

Landau Forte College Derby SCITT Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8 May 2017 Stage 2: 9 October 2017

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 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?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

The secondary phase

Information about the secondary partnership

- Landau Forte College Derby partnership provides school-centred initial teacher training (SCITT) in the secondary phase. The partnership includes seven schools within the East Midlands. The SCITT is part of the Landau Forte Charitable Trust. Landau Forte College Derby is the lead school. The range of schools includes schools judged by Ofsted to be outstanding, schools judged to be good and schools judged to require improvement. Many of the schools within the partnership are located in areas of socio-economic disadvantage. The partnership recruited its first trainees in 2015/16.
- The partnership provides training through School Direct. All trainees follow a programme to gain qualified teacher status (QTS) and a post graduate certificate in education (PGCE), awarded by the University of Derby. There were 13 trainees at the time of stage 1 of the inspection.
- The partnership is an accredited 11 to 16 provider. All trainees gain experience of key stage 2 and post-16. At stage 1 of the inspection, training was being provided in art and design, biology, chemistry, physics, computing, dance, English, geography, history, mathematics and physical education. In addition, the provider currently offers places in modern foreign languages.
- The partnership is part of the Landau Forte Teaching School Alliance.

Information about the secondary ITE inspection

- Over the two stages of the inspection, inspectors met with every trainee from the 2016/17 cohort. During stage 1 of the inspection, inspectors and the trainees' mentors jointly observed 13 trainees teach. They also observed mentors providing feedback to the trainees following the lessons observed. At stage 2, inspectors observed eight newly qualified teachers (NQTs), including those employed in schools beyond the partnership. Inspectors spoke with one further NQT by telephone. Inspectors observed subject training and professional studies training during stage 1 of the inspection.
- Inspectors held meetings with headteachers, principals, other senior leaders, school-based tutors and mentors in the partnership schools visited during stage 1. They also met with senior staff in the five schools visited at stage 2, including at the two schools visited beyond the partnership. Inspectors spoke by telephone to senior leaders of one employing school beyond the partnership.
- Inspectors met with senior leaders from the partnership and representatives of the steering group. They reviewed a range of

documentation, including the partnership's self-evaluation and improvement plans, the partnership agreement and a report by an external moderator. They also scrutinised the provider's assessment information, records relating to safeguarding children and the six responses to Ofsted's online trainee survey for the year 2016/17.

Inspection team

Jayne Ashman, Her Majesty's Inspector (lead inspector)

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Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- The strong leadership and management of the partnership which has secured good, and sometimes outstanding, outcomes for trainees. The current SCITT manager is rightly held in very high regard by staff and trainees across the partnership.
- The absolute commitment of leaders to address inequality. They ensure that trainees have an expert grasp on the strategies required to address the barriers to learning for many of the most disadvantaged pupils, including those who speak English as an additional language and those who have special educational needs (SEN) and/or disabilities.
- Leaders' self-evaluation is accurate. School improvement planning is high quality. Governance arrangements are robust. There is evident leadership capacity and a commitment to ensure that the provider produces the very best teachers for pupils within the East Midlands and for the city of Derby in particular.
- The strong engagement of schools within the partnership is evident in the ambition and skills they demonstrate. High-quality trainees are recruited, trained well and then carefully supported in their first year of teaching.
- The provider has successfully ensured that very many trainees have completed their training, secured teaching posts and then have continued within the profession. SCITT leaders are fully committed to helping to meet the local need for high-quality teachers.
- The trainees benefit from high-quality bespoke training. Regular opportunities exist for their progress to be reviewed and for the programme to be adapted if needed. Much happens to ensure that individual needs are successfully met.
- The subject and professional training is good. Trainees are taught well and equipped to plan and deliver effective lessons. They are extremely reflective about their practice, have high standards of professionalism and

exhibit a strong moral conviction that all pupils, including the most disadvantaged, should achieve highly.

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

The partnership should:

- ensure that the newly sharpened quality-assurance procedures are effective and address any remaining inconsistencies in the quality of mentoring
- strengthen trainees' skills in planning and delivering lessons which stretch and challenge the most able pupils
- ensure that trainees have an effective transition to their NQT year; the career entry development profile should be further improved and individual NQT targets sharpened
- ensure the effectiveness of the newly implemented arrangements to improve the ways in which the steering group hold SCITT leaders and others to account for the impact of their actions.

Inspection judgements

1. Outcomes for trainees are in line with national rates; many trainees secure teaching posts within partner schools. Trainees are highly regarded for their professionalism and their commitment to ensure that all pupils, but particularly the most disadvantaged pupils, achieve as they should. School leaders and NQT mentors from schools outside of the partnership express high levels of satisfaction with the quality of NQTs they have recruited from the partnership.
2. The leadership of the SCITT is now a particular strength. Their vision is of 'providing outstanding teacher training opportunities to provide the local area with high-quality teachers'. They are clear about the challenges faced within the local area and uncompromising in their mission to recruit, train and then retain the very best teaching talent. This is happening. The vast majority of trainees go on to be employed locally. This vision is underpinned by accurate self-evaluation and comprehensive development planning.
3. Leadership structures have developed. The SCITT is now closely aligned with the Landau Forte College Derby Teaching School Alliance. The director of the teaching school alliance has the strategic overview of the SCITT provision. Trainees benefit from access to a comprehensive training programme. This helps them to prepare for their current role and also to look forward and prepare for future leadership. Already, those trained in the first year of the partnership are 'career role models' to those new to the partnership. Those trained within the first year of the partnership have continued in the teaching profession.

4. Collaboration across the partnership is effective and communication is good. The partnership agreement is comprehensive and all partners are clear about roles and responsibilities. The steering group, responsible for governance, includes representatives from across the partnership and ensures that all stakeholders play a key role in contributing to self-evaluation and in determining the future direction. The steering group has developed significantly since stage 1 of the inspection. Leaders are beginning to better ensure that accountability measures are stringent in order that the impact of leaders' actions are closely monitored. It is too soon to judge the impact of these actions.
5. Recruitment processes are robust and, as a consequence, many trainees complete their training and continue into teaching. Of note is the success of the partnership in attracting those trainees wishing to teach science and mathematics. These subjects are traditionally difficult to recruit to within the local area.
6. The quality of training is usually good and some aspects are outstanding. Trainees exhibit the characteristics of being a 'thinking teacher' as a result of their excellent higher education studies. Many are involved in educational research and go on to apply their resultant learning in the classroom. For example, NQTs are able to demonstrate a good understanding of the social and local needs of the pupils. This understanding enables them to be secure in the knowledge of their role in providing opportunities for these pupils to be successful.
7. The subject leaders who devise and deliver subject training combine excellent curriculum knowledge with excellent teaching. Trainees value this training highly. They appreciate the opportunity to learn from subject experts how to help pupils develop the required knowledge and understanding. For example, one NQT was able to demonstrate well the techniques for neat brushwork and development of tone within watercolour. Both English NQTs demonstrated a secure command of different literary techniques, and insisted that pupils used the correct terminology. Trainees recognised the need to familiarise themselves with the latest curriculum developments, particularly pertaining to examination subjects, and had been able to undertake activities in their subject training to become secure in this.
8. At stage 1 of the inspection, leaders and managers recognised that the potential of this good-quality subject training was not fully exploited because the quality of subject mentoring was inconsistent. Weaker mentors were not providing precise enough guidance, linked to the teachers' standards. Their feedback to teachers did not focus sufficiently on the progress of pupils and groups of pupils, particularly the most able. Leaders have acted swiftly to address this issue. Nevertheless, the progress of some trainees was hindered

due to poor subject mentoring. Some trainees' teaching remains insufficiently challenging for some pupils, particularly the most able.

9. In discussions, trainees were extremely appreciative of the ways in which their training had been developed in order to meet their individual needs. They valued highly the sensitive approach taken by SCITT leaders, particularly in times of difficulty. At stage 1 of the inspection one trainee said that he would have left the programme without the high-quality support that he had received. Others had received a vast array of additional help in order to continue. A minority were not successful. After stage 1 of the inspection, leaders sharpened quality assurance processes. They now more regularly check that the trainees receiving extensive additional help are improving at the rates needed.
10. Trainees have been taught well to routinely develop the literacy and numeracy skills of pupils within the lessons that they teach. They demand of their pupils the correct technical language and insist upon accurate spelling, grammar and punctuation. One NQT insisted on pupils using key medical terms when discussing the dangers of a 19th century surgery, including 'anaesthetic' and 'bacteria'. The NQT successfully helped these Year 7 pupils, many of whom spoke English as an additional language, to successfully grasp challenging concepts.
11. Trainees said that they were extremely grateful for the first-class training they had received in order to manage pupils' behaviour and therefore promote their learning. The training focuses strongly on this aspect of teaching from early in the course. As a result, trainees employ a good range of strategies to manage the pupils. Many have built extremely positive relationships with pupils, partly due to their high expectations combined with excellent personal qualities and skill. One NQT was seen using a competitive team approach in order to reward positive behaviour. This approach appeared to promote pupils' learning within their science lesson. One NQT, in a short period of time, had put in place effective behaviour strategies to ensure that a class that were previously challenging were able to focus and engage well in developing complex poetry analytical skills.
12. The majority of trainees have a good understanding of the importance of using accurate assessment to inform their planning. Elements of their training prepare them well, including during their induction when they spend time in a primary school context learning about assessment and the curriculum at key stage 2. They draw on a range of information in order to prepare well for the pupils that they teach. Many have developed excellent questioning skills in order to elicit pupils' understanding and address any misconceptions. However, not all trainees make use of the available information in order to plan lessons which are sufficiently challenging, especially for the most able.

13. Trainees have contributed to the wider life and ethos of schools. This is either through taking on the role of form tutor, engaging in curriculum developments in their subject area, or ensuring that they gain involvement in the development of pupils' social growth. NQTs said that this involvement had prepared them well to play a full role in their employing schools.
14. Leaders are absolutely committed to the promotion of equal opportunities. The philosophy of equality permeates the training. There are particular challenges locally, particularly in relation to socio-economic disadvantage. Trainees speak knowledgeably about the research findings associated with promoting the education of the most disadvantaged pupils. They are able to successfully apply a variety of techniques in their classroom practice. Additionally, trainees are developing the skills they need to meet the needs of pupils who speak English as an additional language and pupils who have SEN and/or disabilities.
15. The arrangements to ensure that pupils are well trained to safeguard pupils' safety and welfare are extremely effective. Training is of high quality and is comprehensive. Trainees know the procedures to follow and said that they felt well prepared and well supported and as a consequence were confident to tackle any issues that they may encounter. They said they felt knowledgeable about the local issues impacting the schools in which they were training, including child sexual exploitation and pupils' mental health. SCITT leaders are unequivocal in the importance of training excellent teachers and making sure they stay in the profession. Impressively, much is done to support the health, well-being and work-life balance of trainees and NQTs.
16. Leaders take seriously the importance of ensuring that trainees experience different types of schools. To this end, they ensure that school placements offer trainees contrasting experiences. Trainees have the opportunity to teach pupils from differing socio-economic backgrounds or pupils who speak English as an additional language. Many have the opportunity to teach in a school judged by Ofsted as outstanding. Others have the opportunity to teach in a school judged by Ofsted as good or as requiring improvement. Two additional schools are due to join the partnership. This will add additional richness to the trainee experience.
17. At stage 1 of the inspection, inspectors did not agree with some of the provider's assessment of trainees. It was felt that some of the assessments were overly generous. Leaders responded swiftly to this issue. At stage 2, inspectors agreed with the vast majority of the assessment of the trainees in their NQT year.
18. Leaders' commitment to ensure that trainees are successful extends to a comprehensive programme of support during their NQT year. This includes training for the mentors within employing schools. A formal transition meeting

takes place. Trainees are set targets for their NQT year and these are discussed at this meeting along with any career training and development needs. Feedback from employing schools indicated that the transition meeting was valued. The targets shared in the career-entry development programme, however, were too broad. More well-defined targets would enable employing schools to address any weaknesses more directly.

19. After stage 1 of the inspection leaders responded skilfully and at pace to address the areas identified for improvement. They successfully addressed many of these. Importantly, leadership capacity is improved and is good. The future plans for the SCITT are innovative and exciting and have the potential to support the further improvement in pupils' outcomes across the locality.
20. The provider complies fully with the statutory criteria which all providers of initial teacher training must meet.

Annex: Partnership schools

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

Djanogly City Academy, Nottingham

Landau Forte Academy Amington, Tamworth

Landau Forte Academy QEMS, Tamworth

Landau Forte College, Derby

St Benedict's Catholic Academy, Derby

The Bolsover School, Chesterfield

ITE partnership details

Unique reference number	70309
Inspection number	10022268
Inspection dates	8 May 2017
Stage 1	9 October 2017
Stage 2	
Lead inspector	Jayne Ashman, Her Majesty's Inspector
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	Fox Street Derby Derbyshire DE1 2LF



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