

**Primary Initial Teacher Training  
Partnership based on**

**Devon Primary SCITT Group**

**Chulmleigh Primary School  
Beacon Road  
Chulmleigh  
Devon  
EX18 7AA**

**A short inspection report  
2005/06**

**Managing Inspector: Juliet Ward HMI**

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## Introduction

The Devon Primary SCITT Group works in partnership with 24 schools to provide primary initial teacher training (ITT) courses. It offers a one-year PGCE course. At the time of the inspection there were 26 trainees.

## Context

The inspection was carried out by a team of inspectors in accordance with the *Ofsted Handbook for the Inspection of Initial Teacher Training (2005-2011)*.

This report draws on evidence from a short inspection of the provision and an inspection of the management and quality assurance arrangements.

## Grades are awarded in accordance with the following scale

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Main inspection judgements

### Management and quality assurance: Grade 1

The overall quality of training is at least good.  
The provider will receive a short inspection in three years.

## **Key strengths**

- the outstanding leadership and management of the programme manager
- the excellent levels of communication and organisation
- the highly focused support and guidance to meet the individual needs of trainees throughout their course
- the excellent links between the various course modules and the school-based training
- the enthusiastic and reflective trainees
- the high quality training for school-based tutors.

## The quality of training

1. All elements of the course combine very effectively and in a coherent way to help trainees to make good progress towards meeting the Standards. The links between the taught modules and school-based training are very well planned. The training programme is mapped carefully against the Primary National Strategy. Trainees receive common messages about effective teaching strategies. Approaches such as differentiation and assessment for learning, are emphasised in taught sessions and reinforced in school. Course modules clearly outline expectations, and course details are available to all through the web site. Pre and post-session tasks and assignments provide very effective links between the taught course and trainees' work in schools. For example, the child study is very useful in enabling trainees to observe pupils' development over the school year, assess their learning, set targets and experience reporting to parents. Trainees have excellent opportunities to teach in two key stages and all visit the Foundation Stage, a Year 7 class and a special school. These wide-ranging experiences broaden and deepen their understanding of pupils' achievement. Trainees are made aware of the opportunities to teach subjects in an integrated way; some have used literature to good effect in their integrated projects.

2. School and centre-based training are highly effective. Trainers use a variety of approaches to learning, including investigation, paired work, and discussion of observations from school and of video materials. Very good use is made of training materials from the national strategies. Trainees respond well to the very good school-based seminars and taught sessions and, as a result, they are very motivated to teach and are on track to become confident and skilled teachers. A strong emphasis is placed on developing trainees' confidence and enthusiasm through engagement in practical activities and encouragement to reflect on their own learning and attitudes. Trainees are placed in classes where the quality of teaching is at least good and in most cases very good. School-based tutors carry out their roles very effectively.

3. The course is very well designed to meet the individual needs of all trainees and takes account of the outcomes of the trainees' performance at interview. Following regular lesson observations, trainees receive highly focused feedback, support and guidance on their teaching and development. The very clear procedures are followed conscientiously and trainees receive targeted support to addresses their particular needs.

4. There are very effective systems to assess, track and develop subject knowledge. Evidence from subject audits are recorded on the subject trackers and discussed with the programme manager or senior tutor during the induction week. Common weaknesses are communicated to the subject module tutors to enable them to focus the taught sessions on common areas of difficulty. Trainees discuss their progress in developing their subject knowledge with their school-based tutor. However, trainees were unclear about who formally monitored the subject tracker.

5. Trainees' progress in planning, teaching and assessing is rigorously monitored during each teaching placement. It is a key strength of the course. Trainees are given excellent guidance by their school-based tutors and by the programme manager and senior tutor on how to improve. Recently introduced grade descriptors provide trainees with a very clear understanding of how to improve their teaching. Completed observations are subject-specific.

6. Assessment against the Standards is accurate, thorough and well moderated to provide consistent judgements. School-based tutors work closely with the programme manager and senior tutor to monitor the trainees' progress and set targets for improvement. The record of professional development is a very effective tool for monitoring progress against all the Standards. Trainees assemble evidence of achievement against each Standard and this is formally reviewed with the school-based tutor at set points during the year. Formal written feedback on the assignments provides trainees with good guidance on their strengths and weaknesses.

## **Management and quality assurance**

7. The criteria for selecting trainees are very rigorous and well designed to ensure that the consortium is able to recruit trainees who have the potential to become effective primary teachers. There are excellent procedures to ensure there is equity of experience for the candidates, including providing applicants with comprehensive packs which detail the interview day and the tasks they are expected to undertake. All necessary checks are carried out. The selection process recruits very well qualified candidates and withdrawal rates are low.

8. The course prospectus and the web site provide detailed information for applicants. The number of applicants from under-represented groups and with a declared disability is similar to local providers. There are very good advertising procedures to attract more applications. The administration of all aspects of the course, including recruitment and selection material, is outstanding. The offer of individual feedback for all applicants is very useful for their future development, and many take advantage of this.

9. The outstanding leadership and management of the consortium by the programme manager has resulted in the establishment of a very strong collegiate approach between all the partners. The programme manager has led the consortium very effectively through significant changes as the consortium has expanded and developed. There are very well organised and effective management committees with good representation from the partnership schools. School-based staff contribute fully to the development, planning and delivery of the training, including aspects of the centre-based training. For example, partnership school staff lead sessions on information and communication technology (ICT) and on behaviour management.

10. The partnership agreement meets the Requirements fully. The document is comprehensive and explicitly details all the roles and responsibilities of the personnel involved in the partnership. The programme manager and senior tutor have a detailed and comprehensive knowledge of the expertise in partnership schools. Excellent relationships exist between the consortium centre and schools. Training is efficiently and effectively delivered on a regional basis. Partnership schools demonstrate a high level of commitment.

11. The roles and responsibilities of all tutors are set out clearly in documentation. The programme manager and senior tutor make joint lesson observations with school-based tutors, as do headteachers and school-based subject managers. These act as good training experiences. Further high quality training for school-based tutors equips them very well with the necessary skills and expertise to assist the trainees to make good progress towards meeting the Standards.

12. Communication is excellent. The administrator is very efficient and responds promptly to requests for help from trainees; for example, additional material is placed on the learning portal when needed and specific material has been sent to a trainee who has been unwell. The trainees and schools know who to contact for information. Systems and procedures for allocating school placements are well established and operate smoothly.

13. There is a comprehensive range of well organised resources to support the trainees' research and their assignment planning. The resources for ICT are very good, including those in the vast majority of schools.

14. There are effective procedures for monitoring the application of policies on equality of opportunity and for the promotion of good race relations. Arrangements for monitoring developments in the training programme are very effective. For example, the programme manager and senior tutor observe all the tutors training during the year; this includes school-based and centre-based training. School-based tutors visit other schools to moderate assessment of trainees' achievement of the Standards. The support and guidance provided by partnership tutors overall form a key strength of the provision.

15. There are well established procedures for the internal moderation of trainees' written work and practical teaching; this is an outstanding element of the quality assurance arrangements. Regular meetings and joint lesson observations are very strong features of internal moderation. Assignments are marked and moderated by school-based tutors, and the school-based tutors in both school placements meet to moderate judgements on each trainee's progress. During the final placement trainees are observed teaching by a range of qualified professionals and all assignments are well moderated. There are very rigorous procedures for ensuring the accuracy of the final award of qualified teacher status.

16. External examination arrangements are also secure. The examiner's report is helpful and the consortium acts upon its recommendations. A good example of this is the ongoing review of the level of academic challenge in the PGCE course.

17. The provider has extensive procedures to evaluate the quality of provision. A wealth of data is generated from trainees', tutors' and school-staff evaluations of the quality of training. Where there is evidence that quality has not been maintained, prompt and decisive action is taken.

18. Self-evaluation is very well organised, detailed and informative. Highly appropriate targets are set for future action arising from the outcomes. They are well focused on raising the quality of the trainees' teaching by the end of the course. Further work is planned in the light of the developments in education; for example, the 'Every Child Matters' agenda. The quality of the improvement planning is excellent and provides a very secure basis for ongoing development.

19. The provider has benchmarked its performance against similar providers since the last inspection, and has made very good use of the information generated.