

# East Sussex Primary Graduate Teacher Programme

Initial Teacher Education inspection report

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Provider address	County Hall St Anne's Crescent Lewes BN7 1UE
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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

### Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

### The provider

3. The East Sussex Graduate Teacher Programme (GTP) is managed by the local authority and works in partnership with primary schools across the county. It was established in 1999 in order to help meet the recruitment needs of East Sussex primary schools. Since then the GTP has established itself as a significant provider of newly qualified teachers (NQTs) to local schools. It provides initial teacher education (ITE) in the 5 to 11 age range for postgraduate trainees. At the time of the inspection there were 25 trainees. The GTP is currently working with 24 schools. Since the GTP was established, 92 East Sussex primary schools (60% of the total) have successfully trained one or more trainees.

## Provision in the primary phase

### Key strengths

4. The key strengths are:

- the exemplary tracking of trainees' progress and the very accurate and detailed collection and analysis of data to inform priorities
- the GTP knows its schools and trainees very well
- outstanding recruitment and selection strategies which have resulted in
  - improved completion rates
  - rapidly rising attainment
  - increased participation for under-represented groups
  - the recruitment of high quality and very committed trainees
- excellent academic and pastoral support for trainees so that their individual needs are very well met and they make at least good progress
- very cohesive and high quality central and school-based training
- the great enthusiasm and commitment of trainees, their highly professional attitudes and their capacity to identify and meet their own learning priorities.

### Recommendations

5. In order to improve trainees' progress and attainment, the provider/partnership should:
- provide trainees with better information on the rationale underlying the selection of second school placements so that trainees are better placed to identify differences and similarities between schools.

### Overall effectiveness

Grade: 1

6. Trainees attain well because provision is of consistently high quality. The proportion of trainees judged outstanding has increased in each of the last four years and stands at 57% for the current cohort. All trainees are judged to be good or better. Scrutiny of trainees' files, discussions with tutors and trainees, and observations of their teaching confirms the accuracy of the GTPs assessments.
7. By the time they complete the course, trainees have an excellent understanding of how pupils learn. The very practical nature of the course provides excellent preparation for teaching. Trainees say they are confident and feel well able to manage the rigours of their NQT year. This is a view echoed by headteachers who say that trainees are very well prepared to rapidly make a full contribution to the life of the school. Trainees particularly value

playing a full part in the life of the school at the same time as receiving high quality training by skilled GTP and school based tutors.

8. The partnership was established in order to meet the recruitment needs of local schools. It has been highly successful in meeting this aim. Selection procedures are rigorous and very well adapted to meet emerging priorities. Trainees are required to have undertaken a significant period of school experience before being accepted onto the course. This prepares them very well for the school based focus of the training. Trainees spoke of it as a valuable experience, particularly the subject knowledge audit, which is used very effectively to structure pre-course learning and to inform trainees' individual training plans. They say they felt professionally challenged and that this sets the stage for the rest of the course.
9. As a result of effective action the number of trainees from minority ethnic backgrounds doubled in 2010. The programme has also been very successful in increasing the number of men on the course. The partnership has identified that professional attributes such as adaptability, respect, empathy and independence are the skills which contribute most significantly to high attainment. In response they have tailored the recruitment process to enable them to identify those trainees who best reflect these priorities. Useful feedback and advice are offered to unsuccessful candidates, who often reapply and are successful in securing a place. Safeguarding checks for trainees are fully in place.
10. Course completion rates have improved in each of the last four years and currently stand at 96%. All trainees completing the course at the end of the summer term have secured teaching posts.
11. Trainees make good progress towards achieving the Standards required for QTS and the picture is of significant and sustained improvement. There has been a steady rise in the proportion of trainees judged to be outstanding, with a corresponding decline in the proportion judged satisfactory. There has been a particularly sharp increase in the proportion of trainees judged to be outstanding over the last two years. Of the current cohort 57% are outstanding, which is an increase of 38% over four years. One of the most significant strengths of the programme is the exceptionally detailed analysis of trends in attainment and the underlying reasons. This results in very effective action to raise attainment further.
12. Trainees are very able teachers. Inspectors spoke to about half of trainees and observed over one fifth of the trainees teach. Trainees are confident and articulate. They are reflective practitioners and, while recognising their strengths, know what they need to do to improve further. Trainees plan for the individual needs of pupils very carefully, make very good use of information and communication technology to enliven lessons and manage pupils' behaviour very well.
13. In the 2009 GTP survey all trainees considered the quality of their training to be at least good. Training fully meets the needs of all trainees and is closely

matched to their individual training plans. There is rigorous tracking of progress against the targets in the individual training plans and these targets are themselves closely aligned to the Standards. Tracking data are held centrally where outcomes are regularly analysed and additional support, if required, is rapidly made available. A detailed summative report records overall progress, beginning with a predictive grade at interview and culminating in a final moderated grade. Assignments are very clearly linked to the need to understand and gather evidence related to the Standards for QTS. All partners remark on the very good coherence between school based and central training as embodied in the clear and explicit course handbook. All trainees spoken to were confident and demonstrated very good subject knowledge. Trainees say that central training is exciting and motivational. They are particularly well prepared to teach numeracy and letters and sounds (phonics). Taught English sessions are 'inspirational'. As a result of highly effective training in mathematics they feel confident and eager teachers of numeracy. Some say they now choose to teach mathematics for assessed lessons, a development which would have surprised them if suggested at the beginning of the course. Trainees greatly value the experience of working in a second school, but some say they would benefit from a better understanding of how the second school placements are selected so that they are better placed to identify the differences and similarities between schools. Safeguarding and equal opportunity sessions are a key feature of the training and all trainees know what to do to ensure equality of opportunity for all learners. Trainees say they feel well prepared to teach in a culturally and linguistically diverse society. All groups of trainees achieve equally well. All have passed the professional skills tests and value the help they have received in preparing their professional portfolios and completing applications for teaching posts.

14. Excellent training results in high quality trainees who are reflective practitioners and are very well prepared for their future careers. Trainees particularly value the opportunity to work as teachers while they train and the extended opportunities to work alongside experienced colleagues.
15. Resources are very effectively deployed in order to secure high quality outcomes for trainees. Czone, the virtual learning environment, is an effective platform for trainees to obtain information and has good links to a wide range of external sites. Trainees say they value it most during the early part of the course when their need is greatest. The rationale behind course funding for schools is clear and links explicitly to the GTPs aims and improvement planning. Schools are very effectively held to account for the way in which they use their funding. The provision audit check list and claims form ensure that trainees' entitlement to support and guidance is fully met and carefully monitored. The programme makes very good use of human resources. The programme is proactive and imaginative in the delegation of resources to best meet the needs of trainees. For example, the GTP is investigating the use of distance learning materials to reinforce trainees' subject knowledge in English and mathematics prior to the start of the course. It will run a pilot study this year in tandem with the existing 'booster' sessions in order to assess impact. Link tutors are experienced professionals with a very good knowledge of the

partnership and a track record of successful headship. They know their schools and trainees very well.

16. Communication across the partnership is very good. Questions and concerns are quickly responded to and addressed. All partners say that the central management of the programme is flexible and highly responsive. Trainees greatly value the high quality individual pastoral and academic support they receive which contributes to their very good progress. In some cases it enables them to complete a course which they would otherwise be forced to leave.

## The capacity for further improvement and/or sustaining high quality Grade: 1

17. The leadership and management of the GTP are securely based on robust self-evaluation and the very accurate collection and analysis of data. This is used to identify trends and take action for improvement and is a significant strength. It results in sustained improvement and the realisation of the GTP's priorities. There is a determined drive for improvement which has resulted in all trainees being at least good and a significant rise in the proportion of trainees graded outstanding over the last two years. The allocation of resources is well thought out, carefully monitored and closely matched to an analysis of trends and priorities. The most recent external examiners report, although serving as an introduction to the work of the GTP, is detailed and accurate and has a clear focus on some of the most important aspects of the GTP's work including recruitment, attainment and the quality of teaching. It confirms the GTP's robust quality assurance procedures.
18. There is a very high level of commitment from all partners to the aims of the GTP. Headteachers value the programme very highly because they recognise its importance in meeting their recruitment needs in providing high quality NQTs. The training manager and GTP coordinator know their schools and trainees very well, ensuring a good match between need and provision. This enables the GTP to provide rapid intervention if required. Trainers and trainees share high expectations which contribute to high quality outcomes. The common sense of purpose and commitment drive the excellent support which trainees receive.
19. The leadership of the GTP is exceptionally proactive in ensuring that action planning meets the needs of trainees, local schools and their pupils. There is a clear, analysis-driven rationale behind the identified areas for improvement which have had significant impact. There has been steady improvement in respect of recruitment, attainment and completion rates. Trainees are very well prepared to teach, including across a range of national priorities such as phonics, numeracy, information and communication technology (including e-safety) and community cohesion. Trainees' needs are identified early and well focused individual training plans ensure all trainees have the support and guidance they need. Communications are very strong, with leaders keeping everyone well informed about the outcomes of evaluations and subsequent action to improve provision. Regular meetings of the management group,

which represents all partners including trainees, ensure progress against priorities is carefully monitored. Trainees are rightly confident that feedback and comments about the course are valued and quickly responded to.

20. Roles and responsibilities are very clear and are made explicit in the partnership agreement. Improvement planning is detailed, has a clear focus on the most important priorities and, very importantly for a relatively small team, is realistic and manageable. It is underpinned by a rigorous and detailed analysis of outcomes and trends intended to meet the needs of trainees and improve provision and outcomes. The review cycle for self-evaluation is very well established and rigorous. The GTP has a constant focus on how well it is doing and what it needs to do to improve further. Success criteria to accompany improvement planning are explicit and measurable. Analysis of the impact of actions is exceptionally rigorous and detailed. These analyses are used very well to inform improvement planning.
21. The GTP's record of sustained improvement and its relentless focus on improving outcomes for trainees, coupled with rigorous management and inspirational leadership, result in an outstanding capacity to improve further.



## 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

How effective is the provision in securing high quality outcomes for trainees?		1
Trainees' attainment	How well do trainees attain?	1
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?	1
	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?	1
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

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?	1
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	1
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?	1

<sup>1</sup> The criteria for making these graded judgements are in the Grade criteria for the inspection of ITE 2008-11; Ofsted November 2009; Reference no: 080128.