

Chepping View Primary Academy SCITT

Chepping View Primary Academy, Cressex Road, High Wycombe, Bucks HP12 4PR

Inspection dates

6 to 9 March 2023

Inspection judgements

Primary age-phase

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 provider?

The effective partnership between schools and leaders enables trainees to flourish. Trainees value the sensitive pastoral and professional support they are given. They appreciate how skilled leaders carefully adjust the programme and workload in response to feedback. Trainees as well as staff in partnership schools are overwhelmingly proud to be part of the programme. As one headteacher commented, 'We are one family.'

Trainees are well prepared to teach in the primary phase. They develop a secure understanding of the primary curriculum. Expert trainers from schools deliver well-sequenced training that is rooted in relevant research. Knowledgeable teacher-tutors guide trainees to reflect on their training and consider how they can best help pupils to learn. This includes in local schools where there are high proportions of pupils who speak English as an additional language and pupils who are disadvantaged. Leaders ensure that there is a sharp focus on the importance of teaching reading. Trainees develop the knowledge and skills to teaching reading competently over time.

Trainees develop into reflective practitioners who understand how to support vulnerable pupils. Leaders prioritise teaching trainees how to manage behaviour positively and how to meet the needs of pupils with special educational needs and/or disabilities. This is revisited over time across different subjects to build trainees' understanding gradually. Leaders support trainees to develop a secure understanding of their safeguarding responsibilities.

Information about this ITE provider

- Chepping View Primary Academy SCITT is a school-centred initial teacher training (SCITT) provider.
- The SCITT leader started in her role in September 2022, and the assistant leader began in her post in January 2022.
- Trainees who complete the course successfully gain qualified teacher status (QTS). They are trained to teach in the primary age-phase, following either the 3–7 years or the 5–11 years route. At the time of the inspection, there were 28 trainees enrolled on the programme.
- Most trainees complete the core, non-salaried route, but some undertake the School Direct (salaried) route. All trainees have the option to complete a Postgraduate Certificate in Education (PGCE) with Oxford Brookes University.
- There are 25 schools in the partnership. Of these, 24 are in Buckinghamshire local authority and one is in Berkshire. All partner schools have been judged as outstanding or good by Ofsted.
- The SCITT is based at Chepping View Primary Academy, which is part of the Inspiring Futures Partnership Trust.

Information about this inspection

- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors spoke with a range of leaders, including the SCITT leader and assistant leader, the accounting officer and several members of the strategic board.
- Inspectors spoke with 16 trainee teachers, five early career teachers, 18 headteachers and 15 teacher-tutors, including two quality assurance mentors, either in person or remotely.
- Inspectors reviewed a wide range of information relating to the leadership and management of the partnership. This documentation included leaders' self-evaluation and improvement planning documents, training materials, and records of trainees' mentor meetings and target-setting.
- Inspectors considered the responses to Ofsted's trainee and staff online surveys.
- The inspection was carried out through in-person meetings, remote meetings and on-site visits to partner schools.
- During the inspection, inspectors visited four schools and attended one session of centre-based training.
- Inspectors carried out focused reviews in early reading, mathematics and languages.

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

Leaders have designed an ambitious curriculum and are determined to further strengthen the quality of the provision. They seek the views of trainees, teacher-tutors and headteachers to refine the content and sequence of the programme. Leaders closely monitor the training and mentoring and are quick to intervene and provide guidance when required. They successfully adapt the training for individuals if needed.

Expert trainers from partnership schools deliver centre-based training that fully integrates the core content framework. Leaders ensure that trainers have the required expertise to introduce trainees to pertinent research and guide them to use this to inform their classroom practice. There is a sharp focus in centre-based sessions on preparing trainees to teach systematic synthetic phonics and early reading. Leaders take care to check that trainees' understanding of how pupils learn in the primary phase is well developed alongside their knowledge of different subjects. However, subject-specific training does not link across key stages 1 and 2 as coherently as it could.

Trainees benefit from well-considered, contrasting placements that complement the centre-based training. They observe experienced teachers and are supported to apply their learning in different school contexts. The school-based tasks do not support trainees to build on the centre-based studies as precisely as they could, and so leaders have identified that these need further refinement.

Leaders have established a well-designed mentoring system. High-quality training and rigorous feedback help teacher-tutors to understand their role and provide effective support for trainees. They set and review targets that are sharply focused on giving trainees opportunities to practise and build their knowledge, skills and behaviours. However, teacher-tutors' knowledge of the centre-based learning is not yet sufficiently developed. This means that they do not consistently emphasise the key messages from the training sessions to strengthen trainees' understanding.

Leaders' formative assessment of trainees is a strength of the programme. Trainees are assessed incrementally as they move through the course to check how well they are learning the intended curriculum. This helps to identify gaps in trainees' knowledge or experience. Leaders use timely reviews to ensure that changes in placements are seamless and that trainees build on their previous learning. Trainees welcome opportunities to reflect on and discuss their learning at more formal assessment points. Leaders make appropriate use of the teacher standards at the end of the programme to support recommendations for the award of QTS.

Trainees are supported effectively by leaders and partnership schools. Relationships are positive, which means that trainees feel confident to ask for additional guidance. They are helped to develop practical strategies to manage their workload. As a result, trainees are well prepared for their first year of teaching.

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

- Subject-specific training sessions do not always link coherently enough. The bridge between key stages 1 and 2 is not made explicit to trainees. Leaders should ensure that trainers consistently build on previous learning, so that trainees deepen their understanding over time.
- Centre- and school-based training are not aligned as precisely as they might be. Consequently, there is some variation in how well trainees are supported to apply their learning. Leaders should ensure that teacher-tutors have a good understanding of the central training, and that school-based tasks sharply align with the programme's intent.

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

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70321
Inspection number	10258892

This inspection was carried out 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 provider	School-centred initial teacher training
Phase provided	Primary
Date of previous inspection	5 July and 6 December 2017

Inspection team

Laurie Anderson, Lead inspector Clive Dunn	His Majesty's Inspector Ofsted Inspector
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Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Booker Hill School	110260	Primary
Chepping View Primary Academy	137979	Primary
King's Wood School and Nursery	133756	Primary
Oakridge School	110289	Primary

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