

Cornwall SCITT Partnership

Initial Teacher Education inspection report

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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the *Framework for the Inspection of Initial Teacher Education (2008-11)*.
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

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

Explanation of terms used in this report

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

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

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

The provider

3. The Cornwall SCITT Partnership provides a one-year postgraduate training programme. It offers two routes to qualified teacher status (QTS): the early years programme (3–7) and the newly-established primary route (5–11). The partnership involves 35 schools in Cornwall and, at the time of the inspection, there were seven trainees on the early years route and 20 on the primary programme.

Provision in the primary phase

Key strengths

4. The key strengths are:
 - the very good arrangements for recruitment and selection that result in well-qualified and motivated trainees who are reflective, keen to act on advice and take responsibility for their own development
 - a highly coherent programme, with strong links between high-quality centre- and school-based training, that is very well informed by national priorities
 - the high quality of feedback from school-based and liaison tutors that ensures that trainees are clear on how to improve their knowledge and skills
 - high-quality support for trainees that is individualised and much appreciated so that any difficulties encountered by trainees are rapidly and successfully addressed
 - the constant drive for improvement in trainees' outcomes from committed, enthusiastic and hard-working programme leaders who are very highly regarded by trainees and by staff in partnership schools.

Recommendations

5. In order to strengthen provision across the partnership to sustain high quality outcomes, the provider should:
 - communicate priorities for development more effectively to schools so that all can engage more proactively in the partnership
 - establish clear criteria to enable partnership schools to evaluate the quality of their support for trainees in their setting quickly and easily.

Overall effectiveness

Grade: 1

6. The overall effectiveness of the provider in securing and sustaining high-quality outcomes for trainees is outstanding. The very large majority of trainees have made good or better progress over the last three years and over half have been graded as outstanding. Those on the new route for preparing to teach primary pupils achieve as successfully as trainees on the well-established early years route. Trainees show a good knowledge of the core subjects, including phonics, and plan well-considered sequences of lessons that develop pupils' skills and knowledge systematically. They take account of the full range of ability when supporting learners in the classroom, including the needs of those with special educational needs and/or disabilities, and often use imaginative

resources that engage pupils' attention well. Trainees have a good range of skills in managing pupils' behaviour and are highly reflective, taking responsibility for their own development and acting on any advice given. They are much in demand in local schools as they are very well prepared for the profession and trainees' high quality is often reflected in them taking on additional responsibilities early in their career.

7. The very large majority of trainees make at least good progress as a result of the excellent training provided centrally and the very strong support from their placement schools. A key strength of the course is the coherence between centre-based and school-based training. Central training generates valuable tasks for trainees to undertake in their placement schools to consolidate and develop their learning, for example in relation to teaching pupils with special educational needs and/or disabilities. Through the liaison tutors' visits to schools and through monitoring of trainees' files by the programme manager, further training needs are identified well and addressed in subsequent central training events.
8. All central training is very highly regarded by trainees. They value sessions where expertise from local authority consultants and other staff is shared and also those that take place in schools where staff have particular expertise to offer. Such sessions focus sharply on particular aspects, for example special educational needs and/or disabilities, phonics, writing and preparing trainees for teaching in culturally-diverse settings.
9. The school placements provide a very good range of experience. Trainees meet weekly with their school-based tutors who provide excellent support and challenge. Progress is discussed and developmental targets set for further improvement that are followed up very well in subsequent meetings. Observations of trainees by the school-based and liaison tutors result in high quality, clear and helpful feedback on progress that make a key contribution to agreeing appropriate priorities for action. Detailed records of observations are maintained and document trainees' progress well.
10. Audits of trainees' subject knowledge in the core subjects and in information and communication technology are carried out carefully and revisited during the year to check progress. New arrangements have been established well this year for learning mentors who meet trainees for 'learning conversations' to ensure that trainees carry out appropriate activities to deepen and broaden their subject knowledge. They also provide additional personal support where needed.
11. Arrangements for recruitment and selection are excellent and result in well-qualified and strongly motivated trainees. The introduction of a pre-course tutorial between the award of a place and beginning the programme is a new development this year. This allows the full demands of the year to be explained carefully and provides a good opportunity to discuss pre-course tasks or activities resulting from selection procedures. This is a very good development and is appreciated by trainees. The provider has been successful in recruiting male trainees and the proportion is above the national average. Much effort

has been expended in trying to recruit from minority ethnic communities, including ensuring that one of the profiles of former trainees on the website is of a trainee from a minority ethnic group. There has been some success in attracting applicants from under-represented groups.

12. Resources are used effectively and efficiently, supporting trainees' progress. A key strength of the programme lies in the human resources deployed, particularly the programme manager, the training programme coordinators, administrative staff, liaison tutors and the school-based tutors. The programme also draws very well on the expertise of local authority consultants and advisers as well as advanced skills teachers and other staff from schools. There is an impressive collection of central resources from which trainees may borrow. The virtual learning environment is used extensively in relation to training for information and communication technology, although there is scope to develop its use further in supporting trainees' progress.
13. Provision across the partnership is excellent and makes a strong contribution to trainees' achievement. Programme handbooks and documents are comprehensive and clear and support trainees' learning very well. Relationships between schools and central staff are very good and school staff particularly appreciate that the programme manager and her colleagues are approachable and very quick to respond in the event of queries or concerns. There is a high level of enthusiasm and commitment to the partnership in schools and headteachers and school-based tutors give generously of their time. Placements are carefully selected to ensure that the needs of individuals are fully met. Liaison tutors work closely with school-based tutors in order to ensure accurate and consistent assessment. There are regular briefings for school-based tutors who feel well supported. Tutors are paired to bring together new and experienced colleagues, but training and briefing events do not always contain planned opportunities for sharing good practice and learning from each other. Schools are represented in the recently reshaped and well-conceived committee structure where views on the operation of the programme and on new developments are considered. Although the minutes of the committees' meetings are circulated appropriately, partnership schools are not always clear on the priorities for development and hence are not able to identify easily in advance how their staff might contribute.
14. Very high levels of support are provided for any trainee who encounters difficulty, with every effort made to facilitate completion of the training. Trainees are very confident that they can alert central and school staff of any issue and that every effort will be made to adjust or adapt programmes and placements if necessary. Trainees have benefited from central sessions and sessions based in schools on working with minority ethnic communities, including groups such as Travellers. 'Equality, diversity and inclusion boxes', loaned to each trainee, provide a rich resource to support trainees in exploring different cultures in their teaching. These are highly regarded by trainees. Expertise from national organisations has been effectively deployed to assist in providing training and in putting together the boxes. A promising new development involves a partnership headteacher sharing with trainees how a

link with a school in Birmingham offers opportunities to enhance pupils' understanding of cultural diversity.

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

15. Programme leaders have a very good knowledge of the provision's strengths and areas for improvement, with a strong track record of taking successful action in response and evaluating its impact. In consequence, the provider has outstanding capacity to improve further.
16. Self-evaluation is rigorous, accurate and based on a wide range of information, including reports from external examiners, evaluation forms completed by trainees after central sessions and careful analysis of the Training and Development Agency's survey of newly qualified teachers, as well as the provider's own exit surveys. Liaison tutors' visits to schools are sharply focused on evaluating priorities in the development plan. For example, trainees' developing skills in phonics were a focus in the autumn 2010 and their understanding of special educational needs and/or disabilities is a current aspect for attention. A wide range of information is used very well to track trainees' progress from their starting points. This includes detailed scrutiny of trainees' files by the programme manager and a careful audit of progress towards the QTS standards, also checked by the programme manager. Trainees' responses to assessed tasks complement this well. This wide range of information is carefully brought together to provide a very clear picture of trainees' progress. Direct, informal personal lines of communication are also involved in this small provider and trainees feel that their voice is heard, both informally and through their representation on the management committee. Currently, partnership schools are not provided with criteria to enable them to evaluate the quality of support for trainees in their setting and to contribute further to self-evaluation.
17. The provider benefits from its close partnership with the local authority and anticipates and responds to national developments extremely well. This has a very positive impact on trainees' development. The programme has responded very well to national developments in phonics and the teaching of early reading and in special educational needs and/or disabilities, as well as to major reports such as those from Williams and Byron. There are separate action plans for key national priorities that identify important actions very clearly and set out good arrangements for monitoring and evaluation that utilise the regular visits to schools by liaison tutors. The provider meets local needs very well. It is the only primary provider based in the county and provides a pathway into teaching for largely local people, now including the new 5 to 11 route. Cornwall headteachers speak very positively of the teachers produced by the programme, in particular how they are up to date with current developments, and report that they are keen to employ them.

18. Cornwall SCITT Partnership has strong leadership, headed by the programme manager, and actions are underway to strengthen this further, for example through increasing capacity to manage the new learning mentors. The training programme coordinator for the new primary programme has been inducted well and arrangements are in train to prepare a new training programme coordinator for the early years route when the current post holder retires. The leadership of the programme maintains a constant drive for sustaining and improving trainees' outcomes, with clear and appropriate priorities in yearly action and maintenance plans alongside a four-year overview of strategic development. Leaders wisely resisted the temptation to establish the new primary route as quickly as possible and the provision has benefited greatly from measured preparations to ensure a smooth start. The new route has been introduced very successfully through careful planning and adapting the well tried and tested approaches used on the early years route. As a result, the very large majority of trainees on this new pathway are making good or better progress.

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

How effective is the provision in securing high quality outcomes for trainees?		1
Trainees' attainment	How well do trainees attain?	1
Factors contributing to trainees attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	1
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1
	To what extent are available resources used effectively and efficiently?	1
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1

Capacity to improve further and/or sustain high quality

To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		1
	How effectively does the management at all levels assess performance in order to improve or sustain high quality?	1
	How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	1
	How effectively does the provider plan and take action for improvement?	1

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

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