



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 2020/2021

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 has a highly developed and effective course structure with Trainees benefiting from very good quality training in school and when at NELTA. The NELTA team have worked to develop a resource base of literature and resources though their website which Trainees can access to support them in their assignments and teaching. The course has expert Subject Tutors who lead curriculum elements of the course and it was evident that these helped Trainees to progress in the breadth of the coverage needed to teach across the secondary curriculum. Tutors were able to tailor some sessions to support the needs of individuals with regard to subject knowledge, showing the highly personalised nature of the course. There was evidence in the lessons observed, assignments and evidence files seen as well as conversations with Trainees and Mentors that NELTA sessions had an impact on the high-quality teaching seen and documented. Trainees and Mentors were able to identify specific instances to demonstrate impact such as Maths sessions when key principles of topics were demonstrated and reflected upon for different ways to teach them referring to different ability pupils. Another example were English sessions which supported interpreting texts at GCSE level, focusing on engaging pupils in holistic understanding rather than separate skills needed for exams. Trainees also reported that sessions at the start regarding curriculum and lesson planning were hugely beneficial in grounding their thinking before teaching. They did express a desire for lesson planning to be returned to more regularly throughout the year with a more nuanced focus as they gained experience. This was supported by the lessons observed and evidence files seen, where lesson planning could have been more streamlined with a greater emphasis on subject content matched to the pedagogical approach, with a reduction in generic descriptive narrative which could be applied to any lesson. Whilst only one school was visited this year the Trainees reported satisfaction with their placements on the whole and particularly flourished where there were contrasting settings. Salaried Trainees reported that they would like to have a longer second placement to develop a wider range of skills and benefit from the contrasting nature of schools. They and their Tutors would also welcome specific guidance on teaching different subjects, timetable requirements and a difference of



approach to some elements of assignments/sessions due to their higher-level teaching commitments.

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

All but 1 of the Trainees completing this year achieved grade 2 good or above which is in line with national benchmarks and other similar providers. The Trainee achieving a grade 3 is above the requirements for QTS and has been rigorously monitored to ensure the requirements for QTS have been securely met. 3 Trainees withdrew this year which is a slight increase on previous years but with specific unavoidable instances which were well documented. There has been an increase in the number of grade 1s awarded, which is a significant achievement with less experience in the classroom this year. There is also no DFE requirement to grade this year and it is to the courses credit that they have done so. There has been very successful use of the grade criteria to support progress across the year and Trainees have expressed a wish to have a final grade outcome. I am satisfied that all QTS grades awarded are rigorous and accurate based on the evidence seen.

The excellent support of Tutors and Mentors for Trainees experiencing challenges on the course is worthy of note. Staff are quick to respond to issues and tailor support accordingly. NETA documentation is effectively and rigorously used to track Trainees and determine interventions needed. Tracking indicates progress over the year for the majority of students. Where this was not the case spikes and troughs were identified and discussed in detail at the Exam Board. In some instances, grades awarded at the start were high and then fell in the second assessment point, this could be a trend worth investigating for its inference regarding initial judgments and consistently across the course. It could also reflect the fact that many NELTA Trainees start having had prior experience in teaching and this could be capitalised on to a greater extent. The ASPIRE plans could be used as an effective vehicle to achieve this.

Assessments: structure, design and marking

Assessment procedures are well thought through, effective and robust. All the NETA documentation is designed to support Trainees progress against the Teachers Standards. Tutors and Mentors review progress at the staged assessment points to draw together different aspects of teaching practice and assignments which are effectively used as an evidence base. Weekly meeting guidance is given which prompts Mentors to broaden discussions to include different Standards so that coverage is assured. These could be more consistently used by mentors and monitored by Tutors, as there was some evidence that weekly meetings did not always occur, were shortened or limited in scope and sometimes focused on actions rather than development. Some Tutors noted that some Mentors and schools were known to be 'harsh' or 'lenient' in their judgement of Trainees and this could indicate some work is needed on consistency of grades at assessment points.

The course has effective and highly developed Internal Moderation processes using experts within the partnership which help to quality assure final judgment outcomes.



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 the addition of reflection input from almost all Tutors when reporting grade outcomes. This was exemplary practice and very useful in gaining an insight into the Trainees progress this year.

External Examiner activities

- Observation of a Maths and Science Trainee teaching.
- Observation of a Mentor and Tutor combined feedback session.
- Observation of a Mentor and Programme Lead feedback session.
- Trainee reflection meeting
- Mentor reflection meeting
- Attendance of Exam Board.
- Observation of Evidence Files.

Collaborative Programmes

Whilst only one school was visited this year it was clear to see from conversations with Trainees, Mentors and Tutors that there is strong collegiality between partnership schools and NELTA. This is supported by the common paperwork used throughout the partnership and regular Tutor visits into schools. Tutor visits were very much appreciated by Trainees and seen as something that had a direct impact on their progress. Joint observations between Mentors and Tutors and subsequent discussions help develop consistency across the partnership. Particularly impressive and supportive this year were the Tutor online observation of lessons which provided an opportunity for reflection on a different aspect of teaching and meant that there was development even when not in school face to face with pupils. This is sure to have had an impact on the relatively small withdrawal number and high level of achievement in a challenging year.



Recommendations or actions

Necessary actions

I am very confident that there are no necessary actions as 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.

Advisable actions

- Many NELTA Trainees start the course with prior experience in teaching. This could be capitalised on further to ensure good progress is made from the outset, particularly in some subjects. The ASPIRE plans could be used as a vehicle for this.
- Trainees need to become more independently reflective following lesson observations. Mentor and Tutor training in leading 'Learning Conversations' with the use of deep listening and targeted prompts could support this. Rather than evaluate the whole lesson narrow paths for discussion and development should be forged, particularly by the end of the course for high attaining Trainees.
- Tutors and Mentor with the support of the Programme Leader should be encouraged to review the Trainees assessment profiles more regularly throughout the year so they can be used to identify patterns and see issues in individual progress.
- A Programme Review of how Teacher Standards evidence for QTS should take place considering streamlined and electronic submission.
- Further consideration of how to ensure consistency of grading across schools and subjects. Joint observations across subjects and peer review of evidence against the Teachers Standards could assist this process, which is always difficult to achieve across a partnership.

Good practice

- There is exceptional support of Trainees from Mentors and Tutors contributing towards good progress, high outcomes and a low level of withdrawals.
- Tutors know their Trainees very well and are able to articulate their learning journey effectively with secure evidence.
- Effective dynamic Tutor support when online learning was necessary.



- High quality Internal Moderation procedures to Quality Assure final assessment outcomes.
- Well developed whole course Curriculum Planning which is designed to effectively support Trainees through carefully crafted sessions staged at key points in the year.

Signed: *L. Flaxman*

Role: External Examiner

Date: 16th July 2021