



External Examiners' report template (SCITT Final Assessment Board)

Section A: Purpose of the External Examiner's report

[Please read this section before writing your report]

External Examiner reports are an integral part of the SCITT's quality monitoring and quality enhancement process and play an important role in the programme review cycle.

NELTA SCITT requires all External Examiners to submit a written report annually. The report should be submitted within **one month** following the final Assessment Board.

The report should focus on the assessments just concluded and should be linked with the aims and outcomes for trainees and the assessment criteria for Initial Teacher Training

NELTA invites External Examiners to be fully objective and to make positive criticism and/or recommendations, where appropriate.

External Examiner reports are public documents and can be seen by students at Improvement Planning meetings. **Please avoid reference by name to individual students.**

In addition, under the Freedom of Information Act, NELTA will provide copies of External Examiners' reports to third parties who make a lawful request for these. Reports will normally retain examiners' names. NELTA will consider any reasonable request from external examiners to anonymise their reports. Such a request should be made in writing and submitted with the report.

Copyright in all External Examiners' reports will be owned by NELTA. Examiners will not be permitted to retain their moral rights (under the Copyright Act) in the reports as NELTA may choose to anonymise the reports, as appropriate.

Procedures for the distribution of reports:

1. Once the report is received NELTA will produce a response to all recommendations and other significant issues it has identified. The response is forwarded to the External Examiner after consideration by the NELTA Strategic Board and BMAT trustees.
2. In the event that there is no response to an External Examiner's report recommendations within 3 months, this is reported to the next meeting of the NELTA Strategic Board and BMAT trustees.
3. All reports form a part of the quality monitoring of programmes. Reports are scrutinised by the NELTA Professional Development Strategic Team, and any actions taken in response to a report goes forward as an agenda item to the subsequent NELTA Strategic Board meeting.



Section B: Submission of the report

Please submit your report and cover sheet to:

**Rashida Morisiya
NELTA Principal
Beal High School
Woodford Bridge Road
Ilford
Essex
IG4 5LP**

Payment of your fee is arranged upon receipt of your report, unless the report is referred back for any reason.

Please submit your report via email to the following address:

rmorisiya@bealhighschool.co.uk



Section C: To be completed by the External Examiner

[Block Capitals please]

Name of External Examiner Leigh Flaxman

Programme to which attached NELTA SCITT Initial Teacher Training

Academic Year 2021.22

Section D: Report content and guidelines

External Examiners are asked to submit a typed report making comments under the following headings:

Programme/Subject design, content and standards

The course continues to be well designed, effective, and coherent for Trainees to navigate. There has been a steady increase over the last 4 years in the connections between central core training and subject studies. There has also been an increase in the amount of time given to subject specific focus which the Trainees find to be very beneficial to their practice. This continues to be developed and there could be more use of subject specific research through the subject associations of which all Tutors are members. Trainees could be directed to more recent and relevant research/literature in their subject areas with encouraged engagement in subject sessions. This is done in some subjects but almost all could apply it more systematically and effectively. Central 'toolkit' sessions are overall well designed and linked to the Trainees practice, there could be a more consistent connection to subject sessions so that Trainees see their worth even more. School placements in the vast majority of cases are carefully selected taking into account the Trainees prior experiences and training needs. On occasion where placements have been found to be unsatisfactory Tutors have been quick to respond, addressing issues, supporting schools, finding alternatives where necessary and in rare cases not using the placement. One concern that a few Trainees have raised is the travel time to their placement school which impacts on their practice. Another issues raised by Trainees and Mentors is the necessity of Trainees to teach outside of their subject expertise, particularly in Business Studies concerning Economics and Social Science regarding Psychology/Sociology. More subject specific training to support Trainees when they are asked to teach at a high level outside of their expertise/subject due to school need was requested. It was also of concern to Trainees and Mentors when formal lesson observations focused on these areas.

Trainee performance (please avoid reference by name to individual students)

36 Trainees accepted offers of a place to NELTA this academic year but only 28 started in September. This is being investigated by the team but initial thoughts are that this is due to pandemic concerns and some career changers making alternative



choices. This should be monitored in future years to see if a pattern emerges in different Trainee groups or subjects. Of the 28 who started the course 23 are completing successfully with the award of QTS. 2 withdrew from Business Studies and 2 from Maths due to personal issues and change in career choice. Again this should continue to be monitored by the NELTA team. There has been one Professional Practice issue this year and I am confident that NELTA have robust and effective procedures in place to manage this. The concern was identified by both the senior team and Tutor and a 'Fitness to Practice' panel consisting of objective NELTA (none on the panel have come into direct contact with the Trainee) and wider Beacon Trust staff is being drawn upon to fully investigate and conclude the matter. All completing Trainees except one have met the Standards above the benchmark needed, which reflects the high quality of the NELTA course. I am satisfied that the Trainee who has 'met' the Standards has done so at a level in line with other providers with which I am familiar. However, there are issues in this case connected with teaching beyond the subject necessary for the course which may have had a bearing and needs to be reviewed. Also this Trainee and a significant number of others have part time work outside of the course and this in the opinion of Mentors and Tutors can have an impact on the practice of Trainees. The issue is understandable on a non-salaried route with inconsistencies in DFE bursaries but should be reviewed by the team for a consistent stance and support. The majority of Trainees have secured a teaching position for September with excellent support from Tutors and Mentors but the number who have not is significantly increased from recent years and should be monitored with targeted support given.

Assessments: structure, design and marking

Assessment practices are robust, effective and fully embedded into the NELTA programme. Particularly impressive are the regular review points which Mentors, Tutors and Trainees contribute to. These act as reflective pause points as well as the monitoring and assessment of effective practice. There is some confusion regarding the use of the CCF which the course has already started to address for next year. Another aspect of excellent practice is the triangulation of Mentors, Tutors and Trainees in all formal lesson observations and subsequent lesson discussions. This provides superb support for the Trainee when reflecting on success as well as devising appropriate and effective development targets. It also provides effective Quality Assurance regarding sound and consistent judgements regarding the Trainees practice. A well developed and effective element of this process is the conversations Mentors and Tutors have prior to meeting the Trainee to ensure consistency of approach. This now needs to be developed even further to improve the quality of 'feedback' given to Trainees. The meeting could be used to agree on 'themes' for discussion with key questions to ask the Trainee regarding their lesson, thinking behind it and pupils progress. The 'themes' would narrow and deepen the focus of discussion for all Trainees, reducing breadth and repetition than when the whole lesson is feedback chronologically, seen in the majority of cases over the last 4 years. The Teachers' Standards are effectively used in summative judgments for the award of QTS. The Evidence Folders could be reviewed to reduce unnecessary repetition, particularly in the light of CCF revisions and consider an online format. Lesson Planning and reflection could also be reviewed particularly with regard to subject specific focus and the wider more consistent use of a reduced content format towards the end of the course when most Trainees are more independent.



Role of the External Examiner

The Course and all its staff have a positive approach towards the External Examiner process and clearly welcome the chance to review its practices in order to improve an already excellent course. All handbooks, curriculum plans, and documentation requested were provided so a full overview of the course could take place. A detailed External Examiner programme was developed so that teaching, Tutor and Mentor feedback and Trainee reflections as well as a range of Evidence Files and assignments could be seen. The Exam Board was attended with reflection input from almost all Tutors when reporting outcomes. This is exemplary practice and very useful in gaining an insight into the Trainees progress.

External Examiner activities

- Attendance of Exam Board.
- Observation of Evidence Files.
- Discussions with Business Studies, Maths, Social Science, and PE Tutors
- Discussions with Mentors
- Discussion with Trainees
- Observation and feedback sessions with Tutors and Mentors in Science and Social Science (Sociology).
- Discussion with the NELTA Principal.

Collaborative Programmes

There are good and effective relationships between NELTA and the vast majority of its partnership schools. This is achieved through regular and high-quality visits to schools by Tutors where they meet with Mentors, Trainees and Professional Mentors, carrying out joint observations and feedback. Regular Mentor Training is provided at NELTA and the school visits are used to support those unable to attend or in need of targeted support. The course should continue to work on improvements to Mentor training in light of the Reaccreditation process, particularly with regard to online provision/engagement, research-based evidence which includes subject specific focus and Intensive Training Practice.

Recommendations or actions

Necessary actions

I am very confident that assessments are accurate and professionally arrived at using all the high quality procedures NELTA has in place. Evaluations are systematic and draw upon high quality internal and external data to inform them.

- Embed the CCF into the whole course so all are aware of its purpose and can access/use the statements and research evidence base to inform their practice regularly. Consideration of how CCF works with the Teachers Standards is needed.
- Course review in line with Reaccreditation of ITT.



Advisable actions

- Reducing unnecessary repetition and administration for Trainees, Mentors and Tutors by finding a suitable online platform and format for Evidence files. This will allow more consistent and easier monitoring of progression. Lesson plans and reflections could also be reviewed for subject specificity and changes as Trainees progress.
- Developing Mentors and Tutors expertise in lesson observation 'feedback' to reduce the breadth and increase the depth. Using the Mentor and Tutor discussion before 'feedback' to select key theme/foci rather than going through the whole lesson chronologically. Also encouraging the Trainee to be independent in reflection as they progress through the use of carefully crafted questions concerning the identified themes and use of prompts to expand reflections.
- Subject specific research engagement using Subject Association membership, journals and conferences as well as connections to a university. These will need to be linked to the EEF evidence base where appropriate but are also a rich and necessary addition.
- Review the course stance on Trainees part time work beyond the course whilst in the training year.

Good practice

- Superb Tutor support for all Trainees. This includes using formal mechanisms when issues arise. There was evidence of progress in Trainees with difficulties going on to succeed and good use of the Aspire process to target and challenge plateauing Trainees.
- Tutors modelling excellent practice in sessions using exemplar lessons to discuss and reflect on planning and teaching.
- Excellent moderation processes using Mentors, Tutors and when needed the NELTA Principal for both teaching practice and assignments.
- Systematic scrutiny of Evidence Files by Tutors to make secure judgments about QTS.
- Excellent use of past Trainee targets to return to in lesson observations, weekly meetings and Tutor visits to reflect on progress. This really supports Trainees in developing their practice.