

# Partnership London SCITT

Initial teacher education inspection report

Inspection dates Stage 1: 23 April 2018

Stage 2: 5 November 2018

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This inspection was carried out by three 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

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

## Information about this ITE partnership

- Partnership London school-centred initial teacher training (SCITT) provides primary and secondary teacher training for graduates. Successful trainees are recommended for qualified teacher status (QTS).
- The SCITT is in its second year of operation and has not been inspected previously. The partnership consists of three teaching school alliances. The Sydney Russell Teaching School Alliance and The East London Teaching School Alliance (lead school: St Angela's Ursuline School) are jointly responsible for the secondary training route. St Edward's Teaching School Alliance is the strategic partner for primary training.
- Management of the SCITT is the responsibility of two leaders (co-directors) who share the day-to-day responsibility for running the partnership. They were appointed to their roles at the start of the 2017/18 academic year. They report to the partnership's strategic board, which consists of headteachers and senior staff from within the partnership.
- The SCITT offers the School Direct programme as both salaried and fee-paying routes to QTS. Trainees can opt for a wide range of secondary subjects. Primary trainees are trained to teach the age ranges three to seven or five to 11.
- In 2017/18, a total of 87 trainees achieved QTS. Twenty-four trainees qualified as primary teachers, and 63 trainees qualified in 17 secondary subjects.

## Information about the primary and secondary ITE inspection

- Inspectors observed the teaching of eight trainees from six schools during stage 1 of the inspection and the teaching of six newly qualified teachers (NQTs) from six schools during stage 2.
- Meetings were held with individual trainees, senior leaders from the SCITT, school-based mentors, headteachers and members of the partnership's strategic board.
- Inspectors scrutinised the partnership's self-evaluation and plans for improvement. They also reviewed the partnership's recruitment and selection procedures, its formal agreement with schools, its external moderator's report and the content and delivery of training programmes.
- Inspectors reviewed the partnership's end-of-programme assessments for trainees and the information given to employing schools. They considered the actions taken by leaders to improve the partnership's training and policies between stages 1 and 2 of the inspection.
- Inspectors considered evidence to confirm that the SCITT is compliant with the criteria for initial teacher training (ITT) and they checked that statutory duties with regard to safeguarding are met.

- Inspectors took into account 31 responses to the trainee online questionnaire.

### **Inspection team**

Andrew Maher OI, lead inspector (stages 1 and 2)

Helen Wiseman OI, assistant lead inspector (stage 1)

Wayne Stallard OI, assistant lead inspector (stage 2)

## **Overall effectiveness**

**Grade: 2**

### **Key strengths of the primary and secondary partnership**

- Leaders and managers of the SCITT have moved decisively to address the issues identified at stage 1 of the inspection and, as a result, the quality of the training programme is good and rapidly improving.
- Members of the partnership's strategic board provide support and challenge for leaders, holding them to account and ensuring that they have the time and the status to deliver a quality experience for trainees that leads to strong outcomes.
- Trainees are highly professional. Leaders in employing schools report that NQTs have the knowledge and skills necessary to succeed in the profession. The partnership's career-entry passport identifies accurately each trainee's strengths and areas for development. This promotes a successful start to their teaching careers.
- NQTs are articulate, self-reflective and committed to their careers as teachers. They have the interests of their pupils at heart and help them to make good progress.
- The rigorous selection and interview process ensures that high-calibre candidates are recruited to the programme. The SCITT is very successful in recruiting trainees who want to work in the local community. Trainees say that the co-directors have their welfare at heart and provide customised support if they experience any difficulties in meeting the high expectations of the programme.
- For primary trainees, improvements made in systematic synthetic phonics provision have had a significant impact on trainees' confidence and competence in developing pupils' skills in early reading.

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

### **The partnership should:**

- ensure that the recently improved management and quality assurance systems are maintained and developed so that they have a strong impact on strengthening outcomes for trainees
- ensure that all placements enable trainees to maximise their experience across the curriculum and age range in which they train to teach
- ensure that outstanding outcomes in the secondary training route match those achieved in the primary phase
- record and monitor all observations so that all trainees have equal opportunities to develop their knowledge and skills across their phase or age range.

### **Inspection judgements**

1. In the two years that Partnership London SCITT has been in operation, it has made a strong contribution to the recruitment of high-quality teachers, both in the partnership and beyond. Trainees gain experience in a range of contrasting school settings, including faith, single sex, mixed, comprehensive and free schools, as well as all-through schools, which take pupils from the ages of three to 19.
2. Some of the partner schools are in challenging socio-economic contexts or are judged currently by Ofsted to require improvement. Trainees gain good experience of working in these settings. Many go on to gain employment in schools in the local area, where they are valued as strong and confident practitioners.
3. The co-directors' response to feedback in stage 1 of this inspection was detailed and thorough, so that the quality and coherence of the programme has improved. While these changes are in the early stages of development, there has been a clear impact on training, monitoring and expectations. The co-directors have shown determination and dedication to ensure that the quality of provision supports trainees' strong outcomes.
4. The roles and responsibilities of the managers and stakeholders, both in the SCITT and in partner schools, as well as those of trainees, are clearly set out in a formal contract. As a result, there are clear improvements to trainees' entitlement to a high-quality experience.
5. Plans for the development of the partnership lacked precision in stage 1. By the second part of the inspection, they had clearly defined, measurable targets so that improvements in the programme are monitored and managers'

responsibility for them is clear. This change allows co-directors to measure the impact that their plans have on trainees' outcomes and inform improvement-planning.

6. Leaders across the partnership have been successful in seeking out high-quality candidates who have the knowledge, skills and aptitudes needed to succeed in and beyond partner schools. The partnership attracts many candidates by making good use of the government's school-experience programme, which provides a constant source of candidates with the potential to become excellent teachers.
7. The co-directors have a keen commitment to the well-being of their trainees. They make good use of the partnership's data to identify underperforming groups. They have identified accurately that mature men in some secondary subjects achieve less well than their peers. As a result, they have devised strategies to track performance and provide early intervention when a trainee begins to struggle to meet expectations.
8. Candidates and trainees benefit from the bespoke nature of the partnership's offer. Co-directors and mentors develop individualised training programmes. This is evident from their first contact and it continues throughout training. Trainees made the programme their first choice and commented on their first impressions of the provider: 'They listened to me and what I needed. They didn't give me a sales pitch.'
9. Rates for completion and employment in 2016/17 were significantly above national and regional benchmarks for secondary trainees awarded QTS. In 2017/18 they were above both national and regional levels. In 2016/17, the percentages for primary trainees awarded QTS were in line with both national and regional figures and above the standard in 2017/18.
10. Nearly all trainees are assessed as good or better. A majority of primary trainees achieved an outstanding grade in 2017/18. The proportion of secondary trainees who achieved an outstanding grade was lower in each of the two years of the SCITT's operation. However, the difference in outstanding grades when comparing primary and secondary outcomes improved in 2017/18. All those who qualified were assessed as working at a level above the minimum requirements.
11. Trainees are highly respected in the local school community and in their employing schools. Inspectors agreed with one headteacher's view that: 'We have a local provider and local candidates. When we grow our own teachers we know how good they are and we know they are committed to working in the school.'

12. Trainees have a comprehensive understanding of their duties to protect pupils from harm. They can identify and describe possible symptoms of abuse. Trainees understand their duties to report any concerns and know how to do so. Training is provided at the start of the course in how to protect pupils from the dangers associated with radicalisation and extremism. Trainees are reminded of their duties when they start each school placement, so they are very familiar with this aspect of their training.
13. Trainees become skilled in managing pupils' behaviour. They create positive learning cultures in their classrooms. By the time trainees become NQTs, they are confident practitioners who demonstrate the highest levels of professional conduct and rapidly develop good working relationships with their pupils. They plan their lessons in detail and have high aspirations for their pupils. At times, planning was so detailed that it constrained pupils' opportunities to learn and NQTs' opportunities to assess pupils' progress more extensively.
14. Leaders have taken clear steps, as a result of the feedback at stage 1, to deal with trainees' competence in the teaching of systematic synthetic phonics. All primary trainees now have the opportunity to develop pupils' skills in this area, following high-quality training. Co-directors are collecting detailed and accurate records about trainees' teaching of systematic synthetic phonics. These show that the grades achieved by all current primary trainees are at least good, although the majority achieved an outstanding grade.
15. Managers' internal data shows that trainees are less confident in teaching early mathematics. Training for mathematics that has the same depth as the training for systematic synthetic phonics is being developed and delivered, although it has yet to have an impact on outcomes.
16. All trainees engage with research into theories of education, which is directly related to trainees' practice and has a positive impact on their teaching. Trainees say that their academic assignments inform their teaching and enable them to apply theory in their classrooms.
17. Most aspects of secondary training are strong. An effective programme of high-quality training in generic teaching skills is in place. Seminars and talks which emphasise practical teaching strategies, model good practice and enable trainees to improve their teaching techniques and reflect on their practice are valued particularly. Secondary trainees benefit from sessions led by a range of expert teachers from within the partnership. These sessions give trainees a broad insight into aspects of teaching, including teaching pupils with special educational needs and/or disabilities, the most able pupils and those who speak English as an additional language, which they apply effectively in their lessons.
18. The primary central training programme was, until recently, delivered almost entirely by the primary programme leader. The programme has recently started

to make use of a variety of subject and curriculum experts, drawn from partnership primary schools as well as increased monitoring and support from one of the co-directors. This has allowed the primary programme leader to take an overview and to evaluate the effectiveness of the programme, drive improvements and affect outcomes positively.

19. Trainees are supported effectively to develop skills in behaviour management, planning and assessment. However, there are areas where their knowledge and skills in delivery of parts of the curriculum limit their ability to be effective across the scope of their subjects. For example, a minority of trainees had limited opportunities to teach primary physical education and a minority of secondary trainees were not given the opportunity to teach all aspects of their subject.
20. Leaders have ensured that all trainees engage with subject knowledge enhancement courses whenever they are available. Tutors and subject experts lead seminars on subject knowledge and school-based mentors discuss and review targets, which address trainees' subject development. These actions strengthen trainees' access to subject development significantly, and inspectors observed improvements in subject teaching, as a result.
21. Trainees' opportunities and experiences were inconsistent in stage 1 of the inspection. For example, all trainees met the requirement to teach in at least two schools. However, the length and timing of the placements were different. Therefore, the quality of their experiences were variable, depending on the route that the trainee was following. Co-directors have revised policies so that all trainees now take part in a second school experience for the same number of weeks, at the same time of year.
22. Managers ensure that trainees experience different types of school while training. However, some trainees had limited opportunities to teach in a second key stage. Although placements complied with teacher training requirements, they have not always followed best practice to ensure that trainees have the opportunity to be assessed across the age phases in which they are trained to teach.
23. School-based mentors meet trainees weekly and observe their teaching formally. They provide their mentees with clear direction on how to improve. Assessment of trainees' attainment is rigorous and accurate. Inspectors agreed with the partnership's mentors' and assessors' evaluation of trainees' and NQTs' performance in all cases.
24. The national standards for mentors are used as a guide and a point of reference, to improve and develop mentors' expertise. All mentors support their trainees effectively. The co-directors and a small number of visiting tutors quality assure mentors' judgements and engage with mentors at assessment

points throughout the programme. They observe trainees' teaching and examine evidence files together, checking the accuracy of mentors' judgements. Assessors moderate mentors' judgements to ensure accuracy across the partnership and confirm that all mentors develop their trainees.

25. The partnership provides a wealth of information to employers to support the transition of trainees as they join the teaching profession as NQTs. This includes final assessment grades, the range of experience in placement schools, a detailed evaluation of trainees' attainment against the teaching standards and targets for NQTs to achieve in their induction year. This transition document or career entry passport informs the transition to employment and ensures NQTs make a successful start to their teaching careers. It provides targets that are evaluated and developed throughout their first year of teaching.
26. Mentors and managers in schools value highly the accessibility of the co-directors and the speed and effectiveness of communication. Each week leaders send a detailed newsletter to all stakeholders and inform them of the deadlines, requirements and changes to training. Described by mentors as 'very detailed and helpful', it supports the progress of trainees throughout the programme.
27. The partnership complies with all requirements relating to the checking of trainees' qualifications and their suitability to work with children, in line with current requirements.



## **Annex: Partnership schools**

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

Eastbury Community School, Barking and Dagenham

Eastbury Primary School, Barking and Dagenham

Greatfields School, Barking and Dagenham

Mowlem Primary School, Tower Hamlets

Riverside School, Barking and Dagenham

St Angela's Ursuline School, Newham

St Augustine's Roman Catholic Primary School, Redbridge

St Edward's Roman Catholic Primary School, Newham

The Sydney Russell School, Barking and Dagenham

The following schools, which are not part of the partnership, were visited to observe NQTs' teaching:

St Anthony's Primary School, Newham

Wanstead High School, Redbridge

Woodbridge High School, Redbridge

## ITE partnership details

Unique reference number	70366
Inspection number	10040519
Inspection dates	23–25 April 2018
Stage 1	
Stage 2	5–7 November 2018
Lead inspector	Andrew Maher
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	Sydney Russell School Parsloes Avenue Dagenham Greater London RM9 5QT



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