

The John Taylor SCITT

John Taylor High School, Dunstall Road, Barton-under-Needwood, Burton on Trent, Staffordshire DE13 8AZ

Inspection dates

7 to 10 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?

Trainees are overwhelmingly positive about all aspects of their training. The programme prepares them well for their future careers. One trainee summed up the views of many when they said: 'The last six months have been the hardest but most rewarding of my life! I would not hesitate to recommend the John Taylor SCITT. The support from the central team and mentors has been fantastic.'

Central training is of a consistently high quality. Mentors in placement schools skilfully build on central training, helping trainees to apply what they have learned.

The primary-phase programme prepares trainees extremely well to teach English, mathematics and science. Leaders recognise that it does not prepare trainees as well to teach some other subjects. In the secondary phase, training to teach all subjects is highly effective.

Partnership staff and school mentors provide exceptional pastoral care. Consequently, trainees are thoroughly supported throughout their courses. They learn to manage their workload. They learn to manage behaviour in the classroom and how to support pupils, whatever their abilities or needs.

The partnership is well led. Partner schools are involved in all aspects of the partnership's work. Partners value the clear and regular communication that leaders provide. This partnership plays an important role in recruiting teachers and future leaders for local schools.

Information about this ITE partnership

- The secondary phase of the partnership has been operating since September 2015. The primary phase was added in September 2018.
- There are 51 trainees training this academic year. There are 33 trainees in the secondary phase and 18 in the primary phase.
- This school-centred initial teacher training provider (SCITT) has 63 partner schools. Partner schools comprise 42 primary schools, 17 secondary schools and four special schools. There are 38 schools that have placed at least one trainee during this academic year.
- The Ofsted inspection judgements of the partner schools that have placed trainees this year range from outstanding to requires improvement.
- The partnership provides for trainees from both School Direct and provider-led routes. All trainees who complete their programme achieve a postgraduate certificate in education (PGCE). Primary-phase trainees qualify to teach ages five to 11. Secondary-phase trainees qualify to teach ages 11 to 16.

Information about this inspection

- The inspection was carried out by three of Her Majesty's Inspectors.
- Inspectors met with the SCITT director, the leaders of the primary and secondary phases, the SCITT coordinator, members of the executive board, professional mentors and separate groups of secondary subject mentors and primary early career teachers (ECTs).
- Inspectors visited six secondary schools and five primary schools. On these visits, they visited trainees' lessons, observed mentor feedback and held discussions with headteachers, professional tutors, mentors, trainees and ECTs.
- Inspectors conducted focused reviews in early reading, mathematics and humanities in the primary phase, and English, mathematics and history in the secondary phase.
- Inspectors spoke to 27 trainees and 18 ECTs.
- Inspectors considered responses to the trainee and staff online questionnaires.
- Inspectors scrutinised a wide range of documents, including curriculum plans, partnership policies, self-evaluation documents and development plans.

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

Partnership leaders have carefully reviewed both the primary- and the secondary-phase training programmes over recent years. They have ensured that all aspects of the core content framework are included and covered thoroughly. They have skilfully integrated content taught centrally with training delivered in placement schools. In both phases, the

initial teacher education (ITE) curriculum is ambitious, coherent and well sequenced. It prepares trainees well for their future careers.

Trainees are very well prepared to teach pupils with special educational needs and/or disabilities (SEND). Learning about meeting the needs of pupils with SEND is woven throughout the course. For example, all trainees undertake a placement in a special school. Parents and carers of pupils with SEND speak with trainees and explain the difference a teachers can make to their child's life.

Some aspects of the Equality Act 2010 (the Act) are covered well in the curriculum. For example, trainees learn in detail about sexuality and gender issues during their training. However, other aspects are not covered explicitly enough. Trainees do not learn enough about the full range of protected characteristics. They do not acquire a secure understanding of schools' responsibilities under the Act.

The primary-phase programme has several strengths. Trainees quickly gain confidence in teaching reading and mathematics and the basics of classroom practice. For example, they are well prepared to teach early reading using systematic synthetic phonics. Leaders recognise that trainees are less well prepared to teach the foundation subjects, including history, geography, and art and design technology. They have put plans in place to address this issue, including recruiting new staff to lead these subjects. However, these plans will not be fully in place until September 2022.

The secondary-phase programme is consistently strong. The ITE curriculum prepares all trainees thoroughly in their subject. Trainees learn about their subject's academic traditions. They learn to select the teaching methods that will best help pupils to learn in their subject.

Leaders have put in place a highly effective SCITT assessment framework. This helps trainees to understand their strengths and those areas where more work is needed. It supports mentors and trainees in agreeing clear, helpful targets. It helps to ensure that final assessments against the teachers' standards are accurate, along with several other sources of evidence.

Partnership leaders are relentless in their focus on improvement. They routinely seek the views of partners and trainees. They quality assure all training, including subject sessions and mentoring in schools. Consequently, leaders know the partnership's strengths and areas for development. Improvement planning is detailed and clear. The partnership's executive board provides detailed scrutiny of the partnership's work. Strategic leadership is strong.

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

(Information for the partnership and appropriate authority)

- Training in the primary phase is weaker in the foundation subjects. It does not prepare trainees to teach all subjects equally effectively. Leaders have recognised this fact and

have appropriate plans in place to strengthen training in these subjects. Leaders should implement and then evaluate their plans to strengthen trainees' preparedness to teach the foundation subjects.

- Training does not provide trainees with a secure understanding of the Equality Act 2010 and how it applies to schools. At the end of their training, trainees are not sufficiently aware of how the law protects people with any protected characteristic and schools' duty to promote equality. Leaders should ensure that training provides trainees with a comprehensive understanding of the Equality Act 2010 and its application to schools.

Does the ITE partnership comply with the ITE compliance criteria?

- The partnership meets the Department for Education statutory compliance criteria.

ITE partnership details

Unique reference number 70325

Inspection number 10219603

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 set out the statutory basis and framework for ITE inspections in England from September 2020.

Type of ITE partnership School-centred initial teacher training

Phases provided Primary
Secondary

Date of previous inspection 2 to 4 October 2017

Inspection team

Alun Williams, Lead inspector

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Her Majesty's Inspector

Her Majesty's Inspector

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Annex: Partnership settings, schools and colleges

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

Name	URN	ITE phase	Date joined	Current Ofsted grade
Abbot Beyne School	124449	Secondary	September 2013	Good
John Taylor Free School	145889	Secondary	September 2018	Not yet inspected
John Taylor High School	136323	Secondary	September 2013	Outstanding
Kingsmead School	142313	Secondary	September 2015	Good
The Pingle Academy	144069	Secondary	September 2016	Good
The Friary School	146907	Secondary	September 2016	Not yet inspected
Church Gresley Infant and Nursery School	147398	Primary	September 2018	Not yet inspected
Rykneld Primary School	145218	Primary	September 2018	Not yet inspected
The Violet Way Academy	136762	Primary	September 2019	Outstanding
William Shrewsbury Primary School	145097	Primary	September 2018	Not yet inspected
All Saints Church of England Controlled Primary School	124231	Primary	September 2018	Requires improvement

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