

North East Partnership SCITT (Physical Education)

John Spence Community High School, Preston Road, North Shields NE29 9PU

Inspection dates

31 January to 3 February 2022

Inspection judgements

Primary and secondary age-phase combined

Overall effectiveness

Outstanding

The quality of education and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to be a trainee at this ITE partnership?

Trainees receive a unique and transformational experience. They gain additional qualifications and national governing body awards as well as training to be a high-quality teacher. For example, all trainees gain a first aid qualification. Secondary trainees acquire a teacher trampoline award. Leaders are mindful of trainees' workload and well-being. Trainees describe the support of leaders and school-based mentors as 'exceptional', 'incredible' and 'impeccable'. The quality of communication across the partnership is exceptional. This ensures that trainees receive a consistent, high-quality course offer.

Centre-based and school-based training support trainees to manage pupils' behaviour well and to safeguard pupils. Trainees are exceptionally well prepared to start their teaching career. They learn and practise in a wide range of different settings, expertly refining their craft. Many early career teachers (ECTs), who were previous trainees, have had a rapid pathway to leadership roles.

Trainees fully understand the principles of teaching and learning for their phase and subject, and beyond. For example, all trainees are highly competent in the principles of teaching physical education (PE). They apply their strong knowledge and skills to teaching other curriculum subjects and phases. They use up-to-date research to deepen their subject knowledge. It also develops their understanding of how pupils learn.

Trainees gain extensive knowledge on how to meet the needs of all pupils. This includes pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.

One headteacher described the course as an 'excellent programme that year on year delivers superb entrants to the profession not only as teachers, but as future leaders'.

Information about this ITE partnership

- North East Partnership School-Centred Initial Teacher Training (SCITT) is based at John Spence Community High School, North Shields. It provides primary and secondary teacher training with a specialism in PE in the North East of England.
- Trainees who successfully complete the course are awarded qualified teacher status (QTS). All trainees complete a Post-Graduate Certificate in Education (PGCE) with the University of Northumbria.
- All secondary trainees are on the core SCITT programme. Primary trainees are on a School Direct tuition fee programme.
- The partnership uses 49 secondary and 23 primary schools to provide placements for trainees. These schools are placed across 10 local authorities. During the time of the inspection, trainees were based in 25 secondary schools and 12 primary schools.
- All schools used by the partnership were judged to be requires improvement, good or outstanding at the last inspection.

Information about this inspection

- The inspection was carried out by three of Her Majesty's Inspectors (HMIs).
- As part of the inspection, inspectors visited seven trainees in six partnership schools. Observations of trainees during teaching practice and theory sessions were carried out jointly with trainees' mentors where possible.
- Inspectors held meetings with the SCITT leaders, trainees, early career teachers (ECTs) and recently qualified teachers (RQTs), and headteachers of schools where trainees attend on placement or where ECTs are employed. Inspectors also met with mentors, link tutors and ITT coordinators. The lead inspector spoke to members of the management committee, including the vice chairperson.
- Inspectors carried out focused reviews in secondary and primary PE, primary foundation subjects and early reading and phonics.
- During the inspection, all 29 of the secondary trainees were on the core SCITT programme. The subjects being studied were PE with additional modules in the core national curriculum subjects of English, mathematics and science. The 12 trainees who were in the primary phase study PE as a specialism and also all the national curriculum subjects.
- Inspectors considered a wide range of documentation, including details of the core SCITT programme, which covered the central programme of study, secondary PE and primary programmes of study, the partnership's self-evaluation document and improvement plan, published information about the course, and the SCITT's own records of trainees' achievement.
- The lead inspector met with a range of external partners including representatives from the Association for PE, the University of Northumbria, Youth Sport Trust and Vision for Education.

- Inspectors considered the results of surveys completed for the inspection by trainees and members of staff.
- Overall, 23 settings were visited or communicated with, as part of the inspection.

What does the ITE partnership do well and what does it need to do better?

Leadership and management of this SCITT are exceptional. Leaders are relentless in the pursuit of excellence. They are successful in their aim to make excellent teachers that 'stand out from the crowd'. This success is underpinned by a curriculum that is highly developed and brought to life by expert, high-quality teaching, mentoring and guidance.

The core content framework is woven expertly through an ambitious and innovative course. In every setting, the curriculum is delivered effectively because school-based learning builds carefully on centre-based learning. What is taught in school dovetails what is covered at the centre in a highly effective manner. Trainers are experts in their field. Leaders at all levels check regularly on how well this enables trainees to meet their professional standards. Leaders and mentors give feedback and set personalised and precise targets to help trainees continually improve. This supports trainees to rapidly master the intended curriculum.

Leaders have cultivated a high-performance environment where trainees achieve highly. They invest in a learning cycle by evaluating research and receiving expert tuition. They observe expertise, then try out what they have learned during their school placements. Trainees reflect and refine their learning before starting the cycle again. Their understanding of the research that informs the curriculum is a strength of this partnership.

Many trainees develop into highly competent teachers who become future leaders. ECTs have made excellent starts to their careers. Employing headteachers are impressed by how much ECTs know. It is credit to the curriculum that is in place for trainees across the partnership.

Primary trainees know how to teach early reading and phonics. They adapt to different systematic, synthetic phonics schemes when in schools. This is because they have a solid foundation of how children learn to read.

Leaders have a relentless drive for improvement. They have enhanced their training around SEND and those who speak English as an additional language so that trainees are fully confident in these areas. Trainees articulate well how to ensure that pupils with SEND or those who speak English as an additional language access the same curriculum as their peers. They can also give examples of how they would support pupils with specific needs such as hypermobility or autism.

Highly effective partnerships make trainees' experience the best it can be. All staff who gave their views feel valued and are overwhelmingly positive about the partnership. Members of the management committee bring experience and expertise to their roles. They assure themselves that leadership is of the highest quality. Leaders check on the quality of the mentoring programme. High-quality training and an accredited qualification

ensure that mentors have rich expertise. Many mentors are former trainees. They appreciate the support they received as trainees and say they want to 'give something back' to the partnership. Leaders are mindful of trainees' workload. All trainees complete a mental health first aid course.

Does the ITE partnership primary/secondary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number	70144
Inspection number	10212876

This inspection was carried out by Her Majesty's Inspectors (HMI) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook set out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE partnership	School-centred initial teacher training (SCITT)
Phases provided	Primary Secondary
Date of previous inspection	11 to 14 November 2013

Inspection team

Alison Aitchison, Lead inspector	Her Majesty's Inspector
John Young	Her Majesty's Inspector
Chris Pearce	Her Majesty's Inspector

Annex: Partnership settings, schools

Inspectors contacted trainees and staff at the following schools as part of this inspection:

Name	URN	ITE phase(s)	Date joined partnership	Current Ofsted grade
John Spence Community High School	108644	Secondary	September 2003	Good
Ponteland High School	145783	Secondary	September 2006	Good
St Joseph's Catholic Academy	139878	Secondary	September 2021	Requires Improvement
Cullercoats Primary	108569	Primary	September 2016	Good
St. Aloysius Catholic Academy	148275	Primary	September 2019	Outstanding
New York Primary School	108607	Primary	September 2016	Outstanding

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