

# Harris Initial Teacher Education Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 4 July 2016

Stage 2: 28 November 2016

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

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

## Primary and secondary routes

### Information about this ITE partnership

- Harris Initial Teacher Education opened in 2014. The partnership provides primary and secondary 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 from Goldsmiths University.
- The partnership offers School Direct salaried and non-salaried training routes. Central training takes place at a training centre based on the same site as Harris Westminster Sixth Form. The SCITT works in partnership with schools in the Harris Federation multi-academy trust.
- At stage 1 of the inspection, there were 22 primary trainees and 64 secondary trainees. In September 2016, 38 primary trainees and 97 secondary trainees began their training. Secondary training prepares graduates to teach one of the following subjects: English, mathematics, physics, chemistry, biology, design and technology, modern foreign languages, history, geography, physical education, religious education and citizenship, computing and classics.

### Information about the primary and secondary ITE inspection

- Inspectors visited five schools at stage 1 of the inspection, observing three primary trainees and three secondary trainees teach. They held further discussions with a group of 10 secondary trainees and a group of eight primary trainees. They held a telephone conversation with a former trainee who completed the course in the previous year, 2014/15.
- At stage 2, inspectors visited five schools, observing six newly qualified teachers (NQTs) teach. They held discussions with a further seven secondary NQTs and three primary NQTs and two telephone conversations with NQTs employed in schools outside the region. Inspectors reviewed transition documentation and targets for trainees at the start of their first year of teaching as NQTs. Inspectors also met five primary trainees who began their training in September 2016.
- Inspectors held discussions with individual trainees and NQTs, mentors, managing mentors, heads of academy, principals and induction leaders. They held discussions with members of the SCITT leadership team, including the head of initial teacher education, primary and secondary phase leaders, and trainers. Inspectors also met with members of the steering committee. During stage 1, inspectors observed two central training sessions. Inspectors considered trainees' portfolios to review their evidence in relation to the teachers' standards.

- Inspectors took into account 44 responses to the trainees' online questionnaire completed between April and July 2016, the partnerships' own recent NQT survey, and the actions taken by leaders to improve aspects of primary target setting between the two stages of the inspection.
- Inspectors examined a wide range of evidence, including information on recruitment and selection of trainees, training materials and tracking information showing trainees' progress over time. Inspectors considered the partnership's analysis of outcomes for trainees, development plans and self-evaluation documentation. Inspectors also checked the partnership's compliance with statutory requirements relating to primary and secondary initial teacher training (ITT) as well as safeguarding.

### **Inspection team**

Madeleine Gerard HMI (lead inspector)

Helen Wiseman OI (assistant lead inspector)

## **Overall effectiveness**

**Grade: 1**

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

- the highly motivated, confident teachers, enthusiastic to start their NQT year, produced by the partnership
- the extremely well-planned central training that draws on expertise within the partnership schools and contributions from leading educational specialists and that results in trainees' outstanding outcomes
- rigorous quality assurance that makes sure that central and school-based training are of an equally high quality and have an exceptionally strong impact on trainees' outcomes
- the very careful recruitment of high-calibre trainees, many of whom have prior experience of working in schools, that underpins high completion rates
- the careful attention leaders pay to improving the training programme; leaders' dynamic response to feedback and suggestions shows their excellent capacity to improve and leads to trainees' very high satisfaction rates
- the exemplary arrangements that support transition from trainee to teacher and ensure that the start of the NQTs' first year of teaching is highly successful
- the determination, shared by all members of the partnership, to provide top-quality initial teacher education in order to produce outstanding teachers for the benefit of pupils in partnership schools, and beyond.

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

### **The partnership should:**

- maintain thorough planning for future growth to sustain high-quality training and outstanding outcomes as the number of trainees increases and the number of partnership schools grows.

### **Inspection judgements**

1. Harris Initial Teacher Education consistently secures outstanding outcomes for trainees. There are no differences between the attainment of different groups of trainees because leaders promote equality and diversity very strongly. Trainees in both the primary and secondary phases exceed the minimum standards for teaching. By the end of the training year, trainees teach outstandingly well.
2. Through a rigorous selection process, the partnership recruits motivated trainees who aspire to become excellent teachers. The partnership is successful in enrolling well-qualified graduates who have strong subject knowledge. A high proportion of trainees also have gained prior experience of working in schools, including in schools within the partnership, and demonstrate a strong commitment to teaching. These strengths support high completion and employment rates.
3. The head of initial teacher education and phase and subject leaders have designed a training programme that builds trainees' skills strongly over the year. The training begins with a summer school where trainees start to explore inspiring approaches to teaching, learning and assessment. Primary and secondary trainees evaluated this introduction to the course very positively because it set the scene for what would be expected over the year.
4. Weekly central training sessions are delivered by knowledgeable, credible expert phase leaders and trainers. Leaders make full use of the expertise available across the partnership and ensure that trainees benefit from working with inspirational teachers. Influential educational experts also contribute to the training programme, introducing trainees to research and research-based strategies. Trainees are strongly encouraged to evaluate and think critically about different models of teaching, learning and assessment in order to develop their teaching skills. They consistently plan engaging activities so that pupils are motivated to learn. They know how to select activities which build pupils' skills over the course of a lesson. Trainees make sure that time in lessons is used productively and promotes pupils' strong progress. They plan effective sequences of lessons based on pupils' prior learning.
5. Leaders systematically check the quality of training and its impact on trainees' progress towards the teachers' standards. They have been quick to respond to

trainees' suggestions. They have introduced striking enhancements to the programme, including extra training sessions, additional guidance and opportunities for further practical experiences.

6. Drawing on the particular strengths of individual partnership schools, including schools judged as outstanding, trainees attend sessions at partnership schools, for example on safeguarding the well-being of pupils. Through links with schools judged as outstanding beyond the partnership, trainees develop skills in meeting the needs of specific groups of pupils, including pupils who have special educational needs and/or disabilities.
7. The training programme ensures that trainees understand how to support the learning of different groups of pupils. Trainees demonstrate a strong awareness of the learning needs of the pupils they teach, including the most able pupils, those who are disadvantaged and pupils who speak English as an additional language. They plan highly engaging activities that are closely matched to the range of pupils' abilities in their classes and support pupils' learning extremely well. They provide well-tailored support to pupils who are at risk of falling behind or pupils who have special educational needs and/ or disabilities. They check how well pupils learn during lessons and make sure that any misconceptions are tackled very swiftly. In the online survey, trainees unanimously agreed that they have gained the knowledge, understanding and skills to meet the needs of all learners.
8. Trainees have a highly developed understanding of how to respond to pupils' work in a wide range of ways. They are well informed by studying research into effective feedback and using assessment information to develop pupils' learning further. They follow the policies of employing schools closely.
9. School-based placements are very carefully designed to provide trainees with practical experiences in schools that serve markedly contrasting and diverse communities. Teaching practice placement schools include those in challenging socio-economic circumstances, schools judged as requiring improvement and schools causing concern.
10. Throughout the training year, strategies to manage pupils' behaviour are emphasised and explored thoroughly. From the summer school onwards, approaches to managing pupils' behaviour are considered in great depth and put into practice in schools. Trainees are confident to draw on a very wide range of responses to behaviour issues that make sure that lessons run smoothly and that pupils' learning is not diminished by instances of misbehaviour. They quickly establish routines that help make sure pupils know what is expected. Principals in employing schools consistently said how sophisticated NQTs from Harris Initial Teacher Education were in managing behaviour in their classes. In the online survey, 100% of trainees agreed that

they know how to promote good behaviour through teaching and implementing a range of strategies.

11. Safeguarding training is embedded throughout the course. The emphasis placed on safeguarding and the essential part that all school staff play in keeping pupils safe is very obvious. Central safeguarding training, together with sessions in all placement schools delivered by staff with specific responsibility for safeguarding, ensures that all trainees know exactly what action to take should any concerns arise. They understand the 'Prevent' duty and possible warning signs that a pupil may be at risk from female genital mutilation, sexual exploitation or extreme views about right and wrong. They know the importance of noticing even the smallest signals that a pupil may be at risk from harm. Trainees are aware of what constitutes bullying and know how to deal with concerns. They are very well trained to be observant, alert and curious to safeguard pupils' well-being.
12. The training programme ensures that trainees have a very clear understanding of their role in fostering equality and diversity. Trainees actively promote fundamental British values and encourage pupils' spiritual, moral, social and cultural development through subject work in lessons. They demonstrate a strong sense of responsibility for preparing pupils for their future lives in modern Britain, including developing pupils' respect and tolerance of differences.
13. Subject focus days for primary trainees are highly effective in boosting their confidence to teach reading, writing and mathematics. Full-day sessions on teaching phonics and early reading, and additional days devoted to understanding how to teach primary mathematics, build trainees' very strong curriculum knowledge. Trainees also benefit from working closely with expert literacy and mathematics subject-specialist teachers. In the online survey, primary trainees were unwaveringly positive about the skills they have learned to promote pupils' literacy skills and use phonics.
14. The primary training programme provides trainees with very regular practical teaching experience in physical education (PE), including working with secondary PE specialist teachers.
15. Secondary trainees are fully aware of their responsibility to promote pupils' literacy through the subjects they teach. They explicitly encourage pupils to use key terms and subject-specific vocabulary carefully.
16. Trainees' personal and professional conduct is excellent. Trainees meet high expectations without compromise, including of attendance, punctuality and professional dress in placement schools and when attending central training.

17. The quality of school-based mentoring is very strong. Leaders and trainers deliver regular training sessions for mentors that help the mentors to develop their roles. As a result, there is an exceedingly consistent approach to mentoring across the partnership. Mentors' views are valued and have contributed to enhancements to the training programme. Through regular joint observations with mentors, leaders check that trainees' progress towards the teachers' standards is measured in a standardised way across the partnership. Leaders have made sure that individual targets for trainees are highly effective in securing improvements: when mentors provide feedback, they focus sharply on the impact of teaching on pupils' learning. Course leaders and mentors provide additional challenge or further support and guidance where needed, so that trainees make excellent progress in building teaching skills.
18. Leaders and members of the steering committee demonstrate an exceptional capacity to improve further. At stage 1 of the inspection, variability in target setting in the primary phase emerged as an area for development. Swift and uncompromising action by leaders has turned this aspect of the partnerships' work into an area of strength. Through providing training for school-based mentors and by sharing best practice, leaders have driven rapid improvements. Across the partnership, targets for trainees in primary and secondary phases are short, sharp and practical. Mentors make sure that targets are both suitably challenging and easily 'ticked off'. One trainee, typically, commented, 'The targets I get really push me out of my comfort zone'. Trainees reflect critically on the effectiveness of their teaching and identify where improvement can be made. They are very clear about what they need to do to increase the impact of their teaching on pupils' learning. They know the specific steps they should take in order to secure swift improvements to their teaching skills.
19. Leaders also make a point of promoting the well-being of trainees, including through sessions on research into managing workload and working efficiently and purposefully. Support for NQTs includes sessions on 'how to survive the year'. Trainees know how to use technology and social media safely.
20. Transition to the NQT year is extremely well supported by leaders and trainers so that the transition from trainee to teacher is highly professional. Provision for NQTs includes workshops to enhance their teaching skills further, twilight additional sessions for secondary and full training days for primary NQTs.
21. The partnership complies fully with the initial teacher training (ITT) criteria and meets the statutory requirements for promoting equality and diversity, eliminating discrimination and for safeguarding. The partnership ensures that the additional ITT criteria, which apply to School Direct (salaried) trainees, are also met.
22. The partnership has been exceptionally effective at promoting teaching well. As a result, the number of trainees enrolled onto the primary and secondary routes

has increased substantially year on year. At a time of national teacher shortages, the partnership is very successful in recruiting trainees, including in subjects where proportions of trainees nationally are low: mathematics, physics, computing, and design and technology. Course leaders and members of the steering committee have been diligent in evaluating arrangements so that the excellent quality of training and trainees' outcomes is maintained as the number of trainees and partnership schools grows. Leaders and the steering committee are determined to ensure that any future expansion is as equally well planned.

### **Annex: Partnership schools**

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

Harris Academy Battersea, London

Harris Academy Bermondsey, London

Chobham Academy, London

Harris Boys' Academy East Dulwich, London

Harris Girls' Academy, East Dulwich, London

Harris Junior Academy Carshalton, London

Harris Primary Academy East Dulwich, London

Harris Primary Academy Kent House, London

Harris Primary Academy Peckham Free, London

Harris Primary Academy Philip Lane, London



## ITE partnership details

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Date of previous inspection	Not previously inspected
Previous inspection report	
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