

Compton SCITT

The Compton School, Summers Lane, North Finchley, London N12 0QG

Inspection dates

14–17 June 2021

Inspection judgements

Primary and secondary age-phase combined

Overall effectiveness	Requires improvement
The quality of education and training	Requires improvement
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to be a trainee at this ITE partnership?

Trainees enjoy their time at Compton SCITT. They value the strong, supportive relationships they have with leaders, mentors, tutors and colleagues from their placement schools. Trainees are enthusiastic and confident about their future in the teaching profession.

However, the course content is not sufficiently focused on how to teach subjects or phases. For example, the programme does not prioritise subject knowledge development. Training does not go into depth about how to adapt teaching for all pupils, particularly those with special educational needs and/or disabilities (SEND) or those who speak English as an additional language.

Effective collaboration between the SCITT and the partnership schools supports trainees to achieve qualified teacher status by the end of their training. Placements prepare trainees well to manage behaviour. They learn how to create a classroom environment that enables pupils to focus on learning. Trainees understand their roles in keeping pupils safe. They are confident with procedures and policies that they should follow should they have any concerns about pupils' welfare.

Trainees feel well supported by leaders in managing their workload. They said that leaders prioritise trainees' well-being and that leaders 'could not have done more' for them during the COVID-19 (coronavirus) pandemic.

Information about this ITE partnership

- The SCITT has 40 trainees. There are 16 primary-phase trainees and 24 secondary-phase trainees.
- There are 13 primary and eight secondary partnership schools. All partnership schools that have been inspected are graded good or outstanding.
- Trainees follow either the School Direct (salaried and non-salaried) route or the Post-graduate Certificate of Education (PGCE) route.

Information about this inspection

- The inspection was carried out by three of Her Majesty's Inspectors.
- Inspectors visited and met with trainees, leaders and mentors from 10 partnership schools.
- Inspectors met with or spoke remotely to 19 trainees and four early career teachers (ECTs).
- Inspectors carried out focused reviews in early reading and phonics, English (primary and secondary), science (primary and secondary) and physical education (secondary).
- Inspectors met with the senior leaders of the SCITT. Inspectors also held meetings with members of the strategic partnership board, professional tutors, subject leaders and ECTs.
- Inspectors reviewed the 48 responses to Ofsted's staff survey and the 31 responses to the trainee survey.

What does the ITE partnership do well and what does it need to do better?

SCITT leaders and the strategic partnership board share a clear commitment to making sure that trainees are happy and successful in their training year. The strategic partnership board is highly supportive of the work of the SCITT and partnership schools. However, it does not hold SCITT leaders fully to account for all the education and training they provide.

SCITT leaders and the strategic partnership board have an over-positive view of the quality of some aspects of the education and training provided. Leaders' checks on the quality of the SCITT's work do not routinely help them to identify areas that need to improve.

The primary-phase trainee programme covers all the subjects within the national curriculum. The general professional studies programme covers classroom management and teaching approaches well, for both the primary and secondary phases. The partnership complies with the core content framework, which is threaded through the

programme. However, the curriculum does not cover and revisit some aspects of the core content framework in depth. Training does not focus fully on ensuring that trainees develop and deepen their knowledge of the subjects and phases they will teach.

Trainees have regular objectives linked to the centre-based training. These help trainees to meet all the teachers' standards. Sometimes, objectives do not pinpoint precisely what trainees need to learn and do in order to deepen their subject and curriculum knowledge. The programme content prepares trainees to teach their subjects and phases. However, some aspects of the programme are underdeveloped. For example, in the primary phase, trainees learn about how to teach early reading and phonics, but they are not given clear guidance on how to match reading books to pupils' phonics knowledge.

Trainees use current research well. They are encouraged to reflect regularly on their teaching and how pupils learn. They benefit from professional learning sessions with mentors and tutors. Guidance for mentors from SCITT leaders includes helpful overviews about the training programme content. This means that mentors know what subject content trainees have covered and need to apply in their placement settings. Discussions between trainees and mentors help develop trainees' general teaching skills.

However, SCITT leaders have not assured themselves of the quality of the support trainees receive in individual partnership schools. Mentors do not receive specific training or resources to extend their own subject knowledge and understanding of educational research and practice. This means that, on occasion, the quality of education and training varies between placement schools. This includes the quality of mentors' feedback to trainees and individual target-setting.

What does the ITE partnership need to do to improve the primary and secondary combined phase?

(Information for the partnership and appropriate authority)

- Some aspects of the primary and secondary course are well planned and sequenced. The curriculum covers general professional studies, with consideration given to the core content framework. However, some key aspects of subject-specific principles are covered superficially. Leaders should ensure that the course enables trainees to deepen their knowledge fully in the subjects and phases they are teaching.
- Leaders do not evaluate the effectiveness of school-based training and identify where improvements are needed. SCITT leaders do not deliver specific training for mentors on how to develop and deepen trainees' readiness to teach their subject and phase. Consequently, the quality of school-based training varies. SCITT leaders need to give mentors subject-specific training so that support for trainees is consistent across the partnership.

Does the ITE partnership combined primary and secondary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number	70299
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This inspection was carried out by Her Majesty's Inspectors (HMIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook set out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE partnership	SCITT
Phases provided	Primary and secondary combined
Date of previous inspection	10 October 2016

Inspection team

Ruth Dollner, Lead inspector	Her Majesty's Inspector
Helen Matthews	Her Majesty's Inspector
Jasper Green	Her Majesty's Inspector

Annex: Partnership schools

Inspectors contacted trainees and staff at the following schools, as part of this inspection:

Name	URN	ITE Phase(s)	Date joined partnership	Current Ofsted grade
Elsley Primary School	101519	Primary	September 2018	Good
Sacred Heart Catholic Primary School	101338	Primary	September 2018	Good
Northside Primary School	101296	Primary	September 2018	Outstanding
Moss Hall Infant School	101295	Primary	September 2020	Outstanding
Brettenham Primary School	146946	Primary	September 2018	Not yet inspected
The Compton School	136418	Secondary	September 2014	Outstanding
Finchley Catholic High School	101362	Secondary	September 2015	Good
Southgate School	142727	Secondary	September 2018	Good
Wren Academy Finchley	135507	Secondary	September 2016	Outstanding

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