

Carmel Teacher Training ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 14 May 2018 Stage 2: 12 November 2018

This inspection was carried out by 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 each phase 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

	Primary and 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

Primary and secondary routes

Information about this ITE partnership

- The Carmel Teacher Training Partnership (CTTP) provides school-centred initial teacher training (SCITT) for primary and secondary trainees. CTTP is based at Carmel College. The primary partnership is based in three clusters around lead schools across the north east in Carmel, Newcastle and Gateshead. The secondary partnership has six clusters across the north east.
- The partnership offers secondary postgraduate training in English, mathematics, biology, chemistry, physics, modern foreign languages, geography, history, religious education, art and design, computing, design and technology, drama, music and physical education (PE). Secondary trainees are prepared to teach across the 11–16 age range.
- Successful trainees are awarded a postgraduate certificate in education and qualified teacher status (QTS) through the provider-led or School Direct (SD) routes. A very small number of trainees follow the SD salaried or assessment-only routes.

Information about the primary and secondary ITE inspection

- During stage 1 of the inspection, the inspection team visited eight schools and observed 20 trainees teach. The inspectors held discussions with these trainees and with other trainees working in the schools. Inspectors analysed trainees' evidence towards meeting the teachers' standards.
- During stage 2, the inspection team visited 10 schools and observed 15 newly qualified teachers (NQTs) teach. The inspectors held discussions with the NQTs observed and with other NQTs employed by the schools. Pupils' workbooks from the lessons observed were scrutinised to determine the impact of the NQTs' teaching on pupils' learning and progress over time.
- During both stages of the inspection, the inspectors held discussions in schools with professional tutors (PTs) and mentors, induction tutors and senior leaders, including headteachers. The inspectors held meetings with representatives of the partnership, primary and secondary subject tutors, partnership link tutors (PLTs) and the strategic group.
- At stage 1, inspectors met with groups of primary and secondary trainees not visited in schools and, at stage 2, with a group of NQTs. Telephone conversations were held with trainees and NQTs and with headteachers who had employed NQTs.
- The inspection team evaluated a wide range of documents, including the partnership's self-evaluation documents, improvement plans, recruitment and selection records, trainee tracking and assessment information and records for the completion rates and employment of trainees. At stage 2, the inspectors

considered the partnership's response to the emerging areas for improvement identified at stage 1 of the inspection.

- The inspection team evaluated four responses from primary trainees and 38 responses from secondary trainees to the trainee online questionnaire completed in 2018. The partnership's own evaluation of trainees' views was also considered.
- At both stages of the inspection, inspectors checked that the partnership was compliant with the statutory requirements, within the ITT criteria, including for safeguarding.

Inspection team

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Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- Leaders, managers and partnership schools have a deep commitment to training teachers to meet the specific needs of schools in the locality and those in the wider north east region. High-calibre trainees are employed quickly by partnership schools. Employment rates are consistently high.
- Strong leadership at all levels and excellent communication, especially from the central team, have ensured that all stakeholders have very high regard for the partnership and the NQTs who are trained by it.
- Well-embedded quality assurance processes effectively monitor and evaluate all aspects of the partnership's work. Training is of a consistently high quality.
- Tutors and mentors provide sharp, insightful feedback to trainees about the quality of their teaching. The targets set for improvement are accurate, ambitious and achievable. This high-quality feedback contributes exceptionally well to trainees' success in becoming effective teachers.
- High-quality and personalised training contributes well to trainees' and NQTs' development as reflective, confident teachers who are deeply committed to their own professional development.
- Trainees develop very strong subject knowledge, including a deep understanding of how to teach primary mathematics and phonics well. They plan interesting learning activities which engage pupils, sustain their interest and concentration and allow them to make at least good progress.
- Trainees and NQTs are highly skilled in developing strong relationships with their pupils. They use a raft of strategies to establish very clear routines and expectations which encourage pupils' good behaviour.

- Trainees' personal welfare needs are identified swiftly and with understanding. Modifications are made to training, assessment and school placements to ensure trainees are able to succeed at the highest levels, whatever their circumstances.
- Trainees and NQTs have a broad and deep understanding of safeguarding, including the dangers of radicalisation and extremism. They are exceptionally alert in keeping pupils safe.

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

The partnership should:

- further develop the work of the strategic committee in analysing and evaluating the performance of the partnership
- further develop trainees' subject knowledge in key stage 2 English, including in the application of phonics
- reduce any variability in completion rates for secondary subjects.

Inspection judgements

1. The partnership leadership team provides very strong strategic and organisational leadership from the centre. Its vision is to provide partner schools with high-quality teachers to meet local recruitment needs. All stakeholders are unanimous in their views that the partnership has high expectations, provides exceptionally strong support and challenge to trainees and produces NQTs who rapidly become successful teachers. There is excellent capacity for continuous improvement.
2. School leaders have a central, strategic role in the partnership. They make an enormous contribution to meeting the recruitment needs of their schools and ensuring the high quality of NQTs for their pupils. A large proportion of trainees secure employment within the partnership. As a result of their professionalism and the strong contributions they make to the work of the school, many NQTs quickly rise to leadership roles in their schools.
3. Recruitment is highly effective. A wide range of inventive marketing strategies and detailed analysis are employed to attract potential candidates. The recruitment process is tailored to the specific needs of local schools. The partnership has a systematic process for determining these needs. Strenuous efforts are made to maximise recruitment and secure trainees who have both the academic qualifications and the overall aptitude to become successful teachers. Employment rates are consistently high.
4. The training programme is organised and managed extremely well. Trainees and NQTs are consistently positive about their training, both from the centre and in schools. They describe training as 'inspirational' and 'amazing', valuing

the contributions from outside speakers and the expertise of school practitioners. Trainees and NQTs develop strong subject and curriculum knowledge, which they use to plan learning activities which interest and engage their pupils and promote at least good progress. Trainees and NQTs use assessment effectively to monitor pupils' understanding in lessons and their learning and progress over time.

5. Opportunities for trainees to work in schools in challenging socioeconomic circumstances and those judged to require improvement enhance trainees' experience of a range of schools. Trainees feel well equipped to seek employment in a full range of school communities and contexts. CTP makes a strong contribution to teacher supply in partnership schools and in other schools in the north east, including those facing challenging circumstances or which require improvement.
6. As a result of very high-quality training, the majority of trainees' teaching is judged outstanding. Trainees are provided with effective support to improve the quality of their teaching when they need it. Trainees feel very well prepared for their NQT year. They are highly reflective practitioners, determined to improve their teaching. The vast majority of schools are delighted by the impact NQTs have on the progress of their pupils. School leaders reiterated the view that NQTs from CTP are resilient, professional and thoroughly well prepared for the rigours of teaching.
7. Tutors and mentors working with trainees contribute strongly to trainees' success in becoming effective teachers. Mentors are well trained. PTs and PLTs regularly check the impact of mentoring on the quality of trainees' teaching. Trainees and NQTs are extremely complimentary about the quality of mentoring and its impact on their teaching and well-being. Trainees say mentors, PTs and PLTs are 'incredible', 'outstanding' and 'brilliant'.
8. Primary trainees receive exceptional training in mathematics and phonics. They also value the contribution of their training in science, PE and the other foundation subjects. The impact of this training on pupils' progress was observed during the inspection. The impact of training to develop trainees' teaching of English at key stage 2, including the application of phonics, while effective, is not quite as strong as other elements of the programme.
9. Training provides trainees and NQTs with a broad and deep understanding of safeguarding, including the dangers of radicalisation and extremism. They are alert to the particular safeguarding issues which might face their school and recognise the signs that a pupil might exhibit. As a result, trainees and NQTs contribute well to the safety and well-being of their pupils.
10. Trainees' and NQTs' positive relationships with pupils are a significant strength. Trainees and NQTs demonstrate a strong classroom presence. Effective training

in behaviour management strategies contributes to the positive learning environment and calm behaviour in the vast majority of trainees' and NQTs' classrooms. This supports the good progress that pupils make.

11. Trainees and NQTs are immersed in the life of their schools. They engage enthusiastically in extra-curricular activities, form time, undertaking duties and delivering the personal, social, health and citizenship aspects of the curriculum. Trainees and NQTs demonstrate extremely high standards of professional conduct.
12. Trainees and NQTs are overwhelmingly positive about the remarkably strong professional and personal support they received during training. The partnership pays particular attention to trainees' workload and mental health. Adaptations are made to trainees' programmes and school placements to ensure success. The very small number of trainees who do not complete their training year mostly do so because of personal or health reasons.
13. Quality assurance is multi-layered. Effective quality assurance processes and evaluation secure the highest levels of consistency in the quality of training and mentoring. A strong feature of the partnership's work in this area is the consistent application of policies and processes. This ensures that all trainees have equal opportunity to receive outstanding training no matter where it is delivered.
14. Leaders respond rapidly to feedback from all stakeholders. Aspects of training are regularly reviewed and improved. For example, training to do with behaviour and special educational needs was enhanced last year. Consequently, the vast majority of trainees and NQTs are skilful in managing pupils' behaviour in their lessons and have a good understanding of how to adapt their teaching to meet the needs of pupils with special educational needs and/or disabilities.
15. Leaders recognised that training to develop mathematics teaching across the curriculum for secondary trainees needed to be strengthened. As a result, an additional day has been planned which includes useful practical examples of how trainees can use mathematics in their subjects. These aspects are not fully embedded into everyday practice. It is too soon to see the impact of this training.
16. Since stage 1, leaders have responded swiftly to address the emerging areas for improvement. For example, at stage 1, trainees had varying perceptions of their workload in recording and evidencing how they meet the teachers' standards. Leaders have already reduced the volume of recording required, removed any repetition and made sure that records are available electronically. These actions are already making a difference to the current cohort of trainees.

17. At stage 1, inspectors found that not all trainees adapted their teaching to meet the needs of pupils, especially the most able pupils. Before trainees left, leaders quickly included these aspects of training as a focus for lesson observations, mentor discussions and the quality assurance undertaken by the PLTs. Leaders have taken a similar approach to the emerging area for improvement regarding trainees' ability to model and explain learning activities sufficiently well to support pupils to make good progress. During stage 2, the impact of this work could be seen in lesson observations and threaded throughout the partnership's handbooks.
18. Leaders monitor the progress of trainees assiduously. They are quick to intervene with additional, personalised support and training opportunities when they are needed. For the most part, this ensures that the vast majority of trainees complete the course. If trainees need to defer their training, a contract is agreed for their return. Consequently, almost all trainees who defer return to complete their training successfully. Overall, completion rates for primary trainees and the vast majority of secondary subjects are high. Although there is some variability between subjects, all trainees studying biology, chemistry, design technology and drama have completed their training in the last three years.
19. Members of the strategic committee are unfailingly positive in their support of and commitment to the partnership. They provide an effective link to all partnership schools so that messages are clearly communicated. A new chair of the committee is about to take up post. Plans are in place to develop the committee's analysis and evaluation of the performance of different aspects of the partnership.
20. The partnership complies with all aspects of the ITT criteria. It meets statutory duties for safeguarding, promoting equality and diversity and eliminating discrimination. Leaders ensure that trainees and NQTs fully understand the safe use of technology and social media.

Annex: Partnership schools

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

Cardinal Hume Catholic School, Newcastle Upon Tyne
Carmel College, Darlington
Greenfield Community College, Newton Aycliffe
Harrowgate Hill Primary School, Darlington
Harton Academy, South Shields
Heighington Church of England Primary School, Heighington
Longfield Academy, Darlington

North Durham Academy, Durham

Shield Row Primary School, Stanley

St Aloysius Roman Catholic Voluntary Aided infant and Junior School, Hebburn

St Anthony's Girls' Catholic Academy

St Augustine's Roman Catholic Primary School, Darlington

St John's Catholic School, Bishop Auckland

St Mary's Roman Catholic Voluntary Aided Primary School, Stanley

St Robert of Newminster Catholic School

St Teresa's Roman Catholic School, Darlington

St Thomas More Roman Catholic Academy, North Shields

ITE partnership details

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