

# South Coast SCITT Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 8 May 2017

Stage 2: 2 October 2017

---

This inspection was carried out by two of Her Majesty's Inspectors and an Ofsted inspector 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

	<b>Primary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	1
<b>The outcomes for trainees</b>	1
<b>The quality of training across the partnership</b>	1
<b>The quality of leadership and management across the partnership</b>	1

## The primary phase

### Information about the primary partnership

- The South Coast partnership is a school-centred initial teacher training (SCITT) provider. It offers core training in general primary (five to 11) and, in some years, specialist training in the early years (three to seven). Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and a postgraduate certificate in education (PGCE) awarded by the University of Winchester.
- The South Coast SCITT was last inspected in 2010, when the overall effectiveness was graded as good.
- The SCITT is based in its own purpose-built accommodation on the site of Brangore Church of England Primary School.
- There are 30 schools in the partnership, across Hampshire, Dorset and Bournemouth local authorities. In 2016/17, the SCITT also offered a QTS-only programme for seven trainees based on the Isle of Wight.
- Since 2016/17, the SCITT has also offered a return to teaching programme.

### Information about the primary ITE inspection

- Inspectors visited six schools at stage 1, observing seven trainees.
- At stage 2, inspectors visited five schools and observed five newly qualified teachers (NQTs) teach. One trainee was observed at both stages of the inspection.
- An inspector had a telephone conversation with induction tutors for three NQTs employed in Isle of Wight schools and one NQT who had obtained employment in the London borough of Newham.
- Inspectors checked that the partnership was compliant with all initial teacher training (ITT) statutory requirements, including safeguarding.
- Inspectors held meetings with individual trainees and NQTs, the directors of the partnership, members of the strategic management board and headteachers within and outside of the partnership. Inspectors also met with recently qualified teachers, mentors and induction tutors. At stage 2, inspectors observed trainees leading reading intervention sessions with pupils as part of the SCITT buddy reading scheme.
- Inspectors took into account the 29 responses to the trainee online questionnaire which trainees completed in 2017. They reviewed and evaluated a range of documents and evidence, including the actions taken by the leaders of the partnership between the two stages of the inspection.

## Inspection team

Janet Pearce, HMI (lead inspector)

Michael Brockett, OI (assistant lead inspector) stage 1

Hilary Macdonald, HMI (assistant lead inspector) stage 2

## Overall effectiveness

**Grade: 1**

### The key strengths of the primary partnership are:

- The partnership leaders' vision and moral purpose underpin every aspect of their work. They inspire trainees to be outstanding teachers.
- Rates of completion and employment are consistently higher than national figures. The partnership has a superb reputation locally and further afield, and is contributing well to meeting local recruitment needs.
- Trainees are exceptionally well prepared for the demands of school life. Over time, very nearly all trainees complete the programme, meeting the expectations of the teachers' standards at a high, and often very high, level.
- Stringent recruitment and selection procedures ensure that those accepted on the course are eminently suitable for a career in teaching. Trainees rightly feel proud to be accepted onto the programme and continue to do so throughout the course.
- The training programme is highly effective and innovative. From the beginning of the course, trainees are immersed in the daily life of a school, practise behaviour management and, importantly, see the impact they can have on pupils' progress.
- All aspects of the programme, including central training, placements and mentoring, are thoughtfully and scrupulously reviewed in order to ensure continuous improvement. Trainees benefit from individualised support and personalised programmes, combined with outstanding pastoral care and support.
- Trainees gain an excellent ability to manage pupils' behaviour and set high expectations. Their subject knowledge is deep and wide-ranging. Most striking is trainees' focus on the impact they are having on pupils' progress, rather than their own performance as a teacher.
- Trainees enter teaching as accomplished professionals. They are highly resilient, conduct themselves well and are notably willing to contribute to school life. They possess a strong sense of duty and accountability.

## What does the primary partnership need to do to improve further?

### The partnership should:

- Build upon its links with schools that require improvement and those that are in challenging circumstances, in order to provide as rounded an experience for trainees as possible.
- Provide an even more explicit focus on career pathways to senior leadership, in order to encourage trainees to be the headteachers and leaders of the future.

### Inspection judgements

1. The overall effectiveness of the South Coast SCITT is outstanding. Leaders of the partnership consistently demonstrate a highly developed moral purpose. They model committed habits of reflection and resilience, which are visibly communicated to trainees and partner schools. Leaders' determination to act upon feedback and their wholehearted belief in trainees' potential to improve have resulted in consistently strong outcomes over the last three years.
2. The partnership's reputation in the local area is excellent and, as one school leader said, trainees from the SCITT are 'snapped up' to fill vacancies. School leaders are overwhelmingly positive about what trainees bring to the school, including their confidence and professionalism.
3. Trainees are exceptionally well prepared to teach. Very nearly all trainees meet the teachers' standards at a high level, and often at a very high level. They enter the profession with an excellent range of teaching strategies and a deep knowledge of how children learn and develop. Former trainees frequently go on to become mentors, subject leaders and senior leaders. Very nearly all remain in teaching.
4. Trainees have well-developed and deep subject knowledge. They quickly gain a comprehensive understanding of what and how to teach. They arrive at their first teaching posts with an accomplished range of strategies and approaches to teaching. Trainees are confident in managing pupils' behaviour and conveying high expectations. From the beginning, trainees are expected to practise key skills, such as managing behaviour through leading the 'Big Sing' in an assembly. This exercise is skilfully and supportively used by programme leaders to support trainees with developing presence and an air of authority.
5. A striking feature of trainees' and NQTs' teaching and planning is their relentless focus on the impact they are having on pupils' progress. Pupils' learning is always the starting point of reflective discussions, even at the beginning of the course.

6. From the observations undertaken during this inspection, it is clear that pupils are confident in the NQTs as their teachers. The superb rapport achieved between pupil and trainee or NQT is palpable. No less impressive are the strong professional relationships trainees and NQTs quickly establish with staff in schools.
7. The training programme is excellent and provides a well-judged balance of theory and practice. From the beginning of the autumn term, trainees are immersed in the daily life of a school, applying the carefully planned central training sessions to practical activities in classrooms. Trainees quickly develop a deep understanding of how to make a difference to pupils through a highly successful one-to-one reading programme delivered in the first few weeks of the programme. In this way, trainees benefit from learning how to plan, how to assess progress and how to build a positive teacher-pupil relationship. They feel accountable for assuring pupils' progress and, in turn, pupils and the school benefit.
8. Training is highly personalised and rooted in exactly what trainees need to know. Programme leaders ensure that all trainees gain a thorough grounding in the teaching of early reading (including systematic synthetic phonics), mathematics, science, physical education and behaviour management. Regular audits and checks of trainees' confidence and competence are carried out. Intervention sessions are then planned to make sure that trainees' professional development is extended and topped up where needed. Nothing is overlooked. As one NQT said, 'They thought of things that I could never have thought of.'
9. Trainees complete academic assignments that are searching and reflective and inculcate confidence in their own scholarship. NQTs frequently draw upon the central training sessions and their assignments to support their planning in the early weeks of their employment.
10. The quality of placement-based mentoring is consistently high. No trainees or NQTs identified any inconsistent practice or confusing advice from different mentors in their placements. Guiding principles for highly effective feedback and mentoring are adhered to, without losing any benefit of positive relationships and different individual styles. In mentoring sessions, trainees learn how to reflect on their teaching, with the most precise focus on the impact they have had on pupils' progress.
11. Mentoring is highly regarded by partner schools. Many former trainees go on to become mentors and welcome the opportunity it brings to develop their leadership skills and reflect on their own practice. Mentors are highly trained, coached by lead mentors and their work quality-assured by course tutors. As a result, mentoring has an extremely positive impact on trainees' progress towards becoming good or better teachers.

12. The programme directors, tutors and mentors are unequivocally committed to promoting equality and diversity through their approach to recruitment and also through focused sessions throughout the training programme. The importance of courteous, respectful relationships between staff and pupils, and among pupils themselves, is threaded through every aspect of the programme. As a result, trainees are confident about how to minimise the harmful effects of bullying, intolerance or unkind behaviour.
13. Trainees are fully briefed for their role in protecting children and keeping them safe. All trainees and NQTs know how to recognise signs of harm in their pupils and also what might constitute weak safeguarding practice in schools. They feel confident that they know how to report concerns. In addition, trainees have a strong understanding of the risks of social media to children and to themselves as professionals.
14. The programme is fully compliant with all statutory requirements, including the ITT criteria. In typical fashion, the directors ensure that quality assurance, checks and audits of compliance are carried out assiduously. These are, in turn, meticulously assured by the quality committee and management board.
15. Trainees benefit from complementary teaching placements, carefully selected and designed to provide a rich experience. Leaders have acted conscientiously upon comments from the external examiner and their own findings from quality assurance. For example, they have ensured that trainees gain significant independent experience in the classroom before the end of the programme. NQTs are consequently very well equipped for the demands of managing their own class.
16. Assessments of trainees are unfailingly accurate and based on the evidence provided by the trainees against each of the teachers' standards. Honesty and candid feedback are trademarks of the SCITT, and ensure that high standards are maintained. Criteria for assessment are regularly reviewed and updated in order to meet national priorities and to reflect current best practice and research. Trainees are set achievable shorter-term targets and challenging long-term goals when appropriate, to maximise their progress and that of their pupils.
17. Leaders and tutors have revised the training programme in order to broaden trainees' subject knowledge, without losing any depth. In response to feedback at stage 1 of this inspection, leaders carried out a thorough audit of curriculum coverage in the training programme to identify where there may be gaps in a trainee's experience. They then modified the programme to provide greater coverage. School leaders, induction tutors and NQTs themselves report that they feel confident in teaching science and a range of non-core subjects. If they need any further guidance, they know exactly where to find resources and

information, and are confident in doing so because they have been so well trained to teach in other areas.

18. Trainees benefit from some dedicated training in a partner school that specialises in strong sports and physical education to support the teaching of physical education. Leaders responded promptly to some feedback from trainees indicating that they would like more support for teaching physical education to pupils who have special educational needs and/or disabilities. Leaders therefore made sure that trainees were well prepared and equipped with useful strategies.
19. Programme leaders have found it a challenge to involve schools requiring improvement in the partnership because there are very few schools judged less than good or outstanding in the locality. Leaders deserve considerable credit for their tenacity in seeking out potential partnerships, including approaching every suitable school. As a result, a school requiring improvement has recently joined the partnership and is already bringing a different and useful perspective to the training programme.
20. Programme leaders have ensured that trainees get to visit schools in more challenging circumstances, including some on the Isle of Wight. Trainees report that they were inspired by their experience in such schools and the presentations from school leaders. It is also very encouraging that, following involvement in schools in more challenging circumstances, some trainees have deliberately sought out their first posts in schools with higher numbers of pupils who are disadvantaged or who speak English as an additional language.
21. An example of the SCITT's passionate drive to make a difference to local schools is the partnership with the Isle of Wight during the academic year 2016/17. The programme made a significantly positive impact on the quality of training for the trainees on the QTS-only route, very nearly all of whom met the teachers' standards at a high level. Most have obtained teaching posts on the Isle of Wight or in schools in socio-economically deprived areas. In this way, some schools in potentially challenging circumstances have really benefited from being able to recruit top-quality new teachers.
22. The SCITT clearly has considerable drive to improve and contribute to high-quality teaching regionally. Programme leaders have a deep understanding of the area and the local schools and, as such, have gained respect from school leaders. They are, therefore, able to identify exactly where there may be pockets of deprivation or particular pupil groups who need additional support to make progress. This knowledge is a key consideration in matching placement to trainee and ensuring contrasting experiences.
23. Outcomes for trainees are consistently high and no group has been identified as performing less well. Numbers are small, so partnership leaders rightly track

and analyse each trainee on an individual basis and provide support, challenge and additional training where needed.

24. However, this does not mean that leaders do not self-evaluate the outcomes for trainees rigorously and in detail against national and their own high standards. For example, where individual trainees have performed less well than may have been expected because of personal circumstances beyond the partnership's control, leaders have reflected deeply and with integrity about whether anything could have been done differently during the training or the placements. Leaders and partners are completely open and receptive to lessons learned and, in this way, their capacity to improve is strong and sustainable.
25. Partnership leaders are characterised by their professional attention to detail, meticulous quality assurance and watertight record-keeping. This approach begins directly with the partnership's recruitment and selection procedures. Trainees report that the application process and interview days are much more demanding than those of other providers encountered. As a result, trainees deservedly feel proud to have been accepted onto the course and are immediately committed to doing their best.
26. Course leaders are receptive to the changing needs of trainees as they progress through the programme of training and placements. During the course, trainees' feedback is actively and frequently sought, with prompt action to introduce extra training or intervention to support trainees. This includes additional support for any trainees who may have special educational needs and/or disabilities, such as dyslexia. Once trainees have obtained a position, additional specialist training is provided to prepare them for the exact requirements of their future posts.
27. Trainees have an excellent reputation in the local area because school leaders know that they will be professional, willing to learn and flexible. The partnership rightly prides itself on its focus on trainees' personal qualities. Trainees very much want to make a contribution to school life, not only through after-school clubs and activities, but also through their conduct, role-modelling and teamwork with colleagues.
28. NQTs are confident when working with parents. For example, one NQT carried out all the home visits to families of children in her new Reception class, accompanied only by an inexperienced teaching assistant. This new teacher has quickly established a good relationship with parents and conveyed her high expectations and sense of accountability.
29. Trainees develop impressive resilience and adaptability. These qualities are clearly modelled by the programme leaders, who live and breathe their belief in the trainees' capacity to improve. Trainees are well supported to improve, with clear targets and personalised training where needed. In addition, the personal

pastoral support is very much valued. Trainees know that they can count on the programme leaders to help and support them in both practical and personal ways.

30. In response to feedback at stage 1, the programme leaders are wisely developing plans to promote local teachers' professional development. Support is already ongoing for NQTs in their first weeks, with programme leaders often providing their schools with additional training, coaching support and joint observations. Alumni sessions are provided to give NQTs an insight into aspiring leadership roles. Programme leaders are rightly planning to provide more direct advice about career pathways to senior leadership in order to encourage trainees to be agents of improvement in schools in the future.

### **Annex: Partnership schools**

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Brangore Church of England Primary School, Christchurch

Christchurch Junior School, Christchurch

Highcliffe St Mark Primary School, Christchurch

Hordle Church of England (VA) Primary School, Lymington

Muscliff Primary School, Bournemouth

Somerford Primary School, Christchurch

St Katharine's Church of England (VA) Primary School, Bournemouth

William Gilpin Church of England (VA) Primary School, Lymington

## ITE partnership details

Unique reference number	70104
Inspection number	10022258
Inspection dates	8–10 May 2017
Stage 1	
Stage 2	2–4 October 2017
Lead inspector	Janet Pearce, Her Majesty's Inspector
Type of ITE partnership	SCITT
Phases provided	Primary
Date of previous inspection	March 2010
Previous inspection report	<a href="https://reports.ofsted.gov.uk/user">https://reports.ofsted.gov.uk/user</a>
Provider address	South Coast SCITT Bransgore Primary School Bransgore Christchurch Dorset BH23 8JH



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2017