

Hampshire LEARN SCITT Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 13 June 2016 Stage 2: 14 November 2016

This inspection was carried out by one of Her Majesty's Inspectors and an Ofsted inspector in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

| | Secondary QTS |
|---|----------------------|
| Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees? | 1 |
| The outcomes for trainees | 1 |
| The quality of training across the partnership | 1 |
| The quality of leadership and management across the partnership | 1 |

The secondary phase

Information about the secondary partnership

- The partnership is based at Thornden School, Eastleigh and is one aspect of the provision offered by the LEARN Teaching School Alliance.
- The partnership currently trains teachers for biology, chemistry, design and technology, English, history, mathematics, modern foreign languages, music, physical education and physics. Trainees who successfully complete their training are awarded qualified teacher status (QTS). From 2016/2017, those trainees who successfully complete academic assignments on the programme will be awarded a postgraduate certificate in education from the University of Winchester. Previously, trainees were awarded the Professional Graduate Certificate in Education.
- Trainees undertake placements in schools across Hampshire and are increasingly experiencing teaching in schools in inner-city Southampton and Portsmouth.
- Between 20 and 30 trainees complete the programme each year. Twenty-nine trainees started the programme in 2015/2016. Most trainees follow the core, fee-paying programme, with the rest on a School Direct salaried route.
- The partnership is overseen by a steering group, comprising stakeholders such as headteachers and training and newly qualified teacher (NQT) managers from partnership schools. It is directly managed by a full-time programme director who works with the director of the LEARN Teaching School Alliance. The programme is supported by the initial teacher training (ITT) subgroup of the partnership steering group.
- The partnership has recently been awarded additional places to train teachers in art and design and geography from September 2017.

Information about the secondary ITE inspection

- Inspectors visited seven schools. Five of the schools are full members of the partnership and provide placements for Hampshire LEARN SCITT Partnership trainees. Two of the schools visited at stage 2 are non-partnership schools employing NQTs.
- Inspectors observed nine trainees teach at stage 1. They observed seven NQTs teaching at stage 2.
- Inspectors met with the partnership steering group and the initial teacher training (ITT) subgroup. Inspectors also spoke with the partnership's external evaluator.

- Inspectors met with trainees and NQTs during the two stages of the inspection. Inspectors examined trainees' files at stage 1 and stage 2, documents relating to their planning and preparation for teaching and their assessment of pupils' learning.
- Inspectors examined a wide range of the partnership's documentation, including a summary of its self-evaluation, its improvement plan and information relating to the recruitment and retention of trainees.
- The lead inspector considered the 28 responses to Ofsted's trainee online questionnaire for 2015/2016. Responses were received from all of the cohort who completed the programme.
- Inspectors met frequently with the provider's representative and the director of the LEARN Teaching School Alliance.

Inspection team

Dr Simon Hughes HMI (lead inspector)

Robin Hammerton OI (assistant lead inspector)

Overall effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- outstanding recruitment and selection procedures which mean that only the very best candidates join the programme
- outstanding training that results in trainees who are well prepared for life in school and develop the necessary resilience for a prolonged career in teaching
- outstanding quality assurance procedures which mean that any emerging issues are identified quickly and addressed as soon as possible
- highly effective training for physical education reflecting the partnership's success in developing a reputation for recruiting and training outstanding physical education teachers.
- trainees' strong subject knowledge which they are able to apply well so that pupils make good or better progress
- trainees' high regard for the extremely well-led and well-managed programme
- the focused care and support provided for any trainees facing personal challenges which enable them to complete the programme successfully

- stakeholders' high regard for the programme, the partnership's invaluable contribution to recruitment challenges in Hampshire and its fulfilment of the rationale for the partnership's creation.

What does the secondary partnership need to do to improve further?

The partnership should:

- extend the range of opportunities for trainees to experience strategies and methods for stretching the most able pupils in all contexts.

Inspection judgements

1. This is an outstanding provision. At every level and in every way, highly effective leaders have created a teacher training programme which regularly produces extremely proficient teachers who 'hit the ground running' when they begin their careers as NQTs.
2. Leaders set high expectations for trainees and NQTs. These high expectations are understood well and adopted by the trainees. Pupils benefit from the high expectations that are set for them in turn.
3. Recruitment and selection procedures are rigorous and extremely effective. The partnership takes its gatekeeping role to the profession very seriously. In the three years since its inception, only approximately one in five of those who apply are awarded a place on the programme. Quality is assured from the outset. Leaders from partnership schools contribute to interviews and selection activities.
4. Many trainees have been talent-spotted by the partnership. Some have worked in non-teaching roles in schools already. Others have undertaken voluntary or sessional work in schools. A few have been learning assistants of one sort or another. Some are recruited only when they have undertaken a suitable period of work experience. All know, therefore, exactly what the reality of life is like in schools. Increasingly, applicants select Hampshire LEARN SCITT Partnership because of its growing reputation for excellence and the structure of the training programme.
5. Virtually all trainees complete the programme. Completion rates are, therefore, consistently above the national average. All trainees get teaching jobs. The vast majority find employment in their specialist subject and all settle well into their induction year. Some, wisely, take up opportunities to teach a second subject and do so effectively.
6. All trainees join the programme with strong subject knowledge. During their training, they acquire the knowledge and skills necessary to teach their subject

specialism well. By the end of their training, all trainees exceed the minimum level of performance expected of those awarded QTS.

7. Leaders and managers ensure that trainees receive opportunities to learn how to work effectively with pupils who speak English as an additional language or who have special educational needs and/or disabilities.
8. Trainees possess the professional or scholarly ability to fill any gaps in their knowledge related to unfamiliar aspects of their subject's curriculum. Physical education trainees, for example, might not have played or taught a particular sport such as volleyball, but they study hard so that lessons they are teaching in this discipline are as good as those in areas where they may well be experts.
9. Trainees believe that they have been taught to manage behaviour well. Inspectors agree. The team saw no poor pupil behaviour in the 16 lessons observed. Conversely, inspectors saw trainees and NQTs inspiring and engaging many pupils whose attitudes to learning were, as a result, exemplary.
10. Trainees are well prepared for work in the partner schools, in keeping with the SCITT's original rationale. Leaders, however, ensure that trainees develop a broader insight into education in wider contexts and that they are suitably prepared to teach in non-partnership schools. This is essential as the award of QTS enables them to teach outside Hampshire. Leaders and managers ensure that trainees have experience of schools that require improvement and some that are in areas with high levels of socio-economic challenge.
11. Trainees often experience working with disadvantaged pupils, particularly as many work in schools serving military communities. A few NQTs are working successfully in the independent sector. Others are thriving in schools in much more challenging circumstances than they experienced as trainees. Leaders provided case study evidence of a trainee from the first cohort who is responding brilliantly to the challenge of working in a school in special measures.
12. Leaders and managers are currently considering even more creative and imaginative ways of extending professional learning opportunities on the programme. This is so that current and future cohorts can experience even more fully the breadth of linguistic and cultural diversity of educational settings nationally.
13. Trainees assess pupils' work and progress well. They check learning regularly in lessons and provide pupils with helpful feedback. Each trainee follows the relevant assessment policy in their placement school.
14. All trainees use information and communication technology effectively to support their work, both in class and when preparing lessons or recording pupils' progress.

15. School leaders report that Hampshire LEARN SCITT Partnership NQTs are 'school ready'. This is the result of a well-planned and carefully executed training programme. Subject tutors provide inspirational 'subject days'. Many of these days take place at the lead school, but leaders ensure that trainees get access to specialists in their fields by running some sessions in other partnership schools. For example, the core session on special educational needs and/or disabilities takes place at a school where there is particular expertise.
16. All work is supported by an appropriate range of good-quality evidence-based or research-informed up-to-date literature. The University of Winchester provides reliable internet access to its library systems so that trainees can access texts to support their work.
17. The university also provides academic support for the trainees so that they can access help with writing at masters level. This helps them meet the requirements of the suitably tailored and appropriately challenging assignments. Trainees meet with university tutors at least four times a year.
18. The impact of trainees' work on pupils' progress, arising from this high-quality training experience, is impressive overall. School leaders are, therefore, keen to 'snap up' Hampshire LEARN SCITT Partnership trainees early. Many school leaders start to identify those they would like to permanently recruit before Christmas in the training year.
19. Trainees achieve good results with the vast majority of pupils, including, for the most part, those who are disadvantaged or who have special educational needs and/or disabilities. The partnership needs to consider further the range of strategies demonstrated to trainees that will enable them to ensure that the most able pupils also have an equal opportunity to succeed whatever the context.
20. Trainees promote actively the development of pupils' literacy through their subject teaching. Where possible, they also support their placement school's work to promote pupils' development of mathematical skills and numeracy across subjects.
21. The success of this programme is attributable to the highly ambitious leadership of the programme director. She says, 'We are only prepared to do this if it is outstanding.' This ambition is reinforced by the director of the LEARN Teaching School Alliance. The boundless energy of both leaders means that the programme continuously improves, even from a strong starting point.
22. Highly effective leadership is supported by efficient and thorough administration. Leaders have ready access to information which they use well. All stakeholders report that the programme director is supremely well organised

and efficient. Above all, she is endlessly available and responds to any emerging issues in a helpful and timely manner.

23. The programme team communicates clearly its requirements to all members of the partnership. Consequently, systems are used consistently across partner schools. This means there is very little variability in the levels of support, degree of challenge or quality of training that the trainees receive.
24. Mentoring is particularly strong and continues well into the NQT year. Mentors meet the trainees in pre-arranged weekly meetings. The meetings combine some prescribed elements as well as discussion of issues trainees choose themselves.
25. Leaders and managers ensure that mentors in schools receiving NQTs are provided with succinct but purposeful information about the trainee's relative strengths and areas for development. This is carefully arranged against the teachers' standards so that NQT managers can set appropriate developmental targets.
26. Target-setting is accurate because it is based on detailed analyses of trainees' performance across the training year. The partnership's system for tracking trainees' work is simple and effective. All members of the partnership understand the system and use it consistently. Trainees say that regular reports on their progress motivate them to improve their practice continuously.
27. Trainees reflect on their practice with the help of a weekly journal. This prompts them to think about how well they are learning over time and how well the pupils in their classes are doing. Some combine their own thoughts with reflections on learning theory or philosophical principles, and the most reflective practitioners weave quotations from key readings into their writing.
28. Trainees are adept also at reflecting accurately on their teaching after lessons. Often this is facilitated by skilful coaching or questioning by mentors. Trainees usually know when and why things have not gone as well as they had intended. They are appropriately and charmingly modest when teaching is successful. After a history lesson, for example, a NQT was visibly pleased that her plan to be more experimental and creative had worked.
29. Trainees make a valuable contribution to the wider work of their placement schools. As such, trainees are able to present evidence securely of their progress against part two of the teachers' standards. As NQTs, they extend this working practice in a variety of ways. They model good professional conduct to their pupils. NQTs run sports teams and after-school clubs. Most NQTs serve as form tutors. They do this well and many support pupils in charitable activities. School leaders note this as a positive characteristic of Hampshire LEARN SCITT Partnership trainees.

30. Leaders ensure that the highest standards of professionalism pervade the programme. Leaders are forthright about safeguarding matters and about how trainees should safeguard themselves in online contexts.
31. Leaders are ably supported in their work by the partnership steering group and the ITT subgroup. There is a productive and collaborative way of working which is based on mutual trust. A good example of this is the tacit understanding between all partners that they will not 'poach' trainees working in each other's schools, especially as trainees move around between placements.
32. The steering group has a clear rationale for the programme. It was originally created to help meet teacher recruitment needs in schools in the locality. The success of the programme is seen in the fulfilment of this group's moral purpose to ensure a ready supply of good or better teachers for its schools. In creating their own programme, the partnership has increased the flow of highly effective teachers into the profession more widely.
33. Leaders' skilful management of the programme reduces to a minimum any variation in the programme's outcomes between groups of trainees, whether they are younger or older, male or female or from minority ethnic groups. None of the current group of trainees or NQTs speak English as an additional language.
34. Leaders also ensure that any trainee or NQT finding themselves in need of care or support is provided with it quickly. This contributes to the extremely high completion rates. It also means that trainees are fiercely proud of and affectionate towards the programme.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Crestwood College for Business and Enterprise, Eastleigh

Oaklands School, Waterlooville

Perins School, Alton

Robery May's School, Odiham

The Mountbatten School, Romsey

Thornden School, Chandlers Ford

Warblington School, Havant

ITE partnership details

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|-----------------------------|---|
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| Inspection number | 10010251 |
| Inspection dates | 13–15 June 2016 |
| Stage 1 | |
| Stage 2 | 14–16 November 2016 |
| Lead inspector | Dr Simon Hughes |
| Type of ITE partnership | SCITT |
| Phases provided | Secondary |
| Date of previous inspection | Not previously inspected |
| Previous inspection report | Not previously inspected |
| | |
| Provider address | Thornden School Winchester Road Chandlers Ford Eastleigh SO53 2DW |



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