

Cornwall SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 9 June 2015 Stage 2: 7 December 2015

This inspection was carried out by two of Her Majesty's Inspectors (HMI) 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

Information about this secondary partnership

- Cornwall Secondary School-Centred Initial Teacher Training (SCITT) is a well-established partnership which provides a route to teaching in the outermost corner of the South West. The partnership consists of 23 secondary schools, a special school, alternative provision units and a tertiary college. It offers training for the 11 to 16 age range with post-16 enhancements. The partnership also offers training for the 14 to 19 age range with additional Key Stage 3 experience for selected subjects. Subject routes offered include English; mathematics; science, including biology, chemistry and physics; history; geography; modern foreign languages; art and design; design and technology; music; and physical education.
- The training is school-led with a balance of practical classroom experience in at least two partner institutions. It also has academic study sessions which focus on extending professional skills and knowledge. These are mainly held at Truro and Penwith College. There are also regular subject-specific sessions which are held at a number of partner schools. The course runs from September to July. On completion, trainees are awarded qualified teacher status (QTS) with the option to study either the Professional Graduate Certificate in Education or the Postgraduate Certificate in Education validated by the University of Cumbria.
- At the time of stage 1 of the inspection, there were 49 trainees. One trainee was following an assessment-only route and 19 were following the School Direct route. None of the trainees was salaried.

Information about the secondary ITE inspection

- Inspectors visited seven schools at stage 1. They observed seven trainees teach. These were joint observations with mentors or professional tutors.
- Inspectors visited five schools at stage 2 and observed seven lessons taught by newly qualified teachers (NQTs).
- At both stages 1 and 2, inspectors held discussions with groups of trainees and NQTs.
- At stage 1, inspectors met with the partnership's executive board and subject tutors.
- At both stages of the inspection, inspectors met with school-based staff, including headteachers, professional tutors and mentors

Inspection team

Stage 1 – Ian Hodgkinson HMI (lead inspector) and Sue Frater HMI (assistant lead inspector)

Stage 2 – Lorna Brackstone HMI (lead inspector) and Simon Rowe HMI (assistant lead inspector)

Overall effectiveness

Grade: 1

The key strengths of the secondary partnership

- The shared vision of the leaders and managers, coupled with their relentless drive to maintain outstanding provision in the ever-changing ITE landscape.
- The very close work with their partner schools to ensure that local teacher recruitment is secure.
- The excellent trainees and NQTs who demonstrate a commitment to the profession and a strong work ethic. This ensures that completion and employment rates are consistently high.
- The extremely effective way in which the high-quality training balances theory and practice, and develops trainees into reflective teachers.
- The rich training experiences offered by the schools and the excellent mentoring which trainees receive.
- Trainees and NQTs teach stimulating and innovative lessons. They manage pupils' behaviour extremely well.
- The skilful way in which trainees and NQTs modify their teaching to meet the needs of all the pupils they teach, including those who are disadvantaged or who have specific learning difficulties.

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

The partnership should:

- ensure that all trainees only accept the highest standard of written work from their pupils
- ensure that all trainees give clear feedback to their pupils on what they have done well and how they can improve their work.

Inspection judgements

1. The success of this outstanding partnership is firmly rooted in the shared vision of its leaders and managers. They demonstrate an impressive commitment to ensuring that the training they provide is consistently of the highest quality. Leaders and managers make sure that trainees start their career as strong, confident teachers who meet the varying needs of all pupils extremely well.
2. By ensuring that interview and assessment procedures are rigorous and robust, the SCITT only recruits high-calibre trainees. Not only are they required to have a good understanding of the subject they teach, they are also required to demonstrate their ability to think reflectively. Involving headteachers and senior leaders from partnership schools in the interviewing process also ensures that places are offered to those candidates who display a commitment to the profession and are employable.
3. Trainees display a strong work ethic. They are eager to successfully complete their training and gain their QTS. As a result, completion and employment rates are consistently high and above sector averages. One quarter of the county's main grade teaching post vacancies are generally filled by NQTs from Cornwall SCITT, showing the very good impact it has upon local recruitment needs.
4. Schools that employ NQTs from this SCITT are impressed with the way in which they swiftly develop strong relationships with their pupils. By providing practical activities and visual learning prompts, they skilfully engage their pupils. This includes those individuals or groups who find learning a challenge or have difficulty conforming to expected behaviours in class. Both trainees and NQTs quickly establish high expectations of behaviour in lessons. Pupils are managed well and the schools' individual rewards and sanctions systems are applied with confidence. Trainees and NQTs expect their pupils to work hard in lessons and respond to tasks with enthusiasm. Nevertheless, they do not all demand the same high quality of work in their books. Trainees and NQTs ask their pupils challenging questions in lessons and help them extend their learning. However, feedback given in books does not always help pupils to understand what they need to do next to improve their learning further.
5. Both trainees and NQTs fully understand the importance of developing pupils' literacy and numeracy skills in all subjects. This was demonstrated well in a modern foreign languages lesson when pupils were required to add up the numbers on a set of dominoes and then provide the correct answer in French. Trainees and NQTs know who their disadvantaged pupils are and make sure that their specific needs are met. NQTs demonstrate a very clear knowledge of how to support those pupils who have specific learning difficulties, such as dyslexia and autism. They are also clear about who their most-able pupils are, and make sure that they are appropriately challenged.

6. Trainees and NQTs have a clear understanding of the importance of tracking pupils' progress over time. They competently adopt the approach used by the schools that they are placed in. Information on pupils' outcomes is collected and used to track individual progress over time. Dips in pupils' progress are quickly noted and teaching styles adapted confidently to support individuals. For example, in an English lesson for less-able Year 10 pupils, an NQT created a supportive framework to help them write an interesting opening to a Christmas story.
7. Trainees and NQTs plan stimulating lessons that inspire and engage pupils in their learning. Innovative approaches to history, such as creating imaginary characters from the past who recount their experiences, really motivate pupils. These approaches are particularly successful in helping those individuals who find concentration a challenge, to learn and become engaged in discussion.
8. The positive contribution that NQTs make to the life of the schools in which they are employed is impressive. During stage 2 of the inspection, one NQT was heavily involved in the organisation of a school rock concert which was being very well received by the wider school community. Another NQT had introduced an innovative approach to supporting boys who were reluctant to write. After only one term, improvements had been made in the boys' progress and the techniques used were being adopted across the school.
9. Trainees and NQTs express satisfaction with the training they receive and would not hesitate to recommend this route. They particularly praise the way the course is structured to give a very good balance between theory and practice. The weekly professional sessions help them to gain a very good grasp of their role as a teacher and wider educational aspects. Subject-specific sessions support and develop their knowledge. They appreciate the opportunities they have to share expertise and discuss best practice. This enables them to have a strong foundation on which to build their teaching experience. As their theoretical knowledge develops, they appreciate the increase in time spent in school. The weekly reflective logs that trainees complete ensure that they link their practical experiences with their theoretical studies and assignments.
10. Both trainees and NQTs point out that they find the input from specialist speakers on subjects such as dyslexia and autism particularly helpful to understand the challenges involved with these specific needs. Experience in special schools, primary schools and post-16 providers gives them a breadth and depth to their training. Given the geographical location in which they are training, few trainees gain experience teaching pupils who use English as an additional language. Nevertheless, they gain a good insight into the challenges these individuals face when they are required to attend a workshop taken by a speaker who delivers part of the session in Cornish.

11. The impressive standard of NQT teaching seen during stage 2 of the inspection is testament to the quality of the schools that trainees are placed in during their training. Partnership schools work closely with the SCITT to provide trainees with a variety of experience in rural, coastal and city settings. Professional tutors play a pivotal role as guarantors for quality within the schools. They ensure that the SCITT's procedures and high expectations are consistently implemented. Communication between the staff at the SCITT and those based in schools is of the highest quality and ensures consistency in the training across all the placements. The SCITT makes a strong contribution to schools which are in a category of concern because their trainees bring a freshness of approach and new ideas and resources.
12. Trainees receive excellent mentoring from well-trained and experienced mentors. Trainees observe good practice, access subject guidance and are encouraged to develop their professional expertise. This ensures that their teaching skills improve and they grow in confidence. At the time of stage 1 of the inspection, it was noted that the quality and depth of the verbal feedback given to trainees following an observation was not reflected in the written response they received. Since then, feedback forms have been amended to ensure that targets for improvement are transparent and measurable. The actions to be taken to achieve the targets are now also outlined clearly. Trainees report that this has improved the clarity of the written feedback they receive, and helps them to know what to tackle next.
13. It was also noted during stage 1 of the inspection that some trainees did not feel confident in the use of information and communication technology (ICT) resources as a teaching aid. As a result, in addition to trainees having ICT training during their first term, their use of digital teaching aids is revisited during their second placement. Individual subject leaders have increased their focus on the use of ICT in the classroom, and have organised additional opportunities for the trainees to experience ICT. For example, English trainees explained how they have benefited from gaining experience of media techniques, such as filming and editing. Trainees report that using ICT is very much part of their day-to-day teaching.
14. Leaders and managers of the SCITT are committed to ensuring that the route they offer into teaching remains of the highest quality. The programme manager steers the partnership extremely well and keeps partners up to date with key national initiatives. The executive board plans strategically to ensure that the courses offered link closely with the needs of local schools. By monitoring through surveys, external examiner reports and feedback from schools, the executive board continually strives to maintain excellent provision. Self-evaluation is accurate and succinct action plans are used effectively to assess improvements.

15. The partnership complies fully with regulations for ITE, including safeguarding pupils by thorough checks on the background and qualifications of trainees. Trainees and NQTs promote British values explicitly and understand how to keep pupils safe from extremism and radicalisation. The partnership promotes equality and diversity very well.
16. The SCITT's track record of continual improvement in an ever-changing ITE landscape, coupled with the rapid response to the findings of stage 1 of this inspection, is a clear indication of its outstanding capacity to improve further.

Annex: Partnership schools

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

Brannel School, St Austell

Hayle Community School, Hayle

Helston Community College, Helston

Mullion School, Helston

Newquay Tretherras School, Newquay

Pool Academy, Pool

Redruth School, Redruth

Richard Lander School, Truro

Treviglas Community College, Newquay

Wadebridge School, Wadebridge

ITE partnership details

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Stage 1	7–9 December 2015
Stage 2	
Lead inspector	Lorna Brackstone, Her Majesty's Inspector
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	June 2010
Previous inspection report	https://reports.ofsted.gov.uk/user
Provider address	Truro and Penwith College College Road Truro Cornwall TR1 3XX



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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