

Forest Independent Primary Collegiate SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 22/06/2015 Stage 2: 23/11/ 2015

This inspection was carried out by Her Majesty's Inspectors and Ofsted inspectors 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

	Primary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

The primary phase

Information about the primary ITE partnership

- The Forest Independent Primary Collegiate partnership provides primary (ages 4–11) school-centred initial teacher training (SCITT) for graduates. Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and gain a postgraduate certificate of education (PGCE) from Middlesex University.
- The partnership consists of 30 partnership schools within the London Boroughs of Waltham Forest, Redbridge and Enfield, and the counties of Hertfordshire and Essex. The partnership also provides School Direct (SD) training for Key Stages 1 and 2 (ages 5–11).
- During stage one of the inspection, in June 2015, there were 20 trainees on the PGCE training route and 28 trainees on the School Direct training route. In stage two of the inspection, in September 2015, 56 trainees began their training, 30 of whom are on the School Direct route.

Information about the primary ITE inspection

- Inspectors visited 10 schools at Stage 1 of the inspection, observing 11 trainees teach. They also met with two other trainees to review their evidence in relation to the teachers' standards.
- At stage two, inspectors visited eight schools, observing eight newly qualified teachers (NQTs) teach. They also reviewed transition documentation, including the targets set for former trainees during their induction. Two of the schools and three of the trainees were visited at both stages of the inspection. Inspectors held discussions with individual trainees and NQTs, leaders and managers, mentors, trainers, induction coordinators, headteachers, the external examiner and members of the SCITT's management committee. Inspectors also took into account responses to the trainee online questionnaire completed in June 2015, the partnership's exit survey and the NQT survey. Inspectors also considered the actions taken by leaders and managers to improve the training and outcomes between the two stages of the inspection.
- Inspectors reviewed a wide range of evidence including information on recruitment and selection, training materials, tracking information, assessment data and quality assurance information.
- The inspection team also reviewed the partnership's analysis of outcomes for trainees, feedback from stakeholders, the partnership's self-evaluation document and improvement plan.
- Checks were also made to ensure the partnership was compliant with the initial teacher training criteria and statutory requirements including safeguarding.

Inspection team

Julie Winyard HMI, Lead Inspector
Amanda Gard HMI, Assistant Lead Inspector
Andrew Maher, OI Team inspector
Terry Russell, OI Team inspector

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- Very strong recruitment and selection procedures that ensure the most suitable candidates are selected to be trainees on the PGCE and School Direct (SD) routes.
- A strong management committee made up of all headteachers in the partnership, who have a good grasp of the strengths and weaknesses of the SCITT and are highly committed to ensuring the best-quality provision.
- Strong levels of attainment by trainees and consistently high completion and employment rates.
- Highly committed school staff who contribute to a wide range of SCITT training on both routes so that trainees benefit from current best practice.
- Centre-based training that has a very strong focus on effective behaviour management, which trainees and former trainees apply well, resulting in good learning behaviour for most pupils in their classes.
- Trainees' and former trainees' ability to engage pupils in interesting, carefully planned lessons which help pupils to learn well.
- Good professional development opportunities for SCITT staff enable course tutors to bring new educational research and effective practice into their training.
- Behaviour journals which provide a very useful opportunity for trainees to reflect on their practice, enhanced by the continuous dialogue they have with behaviour management specialists, the course director and behaviour consultant, about their learning behaviour experiences in and out of the classroom.

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

The partnership should

- Continue to secure the consistency of mentoring across the partnership by ensuring all mentors:
 - record trainees' targets in sufficient detail so that trainees are clear about what they must do to achieve them, and keep trainees' progress under regular review
 - consistently link trainees' targets to the teachers' standards and carefully track the targets from one weekly meeting to the next

- are quality assured throughout the year and that senior leaders who have responsibility for monitoring have clear criteria for effective mentoring so they can make consistent, qualitative judgements
- improve action development plans so that targets are precise and sharply focused on trainees' specific development needs with criteria that exemplify what success looks like.

Inspection judgements

1. The overall effectiveness of the Forest Independent Primary Collegiate SCITT is good. Leaders, managers and all partnership schools are highly committed to recruiting and training trainees to become good and outstanding teachers.
2. Selection procedures are extremely rigorous and comprehensive. Prior to selection for interview, candidates must pass the partnership's own stringent tests of their literacy and numeracy skills. Headteachers from partnership schools take a full part in the interview process in which candidates must demonstrate their teaching ability as well as show their commitment to the training in a formal interview. Information from the interview process is used well to create trainees' targets for teaching, personal and professional development. Trainees make good progress from their starting points because they understand their targets and what they must do to achieve them.
3. Although starting points are well defined from interview, targets are not always recorded in sufficient detail when trainees start their school placements. Targets are not always closely linked to the teachers' standards or tracked from one weekly mentor meeting to the next. As a result there are inconsistencies across the partnership in tracking targets. Verbal feedback given by mentors is usually informative and effective, enabling trainees to understand what they must do to improve their practice. Trainees experience a wide range of observations of their practice by course tutors as well as school leaders and mentors. This supports good learning and progress over time so by the end of the course most trainees are judged as good or outstanding.
4. The partnership goes out of its way to support trainees and as a result completion rates are high for all groups of trainees. For example, male and female trainees and those on the PGCE and SD routes do equally well. There are moving case studies recording how individual trainees have been supported through very difficult personal circumstances and have come through the training successfully or been able to defer so they can continue with their aspiration to be effective teachers at a later date.
5. The partnership has very high expectations of its trainees both in their ability as classroom practitioners and in their professional behaviour. Most take an active role in the life of the schools where they are placed. The partnership has recognised that professional conduct needs even greater emphasis and has

taken action to address this. Leaders have also identified that, for a very few trainees, professional conduct should feature on action development plans when they move to their first job as an NQT; in particular implementing mentors' and senior leaders' advice in their teaching.

6. Trainees and NQTs use the high-quality training they receive to good effect in their own classroom practice. Their ability to manage pupils' behaviour is a strength of the course and schools, both in and out of the partnership, comment on the purposeful learning culture that trainees and NQTs develop. For example, trainees have very high expectations and praise pupils who show the specific learning behaviour they expect. This has a positive effect on the rest of the class or group, who copy this good behaviour.
7. Trainees and NQTs know how to plan for different ability groups due to the good emphasis given to this in centre- and school-based training. They use partnership or school lesson planning formats to good effect giving detailed consideration to the learning needs of different groups, including those with special educational needs. Most stick to their lesson plan throughout the lesson but a few NQTs are beginning to gain confidence in changing the plan if pupils are not ready to move to the next learning activity. Trainees and NQTs use a wide range of teaching strategies to engage pupils, including questioning that encourages deeper thinking. However, they do not always ensure that all pupils get the chance to share their ideas with each other or the class.
8. Trainees and NQTs are reflective about their teaching. They talk with confidence about what worked and did not work well in the teaching style or strategies they used. The behaviour journals which PGCE trainees and School Direct trainees complete during the course encourage this reflective behaviour and provide an excellent record of their personal and professional development. The mentor communication book completed by the School Direct trainees also encourages reflection as well as tracking progress against the teachers' standards.
9. Trainees and NQTs are very pleased with the quality of the training they receive and are confident that this provides a good foundation on which to build their career as a teacher. Course evaluations and exit surveys give the partnership a very clear steer on trainees' and NQTs' views about the strengths and weaknesses of the training. Trainees and NQTs comment on how responsive the partnership is to their views and how rapidly changes are made as a result of their feedback. The partnership also ensures that it is responsive to changes in the national curriculum; for example, 'assessment without levels' has been a key feature of centre and school-based training this year.
10. The high-quality school- and centre-based training draws on the expertise of serving teachers, school leaders and professional tutors. The partnership is dedicated to ensuring their tutors have good opportunities for professional

development, including further postgraduate degrees. Tutors are able to use their educational research to improve and enhance the quality of the training. Partnership schools take a very active role in designing and delivering training at the centre. Trainees are also encouraged to join school staff for after-school and professional development training courses. All have received additional training in safeguarding and assessment at their school placements, which they have found helpful. School Direct trainees speak very highly of their Friday training sessions. One trainee commented, 'Every course leader had so much good experience to share with us.'

11. The partnership ensures that PGCE trainees have a good variety of placements to help them gain experience of working with pupils from a diverse range of socio-economic and ethnic backgrounds. They have a short placement in a special school which extends their understanding of meeting the needs of pupils with disabilities and special educational needs. School Direct trainees are based in their employing school. They exchange schools in the spring term, which extends their experience of different settings and Key Stages. They also have good opportunities to observe teachers in different age groups and to visit other schools to broaden their experience.
12. Trainees have good opportunities to teach science during their placements, an issue from the previous inspection. One trainee, seen at stage one of the inspection, had written a science programme for the whole term in her school, showing the confidence that trainees now have in this subject. Trainees have a good grasp of teaching phonics, reading and writing. Good phonics training is provided at the centre and built on during school placements and trainees put this into practice well. For example, in one lesson seen the trainee used a trip to the seaside to inspire her pupils to apply their phonics skills when writing accounts of their visit.
13. Trainees speak very highly of the quality of their mathematics training. They gain a good grounding in teaching mathematical skills and knowledge, and also how to plan for and develop mastery. This was reflected in a mathematics lesson observed where the trainee demonstrated very good subject knowledge and could identify the progress made by pupils from the time he started his placement. Trainees also get a good grounding in foundation subjects including physical education.
14. Trainees' course assignments are closely linked to classroom practice. For example, a phonics assignment required the trainee to analyse and comment on the class teacher's plans for the week. Trainees enjoy the assignments and say these help them to observe and analyse children's development, including behaviour, and to evaluate educational research in the classroom. Assignments are carefully marked and from the feedback trainees learn how to improve their written work.

15. Trainees are well prepared for employment. One partnership headteacher told inspectors that the partnership 'produces some amazing teachers!' All trainees quickly gain employment, mainly in partnership schools. School Direct trainees do not always stay in their employing school. If they decide to move or the school does not have the capacity to employ them, they rapidly find work elsewhere. Forest Independent Primary Collegiate (FIPC) is recognised in the area as giving good-quality training, and trainees are quickly snapped up by local schools.
16. There are good informal communications with employing schools but transition targets are weak. This mirrors the inconsistencies in the recording and tracking of targets by mentors during the training. School mentors work with trainees to complete their 'action development plan' which goes with them to the employing school. Targets are not always linked to the teachers' standards and if they are, they are too generic. For example, one NQT had a target which said, 'Standard 7: manage behaviour effectively.' In fact, the issue lay in the need to work on managing low-level disruption at certain times during a lesson. The partnership has recognised that a review of transition targets is necessary.
17. The partnership complies fully with the initial teacher training (ITT) criteria and meets all of the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination. The partnership agreement between the SCITT and its partner schools is reviewed annually and was relaunched to all schools just before stage two of the inspection. It now requires headteachers or senior leaders to monitor mentor meetings with trainees at least twice during each placement in response to weaknesses identified at stage two of the inspection. Criteria to support these termly evaluations are not yet in place.
18. The management committee is made up of all the partnership headteachers, the course director and School Direct leader. The management committee has taken rapid and decisive action to address the weaknesses identified at stage one of the inspection. The committee provides effective and robust challenge to the programme director and School Direct leader. They have a crystal clear vision of excellence for the partnership that is shared across both training programmes. They have significantly revised the improvement plan so it is sharply focused on the action the partnership must take to improve the provision for trainees. They have revised the leadership and staffing structures and are in the process of revising the committee structure with new terms of reference. The committee speak highly of the dedication of the course director and School Direct leader, saying 'They have been instrumental in building a strong and effective partnership.'
19. The management committee has recognised that the FIPC is one provision with two training routes, PGCE and School Direct, and is in the process of bringing these programmes together, where appropriate. For example, the programme

director and School Direct leader now provide joint mentor training. This is targeted at making sure there is consistency in the quality of mentoring across the partnership. They have recognised the strengths of leaders in the partnership and are using these strengths to improve the training. For example, the School Direct leader has recently completed a postgraduate dissertation on mentoring. She has been asked to use her knowledge and research to lead the work on ensuring that mentoring is consistent across the partnership.

20. The rapid improvement since stage one of the inspection indicates that the management committee has a good capacity to make further improvements to the provision for teacher training within the FIPC partnership.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

St John's Buckhurst Hill, Buckhurst Hill
John Bramston Primary, Hainault
Kingsmoor Academy, Harlow
Theydon Bois Primary, Theydon Bois
Limes Farm Infants, Chigwell
Rise Park Academy, Romford
Oakdale Junior School, South Woodford
Ivy Chimneys Primary School, Epping
Nazeing Primary School, Nazeing
Wells Primary School, Woodford Green
Sextons Manor Primary, Bury St Edmunds
Fleetville Infant and Junior School, St Albans
Coppice Primary, Chigwell
Uphall Primary, Ilford
Potter Street Academy, Harlow
Cranbrook Primary School, Ilford
Handsworth Primary, Chingford

ITE partnership details

ITE partnership details	
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Inspection dates	Stage 1 22 June 2015
	Stage 2 23–25 November 2015
Lead inspector	Julie Winyard HMI
Type of ITE partnership	Primary SCITT
Phases provided	Primary
Date of previous inspection	21 June 2010
Previous inspection report	Good
Provider address	Forest Independent Primary Collegiate Limes Farm Junior School site Limes Avenue Chigwell IG7 5LP



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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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