

Gloucestershire Initial Teacher Education Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8–10 June 2015

Stage 2: 9–11 November 2015

This inspection was carried out by Her Majesty’s Inspectors 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 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

- Gloucestershire Initial Teacher Education Partnership (GITEP) is led by a collaborative group of local secondary headteachers (Gloucestershire Association of Secondary Heads (GASH)) to train graduates to qualified teacher status (QTS), primarily to meet the teacher recruitment needs of the partnership's schools. A continuing professional development arm of GASH called Adfecto provides training for newly qualified teachers (NQTs) as well as experienced teachers.
- In total, approximately 50 schools provide training placements from five local authorities, although most schools are in Gloucestershire. In addition to awarding QTS, the partnership offers a postgraduate certificate in education (PGCE) validated by the University of Gloucestershire.
- At the start of the academic year 2014/15, there were 74 trainees enrolled, 53 of whom also enrolled for the PGCE. Eleven were 'core' trainees, the rest School Direct trainees, two of whom were on a salaried route.
- The subjects followed were art and design, business with economics, computer science with information and communications technology, design technology, drama, English, geography, history, mathematics, modern foreign languages, music, physical education, religious education, science (biology), science (chemistry), science (physics).

Information about the secondary ITE inspection

- The secondary inspection was conducted by the same inspection team for stage 1 and stage 2 of the inspection.
- Inspectors observed the teaching of 10 trainees in eight partnership schools during stage 1 of the inspection, and the teaching of 14 NQTs in eight schools during stage 2. Inspectors also met with recently qualified teachers who had completed their training at GITEP during the previous two or three years. Inspectors interviewed school-based mentors, headteachers, class teachers, professional tutors, subject leaders and partnership managers. Inspectors observed mentors delivering training feedback following jointly observed lessons of trainees.
- Inspectors looked at work in pupils' books, trainees' files, course handbooks, development plans, data on trainees' progress and attainment, and completion and employment rates. Inspectors also took account of evidence of the partnership's self-evaluation. Inspectors checked that the necessary statutory requirements for safeguarding and Initial Teacher Training (ITT) were met.
- Inspectors took account of 38 responses to NQT surveys from 2012/13 and 50 responses to Ofsted's online questionnaire. Inspectors also reviewed the partnership's own trainee evaluations of the programme.

Inspection team

Brian Cartwright, HMI	Lead inspector
Simon Rowe, HMI	Assistant lead inspector
Simon Hughes, HMI	Team inspector

Overall effectiveness

Grade: 1

The key strengths of the partnership are:

- The sustained commitment to outstanding teacher training led by partnership school leaders and managers. This relentless pursuit of excellence is exemplified by the professional leaders of the partnership through their rapid, detailed and effective response to meticulous ongoing evaluation of quality.
- The high level of subject expertise demonstrated by trainees which is brought about through the excellent training and development of mentors and subject leaders. Trainees and NQTs thoroughly enjoy teaching, and tutors and mentors gain substantial professional satisfaction from their teacher training.
- The skilled management of pupils' behaviour by trainees and NQTs, underpinned by captivating lessons that engage and motivate pupils.
- The high-quality lesson planning by trainees and NQTs that takes full account of pupils' prior learning and of the pupils' developing learning needs over time.
- The wide range of placement schools that includes almost every secondary school in the local authority and those nearby, providing the richest possible mix of different settings including those in challenging socio-economic circumstances.
- The outstanding outcomes for trainees, all of whom exceed the minimum level of practice expected of teachers as defined in the teachers' standards by the end of the course and all meet the majority of these standards at a high level.
- The effectiveness of the school-led recruitment and selection procedures that have led to the doubling of numbers since 2013 and improving trainee outcomes, including high course completion and employment rates.

What does the partnership need to do to improve further?

The partnership should:

- monitor centre-based training to minimise any repetition of content experienced by a few trainees in the past

- embed the recent improvements to the monitoring of the day-to-day evaluations conducted by trainees, observers and mentors on the impact each trainee's teaching has on pupil learning.

Inspection judgements

1. Outstanding leadership and management of the partnership at all levels is unwaveringly committed to sustaining the supply of good teachers for partnership schools. It is 'our lifeline to the future' as one headteacher explained. The GITEP partnership has effectively embraced the changes to initial teacher training and is making a substantial contribution to the quality, supply and retention of new teachers in the area. A substantial proportion of teachers, leaders and managers in partnership schools have been trained by GITEP, and, as a result, the partnership is central to the ongoing improvement of its schools that are causing concern and those that require improvement.
2. Trainees are not placed in inadequate schools. In rare circumstances and with careful consideration of the support available from the particular faculty, trainees have continued in a placement when the school has become one that causes concern during a placement.
3. All statutory and compliance requirements for training providers are met. Safeguarding checks on the suitability of trainees for teaching are thorough and include a review of DfE prohibition orders as well as the required Disclosure and Barring Service (DBS) referrals.
4. Leaders and managers, including headteachers, of the partnership schools conduct meticulous quality assurance of all levels of provision. This high level of involvement by school senior staff gives the strategic board excellent knowledge of the partnership's strengths and areas for improvement. As a result, outcomes for trainees have risen strongly over time. Leaders demonstrate an outstanding capacity for continuous improvement.
5. School leaders give prominence to teacher training and the training of mentors and tutors in their schools. School and centre-based partnership managers share a collegiate sense of duty to the pupils of the region in securing the highest possible calibre of future teachers in order to maximise pupil achievement. Consequently, subject leaders, training managers and mentors are highly motivated. Becoming a teacher trainer is valued by school staff because of the strong intrinsic reward accorded to trainers by their schools.
6. The partnership board deliberately drives this 'third career path' for teachers; the others being 'curriculum' or 'pastoral'. It backs up this vision with good training resources for mentors, subject leaders and training managers and sufficient time to sustain the motivation of the training team. Subject leaders have a full day every week for training others and for their own subject development. This allows them to gain access to current research, learn from nationally renowned sources of expertise, sustain their own professional curiosity and love of learning,

and pass their skills and knowledge on to subject mentors and trainees. These features underpin the consistent, outstanding quality of teacher training.

7. Trainees value the 'current practitioner' status of their mentors and subject leaders, and of the expert lecturers. They also say that the centre-based training days are very good value, packed with informative input. A couple of trainees noted some repetition between some sessions, which might have been avoided with some forethought. The training programme is well coordinated between professional and subject-based training so is perceived as pertinent and timely by trainees. It fully addresses the necessary content of the teaching standards including child protection, e-safety for pupils and teachers, the modelling and teaching of fundamental British values, and the Prevent strategy to combat radicalisation.
8. There are thorough arrangements for enhancing trainees' practical experience of teaching different groups of pupils, including disadvantaged pupils and those for whom English is an additional language. Leaders have increased the time trainees spend in primary schools in response to interim findings at stage 1 of the inspection. Trainees also learn how to enhance pupils' literacy and numeracy skills in their specialist subjects.
9. There is a specific whole-school literacy training strand led by a senior leader from the partnership. English trainees are also used as trainers for their peers in other subjects. The good impact of this is evident in the newly qualified teachers' skills of encouraging high standards of literacy. For example, a science lesson linked to healthy eating included a task for pupils to write to a 'super hero', explaining the benefits of sensible exercise and a balanced diet, and also the risks involved with holding a distorted 'body image'; this is delightfully imaginative teaching that pupils relish. In a physical education lesson, the teacher required pupils to correctly use technical language and give full explanations of the sporting skills they were learning.
10. As part of the recruitment process, the partnership looks for the potential of trainees to develop wider professional responsibilities. The close involvement of schools in recruitment gives the partnership added expertise and understanding of the requirement of schools at this stage. As a result, trainees commit fully to extra-curricular activities in their training schools, developing a good understanding of school pastoral care. Systematic training on dealing with bullying helps trainees recognise warning signs among their pupils. They develop good empathy with pupils thereby facilitating pupils' ability to report concerns. Subsequently, they become valued tutors of pupils as soon as they begin work in their employing schools and see this aspect of professional responsibility as both rewarding and important.
11. Outcomes for trainees are outstanding and consistently well above the sector average for completion and employment, having improved substantially since the previous inspection. A causal factor here is the strengthening of recruitment and selection practice that in no small measure is due to the central role of school leaders in selecting trainees for School Direct routes. These high-quality

outcomes have been achieved even as the number of trainees has more than doubled since 2013. At the same time, the proportion of trainees awarded the highest grades by the partnership rose in 2014 to two thirds of the trainees, and in 2015 to three quarters of the trainees. All trainees, irrespective of the training route, have the characteristics of good teachers and most demonstrate aspects that are outstanding. Most trainees gain employment locally, as intended.

12. Almost all trainees are from White British backgrounds, reflecting the population of the partnership's schools. There are no significant differences in outcomes between different groups of trainees, including by gender or age, or between different subject pathways. Disabled trainees or those with special needs achieve equally high-quality outcomes and are equally successful in securing employment as other trainees. The partnership uses effective support strategies to meet trainees' specific needs, once it becomes aware of those needs.
13. Trainees, and NQTs, really enjoy teaching. They are fully aware of the demands of their profession, but also share a strong commitment to teaching and learning modelled by their mentors and course leaders. The classroom behaviour management of the trainees observed is fluent, demonstrated by their skill in maintaining pupils' attention with minor adjustments of their voice or their position in the room. Lessons start briskly and continue successfully because pupils are given interesting tasks that engage them quickly and motivate them to learn well. This competency is even more evident among NQTs, who confidently tackle potentially challenging classes with authority, using their subject expertise to motivate pupils.
14. There is mutual respect between trainees, NQTs and their pupils. Trainees notice good learning and acknowledge this to individual pupils in a supportive way. This helps establish a safe learning environment that allows pupils to be comfortable and confident at raising their own questions. For example, pupils in a geography lesson really wanted to understand the ideas behind 'package holidays', asking the teacher for explanations of unfamiliar words, or asking the teacher to confirm the pupils' speculative thoughts. In another example, pupils connected some science information with their own personal circumstances and sought the teacher's views and advice; that advice was warmly offered. The teachers have established safe learning environments where 'not knowing' is valued as a starting position for pupils, and where pupils finding out by asking questions is perfectly normal.
15. Lesson planning of NQTs is of high quality and accommodates the prior learning of pupils as well as their individual responses to previous lessons. It shows awareness of different groups of learners and outlines strategies to address pupils' different learning needs. Trainees' strong subject knowledge allows them to increase academic demand in response to pupils' progress within lessons in most cases.
16. Trainees learn to assess pupils' progress well. They reflect on the impact of their teaching on pupils' learning well, although these reflections are not always captured systematically enough to help inform mentors on what steps the

trainees should target next. The partnership has improved the formality of recording these reflections following stage 1 of the inspection, so current training gives better prominence to the impact of teaching on pupils' learning. Almost all NQTs consistently follow their school's marking and assessment policy. Inspectors found many examples of excellent diagnosis and feedback by NQTs to their pupils leading to accelerated progress by those pupils.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

School	Local authority area
Archway School, Stroud	Gloucestershire
Balcarras School, Cheltenham	Gloucestershire
Beaufort Co-operative Academy, Gloucester	Gloucestershire
Cirencester Deer Park School, Cirencester	Gloucestershire
Cleeve School, Cheltenham	Gloucestershire
Dyson Perrins CofE Academy, Malvern	Worcestershire
Isambard Community School, Swindon	Swindon
John Masefield High School, Ledbury	Herefordshire
Marling School, Stroud	Gloucestershire
Rednock School, Dursley	Gloucestershire
Ribston Hall School, Gloucester	Gloucestershire
Royal Wootton Bassett Academy, Swindon	Wiltshire
Severn Vale School, Gloucester	Gloucestershire
St Mary's High School, Hereford	Herefordshire
St Peter's RC High School, Gloucester	Gloucestershire

ITE partnership details

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