

# Yorkshire Wolds Teacher Training ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 13 May 2019    Stage 2: 23 September 2019

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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 and separate route 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 and secondary 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

## Primary and secondary routes

### Information about this ITE partnership

- Yorkshire Wolds Teacher Training (YWTT) was created in September 2017 and offers school-centred initial teacher training (SCITT) based at South Hunsley School. The YWTT partnership includes 12 primary schools, nine secondary schools and one all-through school from across the East Riding of Yorkshire and Hull. YWTT is well supported by 'The Education Alliance' multi-academy trust and Wolds Teaching School Alliance at South Hunsley, and its partners.
- The partnership offers one route to the award of qualified teacher status (QTS) in primary education in the five to 11 age range. In secondary education, trainees cover the 11 to 16 age range in subjects including mathematics, English, biology, chemistry, physics, modern foreign languages, history, geography, computing, design and technology and art and design. All trainees undertake a programme to gain a postgraduate certificate in education (PGCE) with the University of Hull.
- During stage 1 of the inspection, five trainees were following the primary training route and 15 trainees were following the secondary training route. During stage 2 of the inspection, five trainees were following the primary route and 28 trainees were following the secondary training route.

### Information about the primary and secondary ITE inspection

- Inspectors visited five schools during stage 1 of the inspection, observing eight trainees teach. All observations were carried out with school-based mentors and included analysis of trainees' evidence towards meeting the teachers' standards. Inspectors also spoke with a further 11 trainees.
- During stage 2 of the inspection, inspectors observed seven newly qualified teachers (NQTs) teach and spoke with an additional five NQTs and five trainee teachers. Inspectors also spoke with employing headteachers and principals, induction tutors and mentors.
- Throughout the inspection, inspectors held meetings with YWTT leaders.
- Inspectors checked compliance with the ITT criteria and reviewed a wide range of documentation, including policies, the partnership's self-evaluation and improvement plans, handbooks and guidance, quality assurance records, trainees' evidence bundles, impact studies, minutes from meetings, transition documentation, moderation reports and partnership bulletins.
- Inspectors considered 23 responses to Ofsted's online trainee questionnaire which were completed in 2019.

### Inspection team

Debbie Redshaw HMI (lead inspector)

Phil Riozzi HMI (assistant lead inspector)

## Overall effectiveness

**Grade: 1**

### Key strengths of the primary and secondary partnership

- The director provides inspirational leadership. She is strategic, thoughtful and highly reflective. Her passion and enthusiasm for training the best teachers are infectious. She has the unwavering trust and respect of her colleagues, who wholeheartedly share her vision for the partnership.
- The passion, commitment and vast experience of the members of the executive board ensure high levels of challenge and support for the director and leaders of YWTT. Drawing on their own expertise and working externally to the partnership allow new ideas to be actioned. This includes working with research schools to ensure that the training programme is firmly rooted in educational evidence.
- Highly strategic leaders carry out thorough evaluations of the quality and impact of the training programme on trainees' outcomes. This leads to a cycle of continuous improvement which ensures the training offered is outstanding.
- Communication with and the involvement of partners are key strengths of YWTT. Subject experts from across the partnership help to shape and develop the training programme and are fully involved in recruiting high calibre trainees. The regular bulletin shared across the partnership is just one example of this excellent communication.
- The highly bespoke nature of the course means that each trainee's needs are fully met. This includes subject knowledge enhancement and the careful matching of trainees and mentors so that trainees get off to the best possible start and excel.
- Secondary trainees rate and value the opportunities and support they have to develop their subject knowledge. Primary trainees are exceptionally well prepared to teach mathematics.
- Trainees and NQTs have excellent classroom presence and form relationships with pupils and staff in school very quickly. They are very effective in managing pupils' behaviour and they ask challenging questions that make pupils think hard.
- Trainees' professional conduct is exemplary. Employing headteachers are particularly impressed by how well trainees transition into NQTs. This is due to the excellent transition work that happens during the training programme and into the NQT year.

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

#### The partnership should:

- ensure that plans to sharpen the implementation and oversight of quality assurance result in all primary trainees receiving consistently high-quality training

- continue to expand the range of opportunities for trainees to develop their teaching skills through quality experiences in schools facing challenging socio-economic circumstances (SFCC).

## Inspection judgements

1. Leaders are exceptionally ambitious for the partnership and their vision to be the best is well known and understood. Leaders are clear that they want to develop the next generation of great teachers, ethical school leaders and advocates for the teaching profession. The outcomes for trainees in 2018 and 2019 demonstrate that NQTs have the knowledge and skills to become exceptional teachers.
2. There is very strong capacity to continually improve. Leaders pride themselves on reviewing, enhancing and refining the quality of the training programme. Highly knowledgeable and experienced leaders from the leadership team and executive committee ensure that a wealth of experience comes together to make decisions based on sound professional evidence and reasoning.
3. In-depth self-evaluation takes place frequently. The process is supported and challenged by internal and external staff. This means that leaders have an incisive and accurate view of the quality of the partnership. Leaders seek feedback from trainees, NQTs, employing headteachers and colleagues across the partnership to ensure that development plans lead to actions to further enhance this high-quality provision.
4. Leaders have fully tackled the emerging areas for improvement identified at stage 1 of the inspection. For example, training materials for early reading and phonics have been enhanced, there is more training for primary trainees to deepen their foundation subject knowledge and the quality assurance of school-based programmes is much more rigorous. This is enabling all aspects of training to be the best they can be.
5. Reasons for trainees not completing the training programme have been carefully analysed. Following this, the director designed a system for trainees to identify, prior to commencing the training programme, whether they require any additional support, particularly with mental health or well-being. This means that support is ready, should it be required.
6. Leaders exploit every opportunity to recruit high-quality trainees. The recruitment process is challenging and provides potential candidates with a realistic view of what the year ahead will be like, while checking they are suitable for the training programme. There is a large number of trainees who successfully join the training programme following attendance at one of the partnership's 'get into teaching' events. Recruitment is very carefully mapped out to meet local and regional demand.
7. Trainees attain highly and have outstanding outcomes. At the end of the programme in 2018 and 2019, all of the trainees exceeded the minimum expectations of their

practice as set out in the teachers' standards. The proportions of trainees achieving grade one increased in 2019, and much of the trainees' teaching was outstanding. Trainees showed real strengths in setting high expectations, professional conduct and managing pupils' behaviour. This also typified the teaching of NQTs, who actively involve themselves in the wider life of the school because they value the extra dimension this brings to relationships with pupils.

8. Employment rates have been consistently high across both years of operation. In the last year, 60% of trainees secured positions in partnership schools and others gained employment in schools in the region. Employing headteachers are very impressed with primary NQTs' subject knowledge and the rapport of all NQTs with pupils.
9. Trainees and NQTs use their excellent subject knowledge to ask questions that challenge pupils and also allow them to assess how much pupils know, remember and can do. They adapt their lessons effectively to meet the needs of a wide variety of learners, particularly those with special educational needs and/or disabilities or lower-ability learners.
10. Some NQTs who are working in schools with higher numbers of pupils who speak English as an additional language (EAL) do not feel as well prepared to teach these pupils. They say that they have strategies which they have taken from the training programme but would have benefited from greater experience in a broader range of SFCC. Leaders have already improved this aspect of the training programme for current trainees.
11. All schools involved with the partnership are highly complimentary about the quality of leadership, the calibre of trainees and the high levels of organisation, communication and support. YWTT is frequently approached by schools outside of the partnership to see if they can join. Schools are very keen to host YWTT trainees because YWTT's reputation of being an excellent provider of teacher training is rapidly growing. Recently, several schools in more challenging socio-economic circumstances have joined and this is helping to broaden trainees' experiences. Leaders say that this is an area they are keen to continually develop.
12. Training provides an excellent balance of theory and practical elements. The training programme is flexible and bespoke to each trainee. NQTs are very positive about the PGCE element of the course and say that this links very well to centre-based and school-based training, helping them to put theory into practice and refine their teaching skills.
13. Pastoral support and care are highly regarded by trainees and NQTs. Through this care, coupled with strong communication, trainees are well supported. Any issues are identified rapidly and swiftly resolved so that trainees can get back on track and continue to achieve highly. Relationships across the partnership are very strong and all stakeholders want trainees to excel.

14. Leaders have rapidly addressed the weaker aspects of the early reading training programme identified at stage 1 of the inspection. Leaders took decisive action to ensure trainees received enhancements to their training. Current trainees are being well prepared to teach early reading and NQTs and their employing headteachers say they are well prepared to teach phonics.
15. Primary trainees are very well prepared to teach early mathematics. They develop a firm grasp of national curriculum requirements for mathematics. Trainees develop strong skills in asking questions that promote pupils' abilities in mathematical reasoning, and they ensure that pupils learn how to apply their mathematical skills in a wide range of situations.
16. Primary trainees and NQTs value the practical training to teach physical education (PE). They develop confidence and expertise in teaching PE. The trainee online questionnaire shows that trainees feel well prepared to teach PE on teaching placements.
17. Secondary trainees have strong subject knowledge and are very well supported to further develop their subject knowledge across the training year. A bespoke programme is available for each trainee, which helps them address any gaps in their own knowledge as identified by subject knowledge audits. In the programme for this year, this element is interwoven with curriculum design to enhance trainees' understanding further.
18. Primary trainees receive comprehensive training in all of the subjects they are required to teach. However, the checks leaders make on the training undertaken in placement schools have not ensured consistently high-quality training in all subjects, particularly in the humanities, religious education and modern foreign languages. Leaders have taken steps to ensure a more methodical approach to ensuring all trainees receive the best-quality training in each subject by subject experts. Leaders have put in place measures to strengthen oversight of quality assurance.
19. NQTs say that their placements have prepared them well for employment and they have brought different things from each placement to their teaching. YWTT has ensured that trainees have been placed in schools to provide differing experiences, including shorter placements in SFCC where possible. Leaders continue to expand the partnership to include more SFCC; for example, a primary school with high numbers of EAL pupils has recently joined. It is planned that even more trainees will have an immersive experience to complement the centre-based training to develop their teaching skills to support EAL learners.
20. Trainees and NQTs have an excellent knowledge of equality, diversity and safeguarding. They can articulate what they would do if they had a safeguarding concern and can explain the systems and procedures in their schools. They are up to date with the latest government guidance, 'Keeping children safe in education', and say that safeguarding is a high priority across the training programme.

21. Mentors across the whole of the partnership are highly skilled and dedicated to the role. There are high levels of attendance at the excellent mentor training sessions and a number of mentors have undertaken, and are undertaking, a further qualification in mentoring. Mentors value the opportunity to share good practice and work with trainees. NQTs and trainees say that they have been extremely well supported by mentors and professional tutors.
22. Employing headteachers describe trainees' transition to NQTs as a 'step above'. Following the appointment of an early career lead, transition is going from strength to strength. This is because trainees have an opportunity to spend time in their employing school and to shape their transition targets to match their new roles. YWTT offers continuous support and development for trainees in their first two years of teaching, including support with early career development.
23. YWTT is fully compliant with the initial teacher training criteria and meets all legislative requirements. Organisation of documentation is exemplary. The partnership is working towards adding an additional primary course for teaching children and pupils aged three to seven. They are preparing to offer this course in September 2020.

## **Annex: Partnership schools**

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

Driffield Junior School, Driffield

Driffield School, Driffield

Highlands Primary School, Hull

Hull Trinity House Academy, Hull

Hunsley Primary School, Brough

Malet Lambert, Hull

Swanland Primary School, Hull

Willerby Carr Lane Primary School, Hull

Wolfreton School and Sixth Form College, Hull

## ITE partnership details

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Lead inspector	Debbie Redshaw HMI
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Previous inspection report	N/A
Provider address	The Education Alliance Eastdale Road Melton East Riding of Yorkshire HU14 3HS





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