

# Devon Primary SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 8 June 2015    Stage 2: 16 November 2015

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This inspection was carried out by two of 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 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

	<b>Primary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	1
<b>The outcomes for trainees</b>	1
<b>The quality of training across the partnership</b>	1
<b>The quality of leadership and management across the partnership</b>	1

## Information about the primary ITE partnership

- Devon Primary School Centred Initial Teacher Training (DPSCITT) works in close partnership with 51 primary schools to provide initial teacher education (ITE) across the 5–11 age range. Partnership schools are drawn from a wide geographical area. They differ in size and include schools that serve both rural and urban settings, some of which are in challenging socio-economic circumstances.
- Trainees who successfully complete the one-year course are awarded qualified teacher status (QTS) and a Professional Certificate in Education by the University of Plymouth or a Postgraduate Certificate in Education at Masters level. At the time of the inspection, there were 39 trainees on the course.

## Information about the primary ITE inspection

- Eight schools were visited during the inspection. During stage 1, inspectors visited six schools and observed eight trainees teaching. Inspectors and the trainees' mentors jointly observed lessons taught by trainees. Inspectors observed the feedback (learning conversations) given to trainees following their lesson observations. Inspectors met with headteacher representatives from partnership schools, current trainees, school-based tutors and centre-based tutors. One inspector observed activities arranged for prospective trainees as part of their interview process.
- During stage 2 of the inspection, inspectors visited three schools and observed seven lessons taught by newly qualified teachers (NQTs). Inspectors and the NQTs' induction tutors jointly observed lessons taught by NQTs. Inspectors held separate discussions with the programme manager and senior tutor, headteacher representatives from partnership schools, NQT representatives and their induction tutors. Inspectors also scrutinised NQTs' files, their lesson plans and work in pupils' books. Inspectors interviewed the current cohort of new trainees.

## Inspection team

David Edwards, Her Majesty's Inspector  
Jane Neech, Her Majesty's Inspector

Lead inspector  
Assistant lead inspector

## Overall effectiveness

**Grade: 1**

### **The key strengths of the primary partnership are:**

- inspirational leadership that models and secures outstanding personalised training, professional development and pastoral support for trainees so that NQTs enter the profession as highly competent and confident professionals
- the in-depth 'learning conversations' conducted throughout the training programme that develop trainees as highly reflective practitioners and promote effective learning for pupils in the classroom
- trainees who are knowledgeable, reflective and resilient practitioners and able to confidently teach pupils of all abilities so that they make consistently good progress in learning
- the well-trained school-based mentors and tutors from partnership schools who are involved in the training and development of trainees and the support and ongoing development of NQTs
- the well-established educational research on which the training programme, which is up to date and highly practical, is based – it ensures a dynamic training programme that is carefully tailored to meet the needs of each trainee and develops in them a comprehensive range of personal and professional skills that gives them the best possible start to their teaching career
- the consistently high completion and employment rates for all trainees.

### **What does the primary partnership need to do to improve further?**

#### **The partnership should:**

- share the high level of expertise in learning conversations developed across the partnership throughout the wider initial teacher training community.

### **Inspection judgements**

1. The leadership and management of DPSCITT (the SCITT) are outstanding. The programme manager is experienced, passionate and wholeheartedly committed to producing the next generation of outstanding teachers and leaders for schools within and beyond the partnership. He is very ably supported by a senior tutor and other leaders who ensure that excellent communication channels are embedded throughout the partnership. As a result, timely and appropriate support is always available to trainees, tutors and mentors when required.
2. Strong professional relationships lie at the heart of the high-quality training offered by the SCITT. Leaders possess a deep understanding of how teachers learn their craft. Their expert skills in training teachers have been honed through years of collaborative practice and rigorous self-evaluation. SCITT leaders are highly innovative in ensuring national priorities in primary education are covered in full.

For example, the training programme offers a cohesive and holistic understanding of teacher behaviours and child development that ensures all trainees gain the personal skills and, crucially, the confidence required to become resilient yet creative professionals. As a result, SCITT trainees stand out in their confident understanding of, and ability to manage, pupils' behaviour very effectively in the classroom.

3. Outstanding training contributes to outstanding outcomes for all trainees. Everyone involved in the SCITT partnership understands the part they have to play in training teachers of the highest quality for the future. A rigorous recruitment process ensures successful candidates have the appropriate qualifications and competences for teacher training and that they exceed the minimum levels expected. Completion rates have remained well above sector norms for the past three years. A strong upward trend continues in the proportion of trainees successfully attaining an outstanding level by the end of their training. Trainees confirm that the high expectations and pre-training tasks set by the SCITT prepare them very well for the rigours of their training. There is no significant difference in outcomes for specific groups of trainees, such as men and women or those in different age groups. The high satisfaction rates of trainees are reflected in the SCITT's premier position in the national NQT survey for the past three years.
4. The SCITT enjoys an outstanding reputation with its trainees. Trainees gain first-hand experience of teaching through a broad range of schools. Their subject knowledge, particularly in early reading, systematic synthetic phonics, literacy, physical education and primary mathematics, is very well embedded in primary practice. DPSCITT leaders anticipate and respond confidently to the changing educational landscape so that by the end of the course, trainees possess a very secure knowledge and understanding of how children learn. NQTs demonstrate a very secure understanding of the new initiatives within the current primary curriculum. For example, NQTs are particularly well prepared to assess pupils' learning and progress. They teach lessons that take into consideration the wide ability range of pupils. They adapt their teaching when necessary to ensure that disadvantaged pupils in particular are well supported and make the progress necessary to close any gaps in their learning. All NQTs begin their teaching careers with detailed targets to continue their professional development. Examples of these targets include gaining experience in the deployment of other adults in the classroom and finding manageable ways to maintain records of pupils' learning. NQTs who spoke with inspectors said that they are frequently asked by their schools to provide professional guidance to teacher colleagues.
5. The DPSCITT enjoys an excellent reputation for training high-quality teachers. The employment rate and the retention of teachers within schools are both well above the sector norms. Nearly all trainees secure a teaching post in schools locally by the end of their training, with a high proportion rapidly moving on to secure posts of responsibility within the first few years of their career. A highly effective professional development programme for NQTs further supports the retention of

DPSCITT teachers. The most recent monitoring of past SCITT trainees indicates that almost all, an impressive 93%, are still in teaching after five years. As a result, the DPSCITT partnership is making a significant contribution to the quality, supply and retention of new teachers in the region.

6. Learning conversations, which adopt a coaching approach to trainees' professional development, are at the heart of this outstanding training programme. Skilled DPSCITT and school-based staff regularly identify informal opportunities for learning conversations with trainees. These also take place formally in the weekly seminar meetings with school-based tutors following observations of trainees' teaching. Each conversation is personal to individual trainees and focused on their specific learning successes and areas for development. Through the reflective and transformational nature of the learning conversations, trainees develop skills of critical reflection and become adept at identifying their professional development needs. Trainees and mentors say the learning conversations not only improve their teaching practice but that they also promote and support their emotional health and well-being. As a result, NQTs who met with inspectors said they felt confident to manage the demanding workload that comes with being a primary school teacher.
7. The SCITT's commitment to providing outstanding teacher training ensures that it engages strongly with schools from a diverse range of settings, including some in challenging socio-economic circumstances and those judged as requiring improvement. The DPSCITT is committed to ensuring its high-quality training programme for school-based mentors is available to all schools within the partnership, irrespective of whether the school is supporting a current trainee. This strategy ensures course consistency and continuity of provision are maintained. The DPSCITT also provides a full range of professional development courses for NQTs and staff from partnership schools. These initiatives ensure that outstanding teaching practice is being spread effectively throughout partnership schools in a drive for continuous improvement. In addition, the SCITT's high-quality training for middle leaders has been particularly successful in helping to move former trainees into leadership. The DPSCITT also works closely with other training providers, such as local teaching schools and the National College for Teaching and Leadership (NCTL).
8. The partnership ensures that all trainees are well prepared for the rigours and demands of the classroom, including the effective teaching of literacy, of systematic synthetic phonics, and strategies to support behaviour management. Trainees and NQTs are very well prepared to teach pupils with special educational needs. The DPSCITT ensures trainees have every opportunity to demonstrate the highest possible standards in their work and conduct. It draws successfully on the expertise of schools within the partnership that specialise in supporting pupils with disabilities and pupils with special educational needs in order to support trainees who show a particular interest in this area of work. Visits to schools with expertise in teaching pupils who have English as an additional language (EAL) ensure that all trainees gain the experience and confidence required to teach in a culturally diverse society.

The DPSCITT liaises effectively with employers to ensure a smooth and seamless transition between initial teacher training, induction and continuing professional development.

9. SCITT leaders firmly base improvement planning on rigorous and accurate self-evaluation. The partnership's management board is highly influential in the strategic shaping and future direction of the partnership. All leaders and managers articulate a strong moral purpose for the work they do. They are supported by a very experienced and efficient administrator who maintains the excellent communication channels and teamwork established throughout the partnership. Leaders acknowledge that there is further work to do in sharing the expertise they have developed in transformational learning conversations beyond the partnership and throughout the wider initial teacher training community. The partnership's capacity to improve is outstanding.
10. The partnership promotes equality and diversity and eliminates discrimination highly effectively. All relevant safeguarding and other statutory requirements are rigorously monitored and meet current legal requirements.

### **Annex: Partnership schools**

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

Alphington Primary School, Exeter

Clyst Heath Primary School, Exeter

Elburton Primary Academy, Plymouth

Honiton Primary School, Honiton

Littletown Primary School, Honiton

St Leonard's C of E Primary School, Exeter

St Sidwell's C of E Primary School, Exeter

Thornbury Primary, Plymouth

## ITE partnership details

<b>Unique reference number</b>	70141
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	<b>Stage 2</b> 16–18 November 2015
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<b>Type of ITE partnership</b>	SCITT
<b>Phases provided</b>	Primary
<b>Date of previous inspection</b>	16–19 March 2009
<b>Previous inspection report</b>	<a href="http://report.ofsted.gov.uk/70141">http://report.ofsted.gov.uk/70141</a>

<b>Provider address</b>	Tollards Training Centre Topsham Road Exeter EX1 3EG
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Piccadilly Gate  
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Manchester  
M1 2WD

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