



# Ofsted ITE Inspection Reports Analysis Summary (2018 Cycle)

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## 1. Analysis Overview

A total of **49** providers were inspected under the current framework for two stage inspections during the above cycle. All **49** reports (37 SCITT and 12 HEI) were **published by 8<sup>th</sup> February 2019**. These partnerships were responsible for the training of approximately **5,400** teachers at the point of their stage one inspections. (The smallest SCITT had nine trainees and the largest HEI 610 trainees.)

<b>Grade 1</b>	<b>Outstanding</b>	<b>22 providers (45%)</b> 14 SCITTs; 8 HEIs
<b>Grade 2</b>	<b>Good</b>	<b>26 providers (53%)</b> 22 SCITTs; 4 HEIs
<b>Grade 3</b>	<b>Requires improvement</b>	<b>1 provider (2%)</b> 1 SCITT
<b>Grade 4</b>		
<b>Overall</b>	<b>98% good or better</b>	

Outcomes breakdown is as follows:

Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
<b>SCITT</b>	37	14	38%	22	59%	1	3%	0
<b>HEI</b>	12	8	67%	4	33%	0	0%	0

Whilst graded 2 overall, three SCITTs were graded 1 for Leadership and Management this year (GLF Schools' Teacher Training; East of England Teacher Training Partnership and Red Kite Teacher Training).

Two universities received different grades for different age phases (University of Portsmouth and Liverpool John Moores University).

- There were **4,015** trainees being trained in inspected university provision;
- There were **1,422** trainees being trained in inspected SCITT provision (cohorts ranging from nine to 122 trainees).

## 2.1 Inspection Outcomes: SCITTs

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
<a href="#">Astra SCITT</a> 61 trainees (7 primary; 54 secondary)	05/11/2018	1	1	1	1
<a href="#">Hillingdon SCITT</a> 36 trainees (11 primary; 25 secondary)	14/11/2018	1	1	1	1
<a href="#">The South Downs SCITT</a> 19 trainees (7 primary; 12 secondary)	19/11/2018	1	1	1	1
<a href="#">Barr Beacon SCITT</a> 31 secondary trainees	21/11/2018	1	1	1	1
<a href="#">Henry Maynard Training E17</a> 19 primary trainees	27/11/2018	1	1	1	1
<a href="#">Portsmouth Primary SCITT</a> 27 primary trainees	11/12/2018	1	1	1	1
<a href="#">George Abbott SCITT</a> 55 trainees (23 primary; 32 secondary)	26/11/2018	1	1	1	1
<a href="#">West Essex SCITT</a> 33* primary trainees (*from Sept 2018)	18/12/2018	1	1	1	1
<a href="#">Jewish Teacher Training Partnership</a> ? trainees (? primary; ? secondary)	21/12/2018	1	1	1	1
<a href="#">Royal Academy of Dance</a> 12 secondary trainees	21/12/2018	1	1	1	1
<a href="#">Carmel Teacher Training Partnership</a> 42+ trainees (4+ primary; 38+ secondary)	08/01/2019	1	1	1	1
<a href="#">Teach SouthEast</a> 68 secondary trainees	10/01/2019	1	1	1	1
<a href="#">Northampton Teacher Training Partnership</a> 24 secondary trainees	10/01/2019	1	1	1	1
<a href="#">Primary Catholic Partnership</a> 25 primary trainees (including 16 PGCE)	14/01/2019	1	1	1	1
<a href="#">AA Teamworks West Yorkshire SCITT</a> 18 trainees (13 primary; 5 secondary)	26/11/2018	2	2	2	2

<b>Provider</b>	<b>Publication date</b>	<b>Overall Effectiveness</b>	<b>Trainee Outcomes</b>	<b>Quality of Training</b>	<b>Leadership &amp; Management</b>
<a href="#">Bishop's Stortford Educational Trust (BSET) SCITT</a> 14 trainees (4 primary, 10 secondary)	29/11/2018	2	2	2	2
<a href="#">Haybridge Alliance SCITT</a> 68 trainees (36 primary, 32 secondary)	29/11/2018	2	2	2	2
<a href="#">Educate Teacher Training Partnership</a> 85 trainees (40 primary; 45 secondary)	17/12/2018	2	2	2	2
<a href="#">Hamwic SCITT</a> 10 primary trainees	17/12/2018	2	2	2	2
<a href="#">Bournemouth, Poole and Dorset Teacher Training Partnership</a> 36 secondary trainees	21/12/2018	2	2	2	2
<a href="#">Lampton (London West Alliance) SCITT</a> 33 secondary trainees	21/12/2018	2	2	2	2
<a href="#">Partnership London SCITT</a> 87 trainees (24 primary; 63 secondary)	21/12/2018	2	2	2	2
<a href="#">GLF Schools' Teacher Training</a> 18 secondary trainees	07/01/2019	2	2	2	1
<a href="#">Anton Andover Alliance</a> 47 primary trainees	10/01/2019	2	2	2	2
<a href="#">Coventry SCITT</a> 40 primary and secondary trainees	10/01/2019	2	2	2	2
<a href="#">Kent and Medway Training</a> 122 trainees (34 primary; 88 secondary)	10/01/2019	2	2	2	2
<a href="#">Cabot Learning Federation SCITT</a> 41 primary and secondary trainees (including 5 Researchers in Schools)	14/01/2019	2	2	2	2
<a href="#">Services for Education</a> 9 primary trainees	14/01/2019	2	2	2	2
<a href="#">Yorkshire and Humber Teacher Training</a> 32 secondary trainees	14/01/2019	2	2	2	2
<a href="#">St Joseph's College Stoke Secondary Partnership</a> 23 secondary trainees	15/01/2019	2	2	2	2

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
<a href="#">Merseyside, Cheshire and Greater Manchester Teacher Training Consortium</a> 16 primary trainees	21/01/2019	2	2	2	2
<a href="#">East Sussex Teacher Training Partnership</a> 25 primary trainees	24/01/2019	2	2	2	2
<a href="#">East of England Teacher Training Partnership</a> 48 primary trainees	25/01/2019	2	2	2	1
<a href="#">Doncaster Initial Teacher Training Partnership</a> 46 trainees (32 primary; 14 secondary)	30/01/2019	2	2	2	2
<a href="#">Sacred Heart Newcastle SCITT</a> 52 trainees (13 primary; 39 secondary)	30/01/2019	2	2	2	2
<a href="#">Red Kite Teacher Training</a> 87 trainees (44 primary; 43 secondary)	08/02/2019	2	2	2	1
<a href="#">Pioneers Partnership SCITT</a> 13 trainees (2 primary; 11 secondary)	09/11/2018	3	3	3	3

## 2.2 Inspection Outcomes: HEIs

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
<a href="#">Loughborough University</a> 68 secondary trainees (Maths and PE)	07/11/2018	1	1	1	1
<a href="#">University of Cambridge</a> 80 primary 206 secondary 286 trainees	12/11/2018	1	1	1	1
		1	1	1	1
<a href="#">University of Manchester</a> 104 PG; 26 SD primary 168 PG; 13 SD secondary 311 trainees	15/11/2018	1	1	1	1
		1	1	1	1
<a href="#">University of Bristol</a> 191 secondary trainees (including 16 SD)	21/11/2018	1	1	1	1
<a href="#">University of Brighton</a> 12 EYTS 138 UG; 110 PG; 32 SD primary 97 UG; 102 PG; 40 SD secondary 531 trainees	22/11/2018	1	1	1	1
		1	1	1	1
		1	1	1	1
<a href="#">University of Oxford</a> 175 secondary trainees	07/01/2019	1	1	1	1
<a href="#">Liverpool John Moores University</a> 147 UG; 66 PG; 94 SD primary 137 PG; 151 SD secondary 595 trainees	14/01/2019	1	1	1	1
		2	2	2	2
<a href="#">St Mary's University</a> 389 UG; 225 PG (including 49 SD) primary 206 PG (including 50 SD) secondary 820 trainees	08/02/2019	1	1	1	1
		1	1	1	1
<a href="#">University of Sheffield</a> <72 secondary trainees	13/11/2018	2	2	2	2

Provider	Publication date	Overall Effectiveness	Trainee Outcomes	Quality of Training	Leadership & Management
<a href="#">University of Portsmouth</a> 9 EYTS 9 SD primary 75 PG; 24 SD secondary <b>117</b> trainees	06/12/2018	2	2	2	2
		1	1	1	1
		2	2	2	2
<a href="#">Northumbria University</a> 325 UG; 146 PG; 57 SD primary 15 PG; 21 SD secondary <b>564</b> trainees	24/01/2019	2	2	2	2
		2	2	2	2
<a href="#">Leeds Beckett University</a> 103 UG; 74 PG; 38 SD primary 48 PG; 22 SD secondary <b>285</b> trainees	29/01/2019	2	2	2	2
		2	2	2	2

### 3. Ofsted Inspections of SCITTs, HEIs and Teach First (2014-18)

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
<b>Total number of inspections</b>	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
<b>Total number of inspections</b>	46							

2016								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	19	9	47%	9	47%	1	5%	0
HEI	7	1	14%	5 (6)	71%	0	0%	(1)
<b>Total number of inspections</b>	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
<b>Total number of inspections</b>	52							

2018								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
SCITT	37 (21*)	14	38%	22	59%	1	3%	0
HEI	12	8	67%	4	33%	0	0%	0
<b>Total number of inspections</b>	49							

\* Recently accredited and subject to first inspections

\*\* Includes split grades which affects percentage totals



5-year data								
Type of provider	Number inspected	Grade 1	%	Grade 2	%	Grade 3	%	Grade 4
<b>SCITT</b>	<b>127</b>	<b>54</b>	<b>42.5%</b>	<b>66</b>	<b>52%</b>	<b>6</b>	<b>5%</b>	<b>1 (0.5%)</b>
<b>HEI</b>	46	19	41%	25	54%	2	4%	1
<b>Teach First</b>	9	8	89%	1	11%	0	0%	0
<b>Total number of inspections</b>	182	81	44.5%	92	50.5%	9	5%	0

Grades are recorded at the point of initial inspection and these figures do not include reinspection grades.

## 4. Key Strengths

A smaller percentage of the SCITTs inspected this year were 'new' providers (21 of 37 - 57%) and it is noticeable that the percentage securing grade 1 outcomes was lower than in each of the four previous years (14 of 37 - 38%).

Relatively speaking, HEIs enjoyed a higher percentage of grade 1 outcomes than has been the case in previous years (8 of 12 - 66%) which is explained to a significant extent by the inclusion of some long-established and highly regarded Teacher Education institutions, for example the University of Cambridge and the University of Oxford.

Only one provider (a SCITT) received a grade 3 outcome.

Overall the outcomes for ITE inspections remain strong - 98% good or better in 2018 with 95% (173) of the 182 providers being judged good or better over the course of the past five years.

There are, of course, 'perennial' strengths – these are highlighted once again in this year's reports:

### 1. high quality mentoring and training

*"Mentors demonstrate an unyielding pursuit of excellence for their trainees."*

*"The quality of mentoring is excellent. Trainees benefit from frequent and precise feedback, making the most of valuable placement time."*

*"Highly effective recruitment, induction and training of mentors ensures they provide trainees with excellent support, advice and guidance."*

*"A carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that trainees flourish and are extremely well prepared to teach."*

*"... school-based mentors and university tutors work together extremely well to ensure a coherent and joined-up experience for trainees."*

### 2. effective and rigorous self-evaluation linked to rapid/timely improvements and actions

*"Very accurate and extremely thorough self-evaluation, as well as methodical and effective quality assurance, ensures that trainees' attainment across all of the teachers' standards is consistently high."*

*"Leaders are rigorous in evaluating their provision and are constantly reviewing systems for quality-assuring different aspects of their work."*

*"Leaders evaluate their work rigorously. In turn, they reflect on their own evaluation of their work and secure rigorous external evaluation to help them hold each other to account for the high-quality work they do and to ensure continuous improvement."*

*"Leaders have established an open and honest culture of self-review in pursuit of excellence."*

*“Leaders’ in-depth self-evaluation and strategic planning, coupled with their particularly thorough gathering of feedback from all stakeholders, fuel regular review and refinement of training.”*

### **3. highly effective personalised pastoral care for trainees**

*“The pastoral care afforded to trainees is exceptional. Trainees’ needs are at the centre of the partnership’s work. This ensures that all trainees successfully complete the course and gain QTS.”*

*“The care, concern and support which the SCITT provides for trainees’ welfare, health and well-being are exceptional. This enables trainees to complete their training successfully and thrive in the profession.”*

*“SCITT leaders and placement schools show exceptional levels of dedication to supporting trainees, especially to overcome individual areas of difficulty, to enable them to get back on track.”*

*“Leaders have ensured that trainees benefit from highly impressive social, academic and pastoral support.”*

*“Trainees’ personal welfare needs are identified swiftly and with understanding. Modifications are made to training, assessment and school placements to ensure trainees are able to succeed at the highest levels, whatever their circumstances.”*

*“Centre-based staff demonstrate impressive tenacity in doing ‘whatever it takes’ to support trainees.”*

### **4. the consistent culture of high expectations**

*“The pursuit of excellence in all the partnership does is strongly articulated through the programme director’s outstanding and visionary leadership.”*

*“Leaders demonstrate impressive commitment, hard work and ambition.”*

*“Members of the partnership share the very highest aspirations for trainees.”*

*“Leaders and managers are uncompromising in their ambition to provide the highest quality of ITE.”*

### **5. the effectiveness of collaborative partnership linked to a common vision – communications between programme leaders and trainees, school-based staff and tutors are described in terms such as:**

*“very effective communication channels.”*

*“crystal clear and consistent sense of purpose throughout the partnership.”*

*“The quality of communication across the partnership is excellent.”*

*“The genuine collaboration that exists between university staff and their school-based colleagues contributes significantly to the outstanding nature of this provision. All partners embrace their vision of ‘empowering future generations.’”*

*“a unique and distinctive partnership. It is underpinned by a compelling and clearly articulated vision for a research-informed, partnership-led model of teacher education and professional development.”*

### **6. rigorous and effective recruitment processes**

*“Rigorous recruitment procedures mean that leaders have recruited trainees who display exceptionally high levels of personal and professional conduct.”*

*“Outstanding recruitment and selection procedures mean that nearly all trainees gain QTS and many excel when assessed against the teachers’ standards.”*

*“The partnership makes strenuous efforts to maximise recruitment. Recruitment is successful in securing trainees who have strong potential to be effective teachers.”*

*“Recruitment and selection processes are extremely rigorous, and trainees reflect the diversity of the local communities in which they teach.”*

#### **7. commitment to training in schools facing challenging circumstances**

*“Trainees gain experience of working in a wide range of contrasting schools, including those in challenging socio-economic circumstances and schools that require improvement.”*

*“The schools within the partnership reflect the broad socio-economic diversity of the region. Trainees gain experience of teaching pupils from a wide range of backgrounds and develop a secure understanding of pupils with special educational needs and/or disabilities (SEND).”*

*“The partnership engages effectively with schools which face challenging socioeconomic circumstances and with those requiring improvement. This contributes well to trainees’ resilience as they become NQTs.”*

*“Many trainees experience placements in schools that are in challenging socioeconomic circumstances. Many trainees are subsequently employed in these schools, helping to address recruitment difficulties.”*

#### **8. high rates of completion and employment - linked to meeting local and regional needs** – this is a ‘given’ in the majority of grade 1 and 2 reports.

A number of this year’s reports do indicate the ‘direction of travel’ towards anticipated changes of emphasis to the new Schools’ and ITE inspection frameworks. The move towards curriculum and curriculum intent signals that partnerships will need to evaluate the way they articulate their ‘vision’ and the coherence of their provision (see point 5 above for some examples). It is also interesting that the perceived need for a more reflective approach to curriculum design is specifically mentioned in one grade 2 SCITT report:

*“ ... training sometimes places too much emphasis on developing trainees’ understanding of assessment and examination arrangements rather than on the importance of curriculum design and coverage in developing pupils’ acquisition of knowledge over time.”*

## 5. Key Themes for Development

In this 'penultimate' year for the current ITE inspection framework, there are clear signs that a couple of underlying concerns arising from the inspection of provision are both implicit and explicit in the published reports. These are: **trainees' acquisition of appropriate levels of subject knowledge and pedagogy to ensure they teach effectively** and, **in primary, opportunities for trainees to teach and develop their understanding of the full primary curriculum, i.e. foundation subjects**. The outcomes-driven inspection model is still apparent but, clearly, providers are now less likely to be asked to further improve their attainment and completion rates (18% and 14% respectively).

The four points below appear to be most significant this year and are clearly interrelated:

1. The need to improve the **quality of transitional information (especially trainees' development targets) made available to NQTs/employers** is highlighted much more frequently in this inspection cycle than was the case in 2017 (when a total of eight SCITTs had this as a target for further improvement). In 2018, whilst six grade 1 providers (including five SCITTs) have this aspect as an identified strength, ten grade 1 providers have this as an aspect for further improvement – 45% of grade 1 provision. Nine grade 2 providers (35%) also have this as a key development point.
2. It is also noticeable that the quality of training to support **trainees' abilities to assess pupil progress and plan appropriately for all pupils** is identified much more prominently as an issue for attention this year – across all provision. 36% of the grade 1 (8 of 22) and 50% of the grade 2 provision (13 of 26) have this as an aspect to develop further – contextualised particularly to the effective use of AfL to meet the needs of particular groups – with the most able being cited most often. (It is worth noting that this aspect features as an area for improvement for 22 of the 49 ITE providers inspected this year (45%).
3. 57% (8 of 14) SCITTs awarded grade 1 have the **effectiveness of their self-evaluation and quality assurance** identified as a significant strength (the corresponding figure last year was 89% - 17 of the 19). One grade 1 SCITT has this as an aspect to improve as do 10 of the 22 grade 2 providers (45%). Inspectors quite often reference the need for strategic/governing boards/programme leaders to sharpen their responses to the evaluative information which is being gathered so that actions can be taken on a timelier basis and have greater impact.
4. The **consistency of school-based mentoring and, particularly, the appropriateness of targets set for trainees** features, once again, as an area for improvement – though this is less marked than it was in 2017 (when 100% of grade 2/3 providers had this as a target for further development). This year, four grade 1 providers (18%) are asked to develop the use of more precise targets set by school-based mentors (linked to gains in trainees' subject knowledge and consequent impact on pupil progress (especially the most able). 23% (6 of 26) grade 2 providers also have this as one of their aspects to improve.

## Appendix 1a: Grade One reports – Strengths

### SCITTs

#### Astra SCITT

*Stage One cohort: 61 (Primary and Secondary)*

*Lead Inspector: Paul Metcalf*

- Determined and committed leaders maintain a comprehensive overview of the performance of SCITT trainees and the quality of the training and support they receive.
- **Very accurate and extremely thorough self-evaluation**, as well as methodical and effective quality assurance, ensures that trainees' attainment across all of the teachers' standards is consistently high.
- **Leaders' extensive use of assessment data** to monitor the performance of trainees and intervene where necessary means that the proportion of trainees achieving an overall grade of outstanding is consistently high.
- Centre-based training is well planned to enhance trainees' school experiences. The programme is personalised so that most trainees benefit from a wide range of experiences to become effective teachers by the end of the course.
- Schools and mentors ensure that trainees receive expert coaching throughout their training year. **Mentors demonstrate an unyielding pursuit of excellence for their trainees.**
- **Trainees and NQTs** are skilled at developing purposeful and productive working relationships in the classroom. Their professional conduct is exemplary. They **are highly reflective, resilient, determined to be the best they can and committed to their profession.**
- Trainees and NQTs are confident in implementing effective behaviour management strategies and ensuring that the pupils they teach have positive attitudes to their learning.
- The partnership acts with purpose and commitment to attract high-calibre trainees through well-targeted advertising. Selection processes are thorough and demanding.
- **The care, concern and support which the SCITT provides for trainees' welfare, health and well-being are exceptional.** This enables trainees to complete their training successfully and thrive in the profession.
- Employment rates are consistently high. Local schools are very keen to employ trainees from the partnership. **The partnership's ongoing support for NQTs in their teaching careers is much appreciated.**

#### Hillingdon SCITT

*Stage One cohort: 36 (Primary and Secondary)*

*Lead Inspector: Amanda Carter-Fraser*

- **Leaders demonstrate impressive commitment, hard work and ambition.** They have rapidly established the SCITT as a well-regarded and sought-after provision for training high-quality teachers to meet local needs. All trainees demonstrate strong practice in the great majority of standards.

- Trainees and NQTs demonstrate excellent strengths in their high-quality planning and organisation. They swiftly establish purposeful routines and positive relationships with their pupils. They show outstanding commitment to the progress and well-being of their pupils. NQTs are exceptionally well prepared to take on their role and do so with confidence and determination.
- **Trainees gain a deep and extensive understanding of teaching from their weekly sessions at the SCITT base throughout the course. They build up excellent knowledge and experience of successful strategies to boost the achievement of pupils who have special educational needs (SEN) and/or disabilities and pupils who speak English as an additional language (EAL).**
- Leaders have a comprehensive overview of the quality of provision in placement schools and detailed knowledge of individual trainees. This means that any drop in standards is promptly identified and appropriate actions are taken to make improvements. **SCITT leaders and placement schools show exceptional levels of dedication to supporting trainees, especially to overcome individual areas of difficulty, to enable them to get back on track.**
- **Trainees gain experience of working in a wide range of contrasting schools, including those in challenging socio-economic circumstances and schools that require improvement.** Visits to special schools and alternative provision provide trainees with valuable professional development.
- Recruitment and selection to the SCITT is a particular strength. Schools comment on the excellent calibre of applicants selected for interview. Retention and employment rates are high.

## **The South Downs SCITT**

*Stage One cohort: 19 (Primary and Secondary)*

*Lead Inspector: David Edwards*

- The partnership is making a positive contribution to the quality and supply of teachers in the local region.
- **The pursuit of excellence in all the partnership does is strongly articulated through the programme director's outstanding and visionary leadership. Leaders have established an open and honest culture of self-review in pursuit of excellence.** Their reflective approach covers all aspects of the training programme and ensures a focus on continuous improvement.
- Senior leaders are highly motivated and work collaboratively in order to secure and sustain high-quality training and, as a consequence, outstanding outcomes for the majority of trainees. Very high completion and employment rates have been established for trainees.
- The highly motivated partnership draws successfully on the expertise offered by the research school. As a result, **the partnership has established an excellent reputation for teacher training and research-led professional development within the local region.**
- **Trainees are exceptionally well taught and prepared to meet the rigours of the classroom with confidence. In particular, they benefit from experience of teaching pupils from a wide range of backgrounds, an enhanced understanding of pupils who have special educational needs (SEN) and/or disabilities, and a range of behaviour management skills which they deploy most effectively in their practice. Very nearly all trainees meet the teachers' standards at the highest level.**
- Trainees benefit from highly responsive, personalised professional development and pastoral care. School-based mentors are chosen carefully and benefit from regular training and updates throughout the year.
- **The partnership has developed very effective communication channels with schools in the local area and beyond, ensuring trainees benefit from consistently high-quality training and a smooth transfer between initial teacher training and induction for NQTs.**

## **Barr Beacon SCITT**

*Stage One cohort: 31 (Secondary)*

*Lead Inspector: Mark Sims*

- All trainees have been judged at least good since the start of the SCITT, with the majority judged as outstanding in 2018.
- The overwhelming majority of trainees have gone on to secure teaching posts, most of which are within the SCITT's partner schools.
- SCITT leaders demonstrate very effective communication, support and engagement with schools, including non-partner schools, trainees and NQTs. This has led to a very high level of satisfaction expressed by schools, trainees and NQTs.
- There is a genuine partnership with schools, who contribute to the strategic direction of the SCITT, training and recruitment. As a result, schools are able to appoint high-quality NQTs.
- The high-quality training programme develops trainees' subject knowledge and pedagogy effectively.
- Rigorous recruitment procedures mean that **leaders have recruited trainees who display exceptionally high levels of personal and professional conduct.**
- **Trainees have benefited from contrasting placements, complemented by additional experiences, such as in the sixth form, in a special school and in a school requiring improvement. This has prepared trainees well for teaching different groups of pupils.**
- Leaders of the SCITT are strategic in their thinking, with plans in place to expand the number of trainees and range of subjects in order to respond to local needs in their partner schools and produce well-trained NQTs.
- **Non-partner schools spoken to were consistently positive about the quality and accuracy of information received about their newly appointed NQTs.**

## **Henry Maynard Training E17**

*Stage One cohort: 19 (Primary)*

*Lead Inspector: Ruth Dollner*

- Leaders of Henry Maynard E17 are fulfilling their vision and purpose 'to develop high-quality teachers who are fully able to inspire, educate and nurture local children'. Leaders swiftly gain the trust and respect of trainees, who emulate their relentless commitment and drive to improve their performance. Leaders have created a culture of respect and professionalism. Their high expectations are shared by trainees and NQTs.
- **Recruitment and selection processes are extremely rigorous, and trainees reflect the diversity of the local communities in which they teach. Trainees who have specific needs or disabilities are welcomed and nurtured.** The partnership works hard to recruit males to the profession and is successful in doing so. Trainees who were offered places at other ITE providers express confidence that there was 'really no choice' because the leaders of Henry Maynard 'are the sort of people you want to be with'. **Inspection evidence shows that the personal touch offered by Henry Maynard E17 has helped trainees to become highly effective teachers.** Hence, inspectors agree with NQTs that the provider 'lived up to expectations' and helped them to grow into the caring, professional teachers they have become.
- Leaders have been highly successful in helping to meet the recruitment demands across three London local authorities. They have quickly established an excellent reputation locally because of the high quality of their trainees and NQTs.
- Leaders have been successful in ensuring that trainees benefit from training that is outstanding. **Mentors and link tutors provide excellent guidance and support to trainees. Leaders respond swiftly to any feedback to make sure that training closely reflects**



the emerging needs of trainees while taking careful account of trainees' workload. As a result, trainees and NQTs are motivated, reflective, confident and highly successful professionals.

- **Trainees and NQTs demonstrate strong subject knowledge in a wide range of subjects. They are extremely well equipped to deal with the demands of the primary curriculum and for their professional and pastoral roles within schools.**
- Trainees and NQTs manage behaviour confidently and highly effectively. NQTs quickly establish good routines and create a strong and positive climate for learning.
- **Trainees demonstrate excellent practice in the majority of standards, and the proportion of trainees attaining an outstanding grade in each of the teachers' standards improved significantly in 2018.** Completion rates are now extremely high, and all trainees who achieved QTS since the partnership opened have secured a teaching post.
- Targets for trainees are set by mentors and link tutors working closely in partnership. **Leaders track trainees' progress precisely to ensure that targets set reflect those teachers' standards which individual trainees need to specifically develop. As a result, the proportion of trainees attaining an outstanding grade in each of the teachers' standards has improved significantly over the two years that the SCITT has been open.**
- **Leaders are rigorous in evaluating their provision and are constantly reviewing systems for quality-assuring different aspects of their work.** They are committed to constant reflection and improvement so that trainees receive the best-possible experiences during their training to enhance their teaching skills and are supported to make a successful transition into employment. **Headteachers reported that they find transition documents provided by leaders extremely helpful in planning effectively for the ongoing development of their NQTs.**

### **Portsmouth Primary SCITT**

*Stage One cohort: 27 (Primary)*

*Lead Inspector: Clive Dunn*

- The high retention of former trainees in the profession is a strikingly positive feature of this outstanding partnership. **Trainees are exceedingly well prepared for the realities and rigours of being a teacher.** Employment rates are exceptionally high.
- **There is a crystal clear and consistent sense of purpose throughout the partnership. At the heart of the partnership's success is a relentless determination to achieve the highest quality and standards, with the intended impact of teaching on pupils' learning and progress as the focal point of all training.**
- **The partnership produces strong teachers. It fosters professionals who are adept at using their well-developed skills and reliable subject knowledge to promote a love of learning in pupils. This success extends to encouraging potentially or actually reluctant learners, or those with other barriers, to engage and achieve.**
- Trainees are confident, articulate, receptive and extremely reflective. They, and their mentors and headteachers, are overwhelmingly positive about the benefits they gain from being in the partnership. Headteachers are fully committed to, and invested in, the partnership.
- **In addition to their thorough preparation to teach English and mathematics, trainees are given firm foundations on which to continue to develop their teaching expertise right across the primary curriculum.**
- Every potential and future professional is highly valued and nurtured by the partnership. **Leaders, tutors and mentors know trainees extremely well and tailor both the pastoral and professional support they provide accordingly.**

- **The quality of mentoring is excellent. Trainees benefit from frequent and precise feedback, making the most of valuable placement time. As NQTs enter the profession, inspired by the partnership, part of their aspiration is often to become tomorrow's mentors. The high numbers of former trainees who achieve this ambition, and more, completes this virtuous circle.**
- **Leaders know the partnership inside out. They constantly seek ways to improve the quality of training. Leaders use a well-established cyclical approach of using what they know to inform future priorities. When planning actions for improvement, this approach is captured succinctly by the steps: "What? So What? What now?"**

### **George Abbott SCITT**

*Stage One cohort: 55 (Primary and Secondary)*

*Lead Inspector: Matthew Newberry (Stage Two only)*

- Outstanding recruitment and selection procedures mean that nearly all trainees gain QTS and many excel when assessed against the teachers' standards.
- Very high-quality training leads to resilient and self-reflective trainees who are well prepared for life in school. Employment rates are high.
- **High-quality experiences boost trainees' understanding and provision for pupils with special educational needs and/or disabilities (SEND).** The partnership is gaining a reputation for success in this area.
- Well-planned and rigorous quality assurance procedures, coupled with strong communication, ensure that any issues are identified quickly. Leaders then flexibly adapt provision to address matters as soon as possible.
- **Trainees have strong subject knowledge and can apply it well to create interesting and engaging sequences of lessons.**
- The TI route has become highly valued by local independent schools. It has become their preferred model of training for gaining QTS status and underpins the professional development of their new staff.
- Trainees, mentors and stakeholders hold the programme in very high regard. **The programme is making an invaluable contribution to the recruitment challenges in the local area and promoting wider collaboration and training across a range of schools.**

### **West Essex SCITT**

*Stage One cohort: <33\*\* (Primary)*

*Lead Inspector Cindy Impey*

- There is a wholehearted commitment on the part of all stakeholders within the partnership to train the highest-quality teachers for local schools.
- The partnership's high expectations of trainees are made plain at the time of interview and are consistently maintained throughout the duration of the course.
- **The pastoral care afforded to trainees is exceptional. Trainees' needs are at the centre of the partnership's work.** This ensures that all trainees successfully complete the course and gain QTS.
- **Widely respected and knowledgeable tutors provide very effective support and challenge to trainees,** mentors and school-based partnership mentors (teacher educators).
- Leaders are reflective and draw upon the considerable expertise within the partnership to constantly improve training. Stakeholders play their full role in the ongoing improvements to the training programme.
- **Highly effective recruitment, induction and training of mentors ensures they provide trainees with excellent support, advice and guidance.**

- **Careful and accurate monitoring and assessment of trainees' practice ensures that all trainees enter the profession as confident and highly appropriately skilled teachers.**
- Trainees and NQTs are skilled at developing purposeful working relationships with their colleagues.
- **Trainees and NQTs demonstrate exemplary professional conduct. They are highly reflective, resilient and seek every opportunity to improve their practice.**

### **Jewish Teacher Training Partnership**

*Stage One cohort: ? (Primary and Secondary)*

*Lead Inspector: Ruth Dollner*

- Leaders and trustees of the JTTP have fulfilled their mission to support the recruitment of high-quality teachers to the growing number of Jewish faith schools across the country. They are helping to meet local recruitment demands within and beyond Jewish faith schools. They offer national and international trainees high-quality specialist training in Jewish studies for both general practitioners and specialists.
- Leaders' and trustees' strong moral purpose is shared by trainers and mentors. Because of the personalised approach offered, trainees who embark on any of the three routes to teaching complete their training extremely well prepared to take up their teaching posts. **Leaders' pursuit of excellence motivates them to respond swiftly and highly effectively to both internal and external feedback. As a result, the quality of training and outcomes for trainees are outstanding.**
- Trainees and NQTs demonstrate excellent practice in the majority of the teaching standards. They manage behaviour exceptionally well. **Their training equips them to skilfully meet the needs of learners with special educational needs and/or disabilities (SEND). Secondary trainees and NQTs show excellent subject knowledge in their specialist subjects. Primary trainees and NQTs demonstrate high levels of confidence in meeting the needs of the curriculum. Their subject knowledge relating to phonics, reading, writing and mathematics is particularly strong.**
- **Leaders ensure that trainees and NQTs are highly vigilant in their commitment to safeguarding children. They receive the highest-quality, comprehensive training to ensure that they understand local, national and international risks to the safety and well-being of children.** Training ensures that trainees and NQTs have a thorough knowledge of their responsibilities relating to equalities in education.
- **Leaders evaluate their work rigorously. In turn, they reflect on their own evaluation of their work and secure rigorous external evaluation to help them hold each other to account for the high-quality work they do and to ensure continuous improvement. They rigorously track the progress that trainees make and respond swiftly to trainees' emerging needs, to ensure that they can become the best-possible teacher they can be.** As a result, a large proportion of trainees achieve an outstanding grade by the end of their training year, irrespective of the route they take.

### **Royal Academy of Dance**

*Stage One cohort: 12 (Secondary)*

*Lead Inspector: Brian Oppenheim*

- **The partnership is led exceptionally well. Leaders' passion and vision for dance education is unmistakable.** Their pursuit of excellence and relentless focus on maintaining high standards mean that trainees' achievements are strong. At the end of their training in July 2018, all trainees achieved qualified teacher status (QTS). Eight were judged outstanding and the remaining four were good. All trainees exceeded the minimum requirements of the teachers' standards.

- Leaders use a wide range of information and feedback to assess the quality of provision and identify areas for improvement. Their attention to detail ensures that planning for improvement is sharp and actions well defined. Leaders' commitment to improvement is evident in the way the programme has developed over time. For example, leaders have raised the bar on the quality of training, particularly in relation to supporting trainees' practice in managing behaviour and meeting the needs of all pupils.
- A strength of the partnership is the reflectiveness of its leaders. They have a detailed understanding of the partnership and are quick to respond to any weaknesses. Trainees are also highly reflective about their own practice and use feedback extremely well to improve their teaching.
- The quality of training is strong. **Carefully sequenced and structured assignments have a positive impact on trainees' and NQTs' practice. Assignments are challenging and thought-provoking. Involvement of the RAD staff and external experts ensures that trainees gain the skills and understanding to meet the everyday demands of teaching.**
- Trainees are exceptionally well prepared for teaching. NQTs are especially positive about the demands of the programme and say that it has enabled them to manage the pressures of their first teaching posts effectively.
- **Trainees and NQTs have strong subject knowledge. They use a range of teaching approaches well to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND) or who speak English as an additional language.** Trainees and NQTs are particularly skilled in modelling the practical elements of dance, ensuring that pupils are highly motivated learners.
- There is little doubt that the reputation of the RAD, and its extensive dance education programme, has a positive impact on the quality of training and the outcomes for trainees. As an organisation, the RAD has the highest expectations for trainees' teaching skills, and their professional and personal conduct. As a result, **trainees sustain and enhance the high standards for dance education for which the RAD stands.**

### **Carmel Teacher Training Partnership**

*Stage one cohort: <42\*\* (Primary and Secondary)*

*Lead Inspector: Helen Lane*

- Leaders, managers and partnership schools have a deep commitment to training teachers to meet the specific needs of schools in the locality and those in the wider north east region. High-calibre trainees are employed quickly by partnership schools. Employment rates are consistently high.
- Strong leadership at all levels and excellent communication, especially from the central team, have ensured that all stakeholders have very high regard for the partnership and the NQTs who are trained by it.
- Well-embedded quality assurance processes effectively monitor and evaluate all aspects of the partnership's work. Training is of a consistently high quality.
- **Tutors and mentors provide sharp, insightful feedback to trainees about the quality of their teaching. The targets set for improvement are accurate, ambitious and achievable. This high-quality feedback contributes exceptionally well to trainees' success in becoming effective teachers.**
- High-quality and personalised training contributes well to trainees' and NQTs' development as reflective, confident teachers who are deeply committed to their own professional development.

- **Trainees develop very strong subject knowledge, including a deep understanding of how to teach primary mathematics and phonics well.** They plan interesting learning activities which engage pupils, sustain their interest and concentration and allow them to make at least good progress.
- Trainees and NQTs are highly skilled in developing strong relationships with their pupils. They use a raft of strategies to establish very clear routines and expectations which encourage pupils' good behaviour. **Trainees' personal welfare needs are identified swiftly and with understanding. Modifications are made to training, assessment and school placements to ensure trainees are able to succeed at the highest levels, whatever their circumstances.**
- **Trainees and NQTs have a broad and deep understanding of safeguarding, including the dangers of radicalisation and extremism. They are exceptionally alert in keeping pupils safe.**

## Teach SouthEast

*Stage One cohort: 68 (Secondary)*

*Lead Inspector: Matthew Newberry (Stage 2; Ass. Stage 1)*

- Leaders share very high expectations, coupled with a passion for achieving excellence in all aspects of the provision. This exceptional leadership and management, including **an increasingly distributed leadership model across partner schools, ensures consistently high-quality training and mentoring and, in turn, trainees' high and improving attainment. Trainees are skilled at applying their strong subject knowledge and very well-developed pedagogy.**
- Very strong and enhanced recruitment and selection procedures mean that only the very best candidates join the programme. Completion and employment rates over time are consistently high.
- There are **exemplary, meticulous and thoroughly embedded quality-assurance systems across all aspects of provision. Leaders' in-depth self-evaluation and strategic planning, coupled with their particularly thorough gathering of feedback from all stakeholders, fuel regular review and refinement of training.** This leads to **trainees' very high rates of satisfaction with their training.** It also demonstrates the partnership's strong capacity for continued improvement.
- **Very effective communication between the schools in the partnership underpins the embedded and rigorous monitoring systems.** This, coupled with the flexibility of leaders, ensures that any issues are identified quickly and addressed as soon as possible.
- **Systems to ensure high-quality pastoral care for trainees and the promotion of their well-being are first class.** As one partnership headteacher explained, 'The amount of time the SCITT team puts into supporting, challenging and training their trainees is second to none.'
- Very professional, resilient and self-reflective trainees are well prepared for life in their employing school. **The partnership's on-going support for trainees as they move into their first teaching jobs is particularly effective and is highly valued by NQTs and school leaders. It underpins their high levels of success and continuing careers in teaching.**
- Trainees, mentors and stakeholders hold the programme in very high regard. **The programme is making an invaluable contribution to the recruitment challenges in the local area and underpinning recruitment in some partnership schools.** In addition, it **promotes wider collaboration and training across a range of schools.** 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.

## Northampton Teacher Training Partnership

*Stage One cohort: 24 (Secondary)*

*Lead Inspector: Emma Hollis-Brown*

- Leaders demonstrate a clear and ambitious vision for the development of high-quality trainees. This has significantly enhanced recruitment and retention into the workforce of schools in the local and regional areas. Many former trainees have made significant progress in developing their careers.
- **Programme leaders demonstrate a clear understanding of the strengths and areas of development of the partnership as a result of sound quality assurance processes.** They have **developed a detailed and incisive improvement plan, which has been used to direct actions that have secured sustained success over time.**
- Outstanding leadership has secured strong outcomes for trainees' attainment. Completion and employment rates are consistently above national and regional averages because trainees are well prepared for their future career.
- **The programme is characterised by high-quality training, including a comprehensive offer for each subject.** Leaders ensure that the training is delivered by a range of specialists drawn from across and beyond the partnership. As a result, **trainees demonstrate confidence in their subject knowledge and classroom practice.**
- **Leaders work closely with partnership schools to ensure that trainees teach in a range of different schools.** Consequently, trainees are well equipped to work in schools such as those in challenging socio-economic circumstances and those with diverse cohorts of pupils.
- **High-quality training for school-based tutors leads to outstanding coaching and pastoral support for trainees at different stages of the programme.**
- Programme leaders ensure that trainees have a secure understanding of the importance of keeping children safe in education, including online.
- Leaders ensure rigorous and thorough recruitment and selection processes. They demonstrate clear passion and a commitment to ensuring that trainees demonstrate the appropriate skills to succeed.

## Primary Catholic Partnership

*Stage One cohort: 25 (Primary)*

*Lead Inspector: David Henderson (Stage 2)*

- The partnership's faith-based, inclusive ethos is central to its vision to train teachers in becoming confident, dynamic and creative professionals.
- The partnership is making a significant, positive contribution to the quality, supply and retention of new teachers into the teaching profession.
- The partnership has established, over many years, an excellent reputation locally and further afield. Rates of completion and employment are consistently higher than national figures.
- The partnership works collaboratively with its accrediting body, St Mary's University, Twickenham, and the Catholic Teaching Schools Alliance (CTSA) in order to **consistently ensure high-quality outcomes for trainees through research-led training that is firmly rooted in the Catholic Christian faith.**
- Trainees are exceptionally well taught and prepared to meet the rigours of the classroom with confidence. The wide geographical spread of partnership schools ensures that trainees experience teaching pupils from a range of backgrounds.
- **Trainees develop an enhanced understanding of pupils with special educational needs and/or disabilities (SEND).**

- Trainees gain a full range of skills to help them manage pupils' behaviour well and set high expectations when teaching. **Particular attention to the knowledge and skills required in teaching and assessing pupils' progress in English, mathematics and science ensures that most trainees meet the teachers' standards at a high level.**
- **Trainees benefit from outstanding pastoral care and individualised support, including, where appropriate, personalised programmes.**
- The programme director works closely with senior leaders and headteachers within the partnership. He is highly motivated and works collaboratively with like-minded colleagues to secure and sustain a supply of well-qualified teachers who are able to deliver effective teaching based on a Catholic philosophy of education.

## HEIs

### Loughborough University

*Stage One cohort: 68 (Secondary Maths and PE)*

*Lead Inspector: Simon Hollingsworth*

- Outstanding leadership has secured trainees' outstanding outcomes.
- Attainment and employment rates are consistently above national averages.
- **Programme leaders' comprehensive, regular reviews of the quality of training ensure that it is of the highest level.**
- Programme leaders show determination to meet the recruitment needs of schools within the partnership, the region and nationally.
- The strong collaboration within the partnership ensures that the programme leaders and the leaders of the partnership schools share very high expectations, and support and challenge each other well.
- The high-quality training, including within contrasting schools, enables trainees to become teachers who are secure in their subject knowledge and their classroom practice.
- **Trainees demonstrate secure understanding of how to plan learning that enables all pupils to make good progress, including the most able and pupils who have special educational needs (SEN) and/or disabilities.**
- Programme leaders adopt a meticulous approach to ensuring that trainees know how to keep themselves and their pupils safe, including when online.
- Programme leaders pay close attention to trainees' well-being and provide prompt, effective support to trainees who require it.
- **Programme leaders' follow-up work is successful in supporting trainees in their first year of teaching and beyond.**
- **Programme leaders are effective in contributing to the development of educational theory in PE and mathematics, both nationally and internationally, and in creating opportunities for trainees and NQTs to engage in this work.**

## University of Cambridge

*Stage One cohort: 206 (Primary and Secondary)*

*Lead Inspector: John Lucas*

- **Members of the partnership share the very highest aspirations for trainees. School leaders and mentors, trainees, newly qualified teachers (NQTs) and the central partnership team display an unwavering commitment to securing the wellbeing and academic progress of pupils.**
- Programme leaders have made excellent use of the expertise and skills available across the partnership and within the university. In doing so, **leaders have ensured that trainees benefit from highly impressive social, academic and pastoral support.**
- The quality of trainees' and NQTs' teaching is consistently high.

## University of Manchester

*Stage One cohort: 286 (Primary and Secondary)*

*Lead Inspector: Anne Seneveratne*

- Outcomes for primary and secondary trainees are consistently strong. Completion and employment rates are high. Trainees are highly reflective practitioners. This enables them to make excellent progress across the teachers' standards.
- **Long-standing and trusting relationships are at the heart of this highly successful partnership. The genuine collaboration that exists between university staff and their school-based colleagues contributes significantly to the outstanding nature of this provision. All partners embrace their vision of 'empowering future generations'.**
- School leaders share the university's vision to promote social justice and inclusion. The partnership provides highly trained teachers. A high proportion are employed in the local area, and many take up posts in schools in areas of high socio-economic deprivation.
- **A carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that trainees flourish and are extremely well prepared to teach.**
- **Trainees' exceptional subject knowledge is a significant distinguishing feature of this partnership. This enables them to be successful, confident teachers from the beginning of their career.**
- The positive impact of outstanding leadership is tangible across all aspects of the partnership. Leaders ensure that they recruit and select a high calibre of trainees to the training programmes.

## University of Bristol

*Stage One cohort: 191 (Secondary)*

*Lead Inspector: Ian Freeland*

- **The partnership offers research-led training that leads to trainees' deep pedagogical understanding. This builds on the strong academic calibre of trainees and their professionalism, and develops highly effective teachers.**
- The partnership makes a major contribution towards ensuring that highly qualified teachers take up employment in the local area, particularly in those subjects that are experiencing staffing shortages.
- A large and increasing proportion of trainees complete the course to a very high standard and swiftly secure employment.
- Well-trained, highly committed school-based mentors ensure that trainees are well supported through their training year, assess progress accurately and challenge trainees to be the best.
- Trainees are given pastoral support that ensures almost all of them complete the course and continue to employment.



- Trainees benefit from ongoing support from the partnership, which contributes to sustaining their employment in education and encourages many to take leadership positions in schools locally.
- **The partnership is committed to improving the quality of education and removing barriers to further and higher education in the local area.**

### University of Brighton

*Stage One cohort: 531 (EY, Primary and Secondary)*

*Lead Inspectors: Simon Hughes and Alison Bradley*

- School, setting and college leaders rightly hold the programmes and the contribution they make to supply and retention of first-rate teachers in the area in very high regard. Employment rates are consistently above average.
- **Training is informed by best practice and research and underpinned by very high expectations of trainees and of the learners they teach. The coherence between the different elements of training means that its quality and impact are greater than the sum of its parts.**
- **Careful selection of professionals with the right experience and expertise coupled with excellent ongoing training and support from university tutors ensures that trainees benefit from consistently strong mentoring.**
- Trainees' competence in the classroom is underpinned by their excellent subject knowledge and a strong focus on the impact of their teaching on learners' progress.
- Trainees, newly qualified teachers (NQTs) and former trainees demonstrate exceptionally high levels of personal and professional conduct.
- Brighton alumni have a well-developed understanding of the many facets of safeguarding and the confidence to take appropriate action in the face of any concerns.

### University of Oxford

*Stage One cohort: 175 (Secondary)*

*Lead Inspector: Guy Holden*

- **This is a unique and distinctive partnership. It is underpinned by a compelling and clearly articulated vision for a research-informed, partnership-led model of teacher education and professional development.**
- Recruitment processes, including the setting of pre-course research tasks, are rigorous and thorough. Almost all trainees make a flying start to their training year, leading to completion and employment rates for all subjects and groups that are, over time, well above sector averages.
- The **exceptionally well-crafted design of the course** enables virtually all trainees to exceed the teachers' standards. Typically, more than two thirds of trainees attain to a high level by the end of the training year. As a result, they **make an exceptionally strong start to their NQT year, ensuring in turn that their pupils make sustained progress in their learning.**
- The **partnership draws exceptionally well on the skills and experience of teachers and leaders within the partnership** to enrich the curriculum studies and professional development aspects of the course. In addition, school-based mentors and university tutors work together extremely well to ensure a coherent and joined-up experience for trainees. Trainees express considerable confidence in all elements of the course, in particular the support provided by their university tutors.
- **Leaders have ensured that schools in challenging circumstances, as well as those judged to be outstanding, good and requiring improvement, are well represented in the partnership. Schools value their involvement in the partnership, especially the**

**opportunities membership provides for staff at all levels to be involved in research activity. School leaders believe this helps to recruit and retain talented teachers and leaders.**

- The partnership takes its role in supplying high-quality teachers extremely seriously. **Trainees are prepared for a long-term career in teaching, able to take responsibility for their own professional development and committed to social justice. A large number of former trainees hold teaching and leadership positions in partnership schools and, in many cases, contribute to the course as mentors.**

### **Liverpool John Moores University**

*Stage One cohort: 595 (Primary and Secondary)*

*Lead Inspector: Jonathan Smart*

#### **Primary**

- The primary programme leaders, trainers and mentors know their trainees extremely well. **Effective communication and close support mean that trainees receive strong academic guidance, coupled with superb pastoral care. Leaders provide excellent support for trainees' mental health and well-being.**
- Outcomes for trainees are outstanding. Completion rates are high and employment rates are exceptional. Trainees and NQTs demonstrate excellent practice in the majority of the teachers' standards.
- **The partnership fulfils its 'civic duty' by training teachers who are well equipped to work in a wide range of schools, including those in challenging circumstances.**
- **Well-designed, coherent training programmes ensure that trainees and NQTs are exceedingly well prepared for their teaching careers.** Trainees and NQTs have strong subject knowledge for teaching and they are reflective practitioners who demonstrate a high level of professionalism.
- Trainees and NQTs demonstrate a deep understanding of a range of effective strategies to manage pupils' behaviour. They also have an extremely secure and deep understanding of safeguarding.
- Trainees and NQTs are skilful at teaching phonics and mathematics, and early reading in the early years.
- **The quality of mentoring is excellent because of well-designed training.**
- The partnership is held in extremely high regard by school leaders. This because it produces NQTs with the skills that they need to be highly effective teachers. **Leaders fully involve partners in the design and delivery of the highly successful ITE programmes. There is a partnership-wide commitment to reducing teacher workload.**
- Rigorous and robust recruitment and selection procedures ensure that applicants are fully aware of the demands of the training programmes. **Recruitment procedures rigorously test applicants' capacity to become successful teachers.**

### **St Mary's University**

*Stage One cohort: 610 (Primary and Secondary)*

*Lead Inspector: Ruth Dollner*

- Leaders ensure that **St Mary's University's ethos and values of inclusivity, generosity of spirit, respect and excellence underpin their work with trainees. They prioritise trainees' well-being, which ensures that trainees and newly qualified teachers (NQTs) are exceptionally well cared for and valued by the partnership.** As a result, trainees have high expectations of themselves and achieve

outstanding outcomes. **A special feature of St Mary's is the bespoke support given to individuals before, during and after they gain qualified teacher status (QTS).**

- The structure and processes put in place when the Institute of Education was formed have **enhanced cohesion between the primary and secondary phases. Leaders of both phases work in harmony together to ensure that the partnership reflects St Mary's values. As a result, the outstanding provision is sustained and successfully built upon.**
- Recruitment and selection procedures are carefully devised and rigorous to so that trainees' potential is evaluated accurately. Leaders successfully select trainees who have the right attributes, values and dispositions to be reflective practitioners and, ultimately, good and outstanding teachers.
- High-quality training ensures that trainees demonstrate excellent subject knowledge and teaching skills. They evaluate their skills effectively with guidance from mentors and link tutors. Trainees and NQTs are committed to becoming the best teachers they can possibly be, and constantly deepen their knowledge and improve their skills. This has a positive impact on the progress of the pupils they teach.
- **The partnership has made a significant impact on building capacity in schools both locally, regionally and nationally.** Headteachers and leaders in school hold St Mary's in high regard as their preferred ITE provider. Many schools have built up their workforce over time with teachers who were trained successfully by the partnership.
- **The partnership's work on trainees' and NQTs' well-being is a distinctive feature of the ITE provision.**

## University of Portsmouth

*Stage One cohort: 117 (EY, Primary and Secondary)*

*Lead Inspector: Gary Holden*

### Primary\*

- The partnership has already established an excellent local reputation because it is successfully accomplishing its mission to provide high-quality teachers for the local area. The director of ITT from the teaching school alliance provides strong leadership.
- The care taken in recruiting trainees who are both well suited to a career in teaching and resilient is repaid many times over. Very nearly all complete the course and all are highly employable.
- Trainees and NQTs are highly professional, committed to their chosen career and extremely grateful that they could access such high-quality training on the island.
- Trainees speak very highly of the island-based tutors. They are appreciative of tutors' experience and expertise, their willingness to go above and beyond in their support and the way they use their insight into trainees and schools to tailor placements.
- **Training is enhanced by the wide range of expertise that can be accessed through the teaching school alliance. Notably, this manifests itself in strong subject knowledge and rightly placed confidence to teach across the primary curriculum.**
- **Well-trained, highly skilled mentors promote effective professional dialogue and form well-judged targets to support trainees' development through training and into their NQT year.**
- **A relentless focus on pupils' progress throughout training means trainees and NQTs think about pupils' learning first and their own performance second.**
- **Complementary and rigorous layers of quality assurance ensure consistency in the quality of training and outcomes for trainees.**

*\*a newly established partnership focusing on the Isle of Wight and the Portsmouth area*

Note: \*\* indicates that the reports in question do not record the exact number of trainees at the time of the Stage One inspection but there is a reference to the number of trainee survey forms scrutinised.

## Appendix 1b: Grade One Reports – Aspects for Further Improvement

### SCITTs

#### **Astra SCITT**

The partnership should:

- hone the expertise of mentors in assessing and supporting the development of trainees' subject knowledge
- strengthen trainees' understanding of how best to use a range of assessment information in order to maximise learning for all groups of pupils.

#### **Hillingdon SCITT**

The partnership should:

- improve the proportion of trainees attaining outstanding in teachers' standard 5 and teachers' standard 3 by ensuring that:
  - all trainees are able to apply their SCITT-based subject development sessions equally well to their teaching in their placement schools
  - trainees consistently provide the right level of challenge for most-able pupils
- embed the revised systems to ensure that trainees have equally high-quality experiences in all phases of their practice, including those phases which come before or follow those in which they are preparing to teach.

#### **The South Downs SCITT**

The partnership should:

- ensure senior leaders quality-assure the development targets set by NQTs at the end of their initial training and monitor the impact these have on NQTs' continuing professional development.

#### **Barr Beacon SCITT**

The partnership should:

- ensure that the recent improvements to training in English as an additional language are now embedded across all subject courses, including in English
- analyse more closely the targets set for NQTs against the teachers' standards in order to inform future development planning
- enhance opportunities for trainees to gain more experience and understanding of how to deploy additional adults effectively.

#### **Henry Maynard Training E17**

The partnership should review the impact of the recent changes they made to their quality assurance processes to ensure that:

- new mentors benefit from the planned bespoke training to sustain trainees' outstanding outcomes
- trainees' skills are enhanced by a deeper practical experience of the key stage above the one in which they are trained to teach.

### **Portsmouth Primary SCITT**

The partnership should:

- build on the successful training about meeting the needs of potentially vulnerable pupils by ensuring that trainees consistently challenge the most able pupils
- complete the current review and implement the resulting actions aimed at further strengthening strategic accountability.

### **George Abbott SCITT**

The partnership should:

- improve mentors' target-setting and feedback to trainees to boost the impact of their strategies to:
  - stretch all groups of pupils, particularly the most able
  - embed aspects of professional studies such as the provision for pupils with SEND
- deepen primary trainees' understanding of the sequence and progression of key knowledge across the different subjects of the wider curriculum.

### **West Essex SCITT**

The partnership should:

- provide trainees with greater experience and understanding of working with schools judged to be less than good.

### **Jewish Teacher Training Partnership**

The partnership should:

- continue to share the very best practice in mentoring across the partnership
- ensure that the trainees' transition documents (from training into employment) support leaders in schools to swiftly and more precisely build on the skills and knowledge that NQTs bring to their roles.

### **Royal Academy of Dance**

The partnership should:

- ensure that the procedures for school placements provide all trainees with a consistently high-quality experience of teaching in each of key stages 3, 4 and 5
- improve the way the partnership engages and communicates with non-partnership employers to ensure that they receive sufficient information about trainees starting their NQT year.

### **Carmel Teacher Training Partnership**

The partnership should:

- further develop the work of the strategic committee in analysing and evaluating the performance of the partnership
- further develop trainees' subject knowledge in key stage 2 English, including in the application of phonics

- reduce any variability in completion rates for secondary subjects.

### **Teach SouthEast**

The partnership should:

- enable an even greater proportion of trainees to achieve outstanding outcomes by:
  - ensuring closer collaboration between the training provided at the centre and the subject-specific training provided in schools, to better exemplify the strongest practice in individual subject areas
- helping trainees to recognise when the most able pupils could be further challenged in their subject area and to be able to respond more flexibly in lessons to achieve this.

### **Northampton Teacher Training Partnership**

The partnership should:

- improve the effectiveness of plans designed to ensure a smooth transition between the training programme and the induction year by:
  - ensuring that end-of-programme targets are sharp, focused and measurable
  - providing further support for employing schools to ensure that NQTs make appropriate use of their targets
- ensure that targets designed to develop trainees' subject knowledge are identified at the earliest possible opportunity during the recruitment process and used to promote rapid progress.

### **Primary Catholic Partnership**

The partnership should:

- further strengthen the engagement and liaison with employing schools to ensure NQTs' targets have a timely and maximum impact on their ongoing professional development.

## **HEIs**

### **Loughborough University**

The partnership should:

- ensure that all trainees' end-of-programme targets are sharp, focused and measurable, so that:
  - trainees know their next steps in their NQT year
  - leaders of employing schools know precisely how to support the NQTs, particularly through further training opportunities
- further develop initiatives to ensure that male trainees' attainment consistently matches the very high levels that female trainees achieve.

## **University of Cambridge**

The partnership should:

### **Overall**

- build upon the partnership's existing work across programmes to share its excellent practice further beyond the partnership in the locality and more widely.

### **Primary**

- continue to explore opportunities to involve more schools from a greater range of diverse cultural and economic contexts.

### **Secondary**

- explore further strategies to share the excellent practice that already exists even more widely beyond the partnership.

## **University of Manchester**

The partnership should:

### **Overall**

- sharpen the quality of information that it provides to employing schools about NQTs' strengths and areas for development.

### **Primary**

- embed the recent changes to the training programme so that trainees and NQTs are well equipped to:
  - shape their teaching to meet the needs of the most able pupils in their care
  - build on children's learning from the early years as they move into Year 1
- refine the quality of targets shared with employing schools so that NQTs are able to make a smoother transition from their training programme to their role as a classroom teacher.

### **Secondary**

- ensure that the information shared with employing schools precisely reflects the NQTs' strengths and areas for development in relation to the teachers' standards
- ensure that trainees use their excellent subject expertise to sequence learning that builds more effectively on pupils' prior knowledge.

## **University of Bristol**

The partnership should:

- ensure that leaders use information about the progress trainees make to improve the quality of training further
- seek to increase the number of school placements available so that the partnership can accommodate even more trainees
- refine the role of the partnership committee so that it takes a more strategic role in enhancing the partnership's work further.

## **University of Brighton**

The partnership should:

### **EYTS**

- enhance trainees' ability to make strategic use of assessment information to bring about setting-wide improvements
- continue to refine the ongoing support and guidance for partners, mentors and alumni.



### **Primary**

- implement plans to increase completion rates for black and minority ethnic trainees using similar strategies to those that have proved successful for male trainees.

### **Secondary**

- promote and further expand its highly effective work in offering high-quality, ongoing professional development and engagement with research in order to support the supply and retention of teachers in the region.

### **University of Oxford**

The partnership should:

- continue to promote and embed its compelling vision for teacher education at local and national levels.

### **Liverpool John Moores University**

The partnership should:

#### **Overall**

- ensure that the targets set in the career entry development profile accurately and precisely reflect NQTs' ongoing developmental needs
- engage with the full range of employing schools to ensure that there is an effective continuum from ITE to induction and continuous professional development for NQTs.

#### **Primary**

- ensure that all trainees are adept at shaping their teaching to meet the needs of the most able pupils in subjects other than English and mathematics
- sharpen the targets in the career entry development profile to give a more consistent and precise picture of how NQTs can improve their practice once they begin their teaching career
- across the full range of employing schools, widen NQTs' participation in the professional development programmes provided by the partnership post-training to further support the transition of NQTs from training to teaching.

### **St Mary's University**

The partnership should:

#### **Overall**

- fine-tune transition documentation to ensure that it fully supports leaders in schools to swiftly build on NQTs' existing skills
- strengthen primary trainees' skills in planning for the needs of all learners
- review and improve the efficiency and organisation of primary placements, so that these are confirmed in a timely manner.

#### **Primary**

- fine-tune transition documents to ensure that they consistently support leaders in schools to swiftly build on NQTs' skills
- strengthen primary trainees' skills in planning for the needs of all learners
- review and improve the efficiency and organisation of primary placements, so that these are confirmed in a timely manner.

#### **Secondary**

- ensure that the final grading for trainees is clearly cross-referenced to NQT targets, particularly in relation to teaching standards 5 and 6.

### **University of Portsmouth**

The partnership should:

#### **Overall**

- create more opportunities for the sharing of good and outstanding practice, so that the overall effectiveness of each phase is outstanding.

#### **Primary**

- embed strategic leadership arrangements so that all partners are fully engaged and have the opportunity to influence future plans
- refine evaluation and action planning in order to tighten accountability.

## Appendix 2a: Grade Two Reports – Strengths

### SCITTs

#### AA Teamworks West Yorkshire SCITT

*Stage One cohort: 18 (Primary and Secondary)*

*Lead Inspector: Claire Brown*

- Leaders have established a clear vision for the partnership. There is a strong commitment to using the expertise within the partnership's schools to develop future teachers for schools in the Calderdale area. The SCITT's success is evident in the high proportion of trainees who secure employment in the region.
- Centre-based training is up-to-date and of high quality because it is delivered by highly skilled staff and specialist leaders of education (SLEs) drawn from partnership schools. **The relationship with the research school, which is at the heart of the partnership, has ensured that trainees keep abreast of current academic thinking in relation to educational effectiveness.**
- **The good-quality training enables trainees to develop an excellent understanding of the subjects they teach.** Primary trainees are particularly well-equipped with the subject knowledge they need in English and mathematics as they begin their teaching career.
- The high expectations set by partners ensure that trainees become reflective NQTs who demonstrate the highest standards of professional and personal conduct. Headteachers who employ graduates from the SCITT are impressed by the speed with which the NQTs settle into school life.
- Trainees are well supported to become teachers who have authority and confidence. They have a strong presence within the classroom and are adept at creating a supportive learning environment which results in productive relationships with pupils.
- **Trainees are very positive about their training experience. They particularly value the pastoral care they receive when issues arise which affect their ability to continue their training. Centre-based staff demonstrate impressive tenacity in doing 'whatever it takes' to support trainees. Those trainees who return to the course following a period of deferral are successful in completing their training.**

#### Bishop's Stortford Educational Trust (BSET) SCITT

*Stage One cohort: 14 (Primary and Secondary)*

*Lead Inspector: Christine Dick*

- The highly collaborative partnership has a clear understanding of what is working well to secure high-quality outcomes for trainees and the things that need to improve further.
- Recruitment processes are well managed, leading to the selection of trainees with the capacity to become successful teachers, and to high employment rates.
- Good provision is ensuring that most trainees are on track to exceed the minimum level of practice by the end of the training.
- Academic and pastoral support from the central and school-based trainers is typically responsive, which helps trainees to develop effective teaching skills, while taking appropriate care of their well-being.

- Trainees have high standards of professional conduct and a good understanding of their responsibilities as members of the teaching profession.
- Trainees establish positive working relationships with their pupils, which contribute well to the productive learning environments typically seen in their lessons.
- Secondary trainees are actively engaged in wider school life, and this makes a useful contribution to ensuring that they are rapidly integrated into the whole-school community.
- Trainees have a thorough understanding of safeguarding requirements. They are vigilant and know what they need to do if they have any concerns about pupils' welfare.

### **Haybridge Alliance SCITT**

*Stage One cohort: 68 (Primary and Secondary)*

*Lead Inspector: Heather Simpson*

- A clear and ambitious vision for excellence is shared widely across the partnership. **The director and her team are relentless in their aim to provide high-quality training and outcomes for trainees.**
- **The strategic steering group closely monitors the performance of staff and trainees. They hold leaders fully to account and there is a united commitment to continual improvement.**
- Leaders are honest and accurate in their self-evaluation. Their responsive and swift action following stage 1 has led to effective improvements for current trainees. The partnership has excellent capacity to improve further.
- A broad, relevant and responsive course programme equips all trainees with sufficiently good knowledge and expertise to enter teaching successfully. Training, especially that delivered in-house by the SCITT, is consistently good and has a positive impact on trainees' practice.
- Mentors provide helpful and incisive feedback to trainees. This helps trainees improve their practice and secure stronger progress for pupils.
- Trainees listen to and act upon advice given. Carefully focused tasks and assignments set help to secure trainees' excellent understanding and skills in relation to the teachers' standards.
- Trainees create positive learning environments for pupils. They have good subject knowledge and use this well across the curriculum. Trainees and NQTs demonstrate excellence in their personal and professional conduct and make a good contribution to wider school activities.
- Partner schools are keen and committed to employing trainees from the SCITT. This is because they are well prepared and possess the skills and attributes needed to become good or better teachers.

### **Educate Teacher Training Partnership**

*Stage One cohort: 85 (Primary and Secondary)*

*Lead Inspector: Simon Hollingsworth*

- Good-quality leadership has ensured that there is good-quality training which enables trainees to leave the programme as good or better teachers.
- The programme meets teacher recruitment needs, including for those schools in the partnership. Leaders of partner schools particularly value the programme's role in resolving recruitment difficulties.

- **Rigorous selection procedures ensure that only candidates who demonstrate high-level suitability to train to teach secure places on the programme.**
- The proportion of male trainees on both the primary and secondary programmes is consistently above that seen nationally.
- Senior leaders' accurate checks on trainees' attainment enable them to provide timely support to those who require it to complete the programme as good teachers.
- Senior leaders are mindful of trainees' own well-being, providing timely and effective support when necessary.
- Trainees understand their responsibilities to keep pupils safe due to the comprehensive safeguarding training that they receive.
- Senior leaders work well with partner school leaders and trainees to review the effectiveness of the training programme.

### **Hamwic SCITT**

*Stage One cohort: 10 (Primary)*

*Lead Inspector: David Edwards*

- **The partnership's clear intent to provide a highly practical training route into teaching is strengthened by the programme director's passionate and visionary leadership. She has established an open and honest culture of self-review which ensures that the training programme is highly responsive to the individual needs of trainees.**
- The programme director consistently communicates high expectations and ambition for the partnership. Good communications with the 12 partnership schools ensure timely support for trainees and that a focus on continuous improvement is maintained.
- Documentation to guide partner schools and support trainees is succinct and easy to understand. Transition documents are used effectively to ensure a smooth transfer for NQTs between ITT and induction into their employing schools.
- All trainees who have successfully completed their training have gone on to secure permanent employment as teachers, with the majority gaining posts in partnership schools. The partnership has established a good reputation locally, and further afield, for training highly motivated and reliable teachers. It is making a positive contribution to the quality and supply of teachers in the region.
- The SCITT training route ensures that trainees quickly become involved in the life and work of their placement schools. Staff welcome trainees and regard them as full members of staff from the outset. Trainees settle quickly into the routines of school life and are prepared well to meet the rigours of the primary classroom.
- **The schools within the partnership reflect the broad socio-economic diversity of the region. Trainees gain experience of teaching pupils from a wide range of backgrounds and develop a secure understanding of pupils with special educational needs and/or disabilities (SEND).** NQTs have a broad range of behaviour management skills which they deploy most effectively when teaching.
- School-based mentors are chosen for their commitment to training and supporting new teachers. They too are well supported by the programme director, with regular training. **Trainees benefit from highly responsive, personalised professional development and pastoral care which continues into their NQT year.**

### **Bournemouth, Poole and Dorset Teacher Training Partnership**

*Stage One cohort: 36 (Secondary)*

*Lead Inspector: Steve Smith*

- The partnership meets the local demand for teachers. A large proportion of trainees who complete the course stay in the area and find employment in local schools.

- The partnership is held in high regard by all stakeholders, including partnership schools and schools that employ trainees at the end of their course.
- A high proportion of trainees are well trained and receive appropriate mentoring to become good teachers.
- **Committed, accommodating leaders know trainees well and provide a tailored, personalised service that meets trainees' pastoral needs and ensures that they are well supported.**
- There is good-quality safeguarding training, which ensures that trainees are confident about what to do and who to speak to should they have concerns about pupils. The training also ensures that trainees know about local safeguarding issues and their context.

### **Lampton (London West Alliance) SCITT**

*Stage One cohort: 33 (Secondary)*

*Lead Inspector: Andrew Maher*

- The partnership has a deep understanding of the requirements of a high-quality teacher training programme, and managers are taking action to apply these requirements. Leaders and managers are committed to improving and maintaining the high quality of provision and good outcomes for trainees.
- There is a successful recruitment and selection procedure, which identifies trainees and NQTs who have a strong aptitude for teaching and the ability to become at least good teachers. As a result, trainees progress quickly into employment on successful completion of their training. Many trainees gain employment in local schools.
- Monitoring, reporting and quality-assurance systems are well structured and rapidly improving, which ensures that interventions are speedy and effective and that accountability for the delivery of a high-quality programme is established at all levels and with all stakeholders.
- Trainees demonstrate high standards of personal and professional conduct. They are ambitious and committed. They are reflective about their teaching and maintain a strong focus on improving the quality of their work.
- **There is a well-established and very experienced team of assessors, who provide continuous expert support for trainees to help them succeed. Assessors moderate and support the work of mentors and ensure that the teachers' standards are central to the target-setting process.**
- **The recent training for mentors has been effective and inclusive, and ensures a consistently high quality of mentoring practice across the partnership. Mentors are clear about what is expected of them at every stage of the course, because training and guidance materials are well-defined and rigorous.**

### **Partnership London SCITT**

*Stage One cohort: 87 (Primary and Secondary)*

*Lead Inspector: Andrew Maher*

- Leaders and managers of the SCITT have moved decisively to address the issues identified at stage 1 of the inspection and, as a result, the quality of the training programme is good and rapidly improving.
- **Members of the partnership's strategic board provide support and challenge for leaders, holding them to account and ensuring that they have the time and the status to deliver a quality experience for trainees that leads to strong outcomes.**
- Trainees are highly professional. Leaders in employing schools report that NQTs have the knowledge and skills necessary to succeed in the profession. The partnership's career-entry passport identifies accurately each trainee's strengths and areas for development. This promotes a successful start to their teaching careers.

- NQTs are articulate, self-reflective and committed to their careers as teachers. They have the interests of their pupils at heart and help them to make good progress.
- The rigorous selection and interview process ensures that high-calibre candidates are recruited to the programme. The SCITT is very successful in recruiting trainees who want to work in the local community. **Trainees say that the co-directors have their welfare at heart and provide customised support if they experience any difficulties in meeting the high expectations of the programme.**
- For primary trainees, improvements made in systematic synthetic phonics provision have had a significant impact on trainees' confidence and competence in developing pupils' skills in early reading.

### **GLF Schools' Teacher Training (Grade 1 for L&M)**

*Stage One cohort: 18 (Secondary)*

*Lead Inspector: Sarah Hubbard*

- The leadership and management of the partnership are outstanding and have secured good and improving outcomes for trainees. A greater proportion of trainees were awarded the highest level against the teachers' standards at the end of the course in 2018 compared with the previous year.
- The partnership makes a substantial contribution to the supply of effective teachers in partner schools and in a widening pool of local schools. It recognises potential, including in people who have had successful careers outside of teaching. The support and guidance provided over the period of the course mean that NQTs make a good start in their teaching careers.
- **Training is strong, and elements are outstanding because of the excellent way that the SCITT director and the secondary operational lead have developed and refined training over time.** As a result, many trainees made strong progress in most of the teachers' standards, especially in the final term of their training.
- **Subject knowledge training is exceptionally effective** and NQTs and trainees have strong expertise in the subjects they teach. The SCITT leadership team has ensured that **lead subject mentors make a substantial contribution to the partnership, including by working closely with school-based mentors.**
- Highly effective quality assurance procedures and processes mean that the SCITT director and partnership board have a detailed understanding of how strong the provision is. They swiftly implement carefully focused changes to address any improvements that are required. As a consequence, trainees develop their confidence and expertise in teaching well during their school placements.
- **The quality of school-based mentoring is consistently effective due to the carefully planned training mentors receive and assiduous quality assurance.**
- **Assessment processes have been developed very effectively and take account of a broad range of evidence.** The SCITT director and secondary operational lead have included additional checks and balances so that assessments reliably identify any weaker standards. **Precisely targeted additional support has assisted trainees in making progress in managing pupils' behaviour and meeting the needs of different pupils.**

## **Anton Andover Alliance**

*Stage One cohort: 47 (Primary)*

*Lead Inspector: Alison Bradley*

- Recruitment and selection processes are effective in identifying trainees who are well suited to a career in teaching and have the potential to be successful. As a result, completion rates are strong and, by the end of their training, almost all trainees meet the teachers' standards at a good or better level for this point in their career.
- **The learning support assistant graduate route into teaching developed by the alliance aids recruitment by providing up to a third of the cohort of trainees each year.**
- Employment rates are high. All but two of the trainees completing over the first two years went straight into teaching posts. Around half are employed in partnership schools. **Over half of the first cohort have already taken on a subject leadership role.**
- **Trainees benefit from the expertise and experience of leading practitioners delivering central training. They are well prepared to teach across the primary curriculum.**
- NQTs are highly professional and committed to continuing to learn and develop as teachers.
- Trainees' consistently high levels of confidence to promote pupils' good behaviour is borne out in practice. This remains a strength as NQTs establish expectations with their own classes.
- The combination of up-to-date, expert central training and input from placement schools means that that trainees have a well-developed understanding of their responsibilities for safeguarding pupils.

## **Coventry SCITT**

*Stage One cohort: 40 (Primary and Secondary)*

*Lead Inspector: Mark Sims*

- Almost all trainees have gone on to secure teaching posts, most of which are local, in the partner schools where they trained.
- The SCITT enjoys an excellent reputation with partner schools, who commended leaders for their integrity, commitment, vision and moral purpose.
- **Partner schools are fully involved in all aspects of decision-making within the SCITT. They play an active part in the strategic direction of the SCITT.**
- Arrangements for recruitment and selection are very rigorous. Trainees recruited set high expectations, manage behaviour effectively and display high standards of personal and professional conduct.
- **Communication between SCITT leaders and schools, trainees and NQTs is highly effective.**
- **Leaders of the SCITT are forward-thinking in planning ahead to meet local needs in schools. They are fulfilling their vision to grow teaching assistants in local schools into good and outstanding teachers.**
- SCITT leaders are reflective and respond quickly to feedback in order to secure further improvements.
- Leaders are accurate in their assessment of trainees. Partner and non-partner schools alike welcomed the early, detailed information and relevant targets they received on their NQTs.
- Trainees are well supported throughout their training. Effective ongoing support continues as they become NQTs, including in non-partner schools.



## Kent and Medway Training

*Stage One cohort: 122 (Primary and Secondary)*

*Lead Inspector: Paul Metcalf*

- Leaders, in close cooperation with the hub schools, work very hard to attract quality trainees. Selection processes are thorough and demanding. Employment rates are above sector averages, with the majority of trainees staying on in partnership schools.
- **Trainees and NQTs have strong subject knowledge.** They demonstrate positive attitudes and contribute considerably to the wider life of the school. They are skilled at developing purposeful and productive working relationships in the classroom and across the school community.
- **Trainees and NQTs are committed, reflective, resilient and determined to be the best they can.** They are confident in implementing effective behaviour management strategies and ensuring that the pupils they teach have positive attitudes to their learning.
- Schools and mentors ensure that trainees receive strong support throughout their training year. Mentors are determined and committed to ensuring that trainees develop to the best of their potential. **The programme is tailored so that trainees benefit from a wide range of professional and subject-focused support.**
- Training takes good account of trainees' starting points. Centre-based and school-based training is personalised and makes extensive use of effective teachers from partnership schools. Trainees' attainment across all the teachers' standards is tracked; the provider's judgements of outcomes are accurate.
- **The quality of care, concern and support which the partnership offers for trainees' welfare, health and well-being is a particular strength. This enables trainees to complete their training successfully, and many go on to take up management positions. Centre-based staff's support for partner schools, trainees and NQTs was widely acknowledged.**

## Cabot Learning Federation SCITT

*Stage One cohort: 41 (Primary and Secondary)*

*Lead Inspector: Iain Freeland*

- The partnership is quickly developing as a provider of high-quality teacher training that is contributing significantly to the need for qualified teachers in the south-west region.
- **Leaders have designed a course which ensures that trainees have a comprehensive understanding of different types of school in a range of diverse communities.**
- The quality of training is strong. Trainees show a good understanding of their subject and develop a repertoire of pedagogical approaches during their training year.
- The professionalism of trainees and NQTs is a consistent feature of the partnership. They are deeply committed to their ongoing development through the training year and in the first few years of their career.
- Leaders have a detailed understanding of the strengths and weaknesses of the partnership. They have correctly identified the most important priorities for further improvement of the partnership.
- **Leaders show a deep commitment to improving the quality of education in and around the city of Bristol.**

## Services for Education

*Stage One cohort: 9 (Primary)*

*Lead Inspector: Heather Simpson*

- **Leaders have a strong focus on sustaining and improving the quality of training across the partnership. They are hard-working, dedicated and committed to the continual pursuit of high-quality outcomes for trainees.**
- The partnership successfully recruits trainees who are dedicated, reflective and committed to becoming excellent and skilled primary teachers. Many bring much expertise to their training and adapt quickly to the demands of the programme and placements.
- **Good-quality training ensures that trainees are ‘school-ready’ and able to teach across the range of the primary curriculum. They use a number of strategies well to develop pupils’ abilities in phonics, reading and early mathematics.**
- Trainees have very positive views about their training, the programme and the guidance provided by tutors and mentors. They readily act on feedback in order to improve their practice. Their professional attitudes and attributes underpin the strong gains they make against the teachers’ standards.
- **Trainees collect a wide range of evidence of pupils’ learning and record their results in well-organised files. This helps demonstrate how they meet all the teachers’ standards. Outcomes for trainees are consistently good.**
- Partnership schools provide good-quality learning experiences and high-quality mentoring for trainees to develop their professional abilities. A good range of schools, serving different neighbourhoods, make up the partnership.
- **The provider and school mentors ensure that assessment grades are accurate through systematic checking of trainees’ teaching and the evidence collected in their files.**
- Trainees develop effective and appropriate strategies to manage pupils’ behaviour. They establish clear rules and routines and act as positive role models for pupils. This contributes to the calm, safe and purposeful learning environment they create for pupils.

## Yorkshire and Humber Teacher Training

*Stage One cohort: 32 (Secondary)*

*Lead Inspector: Bernard Campbell*

- The partnership is fulfilling its vision to increase the supply of high-quality teachers to schools in an area that faces recruitment difficulties. The high rate of employment of trainees in Yorkshire and Humber shows that the partnership’s training of teachers is meeting the needs of schools in the region.
- **The SCITT leadership’s drive and ambition have created high-quality programmes for training and mentoring across the partnership.** The well-organised SCITT is continuing to develop strongly. The SCITT has a good reputation within the partnership and in the wider school and ITT communities.
- Training prepares NQTs to teach well. Most demonstrate strong subject and curriculum knowledge and use a range of teaching and learning strategies to great effect. Trainees rightly praise their training and the mentoring they received during their on-the-job school placements.
- **The partnership engages effectively with schools which face challenging socioeconomic circumstances and with those requiring improvement. This contributes well to trainees’ resilience as they become NQTs.**

## St Joseph's College Stoke Secondary Partnership

Stage One cohort: 23 (Secondary)

Lead Inspector: Alun Williams

- Leaders provide a clear moral purpose for the SCITT. This is to provide local schools with high-quality teachers and so improve children's life chances. They are successful in achieving this aim, as indicated by the quality of NQTs from the partnership who take up posts in local schools
- **During its five years of operation, almost all trainees have completed their training and secured employment as teachers. Many have moved into positions of leadership in local schools and very few have left the profession.**
- **Provision for training mathematics teachers is very effective. The number and quality of mathematics teachers in local schools who trained with the SCITT reflect the significant part it plays in improving the teaching of mathematics in Stoke-on-Trent.**
- Partner schools are thoroughly involved in the SCITT. They support its aims and contribute fully to its work at all levels. Their commitment contributes well to the good outcomes trainees achieve.
- **The SCITT provides excellent care and support for trainees, from the point of recruitment through to finding employment at the end of the course.**
- Trainees are well prepared to manage behaviour and for the breadth of responsibility in the teaching profession, including behaving professionally and making a wider contribution to school life.

## Merseyside, Cheshire and Greater Manchester Teacher Training Consortium

Stage One cohort: 16 (Primary)

Lead Inspector: Paul Tomkow

- Strong and effective leadership has helped to secure good or better outcomes for almost all trainees over the past three years.
- Leaders have developed a well-designed and flexible programme that meets the needs of schools and trainees. It is underpinned by a strong sense of teamwork and support among current and past trainees.
- **Effective pastoral and professional support means that completion rates are extremely high. All trainees who started the programme over the past two years have gained QTS.**
- The highly effective recruitment and selection process ensures that the best possible candidates are recruited to the programme.
- The consortium is successful in ensuring a steady supply of good or better teachers in the local area.
- The partnership has been successful in training teachers since 2002. Last year all trainees secured employment. A high proportion gained employment in partnership schools.
- **School leaders value the support and advice provided by programme leaders. Good lines of communication at all levels help to ensure that any concerns are dealt with in a timely manner.**
- **School-based tutors provide excellent, individualised support, which encourages trainees to develop into highly reflective and effective teachers.**
- By the end of their training, all trainees demonstrate good or better practice in all of the teachers' standards. Their personal and professional conduct is also a strength.

## East Sussex Teacher Training Partnership

Stage One cohort: 25 (Primary)

Lead Inspector: Sheena MacDonald

- The programme equips the trainees well, so that they make a strong start to their teaching careers. It also makes a valuable contribution to the supply of good teachers in the local area. Almost all trainees complete the programme, gain employment and achieve well.
- Trainees and NQTs are highly professional and have a very secure understanding of their wider roles and responsibilities, including those relating to ensuring pupils' safety and well-being.
- Trainees and NQTs provide interesting, stimulating learning activities so that pupils are engaged, behave well and are keen to learn. They demonstrate good subject knowledge in English and mathematics.
- Centre- and school-based training is highly regarded by trainees, particularly in mathematics. **Trainees appreciate, and benefit from, numerous opportunities to visit a wide range of schools, learning from practising teachers.**
- **The extended and contrasting placements enable trainees to develop their skills so that they have a good understanding of potential barriers to success for pupils and the strategies to deal with these, for example supporting pupils who speak English as an additional language.**
- Very real and strong partnership working results in school colleagues who play important roles in all aspects of the programme and are influential in ensuring the programme is relevant and up to date.
- **Leaders are committed to raising expectations and ensuring the programme continues to improve.** This is evident in the actions taken since stage 1 of the inspection and in the emerging evidence of the positive impact of these actions.

## East of England Teacher Training Partnership (Grade 1 for L&M)

Stage One cohort: 48 (Primary)

Lead Inspector: Jayne Ashman

- **Outstanding leadership has secured good and improving outcomes for trainees.**
- **The strategic board provides outstanding governance. Board members have excellent skills and are extremely capable of challenging leaders, supporting their vision and contributing to self-evaluation and strategic planning.**
- **The proportion of mature trainees who attend this provision is above the national average. They achieve well because of leaders' assiduous and effective support.**
- **Leaders pay close and extensive attention to the welfare of trainees.** They respond rapidly and effectually to those needing support.
- The SCITT leader devised the programme and has been involved in the partnership since it started to operate. She has maintained a clear and unremitting focus on providing school-based teacher training that is led and delivered by schools. She is highly ambitious and is driven to ensure 'high-quality local teachers that teach successfully within local schools'.
- The strong engagement of schools within the partnership is evident. Headteachers make a key contribution to the recruitment of trainees and the employment of NQTs across the partnership.
- The good-quality training, including with trainers of national repute, ensures that trainees are often secure in their subject knowledge and able to manage pupils' behaviour successfully.
- **The quality of mentoring across the partnership is a particularly strong feature. Training to ensure mentors' effectiveness is good and is rated highly.**

- The practical school-based nature of the training is valued highly by trainees. They appreciate the opportunity to learn from teachers who are experts in their field and then apply this learning in classroom situations.

### **Doncaster Initial Teacher Training Partnership**

*Stage One cohort: 46 (Primary and Secondary)*

*Lead Inspector: Philip Riozzi*

- **Partners are driven by a united determination to provide the best-quality training experience they can, to increase the supply of good and better teachers to Doncaster schools.**
- **The partnership makes strenuous efforts to maximise recruitment.** Recruitment is successful in securing trainees who have strong potential to be effective teachers.
- Most trainees achieve QTS. All trainees who complete the course meet the minimum expectations set out in the teachers' standards. The vast majority exceed these standards. Some show excellent achievement across many of the teachers' standards. Trainees and NQTs are reflective and demonstrate high standards of personal and professional conduct.
- **Training programmes are comprehensive and well planned. Leaders identify weaknesses and make continuous adaptations to improve training. School-based training complements centre-based training well.**
- **Many trainees experience placements in schools that are in challenging socioeconomic circumstances. Many trainees are subsequently employed in these schools, helping to address recruitment difficulties.**
- Trainees become highly regarded, reflective teachers who immerse themselves in the wider life of their schools. Employment rates are consistently high.
- Secondary trainees develop strong subject knowledge. Primary trainees have well-developed knowledge of early reading, phonics and mathematics. **Trainees effectively use a wide range of formative and summative assessment strategies. These positive outcomes help trainees to plan effectively so that pupils typically make good progress.**

### **Sacred Heart Newcastle SCITT**

*Stage One cohort: 52 (Primary and Secondary)*

*Lead Inspector: Nick Whittaker*

- Leaders have a clear and ambitious vision for providing high-quality ITE. They have secured the strong support of primary and secondary schools in the partnership, who share their deep commitment to providing the best possible training.
- **Trainees are highly reflective and self-critical. All demonstrate the highest standards of professional conduct. These fundamentally important qualities are promoted consistently well through all aspects of training.**
- The quality of trainees' teaching at the end of their training is almost always good and sometimes it is outstanding. Secondary English trainees are exceptionally well prepared to teach. A high proportion of trainees secure employment in primary and secondary schools in the region.
- Primary and secondary trainees have strong subject and curriculum knowledge. They use this well to plan learning activities and lessons which, with few exceptions, are well-structured, interesting and engaging.
- Trainees have a strong understanding of their safeguarding responsibilities and their wider role in promoting pupils' personal development and welfare.

- **Leaders and SCITT-based staff provide highly valued pastoral care for trainees. They spot concerns quickly and provide the timely help and support trainees need to get back on track with their training.**

### **Red Kite Teacher Training (Grade 1 for L&M)**

*Stage One cohort: 87 (Primary and Secondary)*

*Lead Inspector: Debbie Redshaw*

- **Leaders and managers are uncompromising in their ambition to provide the highest quality of ITE. Highly knowledgeable and proficient leadership ensures that the partnership is constantly improving.** This demonstrates an excellent capacity to improve further.
- **The quality of communication across the partnership is excellent. All stakeholders say that leaders and managers keep them very well informed. The partnership works highly collaboratively and has very high standards for what trainees can achieve.**
- **Robust quality assurance systems enable course leaders to act swiftly if any issues emerge.** Leaders' actions since stage 1 of the inspection are already making a meaningful difference to the quality of training received by trainees in the current academic year.
- The use of experienced and expert practitioners to deliver training sessions is highly valued by trainees.
- Trainees and NQTs use their strong subject knowledge to plan interesting and engaging lessons. They typically manage pupils' behaviour effectively and have the confidence to try out and reflect upon new ideas and strategies in the classroom.
- Trainees and NQTs are well prepared for their roles in school. They demonstrate exceptionally high personal and professional conduct and enthusiastically seek out advice and guidance in order to improve their teaching practice.

## **HEIs**

### **Liverpool John Moores University**

*Stage One cohort: 595 (Primary and Secondary)*

*Lead Inspector: Jonathan Smart*

#### **Secondary**

- The partnership works effectively across a wide range of diverse providers to train a supply of high-quality teachers for the Greater Merseyside area and beyond.
- The leadership of the secondary partnership is good. There is effective collaboration between partners that arises from open and transparent communication.
- The partnership has a strong reputation for providing effective training across a wide range of secondary subjects. Consequently, the partnership's trainees are highly sought after, and employment rates are extremely high.
- Much of trainees' teaching over time is at least good or outstanding. Trainees are committed to making a difference to pupils' learning.
- **The university's belief in its 'civic duty' is at the core of this partnership's mission and vision. Leaders have at the heart of their programme a commitment to training teachers to teach in schools that face challenging socio-economic circumstances.**
- The partnership's good-quality centre-based training programme, complemented by high-quality contrasting school placements and effective mentoring, produce confident trainees who make a strong and valuable contribution to their employing schools.

- **Trainees' subject knowledge for teaching is well developed. They are equally well prepared to fulfil the wider aspects of a teacher's role and responsibilities.**
- **Pastoral support for trainees is excellent. Leaders focus sharply on promoting trainees' mental health and well-being. There is a significant commitment to reducing teacher workload.**
- Recruitment and selection procedures are strong. Leaders ensure that trainees have the right skills to become successful teachers.

### **University of Sheffield**

*Stage One cohort: 72+ (Secondary)*

*Lead Inspector: Helen Lane*

- University and school-based training contribute well to the development of trainees and NQTs as reflective, confident teachers who are committed to their own professional development.
- **The high-quality pastoral and academic support provided by mentors and subject tutors ensures that trainees are well prepared for the demands of teaching.**
- Trainees and NQTs have a thorough understanding of safeguarding, including the dangers of radicalisation and extremism, which ensures that they are vigilant in keeping pupils safe.
- Trainees and NQTs promote a positive climate for learning as a result of their strong presence in the classroom and their effective implementation of schools' behaviour policies.
- **The partnership's collaboration with, and support for, schools working in challenging circumstances or where overall effectiveness has been judged to be inadequate is strong. This enables all schools to continue to contribute to initial teacher training and aids recruitment in these schools.**
- Senior leaders are making rapid improvements across the partnership.

### **University of Portsmouth**

*Stage One cohort: 117 (EY, Primary and Secondary)*

*Lead Inspector: Gary Holden*

#### **EYTS**

- Recruitment and selection procedures are strong and, as a result, over several years, almost all trainees have completed the programme and achieved well against all the teachers' standards (early years).
- Trainees are committed professionals who are passionate about providing high-quality early years provision. They spark children's love of learning within a safe, reassuring environment.
- Trainees promote children's language, communication and early mathematics skills well and demonstrate a good understanding of children's personal, social and emotional development.
- **The programme is well planned, and all the elements combine effectively so that trainees develop a good understanding of theory and are able to apply the theory in their practice.**
- Trainees benefit from a valuable range of placement experiences. These enhance their ability to teach across the age range, deepen their understanding of the continuum of child development and learning, and build their confidence.
- **The course leader provides high levels of personalised learning to meet trainees' and mentors' needs and build on their strengths and interests.**

- The course leader's knowledge, skills, clarity of purpose, vision and close attention to detail are driving improvement. She ensures that all aspects are monitored, assessments are accurate and quality is rigorously assured.

### **Secondary**

- The partnership is underpinned by a strong and sincerely held vision for teaching and professional development in the local area and beyond. All partners share a commitment to ensuring the best-possible outcomes for pupils.
- **The well-designed curriculum for ITE enables all trainees and NQTs who complete their courses to become competent, reflective teachers. They achieve well against all the teachers' standards and make a strong contribution to pupils' progress over time.**
- Trainees and NQTs are highly appreciative of the training they receive, both in their placement schools and in the university. Partners, many of whom are alumni of the course, willingly share their knowledge, skills and experience to provide high-quality training and mentoring that lead to strong and improving outcomes for trainees.
- Employment rates for all trainees are consistently high. Headteachers recognise the important role the partnership plays in supporting recruitment into teaching, including in shortage subjects.
- Leaders and managers monitor trainees' progress carefully. Satisfaction rates among trainees are very high. If trainees experience difficulties, mentors and tutors are quick to respond and provide effective support. Trainees and NQTs value the concern for their well-being shown by those responsible for their progress.
- **Mentoring is consistently strong because mentors benefit from comprehensive training that is regularly updated. Roles and responsibilities across the partnership are understood by all partners and carried out diligently. Mentors and tutors frequently go the extra mile to support trainees through the course.**
- **Leaders and managers ensure that placements are appropriate and of very good quality.** Almost all trainees and NQTs confirm that their placements provided them with valuable complementary experiences.
- All members of the partnership share a commitment to equal opportunities, inclusion and diversity. Consequently, trainees develop very strong personal and professional values.
- A large number of former trainees continue to work in local schools, including in leadership positions. Many contribute to the partnership, either as mentors, visiting speakers or as members of strategic groups.

### **Northumbria University**

*Stage One cohort: 564 (Primary and Secondary)*

*Lead Inspector: Bernard Campbell*

### **Overall**

- Strong relationships and effective communication between leaders and partner schools have resulted in coherent, high-quality training and effective mentoring. Leaders' prompt and well-considered actions show their determination and good capacity to bring about further improvement.
- All primary and secondary trainees qualify as good or outstanding trainees and are well prepared to become effective teachers.
- Trainees are highly positive about most aspects of their training programmes. **Training and mentoring draw well on the phase and subject expertise of experienced school staff. Trainees develop secure and up-to-date knowledge of their phase or subject, which they use confidently in the classroom.**



- **High-quality tutoring by university staff contributes significantly to the depth of trainees' understanding and their highly reflective practice. Link tutors and school support partners from the university support trainees' and mentors' professional development well.**
- **Trainees and NQTs value their experience of schools in different socio-economic contexts. These experiences broaden their understanding and contribute well to their resilience in the first year of teaching.**

### **Primary**

- **Strong engagement between university and school partners contributes significantly to the coherence and good quality of the training programmes. Collaboration between university and school staff at all levels shows positive relationships, mutual respect and high expectations. All partners are fully committed to the provision of a high-quality educational experience for every child.**
- University and school leaders use comprehensive recruitment and selection procedures to select trainees who have the potential to meet the teachers' standards by the end of their training. Over time, the proportion of trainees who achieve QTS has been above national benchmarks.
- By the end of their training route, trainees teach well. In their first year of teaching, NQTs apply their knowledge, skills and experience diligently to provide meaningful learning opportunities for their pupils. Consequently, most pupils make good progress.
- **Training draws on the strengths and expertise of specialist and local leaders of education, subject mentors and university-based tutors. The quality of safeguarding, behaviour management and mathematics training are particularly strong. As a result, trainees and NQTs demonstrate exceptional practice in these areas.**
- Timely communication, clear documentation and well-received visits to schools by link tutors and school support partners support trainees' and mentors' professional development well.
- Trainees are very positive about most aspects of their individualised training programmes and are particularly appreciative of the pastoral, academic and professional care and support they receive. Placements in schools in challenging circumstances prepare trainees well for future employment.

### **Secondary**

- High-quality training and effective professional, subject and academic mentoring enables trainees to become reflective practitioners and 'classroom-ready' teachers.
- The well-led art, craft and design programme has strong and deep-rooted links with the arts community in the region. This contributes significantly to trainees' subject knowledge, their consistently high levels of satisfaction and their effectiveness as teachers.
- Trainees, NQTs, leaders of teaching school alliances and the headteachers of schools employing NQTs hold the partnership in high regard. Trainees are well prepared for employment in the teaching profession.
- **The partnership engages effectively with schools in challenging socio-economic circumstances and those requiring improvement. This contributes to trainees' resilience when they become NQTs.**
- **Leaders and managers continuously adapt and refine provision to better meet the needs of trainees, in close partnership with schools.**

## Leeds Beckett University

Stage One cohort: 285 (Primary and Secondary)

Lead Inspector: Lee Owston

### Overall

- Leaders are ambitious for what they can achieve together as an ever-growing partnership. They are highly committed to supporting both the initial and continuing development of teachers in the region and beyond.
- The partnership has secured a successful supply of teachers in the region. Trainees feel empowered to seek employment in a wide range of schools, including those facing challenging circumstances.
- Employment rates are above average. A large proportion of trainees secure employment in the Yorkshire and Humber region.
- **Innovative projects on improving teachers' mental health and well-being, including to reduce workload, benefit both trainees and the wider teacher workforce. Trainees are well prepared for the demands of being a teacher.**
- Trainees are highly reflective and demonstrate a strong work ethic. They are ambitious and continually seek out advice and guidance to improve their practice, which they action quickly for the benefit of their pupils.

### Primary

- Leaders are highly ambitious and committed to meeting both the initial training needs of trainees and the continuing professional development of teachers in the Yorkshire and Humber sub-region.
- Employment rates are above average. A large proportion of trainees, including those from under-represented groups, such as male trainees, quickly secure employment in the region.
- **Leaders seek out, instigate and support a number of innovative projects for the benefit of trainees, partner schools and the wider teacher workforce. These projects effectively address current issues affecting trainees, NQTs and experienced teachers, especially their workload, mental health and well-being.**
- **Trainees are exceptionally reflective of their own practice. They demonstrate a strong work ethic and constantly seek out advice and guidance to improve their teaching.** Trainees and NQTs are highly professional. They invest fully in the life of the school and communities in which they work.
- Trainees plan well-structured lessons that build on pupils' prior learning. They have high expectations of pupils' behaviour, and use a raft of strategies to create calm and purposeful classrooms in which pupils can learn. Trainees' subject knowledge, especially in phonics and mathematics, is strong.
- High levels of academic, personal and professional guidance ensure that trainees feel well supported. Strong relationships exist between tutors, headteachers, mentors and trainees so that each trainee receives the precise support they need to achieve their best.
- **Training utilises a wide range of expertise from across the partnership to ensure that trainees learn from the very best in their locality. The relevant links between theory, research and classroom practice are woven together effectively to enable trainees and NQTs to teach well.**

### Secondary

- Leaders have created a strong and cohesive partnership with an ambitious vision for providing high-quality ITE.
- **Trainees are thoughtful, reflective and self-critical. These fundamentally important personal and professional qualities are promoted consistently well on all secondary courses.**

- Effective university-based and school-based training develops trainees' subject knowledge and teaching skills well. Trainees use their strong subject and curriculum knowledge to plan interesting and engaging learning activities which help pupils make good progress.
- Trainees promote and manage pupils' behaviour effectively. They have a secure understanding of their duties and responsibilities with regard to equality of opportunity, diversity and safeguarding.
- **School-based training gives trainees valuable experience in a wide range of contrasting schools. This includes placements in schools facing challenging socioeconomic circumstances and those judged to require improvement.** A high proportion of trainees secure employment in schools in the region.
- **Leaders' innovative projects focus well on improving teachers' mental health and emotional well-being, tackling prejudice and discrimination, and raising the aspirations of disadvantaged pupils in the local area. This benefits both the schools in the partnership and those more widely spread across the region.**

## Appendix 2b: Grade Two Reports – Aspects for Further Improvement

### SCITTs

#### **AA Teamworks West Yorkshire SCITT**

The partnership should:

- Improve the quality of training so that:
  - trainees use assessment more effectively in a range of subjects so that pupils, particularly the most able, make the best progress possible
  - trainees are more confident to promote fundamental British values through their teaching.
- Ensure that recently established quality-assurance systems address any remaining inconsistencies in the quality of school-based mentoring so that:
  - written and oral feedback to trainees focuses sharply on the impact of their teaching on pupils' learning and progress
  - targets set for trainees and NQTs to help them to improve their practice are precise and measurable
  - there is greater clarity about the criteria for determining that a trainee is demonstrating excellent practice in relation to the teachers' standards.
- Improve outcomes for trainees by increasing the proportion of trainees who complete their training and gain QTS in a timely manner.

#### **Bishop's Stortford Educational Trust (BSET) SCITT**

The partnership should:

- Improve the effectiveness of the development of trainees' subject knowledge for teaching by:
  - extending the use of information from secondary trainees' subject knowledge audits, through regular reviews, so that any further development needs are routinely identified throughout the training and in career entry development profiles
  - ensuring that all primary trainees are fully confident to teach early mathematics and early reading and in their use of systematic, synthetic phonics.
- Secure consistently high-quality mentor support by ensuring that:
  - mentors' feedback is routinely focused on trainees' ability to adapt their teaching to meet pupils' different learning needs, including for the most able
  - mentors take sufficient account of the extent of pupils' progress over time in assessing the quality of trainees' teaching
  - mentors check systematically that primary trainees' strategies to manage pupils' behaviour in their lessons are effective.
- Develop further the range of primary and secondary trainees' practical experience of teaching pupils with special educational needs and/or disabilities (SEND) and pupils who speak English as an additional language.
- Ensure that primary trainees have sufficient experience of teaching in foundation subjects.

### **Haybridge Alliance SCITT**

The partnership should:

- Improve the quality of the postgraduate training programme delivered by the external provider for secondary trainees so that they have the same positive experience of training provided internally by the SCITT.
- Further improve completion rates, especially for primary trainees.
- Further develop trainees' skills in planning activities that meet the needs of pupils of different abilities, especially disadvantaged pupils and the most able.

### **Educate Teacher Training Partnership**

The partnership should:

- ensure that male trainees' attainment, particularly in the SCITT primary programme, matches the very high levels of attainment that female trainees achieve.
- further improve the quality of training, including feedback and target-setting, to increase the proportion of trainees who demonstrate excellent practice in:
  - adapting their teaching to provide appropriate support to individuals and groups of pupils
  - using assessment information more effectively during lessons to check pupils' understanding and to adapt or refine their teaching accordingly.

### **Hamwic SCITT**

The partnership should:

- further expand and strengthen the recruitment and retention of trainees so that the local and regional recruitment need for primary teachers is better served
- develop the involvement of partnership headteachers in setting the strategic direction and monitoring the work of the SCITT, so that all leaders focus on improving the quality of provision and outcomes for trainees
- ensure that all trainees gain a deep understanding and more direct practical experience of teaching foundation subjects.

### **Bournemouth, Poole and Dorset Teacher Training Partnership**

The partnership should:

- improve the quality of leadership and management further by ensuring that:
  - partnership leaders and school staff have the highest expectations of trainees, particularly those with most potential, and prioritise their academic needs to the same degree as their pastoral needs
  - leaders extend the relationship with the University of Winchester to promote high-quality university training that is valued by trainees
- improve the quality of training by ensuring that:
  - trainees are provided with suitably contrasting school placements which enable them to develop the full range of teaching techniques and skills
  - leaders continue to increase consistency in the quality of mentoring

- trainees develop a comprehensive understanding of pupils' progression before and after the age ranges they are trained to teach, namely key stage 2 and key stage 5
- improve outcomes by ensuring that:
- all trainees assess what pupils know and can do more effectively, in order to adapt their teaching and plan activities tailored to the needs of different pupils.

### **Lampton (London West Alliance) SCITT**

The partnership should:

- ensure that recent actions taken to improve the quality of provision are embedded in order to increase the proportion of trainees who achieve an outstanding grade in their final assessment
- enhance training to ensure that all trainees have good access to practical expertise in their subject
- improve the quality of information and targets for development contained in transition documents so that trainees make a secure start to their teaching careers.

### **Partnership London SCITT**

The partnership should:

- ensure that the recently improved management and quality assurance systems are maintained and developed so that they have a strong impact on strengthening outcomes for trainees
- ensure that all placements enable trainees to maximise their experience across the curriculum and age range in which they train to teach
- ensure that outstanding outcomes in the secondary training route match those achieved in the primary phase
- record and monitor all observations so that all trainees have equal opportunities to develop their knowledge and skills across their phase or age range.

### **GLF Schools' Teacher Training**

The partnership should:

- improve outcomes so that:
  - completion rates over time are well above national averages for the sector
  - an increasing proportion of trainees achieve higher levels
- ensure that practice in setting, developing and reviewing start-of-career targets is consistently as effective as the best seen in the partnership
- ensure that every trainee has the same rich opportunities to experience all aspects of the wider responsibilities of teaching that most trainees have.

### **Anton Andover Alliance**

The partnership should:

- embed and further enhance quality assurance processes to ensure that school-based training is consistently of the highest quality

- strengthen the involvement of schools across the partnership in recruitment, training and determining the strategic direction of the partnership.

### **Coventry SCITT**

The partnership should:

- 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.

### **Kent and Medway Training**

The partnership should:

- ensure that there is greater consistency in setting precise targets to improve trainees' teaching during training and on transition to their first posts
- improve monitoring and quality assurance practices to pick up and remedy any relative weaknesses in provision quickly
- ensure that available data is analysed critically to better inform development planning and support self-evaluation
- review the length and timing of the second placement so that it better complements and enhances trainees' first placements.

### **Cabot Learning Federation SCITT**

The partnership should:

- increase the proportion of trainees who successfully complete the course
- ensure that the training provided ensures that trainees make profitable use of assessment in their planning and teaching
- develop quality-assurance mechanisms further so that the quality of trainees' experiences in schools, particularly in the secondary phase, is enhanced
- ensure that the members of the partnership board and partnership steering group are fully conversant with the expectations of their role, so that their work leads to improvements in the trainees' experience

### **Services for Education**

The partnership should:

- extend opportunities for trainees to teach, and be observed teaching, a wider range of subjects in addition to English, mathematics and science
- continue to develop trainees' understanding of how to adapt their teaching to enhance the learning and progress of pupils who have different needs, especially disadvantaged pupils and the most able
- improve the quality of information sent to employing schools so that NQTs are able to build on their strong training more effectively.

### **Yorkshire and Humber Teacher Training**

The partnership should:

- all trainees get off to a secure start as NQTs and maintain the standards attained at their final assessment by:
  - sending the career development profile to the employing school earlier providing a clear summary of trainees' strengths and areas for development, agreed with the subject tutor, and specific targets for induction as an NQT
  - gathering information from the assessment of NQTs by employing schools to review and refine aspects of the SCITT's training and mentoring.
- all trainees acquire the subject knowledge and experience to teach the most able pupils in the upper years of secondary school effectively
- mentors and host teachers give precise feedback to trainees about the impact of their teaching on pupils' learning more consistently.

### **St Joseph's College Stoke Secondary Partnership**

The partnership should:

- ensure that the remits of the governors' standards committee and the SCITT steering group are clear and understood by all, and provide sufficient scrutiny of the management board's work
- improve arrangements for supporting trainees as they move into employment by providing them with targets that are well matched to their development needs and will help them to further improve their teaching.

### **Merseyside, Cheshire and Greater Manchester Teacher Training Consortium**

The partnership should:

- build on the work started to ensure that all trainees develop deeper subject knowledge, particularly in geography, history, music and art
- strengthen the role of senior leaders from partnership schools in reviewing the work of the partnership and in shaping and influencing the training programme
- provide greater precision within the career-entry targets that are set for NQTs as they move into school to identify clearly the areas where further support and professional development will enhance their teaching.

### **East Sussex Teacher Training Partnership**

The partnership should:

- increase the proportion of trainees who achieve exceptionally well against the teaching standards
- make sure that all trainees have opportunities to plan and teach across the full primary curriculum
- ensure it is clear to all involved what evidence should be gathered and how it is used to arrive at ongoing and final assessments, so that there is greater consistency across the partnership.



### **East of England Teacher Training Partnership**

The partnership should:

- continue to strengthen trainees' skills in meeting the needs of groups of pupils, including pupils who speak English as an additional language, disadvantaged pupils and those who are the most able
- ensure that all trainees can demonstrate the excellent practice expected as defined in the teachers' standards by continuing to strengthen trainees' skills in promoting pupils' progress and adapting teaching to respond to the strengths and needs of all pupils.

### **Doncaster Initial Teacher Training Partnership**

The partnership should:

- ensure that all training is of consistently high quality, so that all trainees exceed the minimum standards and most demonstrate excellent practice across the teachers' standards
- take further action to improve completion rates
- sharpen approaches to partnership improvement, so that priorities identified through both internal and external evaluation are swiftly addressed.

### **Sacred Heart Newcastle SCITT**

The partnership should:

- improve the quality and consistency of training and school-based mentoring so that:
  - all trainees develop their skills and practice in promoting the good progress of all pupils, including pupils with special educational needs and/or disabilities (SEND), the most able pupils and those who speak English as an additional language
  - all trainees set clear and sharply focused targets for their future development at the end of their initial teacher training
  - all primary trainees feel confident in using their knowledge of systematic synthetic phonics to support pupils who need help to catch up in their reading
- improve the quality of leadership and management further by:
  - strengthening the partnership's self-evaluation and improvement planning so that leaders and managers, including the strategic board, have a sharper focus on the impact of their actions on trainees' experience and the outcomes they achieve
- increasing the involvement of schools facing challenging socio-economic circumstances in the delivery of ITE programmes, so that trainees are better prepared to teach in schools in these contexts.

### **Red Kite Teacher Training**

The partnership should:

- further develop the quality of trainees' teaching, so that it meets the needs of all learners, especially the most able pupils
- ensure that primary trainees have a deeper knowledge of the key concepts that underpin the foundation subjects of the national curriculum
- ensure that primary trainees continue to develop their knowledge of assessment, particularly relating to end-of-key-stage assessments
- reduce any remaining variability in completion rates across training routes

- further increase the involvement of schools facing challenging socioeconomic circumstances so that trainees have the opportunity for more substantial placements in these types of school contexts.

## HEIs

### **Liverpool John Moores University**

The partnership should:

#### **Secondary**

- ensure that the targets set in the career entry development profiles are sharp and precise, so that NQTs know exactly what steps they need to take to improve the quality of their teaching
- it engages effectively with the full range of employing schools to provide continuing professional development, support, advice and guidance to NQTs as they embark on their careers
- mentors understand fully the partnership's expectations of how to promote learning opportunities for different groups of pupils
- all trainees and NQTs are adept at planning and sequencing learning
- all trainees have a high-quality experience to develop their understanding of key stages 2 and 5.

### **University of Sheffield**

The partnership should:

- reduce the variability in completion rates between training routes and between male and female trainees
- embed rigorous quality assurance processes and share good practice to ensure consistency between subject areas
- further develop the training programme to ensure that trainees are more confident in using progress information to plan learning activities that meet the needs of pupils
- build on the work to develop trainees' ability to promote pupils' high standards of literacy and numeracy in their teaching.
- 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 Portsmouth**

The partnership should:

#### **EYTS**

- strengthen the focus of assessment and moderation on the impact of trainees' teaching on children's learning and development over time

- improve strategic improvement-planning so that there is a clear line of sight between the analysis of trainees' achievements against the early years teaching standards and the actions to be taken to achieve clear, measurable outcomes
- build on the partnerships with former trainees, settings and steering group members in order to enrich the quality of provision in the early years sector locally.

### **Secondary**

- ensure that completion rates in all subjects consistently exceed sector averages
- ensure that the proportion of trainees who achieve the highest grades is consistently high, both over time and between subjects.

### **Northumbria University**

The partnership should:

#### **Primary**

- reduce the variation in trainees' outcomes, across the different routes to QTS, by:
  - improving employment rates, especially on the undergraduate route
  - embedding the planned opportunities for trainees to teach, assess and receive feedback in both the core and foundation subjects, so all are confident to deliver the full breadth of the national curriculum in their NQT year and beyond
- further develop trainees' understanding of assessment, especially how they can adapt teaching to promote the learning and progress of all pupils, especially the most able
- improve the quality of the partnership's plans for improvement further by:
  - gathering, analysing and acting on NQTs' views periodically throughout their NQT year
- liaising with employers more fully to embed clear progression for trainees and NQTs from initial teacher training, through induction to continuing professional development.

#### **Secondary**

- ensure that trainees' understanding of how to adapt teaching to enhance the learning and progress of pupils and their skills in managing behaviour are as high on the School Direct programme as on the art, craft and design programme by:
  - ensuring that the quality of mentoring is consistently high across programmes and school partnerships
  - sharpening leaders' analysis of data to review provision and improve performance
  - developing the role of the secondary partnership committee in reviewing performance and promoting best practice in training and mentoring
- increase rates of employment in science and humanities by giving more effective support for trainees to experience and gain confidence in teaching their second subjects during school placements.

### **Leeds Beckett University**

The partnership should:

#### **Primary**

- continue to develop trainees' understanding of assessment so that:

- they understand how to gauge pupils’ understanding in a lesson so that they can offer appropriate levels of support or challenge, especially for the most able pupils
- they are more confident at making summative assessments, over time, of what pupils know, understand and can do so that they can adapt their teaching and maximise pupils’ progress
- further improve the training programme by:
  - strengthening trainees’ knowledge and understanding of age-related expectations in the national curriculum, especially across the foundation subjects, so they are aware of how pupils’ learning builds and develops over time
  - making sure that all trainees have the opportunity to plan, teach, assess and receive feedback on the full primary curriculum, especially in foundation subjects such as music, modern foreign languages and PE
- fully embed the quality assurance systems already in development to ensure that link tutors and school-based mentors are consistent in their judgements of trainees’ teaching, particularly when this is deemed to be of the highest quality.

### **Secondary**

- reduce the remaining variability in completion rates on some provider-led courses
- improve the quality and consistency of school-based mentoring by providing all mentors with:
  - high-quality training and development
  - clear guidance about how to help trainees to evaluate the strengths and areas for development in their practice so that meaningful targets for NQTs’ longer-term development are set at the end of their course
- strengthen its improvement plans so that they focus more sharply on developing aspects of trainees’ practice, especially the use of formative and summative assessment to improve the learning and progress of all pupils.

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We hope you find this to be useful in supporting your preparations/benchmarking for ITE inspection. If you have any comments or suggestions for improving the quality of information and its presentation, please email [office@nasbtt.org.uk](mailto:office@nasbtt.org.uk).

NASBTT members can find the Ofsted ITE Inspection Reports Analysis Summary for previous years on the NASBTT website [here](#).