

The Compton SCITT

Initial teacher education inspection report

Inspection dates Stage 1: 25 April 2016 Stage 2: 10 October 2016

This inspection was carried out by one of Her Majesty's Inspectors and an Ofsted inspector 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 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

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

The secondary phase

Information about the secondary partnership

- The Compton school-centred initial teacher training (SCITT) partnership provides secondary teacher training for graduates. Successful trainees are recommended for qualified teacher status (QTS).
- The SCITT has provided initial teacher education (ITE) since September 2014. It has not previously been inspected. The SCITT works alongside The Compton Teaching School Alliance, which is based on the same site and shares many of the same staff.
- The partnership consists of five schools in Barnet local authority. The partnership has strong links with a range of other providers locally. These are used for trainees' second complementary placements.
- The SCITT makes use of additional expertise from schools, independent consultants and experts such as the Royal Shakespeare Company to enrich training.
- The number of trainees is growing year on year. In 2015–16 there were 13 trainees specialising in drama, English, mathematics and physical education.
- In 2016–17 there are 19 trainees. The SCITT now offers computing science, modern foreign languages and physics, in addition to the subject specialisms inspected during stage 1. All trainees are undertaking a QTS-only route.

Information about the secondary ITE inspection

- At stage 1, inspectors visited four partnership schools, observing four trainees teach. They scrutinised trainees' evidence folders, examining how well individual trainees were meeting the Teachers' Standards. At that point, the majority of trainees had just completed their second placement in another school.
- Meetings were held with individual trainees, senior leaders from the SCITT, school-based professional and subject mentors, headteachers and members of the partnership's strategic board. Inspectors also reviewed the partnership's assessments of trainees
- Inspectors scrutinised the partnership's self-evaluation and plans for improvement. They also reviewed the partnership's recruitment and selection procedures, their formal agreement with schools, the content of the professional and subject-studies programmes and the external moderator report.

- Inspectors ensured that the partnership was fully compliant with statutory initial teacher training (ITT) criteria.
- At stage 1, inspectors took into account the views of the 13 trainees who completed Ofsted's online trainee survey.
- At stage 2, inspectors visited four newly qualified teachers (NQTs) in four schools, three of which are not part of the partnership. Two of the NQTs had been observed teaching at stage 1 of the inspection. Inspectors observed the NQTs teaching and held meetings with headteachers, NQTs, induction leaders and mentors.
- Inspectors reviewed the partnership's end-of-course assessments for trainees and the information given to employing schools. They considered the actions taken by leaders to further improve the partnership's training between stages 1 and 2 of the inspection.

Inspection team

David Storrie, Her Majesty's Inspector (lead inspector)
Andrew Maher, Ofsted Inspector (assistant lead inspector)

Overall effectiveness

Grade: 1

The key strengths of the secondary partnership are:

- Leadership and management are exceptionally strong. Senior leaders in the partnership and schools have created a shared culture which nurtures trainees' individual strengths, while rapidly addressing any identified weaknesses in teaching. Trainees' teaching ensures that their pupils make consistently good and often outstanding progress over time.
- The partnership leadership team ensures that there is excellent communication with trainees, mentors and schools. The content of professional and subject training days are shared well with all stakeholders. This has helped to develop a common understanding of what is being taught, so this can be very effectively followed up by mentors in school contexts. All stakeholders have the same very high expectations of what trainees will achieve.
- SCITT leaders have been instrumental in initiating discussions with the Mayor of London's education office to develop a pan-London strategy for improving teacher recruitment and ITE in the capital. Their drive for excellence and a strong teacher supply locally have been key in helping to address teacher recruitment issues within The Compton Teaching School Alliance. Leaders share their excellent practice freely with other ITE

providers, but also learn from strong practice from elsewhere as part of their drive for continual improvement.

- Rigorous quality assurance quickly identifies emerging issues. As a result, leaders know early when trainees, mentors or schools are not living up to the high expectations of the SCITT. Action is taken swiftly to remedy and improve the very rare instances of concern.
- Trainees are highly professional. They take significant responsibility for developing their own teaching. Employing schools report that NQTs are very well prepared on completion of the course. NQTs understand their strengths and areas for development and teach to a high standard right from the start. They begin to contribute to the development of their departments and schools very quickly.
- Contributions from national and local subject specialists enrich the quality of training for trainees. This supports the high levels of attainment seen across all subjects and groups of trainees.
- Trainees receive high-quality training in behaviour management. Throughout the course they are particularly skilled in creating positive learning cultures in their classrooms. This is true regardless of the circumstances of the school.
- Employment after completion of the course is high. Trainees are highly respected in the local school community and in their employing schools. One headteacher summed up a typical view of headteachers when she said, 'I have never had an employee from the Compton before, I wouldn't hesitate to employ another!'
- Senior leaders have ensured that the partnership is fully compliant with statutory ITT criteria.

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

The partnership should:

- further refine the information provided to employing schools, so that trainees show how they will begin to address their career entry targets when formally entering the profession.

Inspection judgements

1. The overall effectiveness of The Compton School SCITT is outstanding. Trainee outcomes are high and their teaching secures consistently good and better progress for the pupils they teach. There is a strong moral purpose behind the partnership's vision to deliver excellent teachers for London schools. This permeates all of the work undertaken in the training year and transition to employment. Leaders ensure that the programme is tailored to the collective and individual needs of each cohort of trainees.

2. Leaders have a very clear understanding of the partnership's strengths and next steps for development. This is based on regular and deep evaluation of the partnership's performance. Quality assurance has been key to ensuring that leaders' knowledge and understanding of the programme is accurate across all training partners. Clear and regular feedback is given to trainees, mentors and schools about their performance. A culture of only the best being good enough is well embedded for all stakeholders.
3. Leaders use a wide range of evidence to evaluate the programme. They are highly ambitious to attain and maintain excellence for all trainees. Leaders evaluate emerging patterns from trainees' attainment, feedback from surveys of stakeholders and their own observations. This is used very effectively to plan for further improvement. For example, leaders responded rapidly to feedback from physical education trainees that they would benefit from additional training in table tennis and badminton.
4. Improvement planning is therefore based on precise evidence. Leaders consider carefully who is best placed to lead improvements, how they will be delivered and how success will be measured. This has helped ensure that the partnership deals with any potential weaknesses swiftly.
5. Leaders are proactive in seeking out high-quality graduates who have the right skills and aptitudes for teaching. They have successfully used the National College for Training and Leadership's school experience programme to identify those with strong potential to be excellent teachers.
6. Recruitment and selection procedures are meticulous and rigorous. Leaders and mentors from across the partnership are involved in the selection of trainees. A strong moderation process ensures consistency in expectations across interviews and observations of prospective trainees.
7. Across all subject specialisms and groups of trainees attainment is consistently high. This is a result of leaders' diligent attention to the needs of individuals and cohorts of trainees. All trainees, since the provider began training, have been accurately assessed as good or better; a significant proportion have been outstanding. There is little variation between different groups, for example, gender, age, sexual orientation or subject specialism.
8. Completion rates are high, with all trainees successfully completing the programme over the last two years. The partnership has well-developed procedures to make sure trainees causing concern are quickly identified, given support and challenged to improve. This has been highly successful in enabling trainees to make the rapid progress expected of them throughout their training year at The Compton School SCITT.

9. Employment rates in teaching are high when compared to other secondary partnerships nationally. All but one trainee across the two academic years the partnership has been operating gained employment by the start of their NQT year. Trainees are highly respected by their employing schools, who report that they settle easily and establish themselves 'as fully fledged teachers very quickly'. Trainees told inspectors that the partnership was exceptionally supportive in helping them find the right job for them.
10. During the selection process, trainees' subject knowledge is carefully assessed. This helps to identify trainees who require subject knowledge enhancement in their specialist subject. Leaders ensure that trainees successfully address identified weaknesses through external courses, internal training, personal research and bespoke tutoring from partnership staff. This contributes significantly to the excellent progress pupils make with trainees over time.
11. Trainees demonstrate an excellent understanding of how to promote a positive learning-focused culture in their teaching. Regardless of their subject specialism, they deploy a wide range of strategies to engage pupils in learning and quickly develop a highly positive rapport with them.
12. Trainees achieve highly against all aspects of the Teachers' Standards. All trainees and NQTs observed during the inspection were highly skilled at establishing positive learning environments in their classrooms. They used behaviour management techniques well when necessary. This ensured that the pupils being taught by trainees and NQTs made strong progress in their learning over time.
13. It was evident during school visits that trainees and NQTs knew their pupils well. They took account of pupils' prior learning and adapted teaching to meet their needs. Consideration for the needs of specific groups was evident in planning and teaching, for example, those who are disadvantaged, the most able or those who have special educational needs and/or disabilities.
14. Trainees are particularly strong in fulfilling their wider professional responsibilities. They have a secure understanding of their safeguarding obligations, understand the 'Prevent' duty and are attuned to the risks their pupils may encounter. For example trainees have a clear understanding of child sexual exploitation, female genital mutilation and how to identify pupils potentially suffering neglect. Trainees also understand how they can help promote equality through their teaching, paying particular regard to promoting respect for those with protected characteristics. Training has enabled trainees to gain a secure understanding of British values and how they can be embedded within teaching.
15. NQTs are described by employers as 'self-starting' and 'highly motivated to make a wide contribution'. For example, only five weeks into teaching, one NQT

is already developing an assessment framework for key stage 3 drama. This should have benefits for her department and the whole school in the future.

16. Trainees and NQTs are skilful in developing pupils' reading, writing and mathematical skills, regardless of their curriculum specialisation. For example, they consider the reading age of their pupils before asking them to read in class. They ensure that reading is stretching, but achievable. Trainees are taught to systematically consider how mathematical skills can be reinforced in their own subject areas. This is done with increasing skill and confidence across the training year. Consequently, trainees are well prepared to teach mathematical skills as a NQT.
17. Phonics was not well embedded in the programme at stage 1. Leaders worked rapidly to ensure that trainees understood systematic synthetic phonics. Trainees now have a clear understanding of how phonics should be taught in primary school, but more importantly, how it may be applied in their classrooms in key stage 3. Consequently, trainees have been able to support low-ability Year 7 pupils to develop their reading skills.
18. Trainees have a firm understanding of the key stages before and after their age group 11–16 training. This has been developed through central training which helps them understand the curriculum for pupils from primary to post-16 education. Trainees have a very clear understanding of the new National Curriculum, GCSE and A-level requirements. This has prepared them very well for their NQT year and beyond.
19. Trainees learn about special educational needs and disabilities through regular visits to a special school. This helps them to comprehensively understand the complex learning needs of some pupils and to very effectively support mainstream pupils who have special educational needs and/or disabilities. Trainees report this is key in ensuring that they can adapt learning for pupils in their classes.
20. There are very clear procedures in place to ensure that trainees undertake high-quality and contrasting school placements. All partnership schools are good or outstanding. Most school placements take place in Barnet or in neighbouring boroughs. However, trainees undertake a range of additional visits to primaries, secondaries, sixth-form colleges and pupil referral units. These visits are in a range of locations and help trainees understand the rich tapestry of cultures and educational provision within London and a range of socio-economic contexts.
21. Trainees visit schools that require improvement as part of their work to visit non-partnership settings. This provides trainees with a clear understanding of the work to improve schools and the important role individual teachers play in driving up standards. Trainees further benefit from direct input from first-hand

experience of working in challenging schools. These inputs from school leaders during face-to-face training sessions are greatly appreciated by trainees. However, leaders have rightly identified the need to more fully plan to expose trainees to schools that require improvement and are in a category of concern.

22. Trainees receive high-quality and detailed feedback from their mentors, both in school and from centre-based SCITT staff. School-based mentors greatly appreciate the excellent communication from the SCITT team and information about the centre-based development days. This information is used exceptionally well to focus observations and mentor conversations with trainees. A clear set of expectations helps mentors evaluate their own performance and this is being further developed with the use of the new national standards for mentoring.
23. Leaders have ensured that they have taken account of the Department for Education's recommendations emanating from the national workload review. Planning has been reviewed so that it covers the essentials without being a burden on trainees and teachers. Once trainees are demonstrating excellence, the expectations on them change to take account of their established professional practice. The partnership is also developing its use of information technology to ensure that it support trainees in the sharing of resources with peers and paperwork with mentors and tutors.
24. The partnership provides very clear and highly accurate information to employing schools about trainees. This provides employing headteachers with an overview of the trainees' strengths and areas for development at the completion of the training year. However, leaders have rightly identified that trainees could more clearly consider how they will begin to address their areas of development once employed. Leaders have a clear plan to further refine this area of their work in 2016–17.

Annex: Partnership schools

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

Chingford Foundtion School, Waltham Forest
 Finchley Catholic High School, Barnet
 Hendon School, Barnet, Barnet
 St Andrew the Apostle Greek Orthodox School,
 St James' Catholic High School, Barnet
 The Compton School, Barnet
 Wren Academy, Barnet

ITE partnership details

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	Stage 2 10–12 October 2016
Lead inspector	David Storrie HMI
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	Not previously inspected

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