Bournemouth, Poole and Dorset East SCITT

Bournemouth Learning Centre
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A secondary initial teacher training
full inspection report
2006/07

Managing inspector
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Introduction

The Bournemouth, Poole and Dorset East Secondary School-Centred Initial Teacher Training consortium works in partnership with 13 schools to provide secondary initial teacher training (ITT) courses in the 11-16 age range. It offers training in design and technology, mathematics, modern foreign languages and science. At the time of the inspection there were 17 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 full 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

Standards achieved by trainees: Grade: 2
Quality of training: Grade: 2
Management and quality assurance: Grade: 2

The next inspection of this provider will take place in accordance with the Framework.

Key strengths

- the prompt response to externally and internally identified issues to bring about improvements in provision

- the structure and content of the training programme

- the quality of central professional studies and subject training

- the rigour, consistency and accuracy of the assessment of trainees against the Standards

- the programme manager's leadership and management of the consortium.

Points for action

- improving the quality of provision in science

- providing more opportunities for trainees to practise the full range of assessment techniques.

Points for consideration

- developing fully the training role of school-based subject tutors

- strengthening the professional tutors' and lead subject tutors' role in assuring the quality of school-based training.

Standards achieved by trainees

1.   Trainees make good contributions to the life of their placement schools through assisting in a range of subject and general school activities. They exhibit positive values and attitudes, presenting good role models for pupils and promoting good behaviour. Trainees are committed to raising pupils' educational achievement through setting high expectations. They act consistently towards pupils and show them much respect; as a result, pupils are respectful to them.

2.   Trainees reflect well on their practice and undertake extensive evaluation of their lessons. They use their evaluations effectively to improve their teaching and are clearly aware of their strengths and areas for development. A few trainees' evaluations are not sufficiently focused on assessing how well they have developed pupils' learning. Trainees welcome opportunities to attend subject and whole-school training and development activities and show a clear commitment to develop professionally.

3.   Trainees have a strong command of the subject and professional knowledge needed to teach their subject effectively across Key Stages 3 and 4. They enter the course with secure subject knowledge which is enhanced effectively through their training. For example, design and technology trainees have developed the capability to teach a second field of the subject in addition to their main specialism. Science trainees have broadened their knowledge and skills so they are able to teach effectively across all three science subjects. Trainees also have proficient information and communications technology (ICT) skills. Their understanding of how to apply their subject knowledge to their teaching and pupils' learning is good. They have a firm grasp of National Curriculum requirements. Trainees have developed a clear understanding of how to support pupils with learning difficulties and disabilities.

4.   Trainees' lesson plans include clear and suitably challenging learning objectives. They are structured effectively, with relevant and well chosen content, and take good account of pupils' prior achievements and learning needs. Opportunities to use assessment to inform pupils' learning are also considered well. Trainees are able to plan for progression in pupils' learning through effectively devised sequences of lessons and units of work. Resources are chosen and used wisely. The deployment of teaching assistants and technicians in lessons is considered carefully in trainees' plans.

5.   Trainees' ability to monitor and assess pupils' progress is at least satisfactory, but not as strong as other aspects of their practice. They report effectively to parents and carers on pupils' progress. Trainees have a secure understanding of different forms of assessment, National Curriculum levels of attainment and GCSE assessment criteria. However, they have not had sufficient experience of applying this understanding in practical assessment activities, particularly in Key Stage 4.

6.   Trainees use a range of teaching strategies that are matched well to pupils' learning objectives. Purposeful working environments are established in lessons. ICT and other media are used to good effect. Trainees usually employ a range of different interactive teaching methods, including collaborative group work to promote active and independent learning. A few trainees do not use as wide a range of strategies and do not always adapt planned methods when they find they are not working well. Trainees generally show strong class management skills and are able to organise pupils confidently and safely, particularly in practical lessons where there is focused attention on safety and effective management of hazards. A small number of trainees do not always analyse what might be leading to low level disruptions in their lessons, such as pace or the relevance of the content, and improve this as part of their behaviour management strategy.

7.   Trainees ensure that all pupils have full access to the curriculum and they provide suitable support to help different groups of pupils make good progress. This is reflected in their planning for differentiation, though the most able pupils are not always set suitably demanding extension activities. Trainees show good competence in supporting pupils with English as an additional language.

The quality of training

8.   The structure and content of the training programme are good and enable the trainees to meet the Standards. Their second placement complements the first well. Trainees' primary school experience is not organised as effectively, though it has been structured more purposefully for next year. The programme has a strong focus in centre-based training on how pupils learn. A range of relevant whole-school issues are a covered in the professional studies course and trainees are shown effective methods for teaching their subjects in the pedagogy courses. Training in assessment enables trainees to gain knowledge of different assessment strategies and statutory requirements, though trainees have had limited opportunities to practise the full range of assessment techniques. Training in how to monitor pupils' progress during lessons is not yet having a full impact on trainees' practice.

9.   Course coherence is good and supports strongly the effective progress made by the trainees in meeting the Standards. Central and school-based professional studies training links well with central subject training. School-based subject training complements central training well, particularly in mathematics and design and technology. Assignments make a good contribution to the trainees' progress towards the Standards.

10.   The quality of centrally-based training is good in professional studies and in subjects. The programme manager, who delivers many of the professional studies sessions, and the lead subject tutors plan their training well and use effective teaching methods and resources. Each lead subject tutor benefits from the support of an experienced external subject consultant, some of whom also make valuable contributions to the training. In all subjects, trainers identify effectively trainees'

prior experiences, relevant knowledge and understanding, and use this to respond to their specific training needs. The training programme and school placements are matched well to trainees' individual needs. Lead subject tutors are proactive in modifying and arranging additional school placements; for example, to ensure design and technology trainees have sufficient exposure to good practice in, and experience of, teaching their second field of the subject.

11. Trainers also respond well to the needs of groups of trainees, for example through lead subject tutors and external speakers providing additional subject-specific twilight sessions. Subject tutors in schools give trainees good support, guidance and lesson feedback which identifies clearly trainees' strengths and weaknesses and what they need to do to improve. However, they have yet to develop fully their role as subject trainers; for example, they do not identify and discuss subject issues and topics arising from the centre- based sessions. A few subject tutors' feedback is too brief, descriptive and insufficiently evaluative, most notably in science.

12. Good systems are in place for professional tutors, lead subject tutors and external subject consultants to monitor trainees' progress to ensure that training is focused on their needs in relation to the Standards. The monitoring of trainees' general well-being is also good. There is an effective 'early warning system' in place for those trainees whose progress is giving rise to concern; this ensures that, where necessary, effective support is put in place. In mathematics, design and technology and modern foreign languages, the lead subject tutors also undertake a regular review of the trainees' files. This enables gaps in trainees' progress in meeting the Standards to be detected and addressed. However, in science the level of monitoring and support has been less comprehensive.

13. Trainees are set relevant targets to guide their individual development. While these are never less than satisfactory, the frequency and helpfulness of targets varies. Trainees' training plans, end-of-placement reports and lesson observation feedback forms are closely related to the Standards. These provide helpful identification of areas for development which are usually followed up effectively. Guidance to ensure that trainees' self-evaluations focus closely on pupils' learning is underdeveloped.

14. The assessment of trainees' achievements during their training is good, with well-timed reviews of trainees' progress towards the Standards. Grade descriptors provide very helpful guidance for both trainees and trainers. Trainees' teaching is observed extensively. The procedures for the final assessment of trainees are clear, thorough and implemented effectively. Good use is made of internal assessors and an external examiner to provide effective internal and external moderation. As a result, rigorous, consistent and accurate assessments are made of trainees' progress against the Standards.

Management and quality assurance

15.   The consortium's web site, documentation and open evenings give trainees a clear and accurate picture of the programme's requirements. School-based trainers are involved fully in the thorough selection procedures from shortlisting to final offers. Selection criteria are well devised, interviews are consistent and rigorous, and a good range of selection tasks are used. As a result, suitable trainees are recruited, and completion and employment rates are high. The consortium is successful in recruiting trainees from minority ethnic groups.

16.   Trainees are set demanding and valuable pre-course development activities which help lay a good foundation for subsequent training. The inclusion of tasks that begin to assess and address subject knowledge enhancement is a good feature. Effective measures have been taken this year to ensure all trainees complete a suitable balance of generic and individualised tasks set by the lead subject tutors. The trainees' responses to the tasks are reviewed at the start of the programme and used well to inform trainees' individual training plans.

17.   The training programme is managed proficiently to ensure that trainees receive generally good training. The programme manager, in conjunction with the management group, provides very effective leadership of the consortium and efficient day-to-day management. Trainees and trainers speak highly of the effective communications across the consortium and the speed of the programme manager's response to their enquiries. Partner schools are very well supported and guided by him.

18.   Local authority representatives in the consortium make a good contribution to strategic planning as well as making their authorities' resources available to the consortium. The schools in the partnership are very suitable bases for ITT and most provide good or outstanding education for pupils. All partner schools have opportunities to be involved in the management, review and development of the training programme through a range of groups that have clearly defined functions which they execute well. Forums exist for both lead subject tutors and professional tutors that provide opportunities to share good practice and make improvements to the programme. The professional tutors' forum has effectively revised professional studies training and assessment requirements in preparation for the introduction of the new Standards. Lead subject tutors have modified their courses and included additional school-based tasks to enable the different elements of the programme to combine better.

19.   The consortium's partnership agreement meets the Requirements. Recent revisions have clarified the role of the lead subject tutors in managing and assuring the quality of school-based training and the way subject consultants can be used to assist this. All trainers are suitably experienced to provide ITT. The lead subject tutors are well qualified and experienced subject teachers and managers and most understand their roles well. They have a limited amount of time to carry out their work though this is being increased next year.

20. School-based trainers' preparation for their role in assessing trainees against the Standards is effective. At the time of the first inspection visit, a few professional tutors were not fully aware of the requirements for school-based professional studies training or of their responsibility to formally monitor the quality of the work of subject tutors. The training of some subject tutors was limited. Since the first inspection visit, the programme manager and lead subject tutors have provided good additional support and training to rectify this, but shortcomings in science still exist. A few professional tutors have still to strengthen their quality assurance role. The plans for training school trainers next year are more rigorous.

21. The consortium employs a range of suitable monitoring and evaluation strategies. The programme manager monitors centre-based and school-based training effectively to identify areas for development. His monitoring has wisely placed increased focus on schools where the professional studies training needed improvement. Most lead subject tutors undertake systematic visits to all trainees to check their progress and the sufficiency of their subject training. This has led to beneficial modifications to trainees' school experience and additional training sessions. Lead subject tutors are playing a more proactive role in structuring next year's programme and in determining the pattern of school placements to better meet trainees' individual needs.

22. A good range of procedures are used for gaining the views of trainees and trainers on the quality of provision and these are analysed well. Trainees are represented on a number of the management sub-groups and the tutor forums. Their suggestions for course improvement are listened to and acted on; for example, the extension of the length of the second school placement. Evaluative data is used effectively by the management group to identify strengths and areas for development. It is used well to draw up the programme development plan, to establish action plans for subjects and to inform strategic planning. The consortium is proactive and not complacent about the need to improve provision further. The prompt response to externally and internally identified issues demonstrates the consortium's commitment to further growth and improvement.