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e-Qualitas

Hend House, 233 Shaftesbury Avenue, London, London WC2H 8EE

Inspection dates   6 February to 9 February 2023

Inspection judgements

	Primary age-phase	**Secondary age-phase**
Overall effectiveness	Good	Good
The quality of education and training	Good	Good
Leadership and management	Good	Good
Overall effectiveness at previous inspection	Inadequate	Inadequate

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

Trainees are empowered by the depth of understanding they develop. They are able to evaluate objectively their own and others' approaches to teaching. This reflects the fundamental overhaul of provision leaders have skilfully effected.

Trainees benefit from the small 'communities' in which they work. These allow e-Qualitas staff to know what will help trainees most, and to work with placement school staff in providing tailored training programmes.

Trainees understand how to manage the realities of working as a teacher. Over time, they build their knowledge of how to manage pupils' behaviour. They learn how high-quality teaching helps all pupils to learn and know that this is the responsibility of all teachers. They develop the resilience they need to reflect on what has, and has not, worked well, improving their work as they do so.

In a small number of cases, trainees' perceptions of the quality of support they receive are variable. Most trainees benefit from strong communication with, and between, leaders, tutors and mentors. This allows mentors to work with trainees in a bespoke fashion and to build on what trainees have previously learned. However, a few trainees recognise that their peers get more helpful guidance than they do.

Information about this ITE provider

- There are 70 trainees in the primary phase and 36 in the secondary phase.
- E-Qualitas provide the following teacher training routes: assessment only, School Direct and apprenticeships.
- Twenty two trainees are following the Schools Direct training route. Eighty five trainees are on apprenticeships. There are trainees from both phases on each route.
- Most of the schools in which trainees are placed are rated good or outstanding by Ofsted.

Information about this inspection

- When e-Qualitas was last inspected by Ofsted in January and February 2022 it was judged as inadequate for provision in the primary and secondary phases. This was a reinspection of those phases only.
- The team consisted of seven His Majesty's Inspectors
- Inspectors spoke with the school-centred initial teacher training (SCITT) director, other senior leaders, subject leaders, school-based staff, members of the SCITT management board and representatives from the end-point assessment organisation used by the SCITT.
- Inspectors spoke with 30 trainees at their placements and a number of others attending training at e-Qualitas.
- Inspectors conducted focused reviews for the primary phase in early reading, English, mathematics, computing and art. For the secondary phase, inspectors conducted focused reviews in English, mathematics, chemistry and physics.
- Inspectors communicated with 26 placement settings as part of the inspection.

Primary phase report

What works well in the primary phase and what needs to be done better?

Leaders have acted promptly and robustly to address the weaknesses identified at the previous inspection. They have put in place a well-considered curriculum and training that prepares trainees well to become effective teachers. Trainees develop their knowledge of pertinent research and educational theory. They use this knowledge to inform their critical reflection of their own and others' teaching and develop their practice. The core content framework is skilfully integrated between the centre-based training and school-based practice. Trainees revisit important training content to deepen their understanding.

The curriculum is ambitious in its scope. Trainees gain a secure knowledge of the principles of teaching early reading. Trainees enunciate sounds accurately and clearly when teaching pupils how to segment and blend words. They understand the importance of regular practise so that pupils secure the knowledge they need to decode texts fluently and become confident readers.

Trainees apply what they learn about effective teaching to plan lessons and sequences of lessons that build on what pupils know and understand. They develop strategies to check pupils' understanding. This allows them to ensure that pupils' knowledge is secure before they move on. Training for the foundation subjects is not as well connected to the principles of effective curriculum design as the training for the core subjects. Trainees do not develop their understanding of how to design sequences of learning as deeply as they could.

Leaders monitor closely the effectiveness of the training and support that trainees receive. They regularly check the progress that trainees are making. Visiting tutors work closely with mentors and trainees to review progress and identify appropriate next steps. Mentors appreciate the training and guidance they receive. It helps them develop their practice in supporting trainees, such as in using instructional coaching. In some instances, mentors are not clear about their role, particularly with regard to the second placement. This has given a small proportion of trainees a less positive experience than most. The guidance trainees and mentors receive for the second placement does not set out as precisely as it should what is expected from trainees and mentors. Some mentors do not have access to the information and resources they need to support trainees well from the start of their second placement.

The governance structure of e-Qualitas delegates an important role in monitoring the quality of provision to the SCITT management board. Board members are very new to the role and do not, at this stage, scrutinise the information they receive from leaders sufficiently well. Improvements have been reliant on leaders' self-criticism and review.

What does the ITE provider need to do to improve the primary phase?

(Information for the provider and appropriate authority)

■ Trainees are not taught how to plan sequences of learning for the foundation curriculum in sufficient depth. They do not develop their understanding of how to apply their knowledge of effective teaching as well as they could. Leaders should ensure that the training for the foundation subjects prepares trainees well to enable pupils to achieve well across the full range of curriculum subjects.

■ Leaders do not communicate sufficiently clearly what trainees, mentors and providers are responsible for in preparing for trainees' second school placement. This leads to inconsistencies in the quality of trainees' experiences. Leaders should provide clear direction for trainees and mentors so that trainees make a confident start to their second placement and mentors have the information they need to support trainees well from the start.

■ The SCITT management board does not have a secure understanding of how effective leaders' work is. Leaders' successes are dependent on their own vigilance and self-challenge. Leaders should develop the role of the SCITT management board so that this body makes a strong contribution to the governance and effectively supports the continuing improvement of teacher training.

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

■ The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's primary phase satisfy the principles and requirements of apprenticeship provision?

■ The provider meets the principles and requirements of apprenticeship provision in the primary phase.

The provider works with trainees and schools to complete a detailed initial assessment of trainees' knowledge, skills and behaviours. This helps inform the guidance and support trainees receive as they progress through their apprenticeship. Mentors are well informed. They help trainees reflect critically on their own development and the impact of their teaching on pupils' learning. Trainees benefit from purposeful on- and off-the-job training that prepares them well for the responsibilities of classroom teaching. Trainees develop confidence and resilience in their role. Trainees develop as professionals who contribute positively to pupils' learning and achievement and to the life of the school.

Secondary phase report

What works well in the secondary phase and what needs to be done better?

Leaders have robustly addressed the significant concerns highlighted in the previous inspection report. A well-considered curriculum that covers the core content framework is in place.

The curriculum is delivered well through the 'lens' of specific subjects. Its '11 components' focus sharply on the things that trainees need to become effective practitioners. Each component, such as how to support pupils' behaviour or understanding how pupils learn, is linked to up-to-date research and arranged in a purposeful way. Trainees use the chosen research well in their practice, reflecting ably on what 'works' and using this to inform and improve their teaching.

Subject leaders and visiting tutors provide subject-specific training sessions. These give trainees purposeful opportunities to learn and discuss appropriate techniques to build pupils' knowledge. Trainees develop their understanding of these during their time in placement schools. On the whole, these complement the training delivered centrally. Trainees learn about how to adapt their teaching for pupils' needs, for example, and then have the opportunity to try out and consider which approaches work best. Trainees, mentors and visiting tutors meet regularly to review trainees' progress and consider next steps.

Training and support for partner schools ensures most mentors and school leaders have a good understanding of their role in connecting the e-Qualitas curriculum and school-based learning together. They know the training curriculum well and this ensures trainees develop their practice well. A small number of mentors sometimes miss the training or do not completely understand the e-Qualitas curriculum. This disjointedness means that their trainees get a less positive experience than their peers.

Leaders' new quality assurance processes are beginning to check and find out what is working well and what needs to improve in the curriculum. For example, the system has already identified some of the inconsistencies in mentoring. However, assurance processes do not identify all weaker areas of provision as quickly as they should. This leads to some inconsistencies in trainees' experiences.

The pastoral support trainees receive is a strength of this course. The curriculum is designed so it does not cause unnecessary worry or workload for trainees. Trainees know the assessment processes and so have a clear understanding of how well they are doing. The 'team around the trainee' supports trainees well if they are having any difficulty.

The governance structure of e-Qualitas gives an important role in monitoring the quality of provision to the SCITT management board. Board members are very new to the role and, as in the primary phase, do not, at this stage, scrutinise the information they receive from leaders sufficiently well. Improvements have been reliant on leaders' self-criticism and review.

What does the ITE provider need to do to improve the secondary phase?

[Information for the provider and appropriate authority]

- A small number of mentors do not have the knowledge and skills to support trainees to link their learning between their school and the e-Qualitas curriculum. Some mentors and school leaders do not understand the e-Qualitas curriculum or how it works for apprentices. This means that some trainees do not have the high-quality experiences their peers have. Leaders should ensure all mentors and school leaders have the knowledge and training to support e-Qualitas to implement the curriculum well.

- The providers' quality assurance processes have only just been introduced. While the processes are in place, they do not always pick up issues quickly enough. Leaders should ensure quality assurance processes are embedded and refined so that any inconsistencies in trainees' experiences are picked up quickly and dealt with.

- The SCITT management board does not have a secure understanding of how effective leaders' work is. Leaders' successes are dependent on their own vigilance and self-challenge. Leaders should develop the role of the SCITT management board so that this body makes a strong contribution to the governance and effectively supports the continuing improvement of teacher training.

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

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's secondary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the primary phase.

Initial needs meetings identify accurately apprentices' starting points. Apprentices access an effective curriculum that supports them well to acquire new knowledge, skills and behaviours to complete their apprenticeships and join the teaching profession. They benefit from well-considered, off-the-job training that aligns tightly to their roles and responsibilities and supports them to reflect on the best practices to use in their setting. Effective systems track apprentices' progress through the curriculum. On the whole, mentors and those working with apprentices, have an accurate understanding of the teacher apprenticeship course and the skills needed to support apprentices to succeed.

ITE provider details

Unique reference number   70197

Inspection number   10254564

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   Early Years
Primary
Secondary

Date of previous inspection   31 January to 3 February 2022

Inspection team

Andrew Hemmings, Overall lead inspector	His Majesty's Inspector
Katherine Douglas, Phase lead inspector (primary)	His Majesty's Inspector
Damian Loneragan, Phase lead inspector (secondary)	His Majesty's Inspector
Adam Cooke	His Majesty's Inspector
Charlie Fordham	His Majesty's Inspector
Steve Mellors	His Majesty's Inspector
Tessa Holledge	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Avanti House Primary School	145142	Primary
Leavesden JMI School	117324	Primary
Brindishe Manor School	100693	Primary
Brindishe Lee School	100717	Primary
St James' Church of England Primary School	143516	Primary
All Saints Catholic College	100503	Secondary
Mulberry School for Girls	143629	Secondary
Queens' School	136877	Secondary
London Academy	134798	Secondary
Castle View School	147031	Secondary
Plumstead Manor School	100183	Secondary
Mulberry UTC	144756	Secondary
Newlands Academy	140138	Secondary

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