, rigorous and accurate, and furnishes a strong basis to evaluate impact and plan for further improvements.

22. The provider is outstanding in its anticipation of change and in its response to national and local initiatives. In the previous academic year, for example, the programme of trainee professional development was modified to include a training session on 14-19 diplomas and a session on the types of services that can be offered by extended schools. More recently in-house expertise has been used well to provide training on changes to the National Strategy at Key Stage 3. Furthermore, trainees are made fully aware of the recommendations of the Rose Review related to the primary curriculum that support the development of literacy skills in secondary schools. It has acted to meet local needs by negotiating with the TDA to train teachers of health and social care. The effectiveness of these developments is fully evidenced by trainees' knowledge and classroom performance.

23. The provider actively seeks and implements ways to overcome barriers to improvement. Managers, for example, carry out an annual gap analysis against the Requirements and any discrepancies are fed into the improvement planning process. For example, the identification of an additional level of quality assurance resulted in the institution of lead mentors.

24. The format and composition of improvement plans are thorough and usefully assembled under the headings of the TDA Requirements. Whilst the detail is important to those evaluating and planning the training, the format lacks succinctness for the purpose of clearly communicating issues of improvement to school mentors. Improvement plans inform action plans which are regularly updated and reviewed during the course of the academic year. These plans indicate an open response to feedback, the analysis of data and clear ways in which the programme might be improved. However, as recognised by the partnership, success criteria are not yet focused on improving outcomes for trainees.

25. Overall, the provider having now established a firm track record of improvement in trainees' attainment demonstrates that leadership and management at all levels has good capacity to secure further improvements.



## 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?		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?	1
	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?	1
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?	1

### Capacity to improve further and/or sustain high quality outcomes

		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?		1
How effectively does the provider plan and take action for improvement?		2

<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.

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