

# Hull SCITT

Hull SCITT, Dorchester Road, Hull, Yorkshire HU7 6AH

## Inspection dates

31 January to 3 February 2022

## Inspection judgements

Primary and secondary age-phase combined

### Overall effectiveness

**Good**

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

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

Leaders have created a very strong partnership. This is built on the shared purpose of ensuring a high-quality, well-trained and effective workforce for the children and young people of Hull. Together, leaders have created an ambitious and well-considered initial teacher education (ITE) curriculum. It is context driven and thoughtfully constructed to enable all trainees to be fully immersed in the practical realities of teaching from day one. Trainees are well prepared to manage pupil behaviour and to meet the needs of pupils with special educational needs and/or disabilities (SEND).

Skilled professionals support trainees in acquiring the skills and knowledge to teach successfully in their respective phases and subjects. Trainees are well supported through their centralised training and while on placement. All trainees benefit from an initial focus on relationships and behaviour management. This leads to the development of trainees' methods and practices in teaching. Primary trainees are taught the importance of a systematic synthetic phonics programme. Experts in early reading deliver this aspect of training, sharing their deep knowledge and clear passion with trainees.

Trainees and school-based partners value the strong systems of communication and pastoral support that they receive from leaders. All partners are committed to the well-being of trainees. They are highly responsive in addressing any issues that arise. There is a tangibly open culture. As such, the views of trainees and partners are heard and acted upon.

## Information about this ITE partnership

- There are currently 51 trainees in the partnership. Of these, 29 are being trained in the primary phase, 22 are being trained in the secondary phase.
- Hull SCITT oversees and accredits the School Direct programme run by St Mary's College School Direct Partnership.
- All trainees opt between a qualified teacher status only route and a Post-graduate Certificate in Education (PGCE) route. The PGCE element of the course is accredited by the University of Hull.
- Hull SCITT itself provides training for the primary phase. Hull SCITT offers three courses to primary trainees: primary (3 to 7 years); primary (5 to 11 years); and primary with a specialism in teaching pupils with SEND.
- The school direct programme has a salaried and fee-paid route. The vast majority of trainees on the school direct programme are secondary. Currently, trainees are enrolled on the following secondary subject courses: art and design, biology, chemistry, computing, design and technology, English, geography, mathematics, modern foreign languages (French and Spanish), music, physics and religious education.
- The few primary trainees following the School Direct programme access primary-focused training from Hull SCITT.
- The partnership works with 28 schools across two local authorities. Trainees are currently placed in 21 of these schools.

## Information about this inspection

- This inspection team consisted of three of Her Majesty's Inspectors.
- Inspectors spoke with a range of staff and partners, including the course director, trainers, mentors, school-based ITT coordinators and members of the trust board and the stakeholder board.
- Inspectors sampled a wide range of documentation relating to the ITE training programmes. This included: subject and phase curriculum plans; trainees' assignments and their records of target-setting and mentoring; and information relating to Department for Education (DfE) ITE criteria and supporting advice.
- Inspectors also reviewed a wide range of information relating to the leadership and management of the partnership. These documents included leaders' self-evaluation and improvement planning documents.
- Inspectors considered the eight responses to Ofsted's trainee online survey. This comprised eight responses from primary-phase trainees. No responses were received from secondary-phase trainees. There were no responses to Ofsted's staff survey.
- The inspection was carried out through face-to-face meetings, virtual meetings and on-site visits to partner schools.

- In the primary phase, inspectors spoke with 17 trainees and seven early career teachers (ECTs), either face to face or remotely.
- In the secondary phase, inspectors spoke with 10 trainees and three ECTs, either face to face or remotely.
- Inspectors carried out five focused reviews. In the primary phase, inspectors explored early reading and foundation subjects. In the secondary phase, inspectors explored mathematics, history and geography.
- Inspectors visited six placement settings.

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

The partnership's curriculum is ambitious. The high-quality education offer is integrated effectively across the SCITT, lead and partner schools. Trainees experience a well-constructed curriculum. This is delivered through a productive combination of centre-based training, hands-on training in schools, research and reflection. Leaders have ensured that the curriculum is well sequenced. It enables trainees to become skilful practitioners. For instance, trainees develop a clear understanding of how to plan and teach a well-connected series of lessons before moving on to further develop their knowledge of assessment practices and curriculum adaptation. Leaders prioritise relationships and behaviour management in the early part of their course. Consequently, trainees can apply this knowledge effectively throughout their first placement.

Training in the primary phase is of high quality. The training team are experienced and well qualified. Leaders ensure that this high quality is in place for all national curriculum subjects, as well as religious education and personal, social and health education. The curriculum is evaluated regularly. Leaders ensure that trainers refine and develop their course content in line with new strategies and research. SCITT leaders ensure that subject leaders and trainers have the appropriate level of expertise and commitment to deliver centre and school-based training. Training in early reading and systematic synthetic phonics receives the highest priority. This supports trainees in developing an effective understanding of early reading.

Secondary trainees receive a high-quality training offer from the lead school. An external provider supports the delivery of pedagogical and subject-specific training. Leaders plan to integrate primary and secondary trainees in some aspects of their training, for instance safeguarding and in the interests of transition work. Work in this area is yet to commence.

The ITE curriculum is constructed to ensure that all trainees receive their full entitlement. Leaders assess trainees in a manner that avoids the premature use of generic descriptors such as the teachers' standards. Furthermore, the collaboratively produced targets relate specifically to programme content. These are responsive in their personalised nature so that they address trainees' individual needs and support their progress. Leaders ensure that the partnership complies with the core content framework. For example, trainees

discover how pupils build knowledge over time. Trainees learn how to purposefully use assessment. They are taught about safeguarding and pupil well-being.

While there are elements of the course focused on research, especially for those trainees that complete the PGCE, it is not centrally organised and disseminated. Consequently, some trainees do not read widely and often enough about theories of education. The knowledge about specific academic developments in subject areas is sometimes underdeveloped. As a result, there is variation in the extent to which trainees have an appreciation of different educational approaches.

Leaders diligently check the quality of its centre and school-based training, including the quality of mentoring and tutoring. The extent to which checks are made on the quality of the external secondary subject programme is less well developed than in the primary. This means that trainees experience slight differences in the quality of their mentoring.

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

### **(Information for the partnership and appropriate authority)**

- There are robust quality assurance systems in place. The impact of these is not fully consistent. As a result, there are some differences in the quality of mentoring and target setting for trainees. Leaders should ensure that the impact of their quality assurance systems is consistently strong.
- There is not enough central oversight of the academic scholarship that trainees are exposed to. As a result, there is a slight variation in the extent to which trainees have an appreciation of different educational approaches. Leaders need to ensure that this element of the programme is consistently strong.

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

- The partnership meets the DfE statutory compliance criteria.

## **ITE partnership details**

<b>Unique reference number</b>	70347
<b>Inspection number</b>	10212887

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

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

<b>Type of ITE partnership</b>	SCITT
<b>Phases provided</b>	Primary and secondary combined
<b>Date of previous inspection</b>	26 June 2017

## **Inspection team**

Marcus Newby, Lead inspector	Her Majesty's Inspector
Matthew Knox	Her Majesty's Inspector
Matthew Vellensworth	Her Majesty's Inspector

## Annex: Partnership settings, schools and colleges

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

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>	<b>Date joined partnership</b>	<b>Current Ofsted grade</b>
Adelaide Primary School	117714	Primary	September 2017	Good
Collingwood Primary School	139848	Primary	September 2015	Requires improvement
Eastfield Primary School	139850	Primary	September 2015	Outstanding
The Marvell College	142391	Secondary	September 2018	Good
St Mary's College	144104	Secondary	September 2018	No current grade
Westcott Primary School	140830	Primary	September 2015	Good

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