

Teaching London: LDBS SCITT ITE Partnership

Initial teacher education inspection report
Inspection dates Stage 1: 26 June 2017

Stage 2: 6 November 2017

This inspection was carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (OIs) 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 and 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

Primary and secondary routes

Information about this ITE partnership

- Teaching London: London Diocesan Board for Schools (LDBS) school-centred initial teacher training (SCITT) was founded by a consortium of Church of England headteachers in 1998. It was originally called the London Diocesan Board for Schools SCITT, changing its name in 2016.
- The partnership comprises 83 schools across London, Surrey and Kent. There are 14 lead schools, including three lead secondary schools, working with local primary and secondary clusters.
- The partnership offers a one-year full-time course leading to the award of qualified teacher status (QTS). A few part-time courses are also offered. Successful completion of the course also leads to the award of a postgraduate certificate in education (PGCE) validated by Plymouth Marjon University.
- During stage one of this inspection, 79 trainees were enrolled on the course, comprising 56 primary trainees and 23 secondary trainees. There were 12 trainees enrolled on the assessment-only route. In secondary training, graduates specialised in one of the following subjects: biology; chemistry; computing; design and technology; economics; English; geography; mathematics; modern foreign languages; music; physical education (PE); psychology; and religious education.
- During stage two of this inspection, 74 trainees had started the course, with 62 primary trainees and 12 secondary trainees. Secondary training was in the following subjects: biology; design and technology; English; history; mathematics; physics; psychology; and modern foreign languages.

Information about the primary and secondary ITE inspection

- During stage one of this inspection, inspectors visited seven partnership schools. They observed the teaching of five secondary trainees and nine primary trainees.
- During stage two of this inspection, inspectors visited four partnership and five non-partnership schools. They observed the teaching of 10 newly qualified teachers (NQTs), four in secondary and six in primary schools, including one NQT who followed the assessment-only route.
- Inspectors held meetings with the course director, the deputy course director and members of the executive committee. They met with groups of trainees, NQTs, trainees' mentors, NQTs' mentors and school leaders. Inspectors also held telephone conversations with school leaders and mentors.
- Inspectors evaluated a wide range of documentation, including: the self-evaluation document; case studies of the SCITT's support of trainees; link tutors' notes of school visits; quality assurance documents, including those

relating to the quality of mentoring and the tracking of trainees' attainment; and recruitment and selection records.

Inspection team

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Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- Strong, well-established leadership maintains a comprehensive overview of the performance of SCITT trainees and the quality of training and support they receive. Very thorough, accurate self-evaluation and methodical and effective quality assurance has ensured that trainees' attainment across all of the teachers' standards is consistently strong. The proportion of trainees attaining an overall grade of outstanding is consistently high.
- The executive committee is actively involved in strategic planning and the implementation of a productive combination of well-founded and revised policy and practice. This enables them to have an accurate view of the SCITT's performance.
- Leaders ensure that centre-based training is planned well to enhance trainees' school experiences. Mentors very much appreciate the opportunities they have to attend similar sessions. They are well placed to support their mentees to build on their training to develop their practice further.
- Trainees are valued highly by their placement schools and NQTs are very well prepared to take on their roles. A large proportion of trainees are employed by their host school. Employment rates are extremely high, with all trainees taking on NQT posts in most years.
- Trainees and NQTs have high expectations of themselves and their pupils. They establish productive classroom routines and form a positive rapport with their pupils, resulting in an industrious and harmonious working environment in lessons.
- Mentors and trainees are clear on what is expected of them at every stage of the course, because guidance materials are clear and rigorous. Mentors, both new and experienced, have an accurate view of the strengths and areas for development of their mentees. Their excellent work is supported and

moderated by link tutors who ensure that the teachers' standards are seamlessly woven into the target-setting process.

- Trainees attend contrasting placements across the partnership. Leaders organise additional school visits appropriately to enrich trainees' experience. These high-quality training opportunities mean that trainees and NQTs are very well prepared to teach pupils from a diversity of backgrounds and with a range of abilities and needs. Their familiarity with strategies to meet the needs of pupils who have special educational needs (SEN) and/or disabilities is a particular strength.
- Leaders' rigorous recruitment and selection procedures, including pre-application guidance, ensure that trainees are well aware of the demands of the course. An increased focus on health and well-being and work-life balance right from the start of the training means that the rate of completion has improved, and is in line with national levels.
- The SCITT is fully compliant with the initial teacher training statutory criteria and requirements and all relevant legislation.

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

The partnership should:

- continue to raise the aspirations of trainees and their mentors so that the proportion of trainees attaining an overall grade of outstanding continues to increase, especially in secondary
- establish the revised safeguarding training, ensuring that this is reinforced in schools, so that trainees and NQTs are more confident in applying a deeper theoretical knowledge to their practice
- ensure that the extended opportunities for trainees enable them to develop a secure understanding of the phases either side of those they are preparing to teach and inform their work on transition.

Inspection judgements

1. The course director is highly committed and dedicated to maintaining high standards of training, support and outcomes for trainees. Aply supported by strong administrators and trainers, she nurtures a cohesive, caring and collaborative team that relish their collective responsibility for the success of the SCITT and its trainees.
2. All trainees awarded QTS at the end of their training exceed the minimum level of practice expected of teachers. The proportion of trainees judged as outstanding in all of the teachers' standards is consistently high, including those standards related to their personal and professional conduct. The standard of attainment does not show significant variation across different subjects, routes

and different groups of trainees. The proportion of trainees graded as outstanding at the end of their training is especially high in the primary phase.

3. Trainees following the assessment-only route all successfully gain QTS. Their recruitment and training are of the same rigor and high quality as those of core trainees.
4. Leaders' rigorous recruitment and selection procedures, including pre-application guidance, ensures that trainees are well prepared for the demands of the course. Health and well-being are promoted particularly well by the partnership to ensure that trainees are resilient. Care, guidance and support are strengths and a key reason why the completion rate has improved so that it compares well with national levels. Rigorous recruitment strategies have ensured that trainees are drawn from a wide range of backgrounds and experiences, so that local employment needs are met.
5. Trainees and NQTs are hardworking, committed and determined to succeed in their new career. Trainees are valued highly by their placement schools. Many trainees are employed by their host school. Employment rates are extremely high, with all trainees taking on NQT posts in most years.
6. Trainees and NQTs demonstrate strengths in: their development of pupils' vocabulary, comprehension and reasoning; and their reinforcement of pupils' prior learning. They are also strong in their effective use of a wide range of resources to engage their pupils' interests and stimulate learning; and their routine focus and reflection on planning for pupils' progress.
7. NQTs are well prepared to take on their new roles as a result of their high-quality training. School leaders and NQT mentors note that NQTs are characterised by their confidence. They show a keen awareness of the challenges associated with their role and their readiness to take them on.
8. NQTs are well equipped to rapidly establish effective classroom routines, high expectations, positive relationships and mutual respect in their classes. They receive clear guidance from the SCITT on the priority tasks when settling into their new role. This is especially helpful to those starting in schools where they have not previously been on placement.
9. Trainees can access a wide range of training opportunities, with high-calibre outside speakers, internal training and visits to special schools, to explore provision for different groups of pupils. Trainees' planning for pupils who have SEN and/or disabilities and to challenge pupils of all abilities are particular strengths. NQTs' effective planning for different groups builds on their centre-based training and work on focus pupils. In some secondary classrooms, challenge for the most able was particularly effective in deepening pupils' understanding, by encouraging them to use more complex vocabulary.

However, while confident in their theoretical understanding of effective provision for pupils who speak English as an additional language, trainees and NQTs have gained less experience of putting this into practice.

10. Trainees rapidly become reflective practitioners and carry these skills through to their NQT year. This stands them in good stead for the prompt identification of areas in which they need more support. Their willingness to seek and act on advice, firmly encouraged through their training, enables them to improve their practice where needed. Trainees and NQTs are quick to familiarise themselves with their schools' behaviour management strategies. They rapidly determine the right approach to suit a particular class or group so that they rapidly nurture a positive learning environment in lessons.
11. Leaders effectively and regularly track trainees' attainment across all the teachers' standards. They identify when there is underachievement in key areas, and adjust and supplement training accordingly. Lines of communication across the SCITT are swift and efficient. This means that lead link tutors, link tutors and subject tutors are able to act on areas needing improvement promptly so that individuals and groups of trainees and their mentors are given additional support.
12. Mentors evaluate trainees' teaching astutely and provide their mentees with clear direction on how to improve, with thoughtful cross-reference to the teachers' standards. Mentors at all levels of experience are clear on what is expected of them because of the comprehensive SCITT documentation, regular communications with SCITT leaders and their work with link tutors. Mentors especially value the opportunity to attend the same or parallel centre-based training as the trainees. This not only places them in an optimum position to facilitate trainees' application of core training to their work in their placement school, but also contributes substantially to their own professional training and development.
13. Subject mentoring is of a uniformly high standard. Trainees have received bespoke and high-quality training which has ensured that their subject knowledge and specialist pedagogy is well developed, leading to high outcomes for many trainees.
14. Primary NQTs are confident in the teaching of systematic synthetic phonics. This is because of the highly effective centre-based training and the many opportunities for trainees to teach and observe the teaching of phonics in placement schools. Leaders ensure that trainees have equal opportunities to observe best practice across a wide range of placements. The lead link tutors' knowledge of provision across the partnership means that bespoke opportunities for trainees are organised. For example, trainees are able to visit different schools if there is an aspect of training that cannot be sufficiently delivered in their placement schools.

15. Primary trainees and NQTs highlight their centre-based training in mathematics as being especially helpful in boosting their confidence in teaching this subject. They value highly the support they receive from all the subject tutors and the ready access to additional guidance and resources, including after the course has finished.
16. Leaders ensure that primary trainees develop confidence in teaching PE by organising group training in one of the partnership schools. These popular sessions, led by well-qualified practitioners, enable trainees to observe and then teach PE so that they feel well prepared to build on this experience in their NQT year. Overall, primary trainees are well primed and enthusiastic about teaching the breadth of the primary curriculum.
17. Leaders have a very accurate view of the strengths and areas for improvement for the SCITT. The executive committee comprises a valuable mixture of colleagues with much experience of working with LDBS and those who are comparatively new to the role. Their collective commitment to continued development of the SCITT brings together the recognition of well-established, successful systems alongside a valuable openness to new initiatives and strategies.
18. Lead-link tutors and link tutors play an important role in quality assurance of the provision. They regularly review course documentation and the quality of mentoring and use this knowledge to drive improvements. For example, the quality of target-setting has improved as a result of the feedback received.
19. Headteachers, mentors and trainees rate the leadership of the SCITT highly. Many commented on the excellent communication and the 'beyond the call of duty' ethos within the leadership structure of the SCITT. This is exemplified by their continued support for NQTs. NQTs and their schools welcome the support and advice on offer when link tutors visit NQTs during their first term and enable them to develop their practice further. They appreciate that the approachability of all SCITT staff they experience during their training continues in their NQT year, for any queries, concerns, ideas and access to resources.
20. Leaders take great care to organise contrasting placements, ensuring that trainees gain experience of working with pupils from a wide range of backgrounds. In cases when placements cannot offer the range and depth of experience that the SCITT expects, lead-link tutors organise additional opportunities in other schools.
21. School leaders are positive about their link with the SCITT and their involvement in training. They appreciate that the SCITT leadership is highly responsive to feedback. This view is shared by mentors, both for trainees and NQTS, who believe this to be a key aspect of the successful training and compare it favourably to other providers they work with. Leaders regularly

receive feedback from all stakeholders, making adjustments as needed, for example, to optimise the timing of specific training sessions to allow for more immediate application to practice in schools. Leaders have stipulated appropriate actions in response to stage one of this inspection and there is evidence of impact. For example, trainees are now more effective in recognising when pupils have made progress in their learning.

22. School leaders find NQTs' transition documentation to be accurate, which helpfully informs the areas in which NQTs need more support. This is especially the case for those schools where the NQT has not worked previously.
23. Leaders ensure that trainees receive statutory and effective safeguarding training in the centre and in their placement schools. NQTs are clear on their responsibilities for safeguarding children and what to do if they have any concerns. They are generally familiar with the 'Prevent' duty and alert to general risks for children. They are less confident in their consideration of different types of bullying and of localised risks relevant to their schools. SCITT leaders have appropriately intensified their centre-based safeguarding training and check that this is followed up and reinforced in placement schools.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching

Stage one:

Berkeley Primary School, Hounslow, London

Cranford Community College, Hounslow, London

Holy Trinity Primary School, Hillingdon, London

St Barnabas and St Philip's Primary School, Kensington and Chelsea, London

St Mary Magdalene Academy, Islington, London

St Mary's Primary School, Hornsey, Haringey, London

St. Peter's London Docks, Tower Hamlets, London

Stage two:

Cedars Manor School, Harrow, London

Christ Church Primary, Brixton, Lambeth, London

Christ Church Primary School, Hampstead, London

Fulham Boys School, Hammersmith and Fulham, London

Holland Park School, Kensington and Chelsea, London

Sacred Heart High School, Hammersmith and Fulham, London

St Andrew's Stockwell, Lambeth, London

St Matthew's Primary School, Westminster, London

St. Peter's Eaton Square Primary School, Kensington and Chelsea, London

ITE partnership details

Unique reference number	70037
Inspection number	10022254
Inspection dates	26–28 June 2017
Stage 1	
Stage 2	6–9 November 2017
Lead inspector	Amanda Carter-Fraser HMI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	June 2011
Previous inspection report	https://reports.ofsted.gov.uk/user
Provider address	Teaching London: LDBS SCITT 2 West End Lane, London. NW6 4NT



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