

Doncaster GTP 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 Doncaster graduate teacher programme (GTP) partnership consists of Doncaster local authority and schools within the borough. There are academies, primary, secondary and special schools within the area serving the largest metropolitan borough in the country. The borough contains significant areas of social and economic deprivation and this is reflected in the challenges faced by some schools in raising attainment and recruiting high-quality teachers. In response to these local difficulties, the programme was established and the initial cohort of trainees commenced training in September 2003.
4. Since 2003 all of Doncaster's secondary schools and academies have acted as partnership schools. A high proportion of primary schools, including academies, infants and junior, have also been partnership schools. There are currently 33 trainees, including 10 primary trainees and 23 secondary trainees. Of these, five are school-funded secondary trainees and one is in receipt of the training grant only. The secondary trainees are recruited to shortage and non-shortage

subjects including dance and drama; design and technology; English; geography; history; information and communication technology (ICT); mathematics; modern foreign languages; personal, social, health and economic education; psychology; physical education; and science.

Employment-based routes to qualified teacher status

Key strengths

5. The key strengths are:
- the high-quality trainees who maximise the opportunities to engage fully with all aspects of school life and training
 - the high-quality recruitment and selection arrangements which ensure the trainees are well-suited to the demands of the course so that by the end they are very employable
 - the strong relationships which underpin the high-quality pastoral and academic support for trainees and their high levels of attainment
 - trainees' professionalism and commitment to raising pupils' achievement and enjoyment in learning
 - the commitment of partnership schools to provide high-quality experiences for trainees which enable them to make at least good progress
 - the proactive leadership team which has utilised the strengths of the partnership to maintain the quality of the programme through a time of significant turbulence.

Recommendations

6. To strengthen further the quality of training and assessment, the provider should:
- fully utilise the data collected at the start of the course to inform future opportunities throughout the course to enable trainees to make accelerated progress.
7. To strengthen further the quality of the partnership, the provider should:
- provide more opportunities for a wider range of staff to undertake observation and feedback training to accelerate trainees' progress
 - differentiate training for coordinators and mentors to ensure those new to the partnership are fully equipped to advise, guide and challenge their trainees to accelerate their progress.

Overall effectiveness

Grade: 2

8. Inspectors agree with the provider's judgement that trainees' attainment is outstanding. This is an improvement from the last inspection. It is due to the significant amounts of prior experience in early years' settings and schools which trainees bring to the programme and to the good or outstanding progress they make from the beginning of the course. For the previous two years the majority of trainees were judged to be outstanding. No trainees have been judged inadequate in the last three years. The provider's progress information presents a similar picture for the current cohort.
9. Trainees display very positive professional attributes and are committed to their chosen profession. They develop very good relationships with pupils and adults and make good use of a range of behaviour management techniques. Using exciting and motivational ideas, including information and communication technology (ICT), trainees engage and excite pupils of all abilities who enjoy learning and realise high expectations. For example, in an English lesson a trainee carefully selected and skilfully managed small group work in a creative and enquiry-led learning experience leading to good progress.
10. The quality of recruitment and selection is outstanding, an improvement from the last inspection. Trainees and former trainees are 'proud' to have secured a place on the programme and confirm that the recruitment and selection arrangements are rigorous. The GTP is over-subscribed and the clear rationale based on 'providing a local solution for local needs' is extremely well met. The process adheres to strict local authority equal opportunity guidelines and schools follow the required process regarding supporting applicants. This includes conducting a lesson observation or assessment of interaction between the applicant and a group of pupils. The process seeks to explore a candidate's potential and interviews are carried out by members of the partnership. Valuable, constructive feedback from schools and link tutors is given to unsuccessful candidates so that many successfully re-apply in the following years. Similarly the contribution of the local authority ensures that the whole process is aimed at meeting the need to recruit high-quality trainees. As a result, high-calibre trainees are selected who fully engage with the training, are ready to make progress from the start of the course and are highly employable. Almost all gain teaching posts in schools after completion of the course and many in local Doncaster schools.
11. The provider almost always recruits to target and is successful in bidding for more places. High completion rates and very low numbers withdrawing from the course confirm the suitability of candidates. The proportion of mature trainees is above the national average while those recruited with a declared disability is lower. The proportion of male trainees for the secondary phase is above the sector norm, with the primary phase comprising 20% males for 2012/13. Recruitment is more variable in relation to minority ethnic trainees although overall it remains in line with the demographics of the area.

12. Trainees, newly qualified teachers and employers express high levels of satisfaction with the training and assessment provided, which inspectors judge to be good.
13. Good, coherent training and support centrally and in schools contribute to trainees feeling thoroughly prepared to teach. The focus on behaviour management ensures trainees have an excellent repertoire of skills to ensure positive behaviour for learning, a key strength noted in all observations of lessons. Primary trainees are confident in teaching numeracy and phonics. Trainees and former trainees interviewed during the inspection talked expertly about what needs to be included in a phonics teaching programme, and how to assess pupils' knowledge and plan subsequent lessons. Similarly, central training for secondary trainees has included literacy across the curriculum to enable them to make links to key literacy skills in their own specialist subject teaching.
14. A well-timed summer-term induction event enables trainees to commence work with their mentor on the initial needs assessment and their individual training plan, thereby enabling them to make a swift start. A wealth of information on trainees is collected and used to inform these plans. The training plan is very effectively personalised to trainees' specific needs. Good developmental targets are set so that trainees can track their progress against the Standards. Some training plans are adapted throughout the course with reference to the information collected at the start. However, there is an opportunity for the provider to exploit this information to accelerate trainees' progress even more. Good links between first and second placement schools ensure a smooth transition so that trainees' progress is not hindered. Second placement schools are carefully matched to trainees' individual needs and targets. Trainees and former trainees comment on how the second placement provides a challenge, both intellectually and practically. They feel they have 'grown' as professionals and productively apply new learning when they return to their first placement school.
15. Trainees' progress is rigorously monitored and frequently assessed over the year. Regular observations by, and support and guidance from, mentors enable trainees to make at least good progress. The quality assurance process has been strengthened through the introduction of the interim grade review meetings between schools and trainees, moderated by link tutors.
16. The good and carefully thought-out deployment of resources is a contributing factor in trainees' good progress. All trainees are fully resourced, receiving a comprehensive pack of reading materials at the start of the course, plus a laptop computer and teaching resources from the school. The partnership has invested in a professional development centre at one school which is used as a hub for school-based training for schools with low numbers of GTP trainees. All trainees interviewed receive five visits from the link tutors who work sensitively and effectively with school coordinators to ensure that trainees have a breadth of experience and any further support that is needed. The provider recognises that the e-portal, although improved, is underdeveloped and has instigated

plans to use this resource as a means of communication and collaborative learning.

17. The good-quality partnership is committed to providing high-quality training for trainees. The quality of partnership schools is assured through the use of Ofsted grades and the thorough knowledge the local authority's school improvement service has about the schools. Link tutors are pivotal in assuring the quality of training, including the role of the mentor, through their regular visits to the schools. Link tutors are very confident in giving honest feedback so that schools can take the opportunity to improve their delivery.
18. Mentors and coordinators receive effective and timely training prior to taking on their role which rightly focuses on expectations and procedures for the start of the course. This training is supported by regular meetings throughout the year. These include the skills of observation and feedback. The consistent application of the provider's systems in all schools is testament to the positive impact of this training. Schools take a corporate responsibility for the training of the trainee, with several members of staff involved in observing trainees and setting targets. Trainees appreciate the good feedback they receive from all these professionals which supports their progress. Nevertheless, a few trainees consider that the variety of targets can lead to them receiving contradictory advice about their practice. As a result, progress slows at this point for these trainees.
19. Evaluations of training events show mentors and coordinators are satisfied with the training. Schools new to the partnership receive a great deal of support, setting up links with more experienced schools to enable them to contribute to the consistency of provision. Despite these strengths, the lack of discrete training for the specific role of the school coordinator and for mentors new to the partnership sometimes leads to uncertainty about their precise role in leading trainees to make swifter progress.
20. Promotion of equality of opportunity by the provider is good. Excellent relationships underpin the outstanding well-being and pastoral care for all trainees. Trainees comment very positively on the time and support all members of the partnership are willing to give them to ensure they make progress. Any problems are swiftly resolved. There are no discernible differences in the achievement of groups within the partnership. Very good use is made of local authority staff to support training, for example for inclusion, disability and special educational needs, and the needs of Traveller families, so that trainees are confident in planning activities which meet the needs of their pupils. Trainees praise the quality of training for teaching English as an additional language and there is clear evidence of how they have put this training into practice. Secondary trainees demonstrate effective understanding of how to prevent homophobic and transphobic issues and are able to relate these to their school's behaviour policies and practice. For example, one newly qualified secondary teacher confidently dealt with a sensitive disclosure from a pupil. The skills of primary trainees in this aspect are not so fully developed. There have been no incidents of racism or harassment since the start of the programme.

The capacity for further improvement and/or sustaining high quality

Grade: 2

21. The partnership has good capacity to ensure continuous improvement and to sustain high-quality outcomes for trainees. It has maintained good provision since the last inspection and improved the attainment of trainees and the quality of recruitment and selection. Leaders and managers are committed and enthusiastic about the programme which is grounded in an overall picture of improvement for children and young people in Doncaster schools. Valuable support provided by the local authority and partnership schools contributes to the success of the programme as schools and trainees are rigorously recruited to provide a local solution to community needs. Although there has been substantial disruption since the last inspection, leaders have taken decisive action to minimise any impact on trainees' outcomes. Due to the strength of the partnership and the secure systems and procedures for quality assurance, the quality of the programme has been maintained, trainee attainment has improved significantly and the partnership is a stronger and more corporate body.
22. The Management Board is an effective body for monitoring the work of the partnership, holding it to account and promoting improvement. The previous inspection noted positive strengths in terms of its use of internal and external data, use of trainees' views, the evaluation of the quality of schools, and the quality of training and assessment within the partnership. Trainees pointed to session, school and programme evaluations. These positive aspects have been maintained and action has been taken to improve practice. For example, due to the change in personnel delivering the central training this year, the training manager introduced an extra layer of quality assurance. Link tutors attended each session led by a new tutor and trainees evaluated every session. This led to substantial information about the quality of the programme as it underwent changes. Similarly, when the Board identified a decline in the quality of training and support in one partnership school it took swift action to tackle the issue, thus minimising any impact on trainees' outcomes.
23. Representatives from current trainees and newly qualified former trainees provide the Management Board with valued comments and views about the programme. Their evaluations on the quality of placements, training and support are fully considered. For example, former trainees reported that their confidence in their ability to teach pupils with English as an additional language was weak. The provider modified the training to include a session which placed trainees in a situation where they found it difficult to understand as the trainer was speaking in Punjabi. This led to a significant increase in the knowledge and understanding of how to minimise barriers to learning for all pupils.
24. The analysis of trainees' achievements is used effectively to improve outcomes for trainees. For example, the amendments to the recruitment and selection process have led to a decrease in withdrawals from the course. The small numbers on the course enable the provider to have a very good knowledge of

each trainee. The progress of each individual trainee is evaluated and discussed at link tutor meetings and a summary is presented at each Management Board meeting. As a result, any issues identified can be quickly responded to and intervention strategies implemented to support any trainee at risk of underachievement. The provider analyses the outcomes for the main groups within the cohort. For example, the provider identified a difference in the achievement of school-funded trainees as compared to grant-funded trainees and amended the training to ensure equality of opportunity. As a result, there are no discernible differences in the achievement of differently funded groups. Despite the small numbers of trainees on the course and the variety of secondary subjects, the provider has started to evaluate the outcomes of specific groups within the programme, for example within one subject, to inform strategic development further.

25. The provider makes good use of the self-evaluation document to summarise its self-evaluation process. External examiners are given clear guidance. Their reports point to effective evaluation and accurate assessment, and aspects for improvement are effectively used to inform action planning. The long-term strategic plan guides shorter-term action plans so that the provider knows its strengths and weaknesses and seeks to improve. Actions focus on aspects in need of improvement and make good use of quantitative data on trainees' outcomes. After a period of instability, the provider is developing a new long-term strategic plan to guide its future improvements. Most schools know the priorities the partnership is working on and are determined to ensure trainee entitlement to high-quality training. However, there are a few mentors who are unclear about the areas for improvement the provider is working on despite these being made explicit at the first training session of the year.
26. The partnership's effectiveness in anticipating change and preparing for and responding to local and national initiatives is good. The provider successfully meets its aim of training high-quality teachers to meet the needs identified by local schools. Leaders and managers keep up to date through attendance at regional and national conferences and events. This information is widely disseminated and tutors and trainees express praise for the manner in which the core team responds to their queries and keeps them apprised of new initiatives and developments. As a result, mentors in schools are confident that link tutors are up to date. National priorities for training are now embedded into the taught programme so that, for example, primary trainees are confident in teaching early reading and phonics and secondary trainees are competent in applying behaviour management skills. One former trainee commented on his growing confidence as a developing practitioner as he implemented new initiatives introduced in the central training at school.
27. New trainers at the centre, which have been recruited from partnership schools, enable trainees to receive first-hand practical advice and guidance direct from current practitioners. The provider has now extended the involvement of more current practitioners to develop the amended centre-based training for the next academic year. Similarly, training has been effectively reviewed by the partnership in line with the introduction of the new Standards.

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

		Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		2
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?	2
	To what extent are available resources used effectively and efficiently?	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	2

Capacity to improve further and/or sustain high quality

		Employment-based routes
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?		2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2
How effectively does the provider plan and take action for improvement?		2

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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