

Arthur Terry SCITT

Arthur Terry School, Kittoe Road, Sutton Coldfield, Birmingham B74 4RZ

Inspection dates

23 May to 26 May 2022

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

Good

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

Trainees and staff wear the 'Arthur Terry badge' with pride. Trainees learn from dedicated and committed staff. From the very beginning, staff expect trainees to maintain the highest professional standards. Trainees flourish into thoughtful and knowledgeable teachers. They are exceptionally well prepared for the rigours of the profession. Many trainees go on to join partnership schools as they embark on their careers and many swiftly move into leadership roles.

Leaders have crafted an academic curriculum steeped in up-to-date research. Trainees absorb this knowledge and rapidly develop their understanding of the intricacies of teaching. This scholarly learning works in harmony with trainees' experience in their placement school. Learning coaches help guide trainees to continually reflect on what they have learned and consider how it can help pupils learn in the classroom. Trainees are acutely aware of the need to adapt their teaching to meet the needs of all pupils, including those with special educational needs and/or disabilities.

Trainees thrive during their training year. Many describe the partnership as being 'like a family'. Leaders listen to trainees' views. They act quickly to provide quality academic challenge and sensitive pastoral support. Communication between leaders, staff and learning coaches is frequent, pertinent and concise. Exceptional staff skilfully fulfil their roles to help trainees grow, achieve and excel. As one leader said, 'We don't just do the things we are supposed to do, we do the things that we feel are right.'

Information about this ITE provider

- The secondary phase of the partnership has been operating since September 2014. The primary phase was added in September 2017.
- There are 52 trainees in this academic year. There are 34 trainees in the secondary phase and 18 in the primary phase.
- This school-centred initial teacher training provider (SCITT) has 28 partner schools. Partner schools consist of 17 primary schools and 11 secondary schools.
- 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 18.
- The Ofsted inspection judgements of the partner schools that have placed trainees this year range from outstanding to requires improvement.

Information about this inspection

- The inspection was carried out by two of Her Majesty's Inspectors and one Ofsted Inspector.
- Inspectors spoke with a range of staff and partners, including the director of the Arthur Terry Teaching School Hub, SCITT leaders, PGCE leaders, professional tutors and subject pedagogical leads.
- Inspectors also spoke with the chief executive officer of the Arthur Terry Learning Partnership, members of the ITE strategic board and senior leaders of schools involved in the partnership.
- Inspectors visited four secondary schools and four primary schools. On these visits, they visited trainees' lessons, observed learning coaches' feedback and held discussions with professional tutors, learning coaches and trainees.
- Inspectors communicated with staff or trainees at 13 primary schools and 12 secondary schools during the inspection.
- In total, inspectors spoke to 26 primary and secondary trainees, 15 early careers teachers and 23 school learning coaches.
- Inspectors conducted focused reviews in early reading, mathematics and science in the primary phase and English, mathematics and history in the secondary phase.
- Inspectors considered the responses to the Ofsted surveys for staff and trainees that were completed during the inspection. Inspectors met with leaders to check the partnership's conformity with the ITE compliance criteria and looked at records of safeguarding checks.
- Inspectors scrutinised a wide range of documents, including curriculum plans, partnership policies, self-evaluation documents and development plans.

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

Leaders at every level lead with integrity, clarity and vision. Their dedication, enthusiasm and energy shine through. They are unremitting in their quest for excellence and leave no stone unturned to continually improve the programmes. Leaders take swift and effective action when needed. This strengthens the quality of provision. Leaders, subject pedagogical leads and learning coaches work in unison to develop aspiring and inspiring new teachers. Leaders from partner schools are quick to highlight the quality of Arthur Terry SCITT trainees.

Leaders have designed an exceptionally ambitious and coherent curriculum. Leaders have meticulously selected the educational research that trainees will read and digest. It extends far beyond the requirements of the core content framework. For instance, trainees develop a deep and comprehensive knowledge of how pupils learn. Staff help trainees become critical consumers of research in the context of their classroom practice. This helps trainees constantly question how they can make the greatest difference to pupils' learning.

In the primary phase, trainees' understanding of classroom practice is cleverly developed in tandem with their subject expertise. Trainees are thoroughly prepared to teach the full range of subjects. Leaders have skilfully made sure that trainees fully understand systematic synthetic phonics and how to teach early reading. Trainees visit a different primary setting each week. Here, they learn from experts and see the theory in practice. This weaves the theoretical and practical elements of the curriculum together neatly.

In the secondary phase, trainees attend weekly professional studies sessions and separate subject-specific sessions. While these sessions are distinct, each draws ingeniously on the content of the other. Passionate and knowledgeable staff plan and lead these exceptionally well. The weekly subject sessions draw on the latest thinking in each subject. For instance, understanding variation theory in mathematics teaching and considering the importance of phonics in modern foreign languages teaching. This helps trainees to be better teachers of their subject.

Learning coaches tie the programme together effectively in both phases. Leaders select them carefully, train them rigorously, support them diligently and expect excellence. They ensure that learning coaches know exactly what trainees are learning, for instance through the 'snippets of SPA'. In weekly meetings, learning coaches skilfully draw the elements of the curriculum together using an 'instructional coaching' model. They expertly use the 'teacher toolkit' to assess trainees' progress and agree on targets. Leaders keep a watchful eye on the quality of these discussions and targets. Learning coaches are rightly proud of the job they do.

All stakeholders, from strategic board members to learning coaches, fully buy into what the provider is trying to achieve. As one leader in a partnership school surmised: 'They are doing an amazing job, and we are very proud to be a partner school and offer placements and deliver training to their fantastic students.'

Does the ITE provider's primary and secondary phase combined comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70273
Inspection number	10213942

This inspection was carried out 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.

Type of ITE provider	School-centred initial teacher training
Phases provided	Primary and secondary combined
Date of previous inspection	24 to 27 March 2014

Inspection team

Ian Tustian, Lead inspector	Her Majesty's Inspector
Eve Morris	Her Majesty's Inspector
Jane Spilsbury	Ofsted Inspector

Annex: Placement settings, schools and colleges

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Hamstead Hall Academy	139746	Secondary
Erasmus Darwin Academy	136886	Secondary
Arthur Terry School	138136	Secondary
The Coleshill School	136986	Secondary
Slade Primary School	138590	Primary
St Michaels Primary School	124258	Primary
William MacGregor Primary School	146130	Primary
Hill West Primary School	139520	Primary

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