

Teach SouthEast ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 11 June 2018 Stage 2: 26 November 2018

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 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?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

The secondary phase

Information about the secondary partnership

- Teach SouthEast partnership is a school-centred initial teacher training (SCITT) provider based at St John the Baptist School, Woking. It is a relatively new partnership, formed from the merger of two smaller SCITTs based at St John the Baptist School and Salesian School in Chertsey. Both schools, along with nine local primary schools, are now run by the Xavier Catholic Education Trust (Xavier CET), which is a multi-academy trust (MAT). The Teach SouthEast partnership is led by the trust.
- The programme is overseen by a partnership steering group, which includes representatives of key stakeholders.
- The partnership consists of approximately 14 secondary schools and has expanded recently. Most schools are situated in Surrey local authority, with a small number in Hounslow, Slough and Wokingham. The training programme is delivered in partnership with the Salesian Teaching School Alliance.
- Teach SouthEast SCITT offers different routes into secondary teaching. Most trainees were following the School Direct or School Direct (salaried) routes, with approximately 40% following the core postgraduate route to qualified teacher status (QTS).
- At the time of stage 1 of the inspection, there were 68 secondary trainees, most of whom specialised in the 11-to-16 age range.
- Successful trainees are recommended for QTS at the end of the programme. Many trainees are also awarded a postgraduate certificate of education by the University of Sussex on successful completion of assignments.

Information about the secondary ITE inspection

- Over the two stages of the inspection, inspectors made visits to a total of eight partnership schools. In addition, at stage 2, inspectors observed former trainees teaching in three non-partnership schools. At stage 1, seven trainees were observed teaching. At stage 2, a further nine were observed as NQTs.
- During school visits, where possible, inspectors met with the headteacher and senior leaders responsible for professional development. As well as gathering views on how well trainees and NQTs met the teachers' standards, these meetings helped to gather leaders' views on the quality of training offered by the partnership and its impact on staff recruitment.
- Inspectors scrutinised information on trainees' attainment, completion and employment rates. In addition, during both stages of the inspection, the inspection team considered a range of other evidence related to trainees' and NQTs' training and outcomes. This included a range of trainees' files, assignments and work in pupils' books. Inspectors also reviewed the partnership website and

checked safeguarding arrangements, as well as compliance with initial teacher training (ITT) criteria and other statutory requirements.

- Meetings were held with programme leaders, members of the partnership steering group, subject and professional mentors and with the chief executive officer (CEO) and deputy CEO of Xavier CET.
- Inspectors met with a group of trainees at stage 1 and with a further eight NQTs at stage 2 to seek their views on how well the programme had prepared them for teaching. They also reviewed 59 responses to Ofsted's trainee online questionnaire completed in summer 2018 and evidence from the partnership's own surveys and feedback from trainees.

Inspection team

Matthew Newberry HMI, lead inspector (stage 2); assistant lead inspector (stage 1)

Simon Hughes HMI, lead inspector (stage 1)

Stephen Long HMI, assistant lead inspector (stage 2)

Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- Leaders share very high expectations, coupled with a passion for achieving excellence in all aspects of the provision. This exceptional leadership and management, including an increasingly distributed leadership model across partner schools, ensures consistently high-quality training and mentoring and, in turn, trainees' high and improving attainment. Trainees are skilled at applying their strong subject knowledge and very well-developed pedagogy.
- Very strong and enhanced recruitment and selection procedures mean that only the very best candidates join the programme. Completion and employment rates over time are consistently high.
- There are exemplary, meticulous and thoroughly embedded quality-assurance systems across all aspects of provision. Leaders' in-depth self-evaluation and strategic planning, coupled with their particularly thorough gathering of feedback from all stakeholders, fuel regular review and refinement of training. This leads to trainees' very high rates of satisfaction with their training. It also demonstrates the partnership's strong capacity for continued improvement.
- Very effective communication between the schools in the partnership underpins the embedded and rigorous monitoring systems. This, coupled with the flexibility of leaders, ensures that any issues are identified quickly and addressed as soon as possible.
- Systems to ensure high-quality pastoral care for trainees and the promotion of their well-being are first class. As one partnership headteacher explained, 'The

amount of time the SCITT team puts into supporting, challenging and training their trainees is second to none.'

- Very professional, resilient and self-reflective trainees are well prepared for life in their employing school. The partnership's on-going support for trainees as they move into their first teaching jobs is particularly effective and is highly valued by NQTs and school leaders. It underpins their high levels of success and continuing careers in teaching.
- Trainees, mentors and stakeholders hold the programme in very high regard. The programme is making an invaluable contribution to the recruitment challenges in the local area and underpinning recruitment in some partnership schools. In addition, it promotes wider collaboration and training across a range of schools.

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

The partnership should:

- enable an even greater proportion of trainees to achieve outstanding outcomes by:
 - ensuring closer collaboration between the training provided at the centre and the subject-specific training provided in schools, to better exemplify the strongest practice in individual subject areas
 - helping trainees to recognise when the most able pupils could be further challenged in their subject area and to be able to respond more flexibly in lessons to achieve this.

Inspection judgements

1. Teach SouthEast is an outstanding ITT partnership. Teacher recruitment in the local area can be particularly challenging due to the high cost of housing. The partnership is making a very strong contribution to meeting the employment needs of local secondary schools by providing a supply of high-quality teachers.
2. Visionary leadership has developed teacher training that regularly produces very skilled teachers who are dedicated and reflective practitioners. As a result, headteachers and senior leaders from partnership schools and other local schools recognise the high quality of training and how well prepared NQTs are for their first teaching jobs. The highly skilled NQTs emerging from the programme make very strong starts to their careers.
3. Leaders from partner schools are actively involved in, and value, Teach SouthEast's rigorous selection process, which recruits well-motivated graduates who are eager to join the teaching profession. Many trainees have been supported to gain valuable experience in non-teaching roles in partnership schools prior to joining the programme. Candidates are required to demonstrate that they have the resilience and commitment required to become effective

teachers and are ambitious for their future careers. Consequently, trainees and NQTs are positive, highly motivated and quickly establish themselves within the staff teams they join.

4. Well-designed training programmes enable trainees to gain the wide range of knowledge and skills needed to become successful teachers and to teach their subject specialism well. By the end of the training, all trainees exceed the minimum level of performance expected for the award of QTS and a high and increasing proportion of them excel.
5. The way in which quality assurance is woven through all areas of training and programme design is exemplary. Leaders proactively seek regular feedback, which is used to swiftly identify where improvements can be made as part of their on-going cycles of self-evaluation. This enables them to plan strategically and identify the right priorities for improvement, which are implemented efficiently and systematically. Consequently, this highly effective programme is continuously being adapted to meet the needs of each specific cohort and is being refined over time.
6. Leaders' levels of pastoral care and their promotion of trainees' well-being and work-life balance are first-class. Trainees and NQTs were united in their praise for course leaders and their appreciation of how well supported they feel. Leaders know their trainees extremely well, both in terms of the comparative strengths and areas for development in their teaching, and their personal circumstances. Case studies exemplify that leaders do all they can to meet the pastoral and academic needs of individual trainees, frequently offering additional coaching or adapting the programme to meet individual needs.
7. Over time, completion rates have been above the national averages. There was an increase in the numbers of trainees who either left or deferred completion of the course in 2017/18. Analysis of leaders' detailed records and case studies confirms that nearly all of these were due to illness or other exceptional circumstances. Nearly all trainees progress into teaching jobs. Most find employment in their chosen location and subject specialism and settle quickly into their NQT induction year.
8. There are no significant differences between the outcomes of different groups of trainees. Trainees who enter the profession later in life typically do as well as younger graduates. Trainees from minority ethnic groups and those who choose to declare a disability do equally well on the programme.
9. NQTs are supported extremely well through the transition from trainee to teacher. Transition meetings, quality-assured transition documents and 'check-in' visits during the NQT's first term in their new school mean that school leaders have a clear vision of how each trainee has developed over time and their current priorities for continuing professional development. Some senior

leaders in schools commented that this level of support for SCITT alumni was the best they had seen. All agreed that the transition information was accurate and very useful. Teach SouthEast leaders maintain close contact with NQTs so that all feel well supported and confident that, should they encounter problems, they can speak to tutors, leaders and managers from their training partnership.

10. Trainees and NQTs demonstrate high levels of professional conduct. They confidently establish effective classroom rules and routines and swiftly gain the respect and trust of the pupils that they teach. They value feedback from their mentors and colleagues and take pride in using this to improve their practice. Headteachers enthused to inspectors about how NQTs were already making strong contributions to their new places of work, for example through assisting with planning sequences of learning, engaging in school events or running extra-curricular activities.
11. Considered and carefully moderated academic assignments, combined with highly effective subject-specific training, underpin trainees' excellent subject knowledge. Subject tutors provide high-quality training so that trainees develop excellent subject knowledge and deliver high-quality teaching. Trainees speak very positively about the relevance and effectiveness of their training, so that they are well equipped to teach their chosen subjects. This training is supported very effectively by subject-specific mentors from across the partnership.
12. Trainees and NQTs demonstrate that they have a strong understanding of their role in safeguarding pupils. For example, they know how to identify and respond to potential issues such as neglect or female genital mutilation, and they are aware of their responsibilities under the 'Prevent' duty. Trainees confidently promote fundamental British values and are aware of how to keep pupils safe from harm.
13. All assignments and training are underpinned by appropriately up-to-date research-based or evidence-based literature. For those trainees completing the postgraduate certificate of education, the University of Sussex provides access to its library systems, so that trainees can access relevant texts to support their work.
14. During both stages of the inspection, nearly all the trainees and NQTs seen planned, prepared and delivered good or better sequences of lessons. Their very effective teaching over time was apparent in the pupils' attitudes, their work, and the strong progress that pupils had made.
15. Trainees are taught to manage pupils' behaviour well. Inspectors saw very little off-task or poor pupil behaviour during the lessons visited. Typically, NQTs were inspiring pupils to display very strong attitudes to learning.

16. Trainees and NQTs are taught effective strategies to support disadvantaged pupils and those who have special educational needs and/or disabilities. They ensure that their lesson-planning and delivery are designed to meet the needs of these pupils, including designing bespoke strategies when necessary. NQTs share leaders' aims to narrow any gaps in the progress made by these groups of pupils and their peers.
17. Trainees and NQTs understand the importance of using information about pupils' attainment to focus their planning and teaching activities so as to build on and develop pupils' learning. They give feedback on pupils' work conscientiously, in line with their school's requirements, and are familiar with a range of assessment systems used in schools. However, they do not always sequence or differentiate activities sufficiently to fully engage and challenge the most able pupils.
18. Leaders are ambitious to increase further the already high proportion of outstanding trainees graduating from the programme. They have made appropriate revisions to the sequences of training so that more trainees are very skilled in interpreting assessment information. Inspectors found that this work could be further boosted by forging even clearer links between the general professional training delivered in the centre and exemplars of the strongest subject-specific training delivered in schools.
19. Leaders nurture trainees' development of a broader insight into education in wider contexts and ensure that they are suitably prepared to teach in schools outside the partnership. Appropriate consideration is given to ensuring that trainees gain a range of enrichment experiences to develop an understanding of the issues faced by different types of schools and different contexts. This includes experience of schools in challenging socio-economic circumstances and those in Ofsted categories of concern.
20. Trustees of Xavier CET, together with members of the steering group, hold partnership leaders to account effectively. They are justifiably proud of the success of the partnership in providing a source of high-quality professional teachers for the locality and supporting the future of the profession.
21. The partnership complies fully with the relevant criteria for ITT and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and safeguarding.

Annex: Partnership schools

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

Epsom and Ewell High School, Epsom

Hoe Valley School, Woking

Howard of Effingham School, Effingham

Jubilee High School, Addlestone

Oakwood School, Horley

Salesian School, Chertsey

St Andrew's School, Leatherhead

St John the Baptist School, Woking

St Paul's Catholic College, Sunbury on Thames

St Peter's School, Guildford

St Richard Reynolds Catholic High School, Twickenham

ITE partnership details

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Provider address	Teach SouthEast SCITT Elmbridge Lane Woking GU22 9AL



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