



Ofsted ITE Inspection Reports Analysis Summary (2017 Cycle)

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1. Analysis Overview

A total of **52** providers were inspected under the current framework for two stage inspections during the above cycle. All **52** reports (45 SCITT and 7 HEI) were **published by 5th February 2018**. These partnerships were responsible for the training of just over **6,000** teachers at the point of their stage one inspections. (The smallest SCITT had seven trainees and the largest HEI 1,322 trainees.)

Grade 1	Outstanding	22* providers (42%) 19 SCITTs; 3** HEIs
Grade 2	Good	26 providers (50%) 22* SCITTs; 4 HEIs
Grade 3	Requires improvement	4* providers (8%) 3* SCITTs and 1* HEI
Grade 4		
Overall	92% good or better	

Outcomes breakdown is as follows:

<i>Type of provider</i>	<i>Number inspected</i>	<i>Grade 1</i>	<i>%</i>	<i>Grade 2</i>	<i>%</i>	<i>Grade 3</i>	<i>%</i>	<i>Grade 4</i>
SCITT	45	19	42%	22*	49%	4*	9%	0
HEI	7	3**	43%	4**	57%*	1*	14%	0

* Essex Primary SCITT was graded 3 for EYTS and 1 for primary; Oxford Brookes University was also graded 3 for EYTS and grade 2 for their primary and secondary provision. Please note: Bradford College is counted as a SCITT for the purposes of this analysis.

** Sheffield Hallam University was graded 1 for EYTS and 1 for primary (2 for secondary).

Whilst graded 2 overall, York St John University and Newcastle University were graded 1 for Leadership and Management; three SCITTs also secured a grade 1 for Leadership and Management (Northern Lights SCITT, The Sheffield SCITT and HART of Yorkshire SCITT)

- There were **4,540** trainees being trained in inspected university provision;
- There were **1,625** trainees being trained in inspected SCITT provision (ranging from 7 to 89 trainees).

2.1 Inspection Outcomes: SCITTs

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
Somerset SCITT 48 trainees (5 EYTS, 43 primary)	02/11/2017	1	1	1	1
Sutton SCITT 45 secondary trainees	03/11/2017	1	1	1	1
Ripley TSA SCITT 16 secondary trainees	13/11/2017	1	1	1	1
Fareham and Gosport Primary SCITT 27 primary trainees	14/11/2017	1	1	1	1
Altius Alliance SCITT 23 secondary trainees	15/11/2017	1	1	1	1
South Coast SCITT At least 29 primary trainees	16/11/2017	1	1	1	1
Mid Essex ITT 60? secondary trainees	28/11/2017	1	1	1	1
East London Alliance SCITT 26 primary trainees	06/12/2017	1	1	1	1
Inspiring Leaders Teacher Training 39 primary trainees	18/12/2017	1	1	1	1
Fylde Coast Teaching School SCITT 20 secondary trainees	18/12/2017	1	1	1	1
Teaching London: LDBS SCITT 79 trainees (56 primary, 23 secondary)	19/12/2017	1	1	1	1
North Wiltshire SCITT ? trainees (? primary, ? secondary)	20/12/2017	1	1	1	1
Prestolee SCITT 13 primary trainees	29/12/2017	1	1	1	1
GORSE SCITT 79 secondary trainees	09/01/2018	1	1	1	1
The Cherwell OTSA SCITT 76 trainees (23 primary, 53 secondary)	09/01/2018	1	1	1	1
The Tommy Flowers SCITT 39 trainees (15 primary, 24 secondary)	09/01/2018	1	1	1	1
Colchester Teacher Training Consortium 66 trainees (Sept 2017) (? primary, ? secondary)	15/01/2018	1	1	1	1

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
North East London Teaching Alliance (NELTA) SCITT 18 secondary trainees	16/01/2018	1	1	1	1
London East Teacher Training Alliance 40 primary trainees	28/01/2018	1	1	1	1
Essex Primary SCITT 89 trainees (32 EYTS, 57 primary)	13/12/2017	3	3	3	3
		1	1	1	1
Northern Lights SCITT 17 secondary trainees	29/12/2017	2	2	2	1
The Sheffield SCITT 61? trainees (? primary, ? secondary)	16/01/2018	2	2	2	1
HART of Yorkshire SCITT 11 primary trainees	22/01/2018	2	2	2	1
The John Taylor SCITT 10 secondary trainees	09/11/2017	2	2	2	2
Alliance for Learning SCITT 34 trainees (9 EYTS, 12 primary, 13 secondary)	13/11/2017	2	2	2	2
		2	2	2	2
Central England Teacher Training 17 primary trainees	16/11/2017	2	2	2	2
The Cambridge Partnership 73 trainees (16 primary, 57 secondary)	21/11/2017	2	2	2	2
Landau Forte College Derby SCITT 13 secondary trainees	29/11/2017	2	2	2	2
Wandsworth Primary Schools' Consortium 31 primary trainees	08/12/2017	2	2	2	2
Associated Merseyside SCITT 40 trainees (7 primary, 33 secondary)	29/12/2017	2	2	2	2
Lincolnshire Teaching School Alliance SCITT 79 trainees (49 primary, 30 secondary)	03/01/2018	2	2	2	2
Centre for Research in Early Childhood (CREC) Early Years Partnership SCITT 18 trainees	09/01/2018	2	2	2	2

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
Bluecoat SCITT Alliance Nottingham 35 trainees (6 primary, 29 secondary)	11/01/2018	2	2	2	2
Chepping View Primary Academy SCITT 17? primary trainees	12/01/2018	2	2	2	2
Nottinghamshire Torch SCITT 33 secondary trainees	18/01/2018	2	2	2	2
United Teaching National SCITT 96 trainees (22 primary, 74 secondary)	23/01/2018	2	2	2	2
Teach@Weydon SCITT 14 secondary trainees	28/01/2018	2	2	2	2
The Sutton Park SCITT 26 secondary trainees	28/01/2018	2	2	2	2
Hull SCITT 37 primary trainees	02/02/2018	2	2	2	2
Cheshire East SCITT 8 secondary trainees	02/02/2018	2	2	2	2
North Manchester ITT Partnership 7 primary trainees	02/02/2018	2	2	2	2
The Bradford Birth to 19 SCITT 77 trainees (4 EYTS, 73 primary)	30/01/2018	2	2	2	2
		2	2	2	2
Peninsula Teacher Training Cornwall 12? secondary trainees	12/12/2017	3	3	3	3
East Midlands Teacher Training Partnership 27 trainees (7 primary, 20 secondary)	29/01/2018	3	3	3	3
Bradford College (SCITT) Primary: 41 UG trainees, 61 PG 102 trainees	12/01/2018	3	3	3	3

2.2 Inspection Outcomes: HEIs

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
University of Chichester EYTS: 11 Primary: 313 UG, 61 PG, 30 SD Secondary: 16 UG, 93 PG, 16 SD 540 trainees	13/11/2017	2	2	2	2
		2	2	2	2
		2	2	2	2
Sheffield Hallam University EYTS: 14 Primary: 489 UG, 124 PG, 162 SD Secondary: 143 UG, 121 PG, 269 SD 1,322 trainees	20/11/2017	1	1	1	1
		1	1	1	1
		2	2	2	2
University of Exeter Primary: 90 PG, 50 SD Secondary: 194 PG, 52 SD 386 trainees	27/11/2017	1	1	1	1
		1	1	1	1
York St John University Primary: 391 UG, 52 PG, 75 SD Secondary: 6 PG (RE); 45 SD 569 trainees	01/12/2017	2	2	2	1
		2	2	2	1
Oxford Brookes University EYTS: 6 Primary: 253 UG, 102 P/T UG, 254 PG, 14 SD Secondary: 23 SD 652 trainees	27/11/2017	3	3	3	3
		2	2	2	2
		2	2	2	2
Newcastle University Primary: 24 PG, 7 SD Secondary: 51 PG, 48 SD 131 trainees	14/12/2017	2	2	2	1
		2	2	2	2
University of Winchester Primary: 579 UG, 85 PG, 79 Med, 62 SD Secondary: 7 PG (RE), 26 SD 838 trainees	24/01/2018	1	1	1	1
		1	1	1	1

3. Inspection Outcomes Summary (2014-17)

2014								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	5	1	20%	3	60%	0	0%	1 (20%)
HEI	4	0	0%	4	100%	0	0%	0
Total number of inspections	9							
2015								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	21	11	52%	10	48%	0	0%	0
HEI	16	7	44%	8	50%	1	6%	0
Teach First	9	8	89%	1	11%	0	0%	0
Total number of inspections	46							
2016								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	19	9	50%	9	44%	1	5%	0
HEI	7	1	14%	5 (6)	71%	0	0%	(1)
Total number of inspections	26							
2017								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	45 (38*)	19	42%	22	49%	4**	9%	0
HEI	7	3**	43%	4**	57%	1**	14%	0
Total number of inspections	52							

* Recently accredited and subject to first inspections; ** includes split grades

4 year data

Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	90	40	44%	44	49%	5	6%	1
HEI	34	11	32%	21	62%	2**	6%	1
Teach First	9	8	89%	1	11%	0		0
Total number of inspections	133	59	44%	66	50%	7	5%	0

** Includes split grades

4. Key Strengths

Given that 38 of 45 SCITTs inspected in this cycle (84%) were 'new' providers it is, perhaps, understandable that the percentage of SCITTs securing grade 1 outcomes dipped below the 50% benchmark this year. As in previous years, notable **strengths** were identified:

- **the strength and effectiveness of collaborative partnership working** – e.g. *Exceptional formal and informal communications, comprehensive documentation and stringent monitoring, review and moderation by leaders and managers ensure remarkable levels of consistency in the quality of training and the accuracy of assessment across the partnership ... Communication at all levels within the partnership is outstanding, and is seen as a significant strength by all stakeholders*
- **effective and rigorous self-evaluation linked to rapid/timely improvements and actions** – e.g. *Leaders have established a rigorous, forensic approach to review and evaluation. They continually improve their quality assurance system to enable them to maintain and build on their high standards ... Self-evaluation is rigorous, accurate and detailed. This precise level of analysis and self-reflection underpins sharp improvement plans that respond to the changing cohorts of trainee teachers and their needs.*
- **the consistent culture of high expectations** – e.g. *All leaders and managers are driven by a philosophy of continual improvement. This ethos contributes significantly to the excellent progress that trainees make during their time on the course ... Leaders set high expectations for every aspect of their work and that of trainees. They are strong role models for trainees for both the practice of teaching and in relation to their professional and personal conduct. As a result, trainees uphold the highest standards of the teaching profession.*
- **rigorous and effective recruitment processes** – e.g. *Recruitment and selection procedures are comprehensive, rigorous and successful. This ensures that trainees with the necessary skills, attitudes and aptitudes to become effective teachers are admitted to the SCITT ... Leaders' rigorous recruitment and selection procedures, including pre-application guidance, ensure that trainees are well aware of the demands of the course ... Stringent recruitment and selection procedures ensure that those accepted on the course are eminently suitable for a career in teaching. Trainees rightly feel proud to be accepted onto the programme and continue to do so throughout the course.*
- **high quality mentoring and training** – e.g. *Trainees receive outstanding-quality, highly tailored support in response to their emerging needs. This ensures that trainees experiencing difficulties are identified and then supported quickly, and those who are excelling are stretched and challenged effectively ... The role of mentors is well developed and constantly evaluated for its effectiveness. As a result, strong professional relationships develop between mentors and mentees. This leads to rapid progress for trainees.*
- **highly effective personalised pastoral care for trainees** – e.g. *The dedication of partnership leaders with their emphasis on nurturing and providing personal, professional and academic support enables trainees to successfully complete their training ... Trainees receive outstanding-*

quality, highly tailored support in response to their emerging needs. This ensures that trainees experiencing difficulties are identified and then supported quickly, and those who are excelling are stretched and challenged effectively.

- **commitment to training in schools facing challenging circumstances** – e.g. *A high proportion of partnership schools are in areas of socioeconomic disadvantage. This enables trainees to gain experience of teaching pupils from a wide range of backgrounds. It helps them to develop techniques to manage more challenging behaviours and gain an understanding of how additional funds are used to support specific pupils in schools ... A significant proportion of trainees gain employment as NQTs in schools in challenging circumstances and/or in schools that have been judged less than good at their last inspection.*
- **high rates of completion and employment linked to meeting local and regional needs** – e.g. *Completion and employment rates are high. Trainees successfully complete the training, exceeding the minimum level of practice defined in the teachers' standards. All trainees gain employment, very many within the partnership. The partnership is meeting local needs for high-quality teachers effectively, often in schools that serve the most deprived communities. The trainees have high standards of professionalism, encapsulated by their highly reflective practice, excellent subject knowledge and rapid assimilation into the schools they train and work in ... On completion of the programme, every single trainee is equipped with the skills required to teach well. As a result, attainment is high and every trainee gains employment.*

5. Themes and Priorities

1. Acknowledgement of **trainees' impact on the learning and progress of pupils** as a strength was identified in 13 of the 19 grade 1 providers (68%), slightly less than in 2016 when 18 of the 26 (69%) grade 1 reports featured this as a strength. Five grade 1 SCITTs (23%) have this aspect as a target for further improvement often with explicit reference to ensuring teaching stretches the most able. In grade 2 reports, 18 of the 22 SCITTs (82%) and two of the four HEIs (50%) have this as a target for further improvement – in the majority of cases this is related to making more effective use of pupil performance data to ensure teaching is tailored to the needs of particular groups – especially the most able.
2. It is noticeable that 89% (17 of the 19) of the SCITTs being awarded grade 1 overall have the **effectiveness of their self-evaluation and quality assurance** identified as a significant strength; six grade 2 providers (27%) are explicitly advised to improve this aspect of their work.
3. After much less explicit reference to the **quality of behaviour management techniques demonstrated by trainees** in 2016, this aspect is mentioned more frequently as a strength this year and is invariably linked to comments about the promotion of children's positive attitudes to learning and the creation of stimulating and engaging climates for learning. A small number of grade 2/3 providers have this as an aspect for improvement – invariably as a result of observations of NQTs and discussions with NQT mentors during Stage 2 of the inspection process.
4. **Consistency of mentoring and, particularly, the quality/personalisation of targets set for trainees** continues (inevitably) to be a key target area for the sector. 13 of the 22 Grade 2/3 SCITT reports (54%) and all of the Grade 2/3 HEI reports (100%) have this identified as an area for improvement.
5. The percentage of grade 2/3 providers advised to improve the **consistency and accuracy of trainee assessment especially in relation to achievement at the highest level** has more than halved this time around to 24% (six grade 2 and 3 providers). The percentage a year ago was 53%.
6. The **quality of transitional information made available to NQTs/employers** is mentioned far less often in this inspection cycle which might indicate that this aspect of provision is improving. It is, however, a target for further improvement for three (16%) grade 1 and five (19%) grade 2/3 SCITTs.
7. A significant number of providers (26% of grade 1 and 33% of grade 2 providers) are advised to analyse and improve their **course completion (and occasionally employment)** rates.
8. The risks involved in **EYTS** are still apparent and although one HEI (Sheffield Hallam University with 14 trainees) was specifically awarded grade 1 for this aspect of its provision, two providers were graded 3 for this aspect (Essex Primary SCITT with 32 trainees and Oxford Brookes University with just six).
9. A new trend this year is that three grade 1 providers were given the target of preparing trainees for roles as **future leaders**.

Appendix 1a: Grade 1 reports – Strengths

SCITTs

Somerset SCITT

- Strong and collaborative partnership working leads to outstanding outcomes. Very high completion and employment rates for trainees, coupled with the excellent progress trainees make in their early teaching careers, are notable features.
- **The trainees reflect closely on the quality of their teaching, keen to ensure that they reach the highest standards.** They attain and demonstrate the teachers' standards very well. Trainees quickly develop the curriculum knowledge and practical skills required to be a successful teacher. They plan and teach well-structured lessons. They set high expectations which motivate and engage pupils in their learning.
- **Very high-quality training equips trainees and NQTs with the skills they need in school and the classroom very well.** The training is strongly enhanced by the involvement of experienced practitioners from the partnership schools who share their day-to-day classroom skills with the trainees. This supports trainees exceptionally well in their development of knowledge as educators and their growth into confident professionals.
- **The partnership's strong moral purpose** is developed around meeting local and regional teaching needs. The partnership provides high quality teachers who are committed to working in the local authority areas. The very high proportion of the high-quality NQTs who gain employment in schools judged to require improvement demonstrates the partnership's important role in improving educational opportunities for young people in the south west.
- **A high proportion of partnership schools are in areas of socioeconomic disadvantage. This enables trainees to gain experience of teaching pupils from a wide range of backgrounds. It helps them to develop techniques to manage more challenging behaviours and gain an understanding of how additional funds are used to support specific pupils in school.**
- **Detailed evaluation processes ensure that the partnership is very responsive to feedback** and identifies what it needs to do to improve. This leads to trainees' very high rates of satisfaction with their training. It also demonstrates the partnership's strong capacity for continual improvement.

Sutton SCITT

- **Leaders have established a meticulous routine of review and evaluation and rigorous quality assurance to enable them to maintain high standards.** They **initiate rapid improvements** when needed and ensure that the quality of training across the partnership is outstanding.
- A well-coordinated programme of professional and subject studies provides trainees with skills, knowledge, resources and strategies that they apply readily to their teaching.
- **Leaders provide clear guidance on their expectations for the quality of mentoring so that it is of a consistently high standard. Mentors and trainees routinely engage in highly productive professional dialogue so that trainees are clear on the areas they need**

to develop and how to achieve this, precisely cross-referenced to the teacher standards. As a result, outcomes for trainees are outstanding.

- **Trainees and NQTs rapidly establish effective routines in their lessons, forging positive relationships and rapport with their pupils. This enhances the learning environment in their classes, boosts pupils' levels of engagement and has a strong impact on pupils' progress.**
- **Communications across the partnership are regular and highly efficient.** Trainees and mentors report that they always have someone to turn to for advice and support, and that they receive a prompt and helpful response. This is highlighted by the instances when trainees needed additional support to continue successfully with their training. Completion rates are high.
- **Leaders thoughtfully allocate trainees to placements to ensure they gain experience of working with a suitable range of pupils,** as well as addressing any gaps or weaknesses in trainees' practice and experience. Trainees and NQTs apply their core studies and experience in contrasting placements well when working with pupils from a diversity of backgrounds in their new schools.
- **Transition documentation and associated targets are helpful and relevant,** enabling former trainees to continue to embark on their new role successfully. The outstanding quality of their training means that NQTs are very well prepared to take on their role. Employment rates are high.

Ripley TSA SCITT

- **The SCITT director is relentless in her pursuit of excellence.** The positive impact of her outstanding leadership is tangible across all aspects of the partnership. **All leaders and managers are driven by a philosophy of continual improvement. This ethos contributes significantly to the excellent progress that trainees make during their time on the course.**
- **Leaders are highly reflective and responsive. They constantly seek feedback and act swiftly and effectively in response to internal and external evaluation.** There are many strengths across the partnership and leaders are constantly looking for ways to become even stronger.
- The highly integrated structure and content of the programme produces confident teachers who are very well equipped to contribute immediately to their employing schools.
- **Leaders across the partnership share a clear vision of teacher training that is relevant for schools today. Partner schools contribute to training the next generation of teachers to teach exceptionally well.**
- **The pastoral care of trainees is exemplary. The personalised support that they receive has a significant impact on the outstanding progress that they make. This high-quality support continues throughout their NQT year.**
- The SCITT director has a wealth of experience of regional and national ITE issues. **The recommendations from the Carter Review and Teacher Workload Review are a high priority for the partnership.** Trainees and NQTs benefit from this aspect of their training.
- **The SCITT administrator ensures that the management and organisation of all aspects of the programme are highly effective. There are very clear systems and protocols. Well-designed documentation contributes significantly to trainees' success on the course.**
- The rationale for all decisions that leaders make is rooted in the teachers' standards. Ensuring that all trainees exceed the minimum level of practice expected of teachers is at the heart of the partnership's work. Consequently, outcomes for trainees are very strong.

- Self-evaluation and improvement planning are accurate and thorough. Rigorous selection procedures mean that the partnership recruits high-calibre trainees with a passion for teaching. Completion rates are very high. **The partnership is particularly successful in enabling the high proportion of mature trainees to achieve well on the course**

Essex Primary SCITT

- There are consistently high employment rates, because the well-established provider is recognised by local headteachers as providing well-trained trainees who can help schools to raise standards.
- Trainees make strong progress from their different starting points as a result of highly effective school-based and central training.
- **The very well-regarded and effective operational leadership of the partnership constantly seeks to improve upon already strong practice.**
- There is highly effective quality assurance of training, mentoring and assessment.
- There is a range of highly effective mentors and expert central trainers who train, observe and advise trainees, and to whom trainees can refer if they have questions or concerns.
- Trainees' and NQTs' management of pupils' behaviour is strong, resulting from very positive working relationships established quickly between trainees and their pupils.
- Trainees and NQTs are confident in the subject knowledge for teaching English, mathematics and a broad range of subjects.
- Trainees and NQTs have high levels of professionalism. They continually reflect on their practice and are hungry to improve.

Fareham and Gosport Primary SCITT

- The leadership of the partnership is outstanding. Leaders are totally committed to, and successful in, securing and sustaining a workforce of high-quality teachers, including for partnership schools.
- **Highly effective collaboration between the partnership board, local schools and the local authority ensures high-quality support for trainees as they enter the teaching profession.**
- **The dedication of partnership leaders with their emphasis on nurturing and providing personal, professional and academic support enables trainees to successfully complete their training.** Trainees' high levels of attainment have resulted in all trainees who have completed their training since the creation of the partnership securing employment as teachers.
- Excellent training which includes high-quality feedback and target setting and bespoke support for individual trainees enables them to demonstrate outstanding practice in their teaching.
- Partnership leaders provide enhanced coaching programmes for trainees when required. As a result, those who face particular challenges successfully complete their training. The proportion who reach the partnership's highest grade is improving year on year.
- **Remarkable formal and informal communications, thorough and detailed documentation, and rigorous monitoring, review and moderation processes ensure notable levels of consistency in the quality of training and assessment across the partnership. As a result, outcomes for trainees are excellent.**
- Trainees develop into confident, reflective, **resilient** NQTs who are secure in their abilities to consider improvements they would make to their own teaching.

- **Trainees and NQTs implement effective behaviour management strategies, develop warm and positive relationships with pupils and other adults and create welcoming, vibrant classroom environments. As a result, the pupils they teach have positive attitudes to learning and quickly settle to the well planned learning activities designed for them.**
- **Thorough and detailed self-evaluation, precise improvement planning, very high expectations and support from the strategic board ensure that high quality outcomes have been maintained and built on since the start of the partnership. The partnership demonstrates an outstanding capacity for continuous self-improvement.**

Altius Alliance SCITT

- **A clear vision for excellence is known and shared by everyone within this outstanding ITE partnership. High levels of collaboration are based on extremely positive relationships and mutual respect. Strong leaders and managers instil a robust emphasis on continuous self-improvement throughout the partnership.** They are held in great regard and have extremely high expectations of themselves, school-based colleagues, trainees and NQTs.
- **Exceptional formal and informal communications, comprehensive documentation and stringent monitoring, review and moderation by leaders and managers ensure remarkable levels of consistency in the quality of training and the accuracy of assessment across the partnership.**
- **Recruitment and selection procedures are comprehensive, rigorous and successful. This ensures that trainees with the necessary skills, attitudes and aptitudes to become effective teachers are admitted to the SCITT.**
- **Trainees' and NQTs' subject knowledge and understanding of pedagogy and the curriculum are very well developed by the impressive subject and professional issues training. The SCITT ensures that trainees have the opportunity to hone their practical teaching skills in an intellectually rigorous context.** Training draws on the considerable strengths and expertise of school-based colleagues and provides trainees with substantial opportunities to 'learn from the best'.
- **Skilful subject mentoring, supported very effectively by expert specialist leaders in education (SLEs), enables trainees to reflect on their practice and understand their strengths and areas for development. NQTs teach their subject specialism to a high standard from the start of their induction year and have an appetite for further professional development.**
- **Exceptionally well-designed training enables trainees and NQTs to thrive.** They are committed to being the best teachers that they can be. **Trainees and NQTs are professional, proactive and insightfully reflective.** They demonstrate high levels of personal and professional conduct. The majority of trainees achieve the highest level of attainment in relation to the teachers' standards at the end of their training.
- **Trainees and NQTs use very effective strategies to manage pupils' behaviour. They develop positive and respectful relationships and create a purposeful atmosphere in their classrooms which enables pupils to learn. Trainees and NQTs are particularly skilled in using questioning strategies to identify pupils' prior learning and misconceptions and in planning and resourcing sequences of learning for pupils.**
- **The SCITT has an excellent reputation for producing NQTs who are confident and competent teachers. They are very well equipped to contribute to subject departments and to take on pastoral roles in employing schools. A significant proportion of trainees gain employment as NQTs in schools in challenging circumstances and/or in schools that have been judged less than good at their last inspection.**

South Coast SCITT

- The partnership leaders' vision and moral purpose underpin every aspect of their work. They inspire trainees to be outstanding teachers.
- Rates of completion and employment are consistently higher than national figures. The partnership has a superb reputation locally and further afield, and is contributing well to meeting local recruitment needs.
- Trainees are exceptionally well prepared for the demands of school life. **Over time, very nearly all trainees complete the programme, meeting the expectations of the teachers' standards at a high, and often very high, level.**
- **Stringent recruitment and selection procedures ensure that those accepted on the course are eminently suitable for a career in teaching. Trainees rightly feel proud to be accepted onto the programme and continue to do so throughout the course.**
- **The training programme is highly effective and innovative. From the beginning of the course, trainees are immersed in the daily life of a school, practise behaviour management and, importantly, see the impact they can have on pupils' progress.**
- **All aspects of the programme**, including central training, placements and mentoring, are **thoughtfully and scrupulously reviewed** in order to ensure continuous improvement. Trainees benefit from individualised support and personalised programmes, combined with outstanding pastoral care and support.
- **Trainees gain an excellent ability to manage pupils' behaviour and set high expectations.** Their subject knowledge is deep and wide-ranging. Most striking is trainees' focus on the impact they are having on pupils' progress, rather than their own performance as a teacher.
- **Trainees enter teaching as accomplished professionals. They are highly resilient, conduct themselves well and are notably willing to contribute to school life. They possess a strong sense of duty and accountability.**

Mid Essex ITT

- **The strongly self-reflective culture that is woven through the partnership**, from leaders to trainees and NQTs, resulting in continually improving practice.
- The consistently high employment rates, resulting from trainees from the partnership being keenly sought by local schools.
- **The high quality of training and assessment provided for trainees, reflected in shaping confident classroom practitioners who are ready, as one headteacher put it, 'to enter the profession as naturally inquisitive and reflective teachers'.**
- **The trainees' and NQTs' effective management of pupils' behaviour**, together with the professional conduct of trainees.
- The strategic leadership provided by local headteachers, which ensures that the programme meets the needs of local schools. The partnership's day-to-day leadership and administration are highly effective and efficient. Leaders are constantly seeking to improve on already strong practice.
- The range of expert mentors and other staff who observe and advise trainees and to whom trainees can refer if they have concerns, or need clarification or advice.
- **The regular and extremely well-regarded communications, meetings and highly effective quality assurance of training, mentoring and assessment.**
- **The excellent pastoral support for trainees, which ensures that they complete the course and flourish as newly qualified teachers.**

East London Alliance SCITT

- Leaders of the East London Alliance SCITT have achieved what they set out to do in their prospectus. **They have created ‘an oasis of opportunity and potential for pupils and trainee teachers’.** Leaders have created a challenging, reflective, caring ethos which underpins the learning culture of the SCITT. They care deeply about the success of their trainees. They are committed to ‘growing their own’ outstanding teachers and are highly successful in doing so.
- **Leaders have established a rigorous, forensic approach to review and evaluation. They continually improve their quality assurance system to enable them to maintain and build on their high standards.**
- Leaders have been successful in ensuring that the quality of training for trainees is outstanding. Trainees benefit from the expertise of the SCITT trainers as well as a range of expert external speakers. Leaders respond swiftly to trainees’ feedback to ensure that training meets their needs. As a result, trainees leave the SCITT very well equipped to meet the demands of the primary curriculum.
- **Trainees and NQTs who were observed during the inspection demonstrated strong, assured subject knowledge. Training equips trainees extremely well to confidently manage pupils’ behaviour, to have high expectations and to create a productive climate for learning in their classrooms.**
- **Leaders have high expectations of the work of the school-based educators (mentors) and professional tutors. Course guidance for school-based educators is sharply focused on the mentor standards. As a result, trainees benefit from high-quality professional dialogue with school-based educators. This enables trainees to move their practice on swiftly and to attain well. In turn, it helps to enhance the skills of the school-based educators and tutors.**
- A culture of respect, trust, tolerance and commitment underpins the work of the SCITT. As a result, relationships between trainees, school-based educators, professional tutors and leaders are very positive.
- **Communication across the partnership is frequent and effective. Support for trainees is bespoke and thorough.** As a result of this, completion rates are high. Indeed, 100% of trainees completed their training in 2016/17 and 100% of them secured a teaching post for September 2017.
- **Trainees benefit from high-quality, contrasting placements. Leaders ensure that trainees have experience of working with an appropriate range of pupils and schools. Trainees are well trained to support pupils with a range of different needs.**

Inspiring Leaders Teacher Training

- Leadership and management of the partnership is outstanding. In the two years of operation, it has secured outstanding outcomes for trainees. **The SCITT director and the professional tutors are highly skilled, dedicated and relentless in their pursuit of excellence.** They are determined to ensure that provision is of the highest quality and that all trainees meet the teachers’ standards at the highest level.
- Governance is robust, with strong lines of accountability. **Provision is regularly scrutinised and SCITT leadership is vigorously held to account to ensure the very best outcomes for trainees.**
- **Leaders’ vision is clear and convincing. They have a strong moral purpose to ensure that trainees make ‘a positive difference to all children’.** The partnership, which includes two multi-academy trusts, two teaching schools and a growing number of schools, has excellent capacity. The very strong engagement of schools within the partnership is evident in the key role they take in the recruitment of trainees and through their contribution to the partnership’s vision, self-evaluation, strategic planning and training.

- The training programme is first class. Specialists, including headteachers, senior leaders and specialist leaders of education (SLEs), are involved in the delivery. **Trainees gain a multiplicity of opportunities to develop as practitioners, including in a range of differing, often challenging, school contexts.** Trainees and NQTs said that their training was thorough and of extremely high quality.
- Completion and employment rates are high. Trainees successfully complete the training, exceeding the minimum level of practice defined in the teachers' standards. All trainees gain employment, very many within the partnership. **The partnership is meeting local needs for high-quality teachers effectively, often in schools that serve the most deprived communities. The trainees have high standards of professionalism, encapsulated by their highly reflective practice, excellent subject knowledge and rapid assimilation into the schools they train and work in.**
- **Trainees receive outstanding-quality, highly tailored support in response to their emerging needs. This ensures that trainees experiencing difficulties are identified and then supported quickly, and those who are excelling are stretched and challenged effectively.**
- **The highly practical, school-based nature of the training is valued by trainees because it means they learn from the very best teachers' practice and are given the time to apply their learning, academic research and training in their own classroom situations.**

Fylde Coast Teaching School SCITT

- **The head of the Fylde Coast Teaching School SCITT is dynamic. She is uncompromising in her drive and determination to find and train the very best teachers for pupils across schools in Blackpool and the Fylde Coast and beyond.** The effect of her inspirational leadership infuses all aspects of the excellent teacher training programme.
- The partnership is determined to provide quality teachers that meet the recruitment needs of the local area. **The partnership plays a crucial role in supporting ongoing further school improvement in the region.**
- **On completion of the programme, every single trainee is equipped with the skills required to teach well. As a result, attainment is high and every trainee gains employment.**
- **Self-evaluation is rigorous, accurate and detailed. This precise level of analysis and self-reflection underpins sharp improvement plans that respond to the changing cohorts of trainee teachers and their needs.**
- The quality of training is excellent. The structure of the course and the content of the programme is responsive to local and national issues. For example, **trainees are extremely well prepared to manage pupils' behaviour in lessons.**
- Trainees are particularly successful in developing strong subject knowledge for teaching and in fulfilling the wider aspects of a teacher's role and responsibilities. **The pastoral support of trainee teachers and the wrap-around, bespoke care of NQTs are the unique selling points of this provider. This is why outcomes for trainees are so strong.**
- **The provider commits to ensuring that every trainee leaves the training programme accredited as a Chartered Teacher of the PSHE Association. This demonstrates the importance that the partnership places on ensuring that trainees and NQTs value and recognise the importance that a strong PSHE curriculum plays in preparing pupils for life in modern Britain.**
- **Exceptional levels of communication permeate every aspect of this provider's work.** The quality of documentation is excellent. Stringent monitoring and quality-assurance procedures ensure a strong level of consistency across the partnership.
- **The role of mentors is well developed and constantly evaluated for its effectiveness. As a result, strong professional relationships develop between mentors and mentees. This leads to rapid progress for trainees.**

Teaching London: LDBS SCITT

- Strong, well-established leadership maintains a comprehensive overview of the performance of SCITT trainees and the quality of training and support they receive. **Very thorough, accurate self-evaluation and methodical and effective quality assurance has ensured that trainees' attainment across all of the teachers' standards is consistently strong.** The proportion of trainees attaining an overall grade of outstanding is consistently high.
- The executive committee is actively involved in strategic planning and the implementation of a productive combination of well-founded and revised policy and practice. This enables them to have an accurate view of the SCITT's performance.
- Leaders ensure that centre-based training is planned well to enhance trainees' school experiences. Mentors very much appreciate the opportunities they have to attend similar sessions. They are well placed to support their mentees to build on their training to develop their practice further.
- Trainees are valued highly by their placement schools and NQTs are very well prepared to take on their roles. A large proportion of trainees are employed by their host school. Employment rates are extremely high, with all trainees taking on NQT posts in most years.
- **Trainees and NQTs have high expectations of themselves and their pupils. They establish productive classroom routines and form a positive rapport with their pupils, resulting in an industrious and harmonious working environment in lessons.**
- **Mentors and trainees are clear on what is expected of them at every stage of the course,** because **guidance materials are clear and rigorous.** Mentors, both new and experienced, have an accurate view of the strengths and areas for development of their mentees. Their excellent work is supported and moderated by link tutors who ensure that the teachers' standards are seamlessly woven into the target-setting process.
- **Trainees attend contrasting placements across the partnership. Leaders organise additional school visits appropriately to enrich trainees' experience. These high-quality training opportunities mean that trainees and NQTs are very well prepared to teach pupils from a diversity of backgrounds and with a range of abilities and needs. Their familiarity with strategies to meet the needs of pupils who have special educational needs (SEN) and/or disabilities is a particular strength.**
- Leaders' rigorous recruitment and selection procedures, including preapplication guidance, ensure that trainees are well aware of the demands of the course. An increased focus on health and well-being and work-life balance right from the start of the training means that the rate of completion has improved, and is in line with national levels.
- The SCITT is fully compliant with the initial teacher training statutory criteria and requirements and all relevant legislation.

North Wiltshire SCITT

- The excellent completion and employment rates, which are a result of the partnership's very careful recruitment of high-calibre trainees.
- The exceptionally motivated, confident trainees and NQTs are highly professional in their conduct. They demonstrate excellent personal attributes and are fully aware of their safeguarding responsibilities.
- The wide range of experience, expertise and commitment that leaders, mentors and trainers bring to central and school-based training. Effective use of contrasting placements ensures that trainees gain confidence teaching in different contexts.
- **The strong commitment, collaboration and communication among all members of the partnership, including the management board, who play a full role in monitoring, quality assuring and further developing the partnership.**

- **The confidence of trainees and NQTs in implementing effective behaviour management strategies and ensuring that the pupils they teach have positive attitudes to learning.**
- **The very well-designed course programme, which is intellectually rigorous and readily adapted to meet trainees' individual needs.**
- The support that leaders provide to ensure that trainees move seamlessly into their employment. They take great care to make sure that their trainees are very well prepared for their NQT year.
- The clear direction and commitment of leaders and managers. They are fully committed to securing the sharing of excellence across the partnership. This ensures that there is an outstanding capacity for further improvement.

Prestolee SCITT

- Leadership of the partnership is outstanding. Leaders are relentless in their drive for excellence and are highly ambitious for the success of both their current and former trainees, and for the schools in their partnership. Their excellent leadership has been instrumental in securing outstanding outcomes for trainees and NQTs.
- **Leaders have established a strong culture of continuous improvement and make excellent use of their detailed and accurate self-evaluation. Their swift and comprehensive response following stage 1 of the inspection added additional value for current trainees and NQTs.**
- **Communication at all levels within the partnership is outstanding, and is seen as a significant strength by all stakeholders.**
- **The partnership is extremely successful in meeting the needs of individual trainees, through personalising their training programme.** This ensures that trainees have the skills, knowledge and resilience needed to teach successfully in schools within the partnership and beyond.
- **Excellent training provides trainees with high levels of subject knowledge, an impressive range of teaching skills and highly effective strategies to manage behaviour very successfully across a range of schools. Consequently, by the time they complete the programme, the majority of trainees demonstrate outstanding practice in their teaching.**
- The partnership provides trainees with excellent, individualised mentor support which encourages them to become **highly reflective and thoughtful practitioners**. This **high-quality support also extends to exemplary pastoral care for trainees.**
- **Leaders have also put in place an innovative and very successful system for providing continuing support for NQTs through the work of a dedicated NQT mentor. This has ensured that the transition from trainee to NQT has been seamless and highly successful.**
- **The SCITT is developing an excellent reputation for producing NQTs of the highest calibre. Employing schools outside of the SCITT partnership commented on the exceptionally high quality of the NQTs, and in particular their high levels of professionalism and dedication.**
- The high-quality training and trainees' high levels of achievement have ensured that all trainees who have completed their training with Prestolee SCITT have been successful in securing employment.

GORSE SCITT

- GORSE SCITT is making a significant and growing contribution to the supply of high-quality teachers to schools in Leeds and neighbouring areas. **The SCITT is highly effective in meeting local teacher supply needs for subjects, new schools, schools in challenging circumstances and schools requiring improvement.**

- Leaders and governors of the SCITT and the leaders of partner schools and trusts are **passionate about their shared mission to provide high-quality teachers, especially for disadvantaged pupils.**
- As a result of the excellent reputation of the SCITT's training programme, recruitment of trainees increased markedly in September 2017 and **a number of schools have made GORSE SCITT their sole provider of choice.**
- The quality of training and mentoring across the partnership is outstanding because it is led by highly expert leaders, subject leaders and teachers from outstanding urban schools.
- Trainees develop their skills and knowledge rapidly and securely because they learn methods that are used consistently by host teachers and mentors across the partnership. This enables trainees to successfully apply and hone their skills across contrasting school placements. This model prepares them exceptionally well to become NQTs in partnership schools and beyond.
- In 2017, almost all trainees successfully completed and gained QTS. Most demonstrated excellent practice in the majority of the teachers' standards and in all related to their personal and professional conduct. Almost all gained employment as NQTs.
- **Meticulous monitoring sustains the high quality and consistency of training and mentoring. Very effective communication and collaboration across the partnership reinforce the highly coherent approach to training and mentoring.** The SCITT director and team are highly responsive to the needs of trainees and schools and are held in high regard.

The Cherwell OTSA SCITT

- The leadership of the Cherwell OTSA SCITT is outstanding. The director and his team are committed to excellence. Their **clear moral purpose and drive have secured an excellent reputation for the partnership in a very short time.**
- School leaders locally and further afield are delighted with the NQTs they appoint from the partnership. **The work of the partnership is helping to meet local recruitment needs, including in schools in challenging circumstances.**
- **Leaders' energy, determination to improve and commitment to social justice shape trainees' highly developed values and ambition. As a result, trainees' professional integrity is impressive and their conduct is exemplary.**
- **Trainees develop into highly reflective, resilient and skilled teachers, whose work has a palpable impact on pupils' progress.**
- A combination of **excellent training and outstanding pastoral care prepares trainees extremely well for a career in teaching.**
- **Mentors' superb day-to-day support and feedback form the bedrock of the training programme and contribute immensely to trainees' skills and knowledge.**
- Trainees' teaching is excellent, with most meeting the teachers' standards at the highest level. Nearly all trainees complete the programme and obtain employment. A very small number of trainees choose to defer completion or employment, but only for personal reasons.
- Partnership leaders and staff know trainees extremely well and are attentive to their professional development, performance and well-being throughout the programme. As a result, trainees feel completely supported and challenged.

The Tommy Flowers SCITT

- Tommy Flowers SCITT benefits from ambitious, thoughtful, responsive and inspiring leadership. Leaders are fully committed to providing a regular supply of high-calibre teachers for schools in the area.
- **The vast majority of trainees teach at a consistently very high standard. NQTs often exceed levels of performance expected at such an early stage of their career.**

- Consistently high employment rates for former trainees mean the SCITT is having a real impact on teacher recruitment needs in the Milton Keynes area. As the population increases in the region, the SCITT has strong capacity for growth and is very well placed to help meet expanding staffing demands in local schools. Local stakeholders hold the SCITT in high regard. **Headteachers state that the SCITT is their preferred training provider.** They attribute this to the excellent reputation it has for producing high-quality teachers.
- Trainees are fulsome in their praise for the programme. They rightly believe that they are extremely well prepared for their careers.
- **All trainees reflect critically and astutely on their practice. They seek constantly to find even better ways of supporting pupils' progress and development. One of the ways they learn to reflect is by observing how the SCITT's leaders reflect critically on necessary programme changes to make it the best it can be.**

Colchester Teacher Training Consortium

- Partners in CTTC willingly embrace the vision of 'inspiring tomorrow's teachers'. Stakeholders' wholehearted commitment is helping to secure high-quality training and, in turn, meet local recruitment needs very well.
- **Communication of the partnership's high expectations of trainees is initiated at the time of interview and consistently maintained throughout the duration of the course.**
- A rich programme of training, combined with high-quality complementary school placements, equips trainees with the skills and knowledge to become successful, thoughtful teachers.
- As a result of the highly effective recruitment, induction and training of mentors, trainees receive excellent support, advice and guidance over the course of their training.
- Employment rates are consistently high. Local schools are keen to employ trainees from the partnership. Once in employment, many NQTs and former trainees move quickly into leadership and management roles.
- Careful and accurate monitoring and assessment of trainees' practice ensure that they complete the course successfully and enter the profession as confident and appropriately skilled teachers.
- **The pastoral care the partnership provides is exceptional. This enables trainees and NQTs to complete their training successfully and thrive in the profession. As one NQT commented, the partnership 'looked after my personal welfare as much as my development as a teacher'.**
- **Trainees and NQTs are skilled at developing purposeful working relationships in the classroom. They demonstrate exemplary professional conduct. They are highly reflective, resilient and seek every opportunity to improve their practice.**

North East London Teaching Alliance (NELTA) SCITT

- Leaders' ambitious vision for excellence and their aspirations for trainees are of the highest order. As a result, outcomes for trainees are excellent. In 2016/17, all trainees achieved QTS and exceeded the minimum requirements of the teachers' standards.
- Leaders are highly reflective and have an in-depth understanding of the partnership's strengths and areas for development. They respond quickly to external feedback and their own rigorous internal evaluations. This enables leaders to take swift action to improve provision further.
- **A consistent thread, running through all the partnership's work, is the strong commitment to continuous improvement. Leaders leave no stone unturned in their drive for excellence. As a result, the quality of provision is first rate.** From the robust selection and recruitment process and the high-quality training to the trainees' strong attainment, leaders have established a reputation for quality.

- The quality of training is outstanding. Trainees study a wide range of challenging assignments, including contributions from external experts. This enables them to gain the necessary skills and understanding to meet the demands of teaching.
- Trainees and NQTs observed during the inspection demonstrated strong subject knowledge. They showed the ability to use a range of approaches to meet the needs of all pupils. These include those who have special educational needs (SEN) and/or disabilities or who speak English as an additional language. **Trainees and NQTs are quick to adapt their teaching to take account of pupils' misconceptions or misunderstanding.**
- Training prepares NQTs very well for their first teaching posts. **Employing schools, including those in and beyond the formal partnership, are extremely pleased with trainees' ability to 'hit the ground running' and teach effectively.**
- **Leaders set high expectations for every aspect of their work and that of trainees. They are strong role models for trainees for both the practice of teaching and in relation to their professional and personal conduct. As a result, trainees uphold the highest standards of the teaching profession.**
- Leaders have improved the training for, and the quality assurance of, mentors successfully. They have introduced a framework for mentoring that sets out clearly the school-centred initial teacher training (SCITT) partnership's expectations. This has ensured that trainees receive high-quality support from their mentors, which enables them to develop their skills quickly and achieve strong outcomes.

London East Teacher Training Alliance

- **Leaders of London East Teacher Training Alliance SCITT are driven by their desire to train outstanding teachers for schools in their community, in order to raise standards and improve the life chances of local children. Their vision is being realised because of their relentless focus on improving every aspect of the SCITT's work.**
- Leaders have developed a collaborative and personalised approach to supporting and developing trainees. **Trusting and caring relationships are the solid foundations on which the SCITT is built.** This supports leaders and tutors to identify and develop mentors who, in turn, support trainees to attain exceptionally well and become confident, successful teachers. **Trainees feel secure that they can take risks in their teaching and challenge themselves. This is because mentors and leaders are always honest with their feedback and steer them well to improve.**
- The SCITT is very successful in securing trainees who have lived and worked within the local community. **Trainees describe the SCITT team as a family. Long after they qualify as teachers, former trainees know that they can rely on the SCITT team to be there for advice or guidance, whether they are part of the SCITT's NQT programme or not.**
- **Leaders have established a relentless and rigorous approach to review and evaluation. They leave no stone unturned in their pursuit of excellence. They respond positively and swiftly to feedback. For example, they were highly successful in addressing the areas for development identified during stage 1 of the inspection. They continually check and improve their quality assurance processes to ensure that their high standards are maintained.**
- Leaders have ensured that the quality of training for trainees is outstanding. Trainees benefit from the expertise of the SCITT trainers as well as a wide range of highly knowledgeable external speakers. Leaders respond swiftly to trainees' feedback to ensure that training meets their needs. As a result, **trainees leave the SCITT confident in their ability to deliver a broad curriculum to their pupils.**
- **Trainees and NQTs who were observed during the inspection demonstrated strong, assured subject knowledge across a wide range of subjects. Training equips trainees extremely well to manage pupils' behaviour confidently and to expect the best of their pupils**

by creating a positive climate for learning. Trainees leave the SCITT with the necessary skills and confidence to support children who have special educational needs (SEN) and/or disabilities.

- Leaders have been successful in ensuring that mentors and tutors provide excellent support, guidance and feedback to trainees. **High-quality, bespoke training ensures that mentors are successful in exemplifying the mentor standards. This equips them extremely well to develop the trainees that they work with.**
- **Communication between the steering group, the SCITT leaders and schools in and beyond the partnership is highly effective. Headteachers could not speak more highly about the work of the SCITT. Regular contact and dialogue ensure that staff at all levels across the SCITT are sharply focused on securing the success of trainees and NQTs.** Consequently, **support for trainees is personalised, collaborative and cohesive.** As a result of this, completion rates are high. In 2015/16, all trainees successfully completed their training. In 2016/17, 98% of trainees completed their training, with 93% of trainees securing a teaching post in local schools. The remaining trainees secured teaching positions within and beyond the United Kingdom.
- Trainees benefit from high-quality contrasting placements. Leaders ensure that trainees have experience of working with an appropriate range of pupils and schools. **Trainees are well trained to support pupils with a range of different needs.**
- **Mentors successfully identify appropriate targets for improvement for trainees. Leaders moderate these targets to ensure that they focus specifically on the teachers' standards that trainees need to develop further. Actions are identified to support trainees in their steps towards meeting their targets.**
- **'Career entry passports' are transition documents which support former trainees** and their new employees in planning their professional development as NQTs. **These documents are incisive and thorough.** School leaders report that they are invaluable and that they ensure that NQTs get the precise guidance and support that they need to allow them to take up their teaching posts successfully.
- The London East Teacher Training Alliance SCITT is fully compliant with the ITT statutory requirements and all relevant legislation.

HEIs

University of Exeter – Primary

- **The exacting process of recruitment and the successful selection of high-calibre trainees lead to very high completion, employment and success rates.**
- Trainees and NQTs demonstrate outstanding commitment to the teaching profession and meet professional standards exceptionally well. **They draw skilfully on their training to create stimulating and engaging learning environments where all pupils feel safe, secure and confident to learn.**
- Trainees and NQTs display a secure understanding of the safeguarding of children. This understanding extends into their own teaching in relation to tackling prejudice, addressing inequalities and fulfilling the requirements of the 'Prevent' duty. Trainees and NQTs form very positive relationships with pupils and manage behaviour well.
- The training programme is extremely well designed and has an exceptionally strong impact on trainees' outcomes. It is not only intellectually rigorous but also makes excellent use of both educational specialists and expertise within the partnership schools.

- **Strong collaboration between all members of the partnership produces highly employable teachers who confidently apply theory to practice in class. Trainees gain a breadth of placement experiences, including in schools that are facing challenging circumstances. This ensures that they gain confidence in teaching pupils with an increasingly diverse range of needs. Every trainee receives the individual personal and academic support they need to achieve their best and reach their full potential.**
- **Very rigorous quality assurance of all aspects of training ensures that all elements of training, support and assessment are continuously reviewed and improved to ensure that trainees receive the best possible provision.**
- **Regular consultation with trainees and NQTs, demanding expectations and challenge from strategic boards and external reports which lead to detailed improvement planning enable the partnership to self-evaluate with rigour and accuracy.**
- The partnership innovates within the changing landscape of teacher training. This, together with the partnership's pursuit of sustained excellence, enables a continued capacity to improve.

University of Exeter – Secondary

- Trainees' high academic calibre and exemplary professional attitudes make for a powerful combination that is met with universal praise by schools. Such exceptional qualities typify the University of Exeter's trainees and former trainees.
- **Trainees use their exceptionally high levels of subject and pedagogical knowledge to captivate and sustain pupils' interest.**
- Training programmes are personalised to meet trainees' individual learning needs.
- Trainees demonstrate highly proficient skills of critical reflection in their consistent assessment of the impact of their teaching on pupils' learning.
- With its high rates of successful completion and employment, especially in shortage subjects, the programme is meeting national and regional needs exceptionally well.
- A high proportion of trainees meet the university's uppermost grade. The vast majority of trainees substantially exceed the minimum expectations as set out in the teachers' standards.
- **The strong academic and theoretical framework for training prepares trainees very well to work in schools and helps trainees to progress rapidly.**
- The expert subject knowledge of university-based tutors models the application of theory into practice.
- **A very wide range of data and feedback is used exceptionally well by leaders to sustain high-quality outcomes, training and leadership and management.**

University of Winchester – Primary

- Effective recruitment and selection procedures ensure that trainees who join the courses have the potential, and attributes, to become good and better teachers. As a result, trainees are highly sought after and employment rates are consistently well above sector averages.
- **Trainees demonstrate exceptionally high levels of personal and professional conduct. They are confident, evaluative and knowledgeable professionals with a strong focus on pupils' learning and progress.**
- Trainees' subject knowledge is excellent and they make learning exciting and motivating. As a result, relationships in schools are warm and behaviour is managed very well.

- **Training, including assignments, inspires trainees and engenders an excitement about teaching. Effective models of good practice are provided in centre-based training sessions and in schools, and underpinned by reference to up-to-date and relevant research.**
- **The quality of communication, specific expectations and guidance ensures that trainees and teacher tutors make best use of school experiences. The partnership is alert and flexible in adapting provision to meet the individual needs and interests of trainees.**
- School, local authority colleagues and trainees are eager to belong to the partnership. Mutual respect is evident and there are strong and productive relationships.
- **Leaders, at all levels, strive for excellence. They continually seek to improve provision and outcomes. They gather and analyse a wide range of information about how confident trainees are and how well they teach. Leaders use this evidence incisively and insightfully to plan, take action and bring about further improvements.**

University of Winchester – Secondary

- **High-quality training enables all trainees and NQTs to develop into confident, competent and committed professionals. Mentors and trainers have consistently high expectations and relentlessly pursue improvements in the quality of provision.**
- The partnership's high-quality recruitment and rigorous selection procedures are supported by valuable opportunities for trainees to undertake school-based work experience, as well as subject enhancement courses, prior to starting training.
- **Trainees appreciate the ongoing help and accessibility offered by all those involved in their training and the very high levels of support from the university and placement schools.**
- Trainees show consistently positive attitudes to teaching and high expectations for pupils. Relationships are respectful and considerate. Pupils of all abilities are supported very well.
- Trainees make a very positive contribution to the wider life and ethos of the schools and their communities. Trainees' active participation and their involvement in extra-curricular and enrichment activities are very much appreciated.
- **The partnership has a determined and successful focus on the development of trainees' strategies to promote and manage behaviour effectively. Trainees have very high expectations of behaviour in their classes.**
- Trainees and NQTs demonstrate excellent personal and professional conduct, as well as a desire to promote the welfare, well-being, learning and progress of all pupils.
- Trainees' and NQTs' strong breadth of subject knowledge and their ability to reflect on their teaching ensures that they clearly focus on promoting pupils' learning.
- **Leaders have taken prompt and effective action to further strengthen aspects of the partnership's work that were identified as emerging areas for improvement during stage 1 of the inspection.**

Sheffield Hallam University – EYTS

- **Over the first three years of the programme, the leaders' passion for early years and their uncompromising drive to excel have led to high-quality provision and a spreading reputation for excellence in training early years teachers.**
- The partnership is strong and trainees gain valued experience in a wide range of early years settings in the private, voluntary and maintained sectors, many in areas of high social deprivation and disadvantage.

- **Outstanding training from specialists in early years and other fields, as well as self-study and support from trainers, ensure that trainees gain a secure understanding of child development and they know how to promote children’s learning, including in early literacy and mathematics.**
- Trainees and trainers alike are highly committed to and enthusiastic about the early years and about sharing best practice. As a result, trainees gain a well informed outlook on how to meet children’s needs.
- The innovative ‘change’ project has enabled trainees to take the lead in bringing about improvement in a selected aspect of provision. Trainees’ reports are of a high and often publishable quality.
- Rigorous selection ensures that resilient, hard-working and resourceful trainees complete the course, gain early years teacher status and find employment quickly. For some, this is in a post with leadership responsibilities. The early years leader is rightly held in high regard. Excellent communication and clear documentation ensure that trainees and trainers are well supported at every stage of the programme.
- **The excellent capacity to improve is borne out in the positive impact on trainees’ outcomes of the adjustments and amendments to the programme over the year. Similarly, the action taken between the two stages of the inspection has strengthened the provision further for current trainees.**

Sheffield Hallam University – Primary

- Rigorous selection procedures that include partnership schools at their heart are used effectively to ensure that high-calibre trainees are recruited to the full range of courses offered by the university.
- **There is a common shared vision and commitment among leaders and all involved in the partnership. This enhances the quality of training and opportunities afforded to trainees and enables them to become high-quality practitioners. Trainees frequently work and learn in schools in challenging circumstances or contexts.**
- Attainment of trainees across the primary phase and in all routes, is consistently high.
- **Leaders’ accurate and detailed self-evaluation and development planning are rooted in the teachers’ standards. Leaders are fully aware of aspects of the partnership that are less strong and take very effective action to address them.**
- **Pastoral care of trainees and NQTs is strong. Mentors and university academic tutors build excellent relationships with trainees that frequently continue into the NQT year and beyond. Leaders actively seek and listen carefully to the feedback of trainees and use this information to respond rapidly to meet trainees’ academic and pastoral needs.**
- The high-quality subject and pedagogical training provided by partnership tutors, particularly in mathematics, early reading and phonics, ensures that trainees have strong subject knowledge and skills and are very well prepared for their future careers.
- Trainees and NQTs demonstrate exemplary levels of professional behaviour because of the excellent guidance they have received during their training. They are highly reflective and actively seek and respond positively to the guidance and opportunities afforded to them to develop their teaching styles.
- **Trainees benefit from high-quality behaviour management training that ensures that they are very well equipped with effective strategies to promote pupils’ positive attitudes to learning and good conduct.**
- Schools hold trainees and NQTs in very high regard. This, coupled with the excellent support provided to trainees to help them seek their first jobs, ensure that employment rates have been consistently very high.

- **Excellent training and guidance ensure that trainees and NQTs have a strong understanding of safeguarding and online safety, including how to protect their own professional reputations online.**

Appendix 1b: Grade 1 reports – Aspects for Further Improvement

SCITTs

Somerset SCITT

- ensure that mentors provide sufficient and explicit judgements about the impact trainees' teaching has on pupils' learning and progress over time.

Sutton SCITT

- build on the existing primary placement arrangements to enable trainees to bridge the gap between pupils' primary and secondary experience even more effectively
- develop existing highly effective quality assurance to identify opportunities for interventions sooner so that the proportion of trainees attaining excellence in all the teacher standards continues to increase. Inspection

Ripley TSA SCITT

- ensure that it increasingly engages with schools in challenging socioeconomic circumstances and those judged to require improvement
- continue to fine-tune the transition documentation that NQTs take with them to their employing schools.

Essex Primary SCITT

- ensure that the recently improved arrangements to promote subject specific pedagogy across foundation subjects have the required impact.

Fareham and Gosport Primary SCITT

- explore ways to extend trainees' experience of teaching pupils who speak English as an additional language
- build on the rich bank of information the partnership already gathers to secure further improvements over time.

Altius Alliance SCITT

- improve completion rates
- enhance the strategies that trainees use, including the deployment of learning support assistants, to maximise the progress that different groups of pupils make in their learning.

South Coast SCITT

- Build upon its links with schools that require improvement and those that are in challenging circumstances, in order to provide as rounded an experience for trainees as possible.

- Provide an even more explicit focus on career pathways to senior leadership, in order to encourage trainees to be the headteachers and leaders of the future.

Mid Essex ITT

- ensure that the recently improved arrangements for the second school experience of the very small number of salaried trainees have the required impact in bringing training for these trainees up to the excellent standard of the rest.

East London Alliance SCITT

- embed the recently enhanced quality assurance system to support new or less-experienced school-based educators to build upon the high-quality feedback and guidance that the SCITT provides to trainees
- strengthen trainees' understanding of:
 - the different forms of bullying and how to deal with them
 - the 'Prevent' duty and its relevance to their role as trainees and teachers.

Inspiring Leaders Teacher Training

- further improve the ability of trainees and NQTs to provide appropriate levels of challenge and support to the most able pupils
- improve the consistency of quality, the accuracy and the relevance of career-entry improvement plans for NQTs so that their employing schools are better informed about the specific developments that NQTs need and how these can be achieved.

Fylde Coast Teaching School SCITT

- build on the successful strategies already taken to improve completion rates
- further develop and enhance the strategies that trainees use to maximise the progress that different groups of pupils make in their learning.

Teaching London: LDBS SCITT

- continue to raise the aspirations of trainees and their mentors so that the proportion of trainees attaining an overall grade of outstanding continues to increase, especially in secondary
- establish the revised safeguarding training, ensuring that this is reinforced in schools, so that trainees and NQTs are more confident in applying a deeper theoretical knowledge to their practice
- ensure that the extended opportunities for trainees enable them to develop a secure understanding of the phases either side of those they are preparing to teach and inform their work on transition.

North Wiltshire SCITT

- plan strategically for future growth to ensure that the outstanding training and outcomes are securely maintained and meet the regional demands for teacher recruitment.

Prestolee SCITT

- continue to monitor the effectiveness of strategies being used to improve completion rates
- further sharpen the career-entry targets that NQTs take to their employing schools.

GORSE SCITT

- ensure that high-quality training and outcomes are sustained as the SCITT grows in size and provides more NQTs for a larger number of schools, including primary schools
- refine the analysis of data to enable leaders to more quickly identify and act on any emerging variations in patterns of attainment.

The Cherwell OTSA SCITT

- further develop trainees' skill in stretching and challenging pupils at all levels of ability, including those who are most-able, across the whole curriculum
- provide more opportunities for trainees to consider a career as the leaders and headteachers of the future.

The Tommy Flowers SCITT

- reduce workload for trainees by simplifying how they are required to present evidence of their progress towards the award of QTS
- monitor even more carefully the progress and well-being of mature entrants to the profession to limit the number who withdraw for personal reasons.

Colchester Teacher Training Consortium

- monitor closely the proportion of male trainees who complete the training with the highest outcomes, especially in secondary subjects in which the number of trainees has recently increased.

North East London Teaching Alliance (NELTA) SCITT

- increase the proportion of trainees achieving outstanding outcomes by establishing the examples of excellent mentoring even more widely across the partnership
- evaluate the impact of the work to develop trainees' knowledge of schools beyond London so that they have a wider understanding of different contexts.

London East Teacher Training Alliance

- ensure that mentors consistently pin-point precise actions to enable a higher proportion of trainees to achieve excellence in all the teachers' standards.

University of Exeter - Primary

- contribute to tackling the national shortage of school leaders by finding ways to provide specific development for those trainees and NQTs who are eager and ambitious for leadership roles.

University of Exeter – Secondary

- systematically share the very best practice across all subjects so that any minor variations in quality are eliminated.

University of Winchester – Primary

- further develop trainees' ability to adapt learning to meet the needs of different groups of pupils, particularly the most able and those who have SEN and/or disabilities.

University of Winchester – Secondary

- in the context of the rapidly growing numbers of trainees, make more systematic use of the substantial internal and external information on trainees' achievements to identify patterns over time and areas for further improvement.

Sheffield Hallam University – EYTS

- ensure that the initial audit of the part-time employed trainees' knowledge, skills and experience pinpoints exactly their training needs in relation to each of the teachers' standards (early years)
- refine improvement planning by using all available information to identify the aspects of each of the teachers' standards (early years) where action would improve trainees' outcomes.

Sheffield Hallam University – Primary

- refine the formal reporting and monitoring of the trainees' impact on pupils' learning over time, particularly in subjects other than English and mathematics
- enhance the trainees' confident use of strategies to provide challenge for the most able pupils.

Appendix 2a: Grade 2 reports – Strengths

SCITTs

Northern Lights SCITT

- Partnership leaders have a highly ambitious strategic vision and are committed to providing high-quality teachers in areas where recruitment is difficult.
- **The partnership is rapidly improving as a result of the relentless drive for outstanding outcomes from exceptional leaders.**
- Recruitment processes are rigorous and effectively promote the recruitment of resilient trainees that help to meet the local need in shortage subjects.
- The partnership promotes equality and diversity, both in the range of schools collaborating in the partnership and in the recruitment of trainees from underrepresented groups, including mature trainees.
- Improved systems of quality assurance at all levels have resulted in rapid improvements in the quality of mentoring, particularly over the last year.
- Training opportunities and pastoral support are highly personalised to meet individual trainees' needs so that trainees and NQTs become confident teachers.
- Trainees develop strong subject and curriculum knowledge, which enables them to plan well-structured sequences of learning to engage pupils.

The Sheffield SCITT

- The vision and commitment of leaders and partnership schools to providing high-quality teachers for the area, including where recruitment is more challenging, influences all aspects of the partnership's work.
- **Leaders' relentless pursuit of continuous improvement and highly responsive approach to feedback have led to a greater proportion of trainees demonstrating excellent practice in the majority of the teachers' standards in the partnership's second year. This reflects the excellent capacity of leaders to drive further improvement.**
- Almost all trainees have successfully gained a teaching post in each of the last two years. The very large majority are employed in partnership schools or other schools in the South Yorkshire area, including those judged to require improvement and/or working in challenging socio-economic circumstances.
- The trainees recruited by the partnership are of high calibre. They make strong progress as a result of good-quality training that is closely matched to their needs and very effective support.
- **NQTs are well regarded by their employing schools. Most have got off to a flying start in the autumn term because they are highly professional, effective practitioners who are strongly committed to ensuring that their pupils achieve well. Transition documentation and associated targets are helpful and relevant, enabling former trainees to continue to embark on their new role**

successfully. The outstanding quality of their training means that NQTs are very well prepared to take on their role. Employment rates are high.

HART of Yorkshire SCITT

- **The partnership's leadership and management are outstanding. Leaders and managers are relentless in their commitment to continuous self-improvement. They make excellent use of evaluative information, including quality assurance visits by link tutors and external moderator reports, to identify how the partnership can continue to improve. Leaders and managers take swift actions to enhance the quality of training and improve outcomes for trainees.**
- Leaders and managers keep a watchful eye on the latest developments in education. They are highly responsive and use the partnership's strengths and expertise very well. This ensures that training focuses on teaching and learning, is continually updated, linked to evidence-based research and rooted in successful classroom practice.
- The SCITT is a growing, collaborative partnership with a clear vision for school-led and school-based ITE. The SCITT has a strong moral purpose to 'grow the best-quality teachers for schools' and to meet local and regional supply needs.
- Headteachers, school-based tutors and trainees value their involvement in the partnership. They praise the quality of communications, the support provided and the proactivity and responsiveness of SCITT leaders and managers to any issues that arise.
- Partnership schools provide very effective training venues and are fully engaged in all aspects of the partnership's work. The partnership's tracking systems and training and placement model ensure that individual training needs are met well. All trainees exceed the minimum expectations of the teachers' standards by the end of their training.
- **School-based tutors and link tutors consistently provide high-quality feedback and written targets to aid trainees' professional development. The partnership assesses trainees' attainment against the teachers' standards extremely accurately and provides helpful documentation to support the transition from initial training to induction.**
- **A significant feature of this partnership is the requirement for all trainees to teach across the breadth of the primary curriculum in order to gain QTS. This gives trainees an in-depth understanding of national curriculum requirements, religious education (RE), fundamental British values and personal, social, health and economic (PSHE) education.**
- Reflective and committed trainees listen to and act on the helpful advice they receive. **They complete very useful 'evidence bundles', PGCE presentations and assignments, designed to improve their teaching and measure its impact on pupils' learning and progress. This approach equips them well for their future role as primary class teachers.**

The John Taylor SCITT

- The vision and ambition of the SCITT leaders as they have expanded the range and scope of the partnership and increased their capacity to improve further.
- The high regard partner schools and former trainees have for the SCITT and for the relationships and effective communication with leaders. The executive board provides strong scrutiny and challenge.
- The full involvement and consultation with partner schools about all aspects of the SCITT and its development.
- The effective training and support in the partnership which leads to good, and in some instances excellent, outcomes for trainees. This enables them to be well-prepared NQTs for the start of their teaching career.

- The professionalism and commitment of NQTs. They have high expectations, manage pupils' behaviour well and plan assiduously. In most instances their subject and curriculum knowledge is strong.
- **Leaders are responsive to the views and needs of trainees and are willing to go the extra mile to ensure that the provision is appropriate.**
- The contrasting placements ensure that trainees are well prepared to promote equality for different groups of pupils.
- Almost all trainees have secured employment, either in a partner schools or further afield, which is an endorsement of the SCITT's growing reputation beyond East Staffordshire.

Alliance for Learning SCITT – EYTS

- The partnership recruits trainees who are passionate, committed and determined to improve their understanding of children's care, development and learning. They bring much existing expertise to their training and adapt quickly to the demands of the programmes and placements.
- **Trainees have a good understanding of child development, the requirements of the early years foundation stage and safeguarding. They use a range of strategies well to develop children's abilities in early mathematics and in reading and phonics.**
- Trainees' skills in supporting and managing children's behaviour are very well developed through their training.
- Trainees demonstrate high levels of personal and professional conduct. They are highly committed to becoming successful early years teachers and improving practice across schools and early years settings.
- **The good-quality training ensures that trainees are prepared effectively to deliver the early years foundation stage across different early years settings and schools. Trainees also understand the continuum of children's learning in key stage 1. Trainees have a good understanding of how to adapt their teaching to support children who have special educational needs and/or disabilities.**
- Training is underpinned strongly by research and good early years practice. It is provided by professionals who are skilled in supporting practitioner development in the early years.
- **Leaders and managers take prompt action to review the quality of the training experience. The capacity to continue to improvement early years ITT is excellent.**

Alliance for Learning SCITT – Primary and Secondary

- Partnership colleagues share the SCITT's ethos and vision for growth and continued self-improvement. They value their involvement in this highly collaborative partnership and praise the quality of communications. The SCITT's director and manager are rightly held in high regard.
- **Leaders and managers are ambitious, demonstrate an excellent capacity for improvement and are highly responsive to stakeholders' views. They use a range of evaluations, quality assurance visits and feedback from an external examiner to continually improve provision and outcomes, as well as to inform the partnership's comprehensive self-evaluation and improvement plan.**
- Detailed, clear and current partnership policies and user-friendly documentation meet statutory requirements, including the ITT criteria, and place a strong emphasis on equality of opportunity, eliminating discrimination and safeguarding.
- **Thorough, up-to-date, high-quality training, delivered by experts from partnership schools, has been carefully audited against recent ITE expert reports including 'developing behaviour management content' and the 'framework of core content for ITT'.**

- **The stringent recruitment and selection process, induction and pre-course training place a strong emphasis on identifying trainees' individual strengths and areas for development in relation to the teachers' standards and the partnership's high expectations for trainees' personal and professional conduct.**
- **Trainees have good opportunities to work in a range of diverse and contrasting schools. They also gain useful practical experience of the preceding and subsequent key stages to the age phase they are training to teach. This, together with their understanding of summative assessment and progress data, ensures that they make effective use of pupils' prior learning and their knowledge of curriculum requirements in their planning and teaching.**
- NQTs are regarded as an asset by employing schools because they are well prepared to begin their career in teaching. They establish positive and respectful relationships in their classrooms and use well-chosen resources and careful questioning to engage pupils in their learning.
- NQTs and trainees are committed to teaching as a career and are critically reflective. Trainees listen to and act upon advice and complete a range of useful tasks and PGCE assignments. These have been carefully designed to develop their understanding, refine their practical teaching skills and provide evidence in relation to the teachers' standards.

Central England Teacher Training

- The clearly communicated vision and ambition together with a united dedication to ongoing improvement.
- The high level of contribution and accountability established by the model of distributed leadership with specific responsibilities for strategy, leadership and partnership.
- The strong commitment of all leaders and staff within the partnership to deliver a high-quality training programme and create good or better teachers.
- The well-focused training in mathematics and English ensures that trainees and NQTs understand and adopt a range of subject-related strategies, pedagogies and approaches in their teaching.
- **Trainees and NQTs who are well prepared to manage pupils' challenging behaviour.**
- High-quality school-based training where trainees see educational theory rooted in practice. Trainees value working alongside up-to-date, experienced and skilled practitioners.
- **Trainees' ability to reflect on their practice. By the time they qualify as NQTs they are rightly proud of their strengths, suitably aware of their limitations and confident to seek help and expertise where needed.**
- All trainees who completed their training in 2016 and 2017 secured employment.

The Cambridge Partnership

- Trainees' high standards of professional conduct and good understanding of their roles and responsibilities as members of the teaching profession.
- **Highly reflective trainees who are quick to form positive working relationships and who work hard to promote good standards of behaviour in their lessons.**
- Good subject knowledge development in the secondary training and effective teaching of early reading and mathematics for primary trainees.
- Trainees' active engagement in wider school life and the useful contribution this makes to ensuring that they are rapidly integrated into the whole school community.

- The well-planned programme of central training, which makes a good contribution to teacher supply in the region and which leads to consistently high employment rates.
- The responsive academic and pastoral support for trainees from the central training team and in partnership schools.
- **The central leadership team's strong focus on the changing landscape of initial teacher education. A clear understanding of what is working effectively across the partnership and close attention to the things that need to improve.**

Centre for Research in Early Childhood (CREC) Early Years Partnership SCITT

- CREC EYP has a strong and deeply rooted ambition to produce highly competent early years specialist practitioners and future leaders.
- **CREC EYP has a well-established research-based vision for excellent early years provision which shines through its philosophy and practice.**
- Leaders are able to reflect, self-evaluate, develop on-going improvements and keep training up to date and purposeful.
- **High-quality training capitalises on local expertise and promotes trainees' academic and pedagogical understanding.**
- High-quality school- and nursery-based training ensures that trainees see educational theory rooted in successful practice. Trainees value working with up-to-date and experienced practitioners on a daily basis.
- Trainees and NQTs are reflective, demonstrate strengths in many of the teachers' standards and exhibit very high standards of professional conduct.
- **Leaders are uncompromising in their selection and recruitment of trainees who are resilient and willing to act on advice and guidance.**
- All trainees who completed their training in 2016 and 2017 secured employment.

Landau Forte College Derby SCITT

- The strong leadership and management of the partnership which has secured good, and sometimes outstanding, outcomes for trainees. The current SCITT manager is rightly held in very high regard by staff and trainees across the partnership.
- **The absolute commitment of leaders to address inequality. They ensure that trainees have an expert grasp on the strategies required to address the barriers to learning for many of the most disadvantaged pupils, including those who speak English as an additional language and those who have special educational needs (SEN) and/or disabilities.**
- **Leaders' self-evaluation is accurate. School improvement planning is high quality. Governance arrangements are robust. There is evident leadership capacity and a commitment to ensure that the provider produces the very best teachers for pupils within the East Midlands and for the city of Derby in particular.**
- The strong engagement of schools within the partnership is evident in the ambition and skills they demonstrate. High-quality trainees are recruited, trained well and then carefully supported in their first year of teaching.
- The provider has successfully ensured that very many trainees have completed their training, secured teaching posts and then have continued within the profession. SCITT leaders are fully committed to helping to meet the local need for high-quality teachers.
- **The trainees benefit from high-quality bespoke training. Regular opportunities exist for their progress to be reviewed and for the programme to be adapted if needed. Much happens to ensure that individual needs are successfully met.**

- **The subject and professional training is good. Trainees are taught well and equipped to plan and deliver effective lessons. They are extremely reflective about their practice, have high standards of professionalism and exhibit a strong moral conviction that all pupils, including the most disadvantaged, should achieve highly.**

Wandsworth Primary Schools' Consortium

- High-quality training enables outcomes for trainees to be good. Trainees consistently complete the course with overall grades of good or better.
- Trainees rapidly build up a wealth of knowledge, skills and experience. This enables them to be well-prepared, highly committed, confident and professional NQTs.
- Trainees complete a comprehensive programme of centre-based professional studies and subject development. This learning is readily applicable to their work on placement and in their schools as NQTs.
- **Mentors evaluate the quality of trainees' teaching accurately. They set clear targets, with appropriate reference to the teachers' standards. Consequently, trainees recognise ways in which to improve their teaching.**
- Mentors identify when trainees are having difficulty meeting their targets. There is a collaborative approach across the SCITT to give trainees the support they need so that they complete the course successfully. As a result, the completion rate for trainees is high.
- Leaders maximise opportunities for trainees to attend contrasting placements across the partnership, using additional school visits appropriately to enrich their experience. NQTs are able to plan effectively for pupils who speak English as an additional language, pupils who have special educational needs (SEN) and/or disabilities and pupils with a range of abilities.
- Trainees are clear on the up-to-date statutory requirements and their associated responsibilities for safeguarding children. They are also aware of the local risks associated with their placement schools.
- **Systems for quality assurance and feedback across the partnership are well established. Leaders refine these appropriately to ensure that improvements are made swiftly, for example to the quality of training so that mentors set precise targets for trainees with reference to the teachers' standards.**
- **The course director oversees highly efficient and regular communications across the SCITT. Clearly presented documentation guides trainees through the requirements of the course so that they organise their work well.**
- Leaders, many of whom have been involved with the SCITT since its founding, demonstrate a strong commitment to this well-established partnership. They nurture a strong sense of loyalty and dedication to the SCITT among its current trainees and alumni, especially those who continue to work and take on leadership roles in the SCITT's schools.

Associated Merseyside

- SCITT leaders relentlessly pursue their vision to provide a continuous supply of highly skilled teachers for schools in the partnership and across the North West.
- **Recruitment and selection procedures are rigorous and fully involve partnership schools in this process. This ensures that only the most suitable, high-calibre trainees are selected for a place on the training programme.**
- Trainees and NQTs are highly committed to a teaching career and demonstrate a strong aptitude to make a positive difference to the lives of pupils in partnership schools and beyond.

- Trainees' strong attainment against the teachers' standards reflects the good quality of training and support that they receive. Leaders in employing schools are particularly impressed by the exceptionally high levels of personal and professional conduct demonstrated by NQTs.
- Employment and completion rates for primary and secondary trainees are above average. About a third of trainees successfully secure teaching posts in partnership schools because headteachers are impressed by, and are confident in, the quality of the partnership's training. The partnership has a growing reputation in the North West.
- **Strong written and verbal communication between SCITT leaders, headteachers, mentors and trainees ensures that all understand the partnership's vision for excellence. Leaders take swift action to tackle any rare problems that occur.**
- An exceptional level of pastoral care is provided for trainees. This quality support contributes significantly towards the high completion rates. Trainees and NQTs have positive views of their training. They would recommend the SCITT to others.
- Leaders demonstrate capacity to improve the partnership further. They are reflective and know the strengths and weaknesses of the partnership well. Appropriate actions have been taken in response to the areas for improvement identified at stage 1 of the inspection. As a result, the partnership is building on strengths and improving rapidly.

Lincolnshire Teaching School Alliance SCITT

- The good leadership and management of the partnership in the two years of operation have secured good outcomes for the trainees.
- The high-quality training that trainees receive provides them with a keen insight into effective classroom practice and the theories behind it.
- Completion and employment rates are high. In the two years that the secondary programme has been running, very high numbers of trainees have completed the training and almost all have secured permanent teaching posts. In the first year that the primary programme has been running, almost all trainees secured employment in education.
- Engagement with the schools across the partnership ensures rigorous recruitment procedures and secures high levels of training and of support for the trainees.
- **The partnership's commitment to equality and diversity ensures that trainees have a deep understanding of the particular needs of different groups of pupils, including disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities, and pupils who speak English as an additional language. The partnership's senior leaders and the members of the programme board are committed to reviewing the quality of the programme's provision regularly.**
- **The partnership's leaders are sensitive to the needs of the individual trainees. They quickly provide effective support to any trainees who are experiencing difficulties.**

Bluecoat SCITT Alliance Nottingham

- Leadership of the provision is a strength, particularly the leadership of the head of the SCITT. Leaders have a clear moral purpose and an ambition to ensure that the provision best meets the needs of trainees. There is strong commitment, passion and skill to train the very best teachers and for them to be employed within the East Midlands.
- There is very strong and effective engagement of schools within the partnership, which is evident in their key role in the recruitment of trainees and in their contribution to strategic planning and strong understanding of the partnership's priorities.

- Completion and employment rates have rapidly improved in the two years since the partnership opened. Completion rates are broadly in line with the national average. Employment rates are above the national average. The provider is meeting local needs well, by providing good-quality teachers in a region where it is difficult to recruit.
- **Trainees have high standards of professionalism, which are demonstrated by their high expectations of themselves and their pupils, their rigorous planning, excellent professional conduct and wider contribution to their employing schools.**
- **Trainees receive high-quality and tailored support in response to their emerging needs. This ensures that any trainees experiencing difficulties are quickly identified and then supported effectively.**
- High-quality subject training takes place weekly. This is well planned and carefully focused so that trainees are quickly able to apply their learning and research in classroom situations.

Chepping View Primary Academy SCITT

- All trainees completing their training successfully secure employment in teaching at the end of their training. The proportion of trainees who complete their training is above the sector average.
- The partnership is well regarded in the local area and is making a strong contribution to meeting local recruitment needs.
- Trainees demonstrate high standards of personal and professional conduct. They have a good understanding of their responsibilities to keep pupils safe. Trainees are reflective practitioners. They readily act upon advice to improve their teaching to ensure that pupils make good progress over time.
- The well-planned, centre-based training provides trainees with a strong understanding of the primary curriculum. There are good opportunities for trainees to work in contrasting schools in a range of socio-economic circumstances.
- **Communication across the partnership is of high quality. Partnership leaders ensure that trainees and school leaders are provided with timely guidance and support. Academic and pastoral support for trainees is very effective.**
- **Leaders are passionate about providing high-quality training and support for trainees. Their positive response to stage 1 of the inspection has resulted in significant improvements. Quality assurance procedures are effective. This demonstrates a good capacity for further improvement.**

Nottinghamshire Torch SCITT

- The partnership is committed to resolving difficulties in the recruitment and retention of high-quality teachers in local schools.
- The good-quality leadership of the SCITT has secured good outcomes for almost all of the trainees who have completed the training programme in the first two years of operation.
- The employment rate is high. In the last two years, almost all trainees have secured permanent employment, particularly in local schools.
- There are strong communication links between the partner schools.
- SCITT leaders regularly check the accuracy of the judgements that all staff involved in the programme make about the quality of trainees' teaching.
- Good-quality mentoring provides trainees with effective guidance to assist them to become effective classroom practitioners.
- Good-quality training enables trainees to become effective in their subject knowledge and their classroom practice.

- Trainees experience different educational settings, including a school abroad, to develop further their understanding of how to ensure that all pupils make good progress.
- **Leaders are committed to caring for their trainees' well-being, particularly to ensure that trainees understand how to care for their own mental health and that of their pupils.**
- **Leaders undertake effective follow-up work with their trainees once they have become NQTs. The trainees appreciate this support, which includes further training.**

United Teaching National SCITT

- The national SCITT leads are highly professional, upholding dedication and diligence to the successful establishment of the SCITT. They ensure that **communications across the partnership are efficient, regular and frequent. Technology is used well to facilitate this effective communication so that any disadvantage of geographical distance between schools is generally overcome.**
- The national SCITT leads and visiting professional mentors have a thorough knowledge of individual trainees and their mentors. They know well the strengths and areas of best practice across the partnership. Leaders consider each trainees' needs to complete the course successfully.
- Good-quality centre and school-based training ensures that trainees exceed the minimum level of practice expected of teachers and attain good outcomes.
- Trainees and NQTs apply effectively their school's behaviour management policy, promoting a calm and industrious atmosphere in their lessons. They use questioning well to develop pupils' vocabulary and clarify any misunderstandings. Trainees are well organised and use a variety of teaching strategies and resources to motivate their pupils and stimulate learning.
- **Mentors have high expectations and are ambitious for their trainees. They evaluate trainees' performance accurately and set appropriate targets to support their progression. Mentors play a valuable role in supporting the development of their trainees' subject knowledge.**
- **Leaders' regular tracking of trainees' progress enables prompt identification of any areas needing improvement so that additional support and training are provided. Actions taken to support those trainees identified as at risk of withdrawal from the course have been effective in enabling them to complete it successfully.**
- **Mentors and NQTs benefit from high-quality professional development opportunities across the partnership, such as the leadership pathways for NQTs.**
- Leaders identify accurately the strengths of the partnership and have a clear strategic vision for further developments and improvements. Leaders are responsive to external advice and support as well as feedback from trainees.

Teach@Weydon SCITT

- Teach@Weydon provides a regular supply of well-trained teachers in an area of the country with significant recruitment challenges.
- Most trainees have good subject knowledge and the ability to acquire quickly any new knowledge needed to support pupils' learning.
- The vast majority of trainees are able to manage pupils' behaviour effectively and create climates in their classrooms that are purposeful and productive. They build positive relationships with their pupils.

- The programme provides a good balance of educational theory and school experience. This means that trainees are able to reflect on and evaluate their practice professionally.
- The partnership benefits from exceptional leadership which has the capacity to take the programme to the next level. Strategic leaders act quickly and decisively to improve the programme whenever necessary. **The programme's management team is passionate, dedicated and committed. It focuses relentlessly on continuous improvements to the programme so that trainees can thrive and pupils benefit from increasingly strong teaching.**
- **Since stage 1 of the inspection, the programme team has radically overhauled and upgraded all of the partnership's processes and systems. The system for assessing trainees' performance and progress is now based on robust and detailed criteria, set against nationally agreed sector benchmarks.**

The Sutton Park SCITT

- **Leaders have a strong commitment to continuous improvement, as evidenced in improved outcomes for trainees and in leaders' response to issues raised during stage 1 of the inspection.**
- Leaders have regard to the views and needs of trainees and are willing to make adaptations to provision accordingly.
- Leaders involve and consult with partner schools about all aspects of the SCITT and its future development.
- Leaders of the SCITT are held in high esteem by partner schools and former trainees as a result of their effective communication with schools and care and support for trainees.
- There is an extensive programme of training, centrally and on school placements, which ensures that outcomes are at least good for almost all trainees. This ensures that they are well prepared to teach at the beginning of their teaching careers.
- The contrasting placements ensure that trainees are well prepared to promote equality for different groups of pupils. NQTs securing posts in special schools have been trained effectively to teach pupils who have special educational needs (SEN).
- The proportion of trainees judged as outstanding at the end of their training increased in 2017 compared to 2016.
- NQTs show a consistently high degree of personal and professional conduct. They set high expectations, demonstrate strong subject knowledge, plan lessons effectively and manage behaviour well. They are enthusiastic in taking on additional responsibilities.
- A growing number of partner schools from other local authorities recruit NQTs, enhancing the reputation of the SCITT more widely.

Hull SCITT

- **There is absolute commitment from all partners to fulfilling their vision to grow future teachers and leaders for Hull's schools. The SCITT's success is evident in the high employment rates of trainees within Hull.**
- The SCITT is rapidly developing a strong reputation with schools, both locally and further afield, for training high-calibre teachers who are well prepared for the demands of a teaching career. The high standards and expectations set by all partners ensure that trainees demonstrate excellent professional and personal conduct.
- **Self-evaluation is honest and accurate. Leaders routinely seek feedback from trainees, headteachers, tutors and mentors, to reflect on the strengths and weaknesses of the training programme and to take swift action to secure improvement. As a result, all stakeholders feel that they have a strong voice in shaping the work of the SCITT. Centre-based training is up to date and of high quality, because it is delivered by specialist leaders of education (SLEs) drawn from partnership schools. In particular, the very**

practical development of skills for teaching physical education (PE) is resulting in high levels of confidence among trainees, who feel well prepared to teach the subject.

- Trainees have a well-developed understanding of a range of strategies to promote good behaviour. They develop warm and productive relationships with the pupils they teach and communicate their high expectations of pupils' conduct unequivocally.
- Trainees become reflective NQTs who have the skills to critically evaluate their own performance. They put the progress of pupils at the very heart of any reflection on the success or shortcomings of their teaching.
- **Leaders know trainees well. Great care is taken to match the training programme to the needs of each trainee cohort and leaders act quickly if problems arise. As a result, trainees' confidence in the quality of the training programme is high.**

Cheshire East SCITT

- **This close-knit partnership is built on strong relationships and effective collaboration. Leaders model this way of working to their trainees. As NQTs, they are equipped with the skills to form similarly positive relationships with their pupils.**
- **The pastoral care of trainees is exemplary. The personalised support that trainees receive has a significant impact on the good progress that they make and the high standards that they reach.**
- Leaders ensure that the training programme is responsive and flexible. Training throughout the course focuses on meeting the needs of individual trainees. The overall effectiveness of the training programme means that NQTs are well-prepared for their roles and are able to make a strong contribution to their employing schools.
- Trainees have nothing but praise for the support that they receive from the SCITT director and administrator. Trainees also benefit enormously from the support and expertise of their mentors. High-quality mentoring is a particularly strong feature throughout the partnership.
- The training programme enables trainees to develop good subject knowledge. A strong team of specialist leaders ensures that trainees have a good understanding of the pedagogy, curriculum and assessment issues in their respective subjects.
- Recruitment and selection procedures are rigorous and successful. Consequently, completion rates are very high and every trainee gains employment in the teaching profession.

North Manchester ITT Partnership

- SCITT leaders have been very successful in fulfilling their vision to train good or better teachers who make a valuable contribution to partnership schools and others in the local area.
- Completion and employment rates are in line with national averages. The partnership's good reputation means that trainees are sought after in local schools.
- **Trainees and NQTs are committed to teaching and are passionate about the difference that they can make to pupils' learning and progress. This is particularly the case for disadvantaged pupils, pupils who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language.** Trainees are well prepared to fulfil the wider professional responsibilities associated with teaching.
- Effective centre-based training is complemented by good-quality school placements. Mentors play a pivotal role in promoting trainees' good progress against the teachers' standards. Trainees value the wrap-around care that they receive.

- Trainees and NQTs understand the importance of building positive relationships to secure a good climate for learning. They are particularly skilled in forging strong relationships with pupils in their care and managing their behaviour. Consequently, learning is rarely disrupted.
- Recruitment and selection procedures are comprehensive. Leaders test potential trainees' skills, attitudes and aptitudes rigorously to ensure that they select only the most suitable candidates for training.

The Bradford Birth to 19 SCITT – EYTS

- All those within the early years partnership demonstrate a shared moral purpose and commitment to 'building a better Bradford for everyone'. At the heart of this vision is the central importance of early education in securing the very best start for all children.
- Trainees demonstrate positive relationships with children, families and staff. They show a very strong understanding of how young children learn and develop so that they plan sessions that take account of most children's needs and interests.
- Employing headteachers and early years managers consider former trainees to be an asset to their school or setting. Employment rates have been 100% over the two years of the programme.
- Trainees gain a good experience of early education across a range of schools and settings. This includes the opportunity for trainees to enhance their training, for example by gaining insight into the work of speech and language therapists, health visitors and those who work in hospital schools.
- **Tutors and trainers bring a wealth of expertise to their roles, with a significant number being national and specialist leaders of education. These serving practitioners demonstrate best practice in their field and support the quick application of learning and theory to the early years classroom or setting.**
- **Training in language and communication is strong. This is because the partnership plays a lead role in implementing authority-wide initiatives around early literacy. Trainees and former trainees focus on the importance of oracy in enabling children to express themselves fluently and thrive at school.**
- Leaders, including members of the SCITT committee and management group, are reflective and responsive to the feedback they receive about the quality of the training programme. Priorities for improvement are accurately identified and rooted in securing a better quality of training and improved outcomes for trainees.

The Bradford Birth to 19 SCITT – Primary

- The partnership leaders' and stakeholders' vision and moral purpose underpin their drive to provide high-quality ITT. This is making a positive contribution to the quality, supply and retention of teachers in the Bradford area and beyond.
- The rigorous recruitment and selection process places a strong emphasis on identifying trainees' individual strengths and areas for development. It is carefully related to the teachers' standards and the partnership's high expectations for trainees' personal and professional conduct.
- **The partnership's focus on developing trainees' resilience means that trainees are very well prepared for the demands of school life. Trainees identify that they are supported effectively at times when they may be vulnerable to leaving the programme.**
- Trainees gain a commendable ability to manage pupils' behaviour. They demonstrate good subject knowledge and plan activities that are well matched to pupils' needs and interests.

- Tutors are experienced and credible. Their detailed and constructive feedback helps trainees to improve their teaching. Tutors' assessments are accurate, realistic and established through the evaluation of both trainees' teaching and pupils' progress.
- Trainers with high levels of expertise and experience deliver quality training. This has a very positive impact on trainees' skills, particularly in mathematics, behaviour management and planning to meet pupils' needs.

HEIs

University of Chichester – EYTS

- Trainees benefit from valuable support and prompt, helpful communication from the partnership. Individual issues with trainees arising from personal circumstances are dealt with in a sensitive and effective manner, allowing trainees to complete the course successfully.
- **A particular focus on child development in the early years is threaded through the training programme. Trainees understand the importance of meeting children's emotional needs in order to foster successful learning. They get to know children in their settings very well and build effective educational programmes that result in children doing well.**
- The training programmes for early literacy and mathematics have a positive impact upon trainees' understanding and teaching skills. Evaluative steps such as subject self-audit and focused, graded observations help identify and address any gaps in their knowledge.
- The programme has developed well since moving into the Institute of Education two years ago. Leadership is focused on securing the best outcomes for trainees and is highly reactive to improving aspects highlighted as needing further development. Improvement planning has a significant impact in enhancing and progressing the quality of the provision.
- **Trainees are overwhelmingly positive in their feedback about the quality and enjoyment of the programme and the comment, 'I felt like I was a real part of the university' is typical. Their voice is influential in affecting provision, and leaders make changes based on their feedback that improve trainees' outcomes further.**

University of Chichester – Primary

- Trainees are right to be confident that their training will make them a good or better teacher. By the time they are NQTs, their teaching is rarely less than good and has a positive impact on pupils' progress.
- A well-structured mix of centre-based training, school placements and academic tasks blend theory and practice so that trainees consistently exceed minimum expectations of practice by the end of their course.
- NQTs are enthusiastic about their choice of career, with consistently high levels of personal and professional conduct. For many schools in the area, an NQT from the partnership is their preferred choice.
- **Support for trainees who experience difficulties, either because they are dealing with personal issues or struggling with an aspect of training, gets them back on track and helps them to successfully complete the course.**
- Overall, completion and employment rates are above average.
- **Leaders are aspirational for the partnership, acting promptly on external feedback and challenge from their strategic steering committee to improve the quality of training and outcomes.**

University of Chichester – Secondary

- Trainees make a very positive contribution to the wider life of their placement schools. The vast majority go on to be successful members of staff in partnership schools and more widely.
- The partnership's commitment to improving trainees' overall subject knowledge means that most trainees' use their knowledge well to plan learning that contributes strongly to pupils' progress.
- **The whole partnership, tutors, mentors and trainees are committed to, and exercise effectively, their duties and responsibilities with regard to the promotion of equal opportunities, inclusion and diversity.**
- **High-quality behaviour management training, across all routes, equips trainees well with a range of valuable strategies for managing pupils' behaviour.**
- **Leaders and managers respond in an appropriate and timely manner when issues are brought to their attention, or when trainees face barriers to the successful completion of their programme. University staff and school-based mentors act decisively in such circumstances.**

York St John University – Primary

- **Leaders have a relentless focus on sustaining and improving the quality of training across the partnership. They are hardworking, passionate and committed to the continual pursuit of high-quality outcomes for trainees.**
- The York St John partnership is highly respected within the region. It adopts an inclusive and collaborative approach to teacher education, at all levels of the profession, ensuring a smooth transition into employment.
- **Leaders are thorough and meticulous in their self-evaluation. Proactive and incisive decision making has led to rapid improvements in the quality of training for current trainees and the continuing professional development offered to NQTs. The partnership has an excellent capacity to improve.**
- Everyone involved in the partnership is committed to creating the 'teachers of the future'. Employing headteachers believe that NQTs are 'classroom ready' and fully equipped to tackle the realities of being a primary teacher.
- **Tutors and mentors provide sharp and insightful feedback that supports trainees to reflect critically on their teaching. Target-setting, including at the end of the training programme, is accurate. It enables trainees and NQTs to improve their teaching and secure stronger progress for pupils. Skilled and experienced trainers contribute effectively to improving trainees' outcomes overall. Training programmes are carefully crafted to ensure that there are frequent and timely opportunities for trainees to apply their knowledge and understanding within real classroom contexts.**
- Trainees demonstrate effective behaviour management strategies, strong subject knowledge and the personal and professional attributes necessary to form effective relationships with pupils. Most trainees and NQTs involve themselves fully in the life of their placement and/or employing schools.

York St John University – Secondary

- **Leaders' clear vision, relentless drive and well-targeted actions provide convincing evidence of their excellent capacity to bring about further improvements to the quality of training and trainees' outcomes.**

- **Leaders communicate effectively their high aspirations for trainees and high expectations of mentors and trainers. They are highly responsive to emerging issues. Thorough and meticulous self-evaluation and incisive decision making have brought about rapid improvement in training and mentoring.**
- Leaders have managed the growth of the secondary ITE programme carefully and strategically. The university, teaching school alliances and schools demonstrate a common vision and shared commitment to teacher training. They communicate with each other well. The university provides strong institutional support for initial teacher education.
- Employment rates are high across training routes because the partnership meets the needs of schools within the region and beyond.
- Trainees display a positive attitude and behave with a strong degree of professionalism. They use their subject knowledge effectively to plan well-structured lessons and take on a wide range of professional duties, showing a high level of personal commitment to their role.
- **The programme of training and mentoring is coherent. It is continuously reviewed through detailed and sophisticated quality assurance systems. Well-organised and accessible online record systems enable leaders and mentors in the university, teaching school alliances and schools to monitor trainees' progress closely and continuously.**
- **The partnership is developing a smooth continuum between initial teacher training, induction and continuing professional development. Course leaders provide high-quality information to support NQTs.**

Oxford Brookes University – Primary

- Almost all trainees who completed their training in 2017 secured a teaching post.
- Completion rates are above the sector average. This is because the partnership supports trainees effectively. Pastoral support is strong. It is highly responsive to trainees' personal needs.
- Strong centre- and school-based training is valued by trainees. It makes a significant contribution to trainees' development of effective teaching skills.
- Trainees have good subject knowledge. They are prepared well to teach across the primary curriculum. Trainees display high standards of personal and professional conduct.
- The strong commitment and expertise of school leaders within the partnership are helping to lead the highly-regarded core training.
- Headteachers are overwhelmingly positive about the high calibre of trainees they employ from within the partnership.

Oxford Brookes University – Secondary

- The trainees' positive attitudes, aptitudes and professionalism ensure that they make a strong contribution to the schools in which they are placed.
- Effective collaboration between the university's academic lead for educational partnerships and partnership programme leaders in schools supports trainees in developing their skills well.
- Training sessions delivered by leaders in teaching school alliances are well planned and thoughtfully delivered. It provides trainees with a strong understanding of how to be an effective practitioner.
- Leaders have a responsive approach to feedback and the changes they make are improving the effectiveness of training and outcomes for trainees.

- The course leader's plans for the continued development of the partnership are well-founded. They are based on a deep understanding of local recruitment needs and sector changes.

Newcastle University – Primary

- Partnership leaders have the highest expectations of their trainees. Trainees become reflective practitioners as a result of the relentless focus on critically analysing their work. This contributes to their exceptionally strong professional conduct.
- **The course director provides calm, determined and incisive leadership. He has the absolute confidence of the whole staff team. They feel well supported, but equally speak highly of the rigour of his professional challenge which leads to continual improvement.**
- **Leaders are honest in their self-evaluation and use the information from their monitoring to inform well-focused improvement plans. They are quick to act when they identify aspects that need to be improved.**
- Outcomes have improved over time. All trainees exceed the minimum level of practice defined in the teachers' standards and become good or better teachers. As a result, the partnership's work is held in high regard by trainees, NQTs and local schools.
- Completion rates are comparable with sector averages and employment rates are high, ensuring that the partnership is meeting the local and regional demand for good-quality teachers.
- Trainees develop strong subject knowledge across the full curriculum as a result of training which is enhanced by a range of external professionals who complement the input from the university's own staff.
- The development of trainees' subject knowledge in mathematics is a strength of the partnership. Trainees plan well for progression and use questioning effectively to challenge pupils to explore and explain their mathematical reasoning.
- Safeguarding training is highly effective, ensuring that trainees and NQTs understand their statutory responsibilities and give the highest priority to keeping children safe.

Newcastle University – Secondary

- Trainees are confident, reflective practitioners who consistently demonstrate high expectations for pupils' behaviour and are typically successful in creating a positive climate for learning in their classroom, built on mutual respect.
- Trainees and NQTs are skilful in meeting the needs of pupils who have SEN and/or disabilities because school placement experiences, along with centre- and school-based training, enable them to develop their skills effectively.
- Training effectively promotes the development of trainees' subject knowledge and pedagogy, enabling them to plan learning activities that successfully engage and motivate pupils to learn, particularly at key stage 3 and 4.
- Trainees feel well supported by school and university colleagues and are very positive about the overall quality of their training. Benefit from the opportunity to gain experience in schools in different contexts.
- NQTs are seen as highly professional and well-regarded by their employing schools. They fully understand their wider responsibilities as teachers and are keen to contribute to school life beyond the classroom.
- The partnership makes a good contribution to teacher supply in the north east region, particularly for shortage subjects and schools in challenging socioeconomic circumstances.
- **Partnership schools are strongly committed to supporting the design, development and delivery of core and School Direct programmes. Communication across the partnership is effective and schools value their involvement in the partnership.**

- The partnership is very responsive to trainees' needs, both personal and professional, so trainees make good progress and are well prepared for their roles as NQTs.

Appendix 2b: Grade 2 reports – Aspects for Further Improvement

SCITTs

Northern Lights SCITT

- continue the drive to raise completion and employment rates
- ensure that trainees are able to apply their training to plan learning activities which meet the needs of pupils with different abilities, especially for the least and most able
- provide trainees with further practical opportunities to strengthen their behaviour management skills in a variety of settings.

The Sheffield SCITT

- ensure that all trainees are well prepared to meet the needs of different groups of pupils, particularly where pupils in a class have a wide range of attainment or a greater proportion of pupils with specific needs to be met
- develop training to ensure that all trainees are confident in the use of assessment to adjust their teaching in lessons, are able to provide clear guidance for pupils on how to improve and can adapt their planning for subsequent learning so that pupils make better progress
- make more effective use of the findings of quality assurance to secure consistently high-quality training for all trainees
- continue to check that there are no weaknesses in recruitment, training or support that are contributing to trainee withdrawals or non-completion within the training year.

HART of Yorkshire SCITT

- ensure that the improving trend in completion rates continues
- increase the proportion of trainees gaining the highest levels of attainment by ensuring that trainees are able to:
 - adapt their teaching to provide appropriate support and challenge to meet the needs of individual pupils and groups of pupils
 - use assessment information more effectively in lessons to check pupils' understanding, refine their teaching and deepen pupils' learning.

The John Taylor SCITT

- improve outcomes for trainees against the teaching standard for assessment
- give priority to the impact of trainees' teaching on pupil progress when judging trainees' outcomes
- ensure that the recent changes related to the time made available to, and the commitment of, mentors leads to consistently high-quality mentoring
- ensure that recent changes implemented in the mathematics training enable trainees to gain a more secure understanding of the new mathematics curriculum.

Alliance for Learning SCITT – EYTS

- improve the skills of mentors in evaluating trainees' work against the teachers' standards (early years) and in giving precise feedback so that trainees' teaching has a greater impact on children's learning and progress
- ensure that all trainees have a full understanding of teaching and learning in Reception classes
- strengthen the quality and use of the career entry profile to identify precise strengths and areas for new early years teachers' professional development.

Alliance for Learning SCITT – Primary and Secondary

- strengthen trainees' ability to: – provide appropriate challenge for higher achieving pupils – make better use of formative assessment strategies to maximise the progress that pupils make in their learning
- enhance feedback to trainees to ensure that it focuses sufficiently on the impact of trainees' practice on pupils' learning and progress
- ensure that primary trainees gain a deeper understanding and more direct practical experience of teaching the foundation subjects, enabling them to plan for continuity and progression across a greater range of subjects monitor the improvements made to the quality of secondary subject training to ensure that it results in a greater depth of trainees' subject knowledge for teaching
- continue to improve secondary completion rates
- improve the quality of information collated in the career entry profile to ensure that it smooths the transition from initial teacher training to induction.

Central England Teacher Training

- Ensure that trainees and NQTs plan for pupils' different abilities by making more accurate use of formative assessments in lessons.
- Ensure that trainees experience a deeper knowledge of a wide range of subjects to enable them to teach the breadth of the primary curriculum more confidently.
- Fully implement and monitor the success of recent initiatives to ensure consistently high-quality mentoring.

The Cambridge Partnership

- Secure the systems already in place so that mentors and tutors, across the partnership, make consistently accurate judgements about the quality of trainees' teaching, by:
 - ensuring that the impact of trainees' teaching on pupils' learning and progress over time underpins decisions about how well they teach
 - making sure that there is a common understanding of the criteria for judging trainees' teaching over time, especially teaching that is considered to be outstanding
 - increasing opportunities for mentors and professional tutors to share best practice and to ensure that mentor support for trainees is of consistently high quality.
- Continue to review the reasons why some trainees leave the course early, so that any potential barriers to completion are identified quickly and timely interventions put in place.
- Ensure the sufficiency and quality of evidence related to secondary trainees' experience of teaching in the sixth form and of primary trainees' experience of teaching subjects other than English and mathematics.

- Increase the engagement of key stakeholders, across the partnership, in evaluating and improving the quality of provision, in particular ensuring that any competing priorities between the needs of employing schools and trainees' development needs are addressed.

Centre for Research in Early Childhood (CREC) Early Years Partnership SCITT

- ensure that trainees are provided with sufficient experience of Reception and key stage 1 year groups to further develop their readiness for employment
- provide more opportunities for nursery-based trainees to apply their knowledge and develop their practice in the Reception and key stage 1 curriculum
- ensure that trainees purposefully deploy additional adults in the classroom so that pupils are supported effectively at all times.

Landau Forte College Derby SCITT

- ensure that the newly sharpened quality-assurance procedures are effective and address any remaining inconsistencies in the quality of mentoring
- strengthen trainees' skills in planning and delivering lessons which stretch and challenge the most able pupils
- ensure that trainees have an effective transition to their NQT year; the career entry development profile should be further improved and individual NQT targets sharpened
- ensure the effectiveness of the newly implemented arrangements to improve the ways in which the steering group hold SCITT leaders and others to account for the impact of their actions.

Wandsworth Primary Schools' Consortium

- embed the recently revised systems for self-evaluation and quality assurance so that all trainees have similarly high-quality opportunities in their placement schools to put their core training into practice in teaching phonics
- use the tracking systems effectively so that more trainees meet the teachers' standards at an outstanding level
- implement the new and extended recruitment initiatives so that all places are filled.

Associated Merseyside SCITT

- strengthen training further so that trainees across both phases have a deeper understanding of:
 - how well pupils learn and what good progress looks like
 - the causes of underachievement and what to do about this for all groups of pupils, but particularly for those pupils who are disadvantaged
- use the improved quality assurance processes to ensure that:
 - all mentors' work is consistently of the same high standard
 - feedback given to trainees has a sharp focus on the teachers' standards
- enhance leadership and management further by using the refined monitoring systems to:
 - check for any gaps in the range of trainees' experiences and act quickly to fill these during training
 - identify weaknesses in aspects of the teachers' standards and link these more closely with training and development needs, particularly for primary trainees.

Lincolnshire Teaching School Alliance SCITT

- ensure that all subject training is of a consistently high quality across the primary and secondary programmes to make sure that employment rates continue to improve
- ensure that the end-of-programme targets for all trainees, particularly those in the primary programme, focus sharply on identifying the next steps for developing their career as an NQT, with particular reference to the context of their employing school
- strengthen trainees' skills in planning and delivering lessons that provide sufficient challenge for the most able pupils, to ensure that they engage well with their learning and make good progress
- fully embed the work that leaders have recently undertaken to ensure that all mentoring is of a consistently high quality.

Bluecoat SCITT Alliance Nottingham

- make sure that improvement planning is sharply focused on the critical actions required to improve provision further, and ensure that self-evaluation documentation is updated
- ensure that completion rates are above the national average and employment rates continue to be above the national average
- strengthen further the accuracy and robustness of assessment for those trainees who are awarded the highest grades by the end of their training; leaders should ensure that these final assessments predict more accurately how well the most skilled trainees will teach in their NQT year
- strengthen trainees' skills in teaching lessons and series of lessons which are more ambitious and which stretch and challenge the most able pupils
- ensure that secondary trainees are well prepared for the examination demands of teaching at key stage 4.

Chepping View Primary Academy SCITT

- strengthen outcomes further by embedding new systems to validate trainees' attainment and to identify and take action where concerns arise
- continue to monitor the quality and consistency of teacher tutor and school-based mentor support so that all trainees benefit from the high standards of support experienced by most.

Nottinghamshire Torch SCITT

- ensure that all trainees complete the programme as teachers whose teaching is at least good through leaders' sharp use of checks on trainees' attainment to:
 - identify quickly when trainees are not making rapid enough progress in developing their classroom practice
 - provide these trainees with timely and effective support to make sure that they make the necessary rapid progress
- strengthen trainees' ability to plan and deliver lessons that provide sufficient challenge for pupils of all abilities, including low-prior-attaining pupils and the most able, so that all pupils make at least good progress
- ensure that leaders regularly check the quality of the targets that trainees receive, both during and at the end of the training programme, so that the targets:
 - enable all trainees to make sure that their teaching is at least consistently good by the end of the training programme

- provide trainees with a clear understanding of their next steps in their first year of teaching.

United Teaching National SCITT

The partnership **must**:

- ensure that all trainees have access to high-quality training in their placement schools that includes opportunities to:
 - develop their subject knowledge work with pupils who have special educational needs (SEN) and/or disabilities
 - work with pupils who speak English as an additional language plan effectively for most-able pupils
- ensure that all primary trainees have access to high-quality training in their placement schools that includes opportunities to:
 - observe good practice and teach phonics
 - observe good practice and teach PE
- ensure that centre-based training in safeguarding is reinforced effectively and consistently on school placements so that trainees are able to apply a thorough understanding to their practice in a range of schools.

Teach@Weydon SCITT

- build on the exemplary work completed already to achieve even stronger outcomes for trainees by:
 - further embedding quality assurance processes so that any trainees falling below the high standards the partnership sets itself are identified and supported to improve at the earliest possible stage
 - strengthening trainees' ability to plan challenging work for higher-attaining learners and those who need help to catch up.

The Sutton Park SCITT

- ensure that outcomes in the teaching standards are consistently high, including those for good progress and outcomes for pupils, trainees' use of assessment, and adapting teaching to respond to the strengths and needs of pupils
- ensure that the quality of mentoring is consistently effective across the partnership
- ensure that all partner schools are fully engaged with the work of the steering committee and contribute to influencing and shaping provision
- ensure that communication with non-partner schools is more effective.

Hull SCITT

- Strengthen leadership and management so that:
 - remaining inconsistencies in school-based mentoring are eradicated
 - targets set to support the induction of NQTs are sharply focused on precise priorities for improvement
 - the partnership agreement is updated to reflect the recent changes to the partnership's expectations of schools and the newly agreed processes for managing trainee deferrals action plans are refined to include sharper targets, to enable the partnership board to keep a more precise check on the impact of leaders' work.
- Improve the quality of training so that:
 - trainees are well prepared to select the most efficient teaching strategies to enable pupils to make the best progress possible

- trainees make more effective use of assessment to adapt their teaching as lessons progress, in order to continually challenge pupils, particularly the most able, in all subjects
- trainees gain the experience they need to be secure in all aspects of the teaching of phonics.

Cheshire East SCITT

- develop further the opportunities for trainees to deepen their understanding of the needs of disadvantaged pupils, including those who are the most able
- ensure that it engages more strongly with schools in challenging socio-economic circumstances and those judged to require further improvement.

North Manchester ITT Partnership

- improve the leadership and management of the SCITT by:
 - strengthening the newly formed governing board so that it stringently holds leaders to account for the quality of the partnership’s work
 - ensuring that all leaders from partner schools are equally engaged in shaping the strategic direction of the partnership
 - ensuring that self-evaluation is even more sharp and precise so that it leads to well-focused improvement plans
- improve training so that:
 - primary trainees gain a deeper understanding, and more direct practical experience, of teaching the foundation subjects during their training, including physical education (PE)
 - secondary trainees gain a greater opportunity to experience how their subject specialism is taught at both key stages 4 and 5
 - trainees have a secure understanding of how to promote consistently good outcomes for their pupils, including the most able pupils
 - trainees’ placements are further personalised so that they are even more fully prepared for employment within and beyond the partnership.

The Bradford Birth to 19 SCITT – Early Years

- improve the clarity of communication and marketing materials so that potential trainees understand the exact nature of EYTS and its fundamental differences to QTS
- continue to develop trainees’ understanding of assessment so that they can plan more confidently to meet the different needs of children, including funded children, those who have special educational needs (SEN) and/or disabilities and the most able
- further improve the training programme by: providing more opportunities for trainees to develop their confidence in working with babies and toddlers ensuring that trainees understand how to teach systematic synthetic phonics and early mathematics to older children, especially those in Reception classes
- refine improvement planning so that all stakeholders, especially members of the SCITT committee and management group, can identify the intended impact of chosen actions and challenge leaders more precisely.

The Bradford Birth to 19 SCITT – Primary

- ensure that trainees gain a deeper understanding and more direct experience of teaching foundation subjects, including physical education (PE)

- improve completion and employment rates for the three-to-seven and fee-based routes
- sharpen the monitoring and evaluation section of the partnership's improvement planning
- embed the role of the SCITT committee and management group in providing challenge and support for SCITT leaders
- improve the quality of information in the NQT action plans and embed the recently introduced NQT programme to smooth the transition from ITT to employment further.

HEIs

University of Chichester – EYTS

- improve the consistency and effectiveness of mentoring so that all trainees benefit from high-quality, professional development that promotes excellent outcomes
- extend trainees' understanding and skills in assessing and promoting the best outcomes for children, and their ability to influence change for the better in early years provision
- increase the extent and effectiveness of the involvement of settings so that they are influential in the strategic leadership and management of the ITE partnership.

University of Chichester – Primary

- make sure that there is greater precision in the assessment of trainees, paying more attention to the links between different standards and the impact of trainees' teaching on pupils' learning
- work with partners in and beyond the partnership to improve transition so that there is no loss of momentum in NQTs' professional development
- ensure more pertinent analysis of information to inform self-evaluation and action planning, taking greater account of trainees' competence and skills, alongside their confidence and satisfaction.

University of Chichester – Secondary

- intensify efforts to hold mentors to account for the quality of their work, via the partnership agreement, and by further standardising all practices, procedures and levels of performance
- analyse strategically all information about trainees' attainment, as individuals and by groups, to identify issues and trends over time and further enrich programme development planning
- consider, in partnership with central university systems teams, ways of integrating into one single repository all the information necessary to manage the programmes successfully.

York St John University – Primary

- continue to develop trainees' understanding of assessment and how their teaching can be adapted to enhance the learning and progress of pupils with different needs, including:
 - disadvantaged pupils
 - those who have SEN and/or disabilities
 - the most able.
- continue to address the remaining inconsistencies in the quality of training and trainees' outcomes, across the different programmes offered, by:
 - further improving completion rates on the School Direct route
 - providing greater opportunities for trainees to teach, assess and receive feedback in subjects other than English, mathematics and science
 - ensuring that school placement opportunities prepare all trainees to teach a more diverse range of pupils, including in schools that require improvement.

York St John University – Secondary

- sharpen the precision of mentor feedback so that a greater proportion of trainees demonstrate a high level of competence in:
 - adapting teaching to the needs of the most and least able pupils and those who have SEN and/or disabilities
 - using assessment to promote pupils' progress.
- ensure that the strengthened university staffing in subject specialisms results in consistently high-quality training and feedback across all subjects.
- ensure that early support and tight monitoring of trainees' progress result in a high proportion of trainees completing the course and gaining qualified teacher status.

Oxford Brookes University – Primary

- make more effective use of information from self-evaluation to identify the most important areas for development for the partnership
- strengthen partnership improvement planning in order to maximise the impact of actions on ensuring high-quality outcomes for trainees
- ensure that quality assurance procedures effectively identify and address inconsistencies, particularly in the quality of mentors' support for trainees.

Oxford Brookes University – Secondary

- all subject knowledge training, especially online training, is as useful and manageable as the best training found in the partnership
- university course tutors' support for trainees in applying their subject knowledge when assessing pupils' progress is consistently strong
- all aspects of quality assurance are equally thorough and fully interpreted to gain a sharper insight into the partnership's strengths and weaknesses.

Newcastle University – Primary

The partnership should improve the quality of training so that it secures outstanding outcomes for trainees by:

- enhancing trainees' ability to challenge the most able pupils across the curriculum
- developing trainees' understanding of the use of assessment to judge pupils' progress over time in a range of subjects
- making sure that trainees have a clear understanding of barriers to learning in order to secure strong progress from disadvantaged pupils
- continuing to develop the quality of school-based mentoring so that it is consistently of the highest quality
- making sure that targets set for NQTs in preparation for their induction precisely define the most important priorities for improvement.

Newcastle University – Secondary

- improve trainees' skills in the use of assessment within lessons so they are more adept at gauging when to move learning on or whether teaching needs adjusting to ensure the right degree of challenge for pupils of differing abilities
- ensure that all trainees receive high-quality training in relation to teaching pupils in the 16 to 18 age range
- improve the rigour of quality assurance to ensure that:
 - aspects of school-based training that are not of consistently high quality are identified and can be quickly addressed
 - emerging common weaker elements of trainees' practice are identified and tackled quickly
- develop a more responsive approach to the findings of monitoring and feedback so that self-evaluation, improvement planning and subsequent action quickly secure stronger outcomes for trainees
- ensure that information gathered at the end of the training and shared with employing schools precisely identifies NQTs' strengths and professional development needs in relation to each of the teachers' standards.

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