

Sutton SCITT

Glenthorne High School, 270 Sutton Common Road, Sutton SM3 9PS

Inspection dates

14–17 June 2021

Inspection judgements

Primary and secondary age-phase combined

Overall effectiveness

Outstanding

The quality of education and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

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

Trainees receive first-class support from the partnership. They are highly complimentary about the partnership, its leadership and the programme. Everyone in the partnership contributes fully to developing trainees into effective teachers.

Trainees know what leaders and mentors expect of them. High-quality, centre-based training equips trainees with a deep understanding of educational theories and practice. Trainees are especially well supported in developing their subject knowledge. Guidance from leaders and mentors enables trainees to apply their knowledge skilfully in their placement schools.

The partnership prepares trainees particularly well for the rigours of teaching, including how to safeguard pupils' well-being. Trainees gain a strong understanding of how to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. As one trainee noted, the programme provides a 'tapestry' or 'a set of steps', which enables trainees to build their expertise in a structured way.

The programme is logically sequenced, so that trainees deepen and apply their knowledge of teaching in an organised, coherent way. The programme takes trainees from the fundamental concepts to an in-depth understanding of how to teach their subject or phase. This includes early reading and systematic synthetic phonics (SSP) in the primary phase.

Information about this ITE partnership

- Sutton school-centred initial teacher training (SCITT) consortium opened in September 2014. It is part of the Sutton Teaching Alliance, and provides primary and secondary teacher training in south London. The SCITT is based at Glenthorne High School, which is part of the Willow Learning Trust.
- Trainees who successfully complete the course are awarded qualified teacher status (QTS). Trainees can also choose to complete a Post-graduate Certificate in Education (PGCE) with the University of Roehampton.
- Most trainees are on the core SCITT programme. A small number of secondary-phase places are offered on the School Direct salaried programme for priority subjects leading to the award of QTS.
- During the inspection, all 73 of the trainees were on the core SCITT programme. The subjects being studied were art and design, biology, chemistry, design and technology, drama, English, geography, history, mathematics, modern foreign languages, music, physics and physical education. Of the 73 trainees, 16 were in the primary phase.
- The partnership uses 17 secondary and seven primary schools to provide placements for trainees. All schools that have been inspected were judged as good or better at their last inspection.

Information about this inspection

- The inspection was carried out by three of Her Majesty's Inspectors (HMIs).
- As part of the inspection, inspectors visited 14 trainees in 12 partnership schools. Observations of trainees during teaching practice were often carried out jointly with trainees' mentors.
- Inspectors held meetings with nine SCITT leaders, 26 trainees and early career teachers (ECTs), and 28 mentors and school leaders. Inspectors also spoke to a trustee of the Willow Learning Trust.
- Inspectors carried out focused reviews in secondary science (chemistry and biology), design and technology, history, early reading, and personal, social, health and economic education.
- Inspectors considered a wide range of documentation, including details of the core SCITT programme, which covered the central programme of study, secondary-subject and primary programmes of study, the partnership's self-evaluation document and improvement plan, published information about the course, and the SCITT's own records of trainees' achievement.
- Inspectors considered the results of surveys completed for the inspection by 60 trainees and 113 members of staff.

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

Leaders sequence the programme highly logically, so that trainees build their broad pedagogical and subject expertise securely, layer upon layer. The course moves from the fundamentals of pedagogy to ensuring that trainees acquire a rich understanding of how to teach their subject or phase. It gets to grip with theories that are at the heart of understanding how pupils learn.

Early on, trainees are exposed to essential concepts that need to underpin their practice, for example memory and recall. The carefully designed curriculum also means that trainees routinely review and apply their learning. Primary trainees learn about SSP from the start and deepen their expertise by revisiting early reading throughout the year. High-quality communication between trainees, tutors, subject leaders, mentors and schools means that the programme is coherent and delivered effectively across all schools. As a result, trainees' knowledge develops exceptionally well.

The programme of study incorporates the most up-to-date research and guidance on trainees' subject or phase. This too helps trainees to be very well prepared for their future careers.

Leaders' clear vision is shared by everyone involved in the partnership. They know the strengths of the partnership, but do not shy away from identifying what could be even better. They act swiftly to make improvements, and in turn, ensure that the excellent quality of training is maintained.

The programme is integrated effectively across the partnership. Leaders ensure that subject and primary programmes closely follow the core SCITT programme. This means that there is consistency in the way trainees experience the training. Leaders ensure that centre- and school-based training are closely aligned and complement one another. There is tight consistency and coherence across centre- and school-based pedagogical and subject training. The programme weaves the core content framework carefully through the training, ensuring that the requirements are covered in full.

Leaders check the quality of the mentoring programme thoroughly and adjust the programme where needed, so that trainees receive a first-class experience. They make sure that subject leaders and mentors are experts in their field, drawing upon national subject associations to maintain expertise. In addition, an innovative mentor programme accredits mentors' learning and enables them to research effective practice.

Leaders check on trainees' progress, including the essential content that they expect trainees to know and apply, exceptionally well. Following frequent informal and formal checks of trainees' learning, leaders adapt the programme to meet individual trainees' needs.

Leaders have established systems to ensure that everyone understands and is kept well informed about the programme. The way in which the different parts of the partnership are connected and focus consistently on providing trainees with high-quality provision is particularly strong.

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

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number 70310

Inspection number 10189073

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 8 May and 25 September 2017

Inspection team

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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
Sutton Grammar School	136787	Secondary	September 2014	Not yet inspected
Wallington High School for Girls	136789	Secondary	September 2014	Good
St Philomena's Catholic High School for Girls	103013	Secondary	September 2014	Outstanding
Glenthorne High School	136914	Secondary	September 2014	Outstanding
Wallington County Grammar School	136798	Secondary	September 2014	Outstanding
Carshalton Boys Sports College	136799	Secondary	September 2014	Good
Carshalton High School for Girls	136797	Secondary	September 2014	Good
Blenheim High School	137906	Secondary	September 2014	Good
Bandon Hill Primary School	102958	Primary	September 2018	Not yet inspected
Aragon Primary School	144838	Primary	September 2018	Good
Poplar Primary School	102644	Primary	September 2018	Good
Hollymount School	102633	Primary	September 2018	Good

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