

Exceed SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 10 June 2019 Stage 2: 14 October 2019

This inspection was carried out by two of Her Majesty's 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 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

	Primary 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 primary phase

Information about the primary partnership

- The Exceed ITE partnership is a relatively new provider of initial teacher training and, alongside the Exceed Teaching Schools, is part of the Exceed Academies Trust.
- The Exceed ITE partnership provides school-centred initial teacher training (SCITT) programmes for individuals wishing to teach in the primary age ranges (3–7 or 5–11). The first cohort of trainee teachers joined the SCITT in 2017/18. Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and gain a postgraduate certificate in primary education (PGCE) from Leeds Trinity University.
- The partnership consists of 21 schools in Bradford and Keighley, 14 schools in Leeds and five schools supporting the Bradford Primary with SEND (special educational needs and/or disabilities) programme. It delivers a training programme for newly and recently qualified teachers.
- The Bradford and Keighley programme is based at Holybrook Primary School and offers the core training route and the School Direct (salaried and non-salaried) training route in the primary age ranges. The Leeds programme is based at Westerton Primary Academy and offers the School Direct (non-salaried) training route in the primary age ranges. The Bradford Primary with SEND programme is based at Southfield Special School and offers the School Direct (non-salaried) training route in the primary 5–11 age range. Exceed Academies Trust is the training provider for the teaching apprenticeship route, and Exceed SCITT provides the training for three teaching apprentices following this route.
- During stage 1 of the inspection, there were seven trainees on the core training route, 15 on the School Direct (non-salaried) training route and 10 on the School Direct (salaried) route. During stage 2, there were four trainees on the core training route, 28 on the School Direct (non-salaried) training route, eight on the School Direct (salaried) route and three on the initial teacher training apprenticeship route.
- The head of professional learning took up post in September 2019.

Information about the primary ITE inspection

- The two inspectors visited four schools during stage 1 of the inspection, observing eight trainees teach. All observations were conducted jointly with class-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards.

- At stage 2, the inspectors visited five schools, including three from outside the partnership, to observe five newly qualified teachers (NQTs) teach. They reviewed the quality of work in pupils' books to determine the impact of NQTs' teaching on pupils' learning and progress over time.
- Meetings were held with individual trainees and NQTs, the head of initial teacher education, the trust's chief executive officer, members of the partnership committee, class-based mentors, course tutors and headteachers. Inspectors also took into account responses to Ofsted's online trainee questionnaire (for which 32 responses were received), the partnership's exit survey, the NQT survey, employers' surveys and the actions taken by leaders to improve training and outcomes between the two stages of the inspection.
- Inspectors considered a wide range of evidence, such as course handbooks, development plans and the partnership's self-evaluation. They also reviewed documents to check that the partnership was compliant with initial teacher training criteria (QTS) and with statutory requirements relating to safeguarding.

Inspection team

Belita Scott, HMI	Lead inspector
Lee Owston, SHMI	Assistant lead inspector

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- All involved in the leadership of Exceed SCITT demonstrate a strong moral purpose and a shared vision for children and young people in Bradford and Leeds. This vision is based on three key words: 'excel, inspire and care'.
- Course tutors are of the highest calibre. They bring a raft of expertise and experience from within the partnership's schools. Many are specialist leaders of education. They deliver carefully tailored training, which addresses trainees' individual needs exceptionally well.
- Relationships between staff and trainees are remarkably strong. Leaders, tutors and mentors have a thorough knowledge of trainees' personal and professional needs. The focus on trainees' workload, well-being and mental health is woven seamlessly throughout every aspect of the partnership's work.
- Trainees are resilient, reflective and eager to make a full contribution to the schools in which they work. They demonstrate a detailed understanding of mastery in relation to mathematics, exhibit strong behaviour management

skills and plan well-structured sequences of lessons that build on pupils' prior learning. The personal and professional conduct of all trainees is exemplary.

- Rigorous recruitment and selection procedures ensure that trainees have the necessary knowledge, skills and aptitudes to complete the course successfully. Employment rates are high.
- Strong communication within the partnership ensures that all stakeholders feel well informed. This supports and promotes the very high-quality training and the excellent outcomes achieved by trainees.
- Most class-based mentors provide sharp and insightful feedback that enables trainees to reflect critically on their teaching.
- Leaders believe wholeheartedly in continuing professional development. Newly and recently qualified teachers benefit greatly from the additional training, support and networking opportunities that the partnership provides.

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

The partnership should:

- Further develop the quality of subject-specific feedback to trainees by providing greater support in the foundation subjects for class-based mentors.

Inspection judgements

1. Highly committed, experienced and ambitious leaders have established Exceed SCITT as an outstanding provider of initial teacher training. Leaders' vision of providing inspirational training for aspirational teachers, with the needs of pupils and trainees at its core, has been achieved successfully.
2. Leaders are extremely knowledgeable about the local, regional and national context in which they work. As a SCITT based in the Bradford Opportunity Area, leaders are committed to unlocking the potential of young people through education. The provider's leaders exhibit a strong moral purpose and a determination to improve the education of children through the supply of exceptional teachers, new to the profession. Their efforts are bearing fruit.
3. Formal and informal communications; thorough documentation; and stringent monitoring, review and moderation ensure consistency in the quality of training and assessment across the partnership. Leaders' self-evaluation is robust. Strengths are celebrated and areas for further development are identified quickly. This SCITT does not rest on its laurels.

4. Rigorous recruitment and selection procedures ensure that all trainees have the necessary qualities and skills to become successful teachers within and beyond West Yorkshire. Partner schools are actively involved in the recruitment and selection process. Trainees' strengths and areas that require further development are identified carefully during recruitment and selection. Prior to commencing the course, trainees complete pre-course tasks and activities that are matched to their individual needs precisely. There are periodic activities, such as a 'meet the SCITT teacher' evening, to ensure successful applicants maintain their interest. Trainees are prepared well from the start.
5. The bespoke provision to meet the needs of individual trainees at every stage of training is a strength of the provider. For example, trainees with prior experience of working in special schools are assigned a special school as their host school. A trainee called this 'thoughtful matching'. Trainees with SEND, such as those who have dyslexia or a hearing impairment, are put in touch with teachers who have similar needs. They gain and use many strategies on their journeys to becoming successful teachers.
6. Leaders make sure that all trainees teach in schools in contrasting circumstances; for example, schools in urban and rural settings, mainstream and special schools, schools judged to be outstanding and to require improvement, and schools in challenging socio-economic circumstances. In this way, trainees are well prepared to teach in any school and are equipped well to make important decisions about where they would like to work once qualified.
7. Leaders adapt the training programmes quickly to reflect current educational themes. For example, innovative projects around addressing trainees' workload and well-being led to all of the 2018/19 cohort of trainees being accredited as mental health first aiders. They learn skills that are extremely useful in schools today. This helps them to stand out from the crowd at interview. Leaders responded positively when trainee members on the SCITT teachers' forum suggested writing a weekly evaluation of lessons taught instead of an evaluation of every lesson. This one action reduced trainees' workload massively and did not lead to a reduction in quality.
8. Leaders ensure that trainees have all of the information they need to make high-quality applications for teaching positions in their NQT year. Additional twilight training sessions are provided when a need is identified. For example, in 2018/19, an additional training session that focused on completing job applications was very well attended. The proportion of trainees who gain a substantive teaching post is well above the national average. A third are employed directly within Exceed Academies Trust, a third are employed in other partnership schools and a third are employed outside the partnership.
9. Trainees responded extremely positively to the questions in the 2018/19 trainee online questionnaire. Trainees and NQTs talk about their training with Exceed

SCITT in glowing terms. They value the care, nurturing and support they receive from class-based mentors, lead mentors, course tutors and the head of ITE. All spoke positively about training with a provider in which relationships are strong and networking is welcomed. They appreciate being treated with the utmost courtesy. They like being referred to as 'SCITT teachers'.

10. At stage 1 of the inspection, inspectors identified that trainees are particularly well prepared to teach English, mathematics and physical education. In addition, inspectors identified that trainees have a deep knowledge of how to support pupils who are new to English or who speak English as an additional language. NQTs are eager to improve their practice further during their induction year. One chose to teach his 'weakest' subject, art and design, during stage 2 of the inspection. His subject knowledge and the strength of pupils' learning in the subject shone through.
11. Trainees understand that reading is the gateway to learning. Tutors ensure that trainees are very well prepared to teach phonics and early reading skills. In phonics training sessions, tutors check how trainees articulate sounds. Trainees appreciate the early opportunity they have to put their own learning into practice in classrooms. They know that any child who falls behind must catch up quickly. All adapt their knowledge well to suit the phonics schemes that individual schools have adopted.
12. Trainees develop strong subject knowledge in mathematics as a result of extremely high-quality training. They confidently teach the mastery curriculum. All have a deep understanding of progression within the national curriculum in this subject. This enables them to plan work that builds on what pupils already know and can do.
13. All of the programmes cover the provision for children with SEND in depth. Leaders are acutely aware of the large number of pupils with SEND both locally and regionally. Their commitment is shown by the creation of the Bradford Primary with SEND programme, which recruited for the first time in 2019/20. Employing headteachers are extremely pleased with the depth of NQTs' knowledge of SEND.
14. Trainees develop a strong understanding of how to use assessment to promote learning. NQTs adapt their existing knowledge of assessment to their employing schools' systems and procedures very well indeed. They use questioning extremely well to gauge pupils' understanding and move pupils' learning on.
15. Trainees and NQTs are exceptionally well prepared to manage pupils' behaviour and to understand how to deal with bullying. All act in accordance with individual schools' behaviour policies but have a raft of strategies to dip into as and when required. Their classrooms are calm, well-organised and purposeful places of learning.

16. An employing headteacher described the provider's programme for NQTs and recently qualified teachers as 'top notch'. This was confirmed by a second employing headteacher, from a different multi-academy trust, who reported that her NQT accesses both her trust's and Exceed SCITT's NQT programmes. During stage 2 of the inspection, NQTs attended a training session about providing challenge for all in learning. The highly knowledgeable, credible and experienced course tutor threaded the provision for pupils with English as an additional language, the needs of children in the early years and insights into assessment seamlessly throughout. All tutors, most of whom are specialist leaders of education, deliver training that is carefully tailored to each cohort's needs. All of the training is grounded in recent and relevant educational research.
17. Inspectors judge that trainees would benefit from greater support in the foundation subjects, particularly in relation to the quality of subject-specific feedback from class-based mentors. Between stages 1 and 2 of the inspection, leaders took assertive action to further improve the quality and consistency of class-based mentors through the introduction of a class-based mentors' competency framework. As a result, class-based mentors' individual training needs are identified more rapidly. Leaders are committed to improving the skills of mentors further. Currently, class-based mentors are accessing a programme for advanced mentoring and coaching through the National Association of School-Based Teacher Trainers (NASBTT). All mentors use the provider's 'A Guide to Training – Information and Guidance' as a matter of course. They understand the expectations of the trainees in terms of training, assessment and the curriculum exceedingly well.
18. Trainees benefit from attending weekly tutorials with their class-based mentors. These tutorials are run in accordance with an agenda set centrally by the SCITT. Targets are set and reviewed on a weekly basis. Trainees can see how rapidly their practice improves. They appreciate this regular, one-to-one advice and support. They are resilient, reflective, enthusiastic and a credit to Exceed SCITT.
19. All trainees awarded QTS at the end of their training exceed the minimum level of practice expected of teachers. The attainment of the overwhelming majority of trainees across all of the teachers' standards is at least good and, for the majority, outstanding. All trainees have exceptionally high levels of personal and professional conduct. There are no differences in the attainment of trainees with different characteristics, or those following different training routes.
20. NQTs deploy teaching assistants exceptionally well. For example, in a lesson seen during stage 1 of the inspection, a teaching assistant taught a group of the most able pupils, while the teacher led a phonics group of pupils struggling to understand split digraphs. This provision benefited pupils' learning immensely.

21. Senior leaders, including members of the board, are well informed about the progress that trainees make and the impact of leaders' actions to address identified weaknesses. Minutes show exceptional levels of challenge to the head of ITE and her team. Senior leaders were not happy with the lack of challenge in Exceed SCITT's first report from an external moderator. They took typically assertive action, and the most recent report is extremely challenging. It identifies strengths and areas for development succinctly.
22. The partnership complies fully with the initial teacher training (ITT) criteria. It meets all of the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination.

Annex: Partnership schools

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

Appleton Academy, Bradford
Asquith Primary School, Leeds
Cophorne Primary School, Bradford
Hovingham Primary School, Leeds
Southmere Primary Academy, Bradford
Thackley Primary School, Bradford
Westerton Primary Academy, Wakefield

ITE partnership details

Unique reference number	1247774
Inspection number	10086067
Inspection dates	Stage 1 10–12 June 2019
	Stage 2 14–16 October 2019
Lead inspector	Belita Scott HMI
Type of ITE partnership	SCITT
Phases provided	Primary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	Exceed SCITT Dawnay Road Bradford BD5 9LQ



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