

# Bourton Meadow School Initial Teacher Training Centre

Initial Teacher Education inspection report

Inspection Dates 24 – 27 March 2014

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This inspection was carried out by Her Majesty's Inspector/s and additional inspector/s in accordance with the *ITE Inspection Handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013.

The inspection draws upon evidence from 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*

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

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## **The primary phase**

### **Information about the primary partnership**

- Bourton Meadow Initial Teacher Training Centre (BMITTC) has trained teachers under the Graduate Teacher Programme since 2001. This year's cohort of trainees is the first to be trained on the new School Direct programme as a school-centred initial teacher training partnership. At the time of the inspection, 32 trainees were on the course with 27 trainees on the School Direct (tuition fee) route and five trainees on the School Direct (salaried) route. There are 22 schools in the partnership, covering North Buckinghamshire. Of the 22 schools, 13 are new to the partnership this year.

### **Information about the primary ITE inspection**

- Two of Her Majesty's Inspectors visited primary schools to observe former trainees and current trainees teaching either English or mathematics. All observations were carried out jointly with school-based teacher tutors. Inspectors observed teacher tutors giving feedback to trainees and met with the tutors and trainees to discuss the training.
- Inspectors also examined course materials with training managers and met with groups of current trainees and former trainees now in their first year as Newly Qualified Teachers (NQTs). Inspectors also looked at a wide range of documentation including trainees' files, records of progress, case studies and minutes of management committee meetings.
- The lead inspector held meetings with the head of training, senior training manager, head of school of Bourton Meadow Academy, the chief executive of the Bourton Meadow Education Trust, a group of headteachers of partnership schools and the recently appointed interim executive headteacher of the Bourton Meadow Education Trust.

### **Inspection team**

Julie Winyard, Her Majesty's Inspector – lead inspector

Richard Light, Her Majesty's Inspector – assistant lead inspector

### **Overall Effectiveness**

**Grade: 1**

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

- the outstanding outcomes for trainees that have been sustained and improved since the last inspection as a result of the excellent training programme

- an unrelenting drive for excellence that has continued to gather momentum since the last inspection
- the personalisation of training that adapts to meet the changing needs of every trainee throughout the course
- the excellent centre-based training and outstanding school-based training in behaviour management, the teaching of phonics, writing, mathematics and in developing trainees' understanding of the new primary curriculum
- the leaders and managers who track trainees' progress exceptionally well because they are constantly in touch with how trainees are getting on in their school placements and are able to respond immediately to any requests for additional support or training sessions with innovative and effective programmes
- the excellent quality assurance systems that ensure trainees are getting the best possible advice and guidance on how to develop outstanding teaching skills
- an exceptionally high level of commitment to ensuring the trainees get the best possible training from all partnership headteachers, their staff, centre-based staff and course leaders.

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

#### **The partnership should:**

- further strengthen the partnership agreement by making sure the roles and responsibilities of all partners including schools, trainees and NQTs, are clearly spelled out.

### **Inspection Judgements**

#### **The outcomes for trainees are outstanding.**

1. Since the last inspection, outcomes for trainees have continued to be outstanding. Employment rates for trainees are impressive. Since the last inspection all trainees have been employed by the end of the course. The current cohort is doing better than at the same time last year, with 25% already having secured a teaching post. This includes trainees from the non-salaried School Direct route. Because trainees from this provider are so much in demand in the local area, one school has brought forward its recruitment by six weeks in order to be certain of employing a good number of this year's trainees.

2. All trainees complete the programme demonstrating good levels of attainment in relation to the Teachers' Standards. A growing number of trainees are reaching outstanding levels of attainment each year. In 2012/13, 50% of trainees achieved an outstanding grade. The change in September 2013 from employment-based initial teacher training (EBITT) to school-centred initial teacher training (SCITT) has only served to strengthen these outcomes further, with performance data indicating that the current cohort of trainees are making even better progress than last year's cohort. Completion rates have been consistently above the sector average since the last inspection.
3. In response to the Ofsted online questionnaire, all 16 of the trainees who responded agreed the training would enable them to be a good or better teacher and know how to promote good behaviour. The overwhelming majority agreed or strongly agreed that they have been trained effectively and know how to promote the literacy and numeracy of all groups of pupils, including those with a disability or who have special educational needs.
4. There is no difference between the outcomes of different groups of trainees. This is because the provider tracks trainees' progress exceptionally well and takes rapid action in response to dips in performance. For example, concerns about the progress of male trainees in the first placement have been rectified in the second placement by ensuring that male trainees train alongside good male teacher role models.
5. Trainees' teaching has a good impact on the progress of pupils they teach. This is evident from the work in pupils' books. Trainees make sure the teaching strategies they use meet the needs of the pupils in their classes. These strategies include having a clear and strong focus on what all groups of pupils are expected to learn by the end of the lesson and the excellent use of teaching assistants to support pupils' learning. Trainees demonstrate that they know how to question pupils so that they can think through problems for themselves. They also use pupils' answers very effectively to support other pupils' learning in the class. For example, in a mathematics lesson where a pupil described the concept of translating shapes in symmetry as 'like Dr Who's Tardis because the shape moves to a new place on the grid without changing at all.' The trainee used this very helpful idea to support pupils who found the concept more difficult to grasp and, as a result, all pupils achieved well by the end of the lesson.
6. Trainees assess pupils' work accurately. Marking in pupils' books is very well structured so that pupils know precisely what they have done well and what they must do to improve their work. This reflects the excellent and consistent training they receive in assessment across the

partnership. Another outstanding feature is trainees' professional conduct because they have an excellent understanding of the responsibilities of being a teacher. They dress professionally and provide a good role model to pupils. They go the extra mile in their placement schools taking a full part in all school activities.

7. One trainee described the provider's aspiration to help all trainees to be outstanding teachers as 'scary but inspirational.' A very high proportion of qualified teachers who train with this provider remain in the teaching profession for the long term. It is clear that the trainees are inspired to see teaching as a long-term commitment. One headteacher indicated that most of the trainees he employed from the partnership are now consistently outstanding teachers. A good proportion of ex-trainees move into leadership roles within partnership schools. Many are keen to take on the role of teacher tutor so they can feed their expertise and enthusiasm back into the partnership.

### **The quality of training across the partnership is outstanding.**

8. Teacher tutors report that trainees are exceptionally well prepared for teaching due to the excellent centre-based training they receive. From induction onwards, trainees are under no illusions about the amount of work they will be expected to do. Their files are well organised and their self-reflection is insightful and constructive. All lessons they teach are thoughtfully evaluated and as a result trainees, in discussion with their teacher tutor, set themselves appropriate and sharply focused targets for further improvement. Targets build on from one observation to the next so that trainees are clear about their strengths and those aspects of their practice which must be improved. These targets are then carefully monitored by course leaders to ensure all trainees are on track to become good or better teachers by the end of the course.
9. Centre-based training and school-based training are extremely well aligned. This is because assignments and post-session tasks feed directly into trainees' practice in school. For example, after every centre-based training session, trainees must apply their learning to their teaching. Trainees say this helps them to test out research about children's learning and development in different subjects and enables them to help pupils with their learning.
10. Trainees are exceptionally well prepared to teach systematic synthetic phonics. The provider makes sure that centre-based sessions are carefully planned so that trainees who have previous experience of teaching phonics are given a different programme. For example, in one observed training session the post-session task focused on the different phonic programmes available in schools across the partnership. This

gave trainees the opportunity to compare and evaluate these programmes and feed back their findings into their placement schools. Trainees are also exceptionally well prepared to teach wider reading skills, writing, communication and primary mathematics. This is evident in their lesson planning which is designed to develop a range of key skills.

11. The new behaviour management programme has made a significant difference to the range of strategies trainees know about and can use in the classroom. Trainees say they are confident to apply these strategies consistently and to good effect. This was evident from discussion with teacher tutors and observations of trainees teaching.
12. A strength of the course is how well the observation of teaching is used to improve trainees' teaching skills. These include many informal observations of the trainee, a formal lesson observation every two weeks, and an exceptional number of opportunities given to trainees to observe outstanding teachers across the partnership. These observations are carefully documented and their impact on improving trainees' performance recorded. All these elements provide excellent school-based training that results in the outstanding outcomes for trainees and good progress for pupils.
13. Despite the 13 new schools that joined a well-established and highly effective partnership, the quality of training remains outstandingly consistent across all schools. This is because of the excellent training given to teacher tutors and the fortnightly meetings attended by training managers to make sure there is consistency in the quality of feedback given to the trainees. All feedback observed during the inspection was sharp, insightful and probed trainees' understanding of learning. Trainees respond very well to the requirement that they justify and explain what they are doing, and how this is improving pupils' learning.
14. Placements are of a consistently high quality and there are excellent opportunities for trainees to experience different types of school from small rural faith schools to large urban community schools. The variety of placements also makes sure trainees gain experience of different socio-economic and ethnic communities. As a result trainees are able to plan to meet the needs of all groups of pupils in their classes, including those with English as an additional language, or with a disability or special educational needs. If there is a problem with a placement the provider takes immediate action, including moving the trainee to a different school or a different class.
15. Trainees keep detailed records of how their experiences and achievements on the course help them to demonstrate evidence that they have exceeded the Teacher's Standards. These records are

rigorously scrutinised by course leaders to ensure evidence is well documented and accurate. Assignments are of good quality and the assessment of these and of trainees' QTS evidence is accurate.

16. Trainees are very well prepared for the demands of a new primary curriculum from September 2014 because they have a good understanding of the changes and have been trained to plan units of work to meet these new requirements. They are also well prepared to teach religious education (RE) and personal, social and health education (PSHE).

**The quality of leadership and management across the partnership is outstanding.**

17. Leaders and managers of the course have pursued their vision for providing outstanding teachers for partnership schools uncompromisingly and relentlessly since the course was first established as Employment Based Initial Teacher Training (EBITT). As a result, the course has gone from strength to strength and the transition from EBITT to School Direct, even with a new head of training from September, has been seamless and highly successful. Every school in the partnership, including the 13 new schools this year, shares this vision and the belief that every child deserves an outstanding teacher.
18. The provider's powerful vision for providing outstanding teachers to partnership schools has extended this year. They are determined to support NQTs to make certain that trainees who are graded as good and outstanding sustain this and continue to improve their practice. The pilot programme developed in the lead school will be rolled out next year to all partnership schools. NQTs at the lead school are thrilled with the support they receive and say they have maintained their trainee grade and are continuing to improve as a result of this new programme.
19. Self-evaluation is extremely rigorous and founded on very detailed monitoring about what happens daily across the partnership. This is enabled by excellent communication systems that ensure course leaders know how trainees are getting on and whether they require additional support and/or training. As a result, training is exceptionally responsive and well-tailored to meet the individual needs of trainees. For example, the result of these immediate and robust interventions is rapid progress for the trainee.
20. The fortnightly formal lesson observation, followed by a meeting between the trainee, their teacher tutor and training manager, enables the provider to track accurately every trainee's progress. This process also enables robust quality assurance of the advice and guidance given by teacher tutors.

21. Action plan targets are sharply focused on issues that come out of accurate self-evaluation. The actions listed are already bringing about improvements to the training and to trainee outcomes. For example, following specific interventions there is no longer a difference between the outcomes for different groups of trainees.
22. All partnership schools take an active part in the training programme. The head of training identifies the key strengths of each school and makes use of these, so that if a trainee has a specific need this can be met within the partnership. For example, the NQT survey showed that trainees are less confident in behaviour management than in other aspects of their professional practice. As a result, the provider has developed a highly innovative and effective intervention based in one school in the partnership where trainees are given the opportunity to see many different behaviour management approaches being used with great success.
23. The provider is highly responsive to needs within the partnership as well as to national initiatives. For example, headteachers in the area are working with regional HMI to improve outcomes for pupils eligible for Pupil Premium payments. As part of this work the provider has set trainees an assignment to research the approaches used to raise achievement for these pupils in their placement schools. These assignments will be used to spread good practice throughout the partnership and beyond.
24. Partnership headteachers are fully involved in recruitment and selection procedures. They say the provider is exceptionally responsive to any questions or concerns they raise. They are fully involved in self-evaluation and action planning and the course is shaped and re-shaped in response to their feedback and the ongoing and changing needs of the trainees in their schools. The partnership agreement meets requirements, but has not been revised since the 13 new schools joined the partnership in September. This revision is part of the current action plan and will include a section for NQTs to reflect the new training programme that will be enacted by all schools in the partnership next year.
25. Recruitment and selection procedures are extremely rigorous. Only the best candidates are selected for an assessment day and expectations for achievement are exceptionally high. Trainees say this is a gruelling day that truly tests their ambition and determination to become an outstanding teacher.
26. The provider is fully compliant with current requirements for safeguarding trainees and children. Equality and diversity is promoted

well through centre- and school-based training and trainees say there is no unwarranted discrimination of any kind.

27. The track record of this provider as an EBITT partnership, the continued outstanding outcomes for trainees within the new School Direct programme and the provider's responsiveness to both national and local initiatives, indicate that Bourton Meadow Initial Teacher Training Centre has an outstanding capacity to continue to provide excellent training for trainees and outstanding teachers for the partnership.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

Ashmead Combined School  
Bourton Meadow Academy  
Downs Barn School  
St Michael's Church of England Combined School  
Priory Rise School  
Haydon Abbey School

## ITE partnership details

<b>Unique reference number</b>	70184
<b>Inspection number</b>	429010
<b>Inspection dates</b>	24 – 27 March 2014
<b>Lead inspector</b>	Julie Winyard HMI
<b>Type of ITE partnership</b>	SCITT
<b>Phases provided</b>	Primary QTS
<b>Date of previous inspection</b>	22 – 26 June 2009
<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70184"><u>http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70184</u></a>
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