

# Future Teacher Training

Future Academies Head Office, 46 Chichester Street, London SW1V 3PP

## Inspection dates

24 to 27 April 2023

## 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

Outstanding

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

Whether apprentice, salaried or non-salaried, primary or secondary, trainees are exceptionally well prepared for the everyday demands of full-time teaching. The education and training programme is highly ambitious, weaving together theory and practice seamlessly to provide trainees with an experience that is second to none.

Trainees gain great confidence during their journey through the ITE programme. The focus on subject or phase pedagogical knowledge, and putting this into practice in the classroom, is clear from the start. Adaptive practice is a core component of the programme. As a result, trainees learn how to meet the needs of pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language.

Behaviour management is built into the programme effortlessly through the robust focus on pedagogy. The detail and precision with which the programme is delivered ensure that trainees gain the pedagogical knowledge and skills that underpin behaviour management. The programme also ensures that trainees are prepared well to carry out their role in safeguarding pupils' welfare.

Communication and relationships are key to the high quality of the education and training that trainees receive. The links between the centre and schools are strong. As a result, the programme is consistent and coherent. Teaching at the centre is reinforced effectively by mentors and tutors in school.

## **Information about this ITE provider**

- The Future Teacher Training SCITT currently has 12 primary trainees and 46 secondary trainees.
- The SCITT provides programmes for the School Direct (salaried and non-salaried) route and the Post Graduate Teaching Apprentice route, both with the Post Graduate Certificate of Education.
- The provider has 10 partnership schools in the primary phase and 11 in the secondary phase.

## **Information about this inspection**

- The inspection was carried out by three Ofsted Inspectors and one of His Majesty's Inspectors.
- Inspectors met with the provider's leaders, including the accounting officer and the primary and secondary phase leads, and the board of trustees.
- Inspectors met with headteachers and principals from schools used by the provider. Inspectors held meetings, some remotely, with trainees, school mentors, subject leads, mentors and early career teachers.
- Inspectors scrutinised the provider's documents related to improvement planning and curriculum content.
- Inspectors reviewed 27 responses to the trainee survey and 70 responses to the staff survey.
- Inspectors spoke to or observed five primary trainees, 11 secondary trainees and 17 early career teachers.
- In the primary phase, focused reviews were conducted in early reading, mathematics, history and geography. Two schools were visited.
- In the secondary phase, focused reviews were conducted in English, mathematics, history, Latin and modern languages. Four schools were visited.
- Other aspects of the ITE curriculum in the primary and secondary phases were considered as part of this inspection.

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

The curriculum is expertly sequenced and based on a clear vision that is informed by up-to-date and credible research. Across all subjects and phases, the carefully structured curriculum links pedagogical theory with pedagogical practice effectively. For example, the core training is followed up purposefully by phase or subject training. The exceptional quality of mentoring enables trainees to become increasingly expert in putting their knowledge into practice, irrespective of which phase or subject they teach. These factors contribute strongly to the coherence of the training.

Everything the provider does, from recruitment to final assessment, is built around making

sure that each part of the training links to, and reinforces, the other parts. For example, subject and phase leads are responsible for delivering the centre-based training programme and for making school visits to observe trainees and mentor feedback. Through this, subject and phase leads ensure that there is a high level of integration between the central- and school-based training.

The primary ITE programme develops trainees' knowledge of early reading systematically. Trainees are aware of the range of approved schemes available and how to use the key strategies and principles. For example, trainees understand the fundamental concepts of teaching early reading and how best to support struggling readers. They become increasingly confident in using their knowledge to teach pupils to read. The ITE programme's emphasis on adaptive teaching helps to ensure that trainees are prepared effectively for the demands of being a teacher. The detail with which mentors coach trainees, and the preciseness of the advice they give, reinforces the importance of adaptive teaching. Trainees are knowledgeable about how teaching can be adjusted to meet the needs of pupils with SEND and those who speak English as an additional language.

Leaders foster high-quality professional relationships with and between schools, and with trainees. There is a great deal of constructive dialogue between the centre and schools, and mentors and trainees. This pervades all aspects of the provider's work, enabling leaders and mentors to provide detailed and honest feedback to trainees and each other. Improvement is swift, whether for trainees, mentors, leaders or the programme as a whole. Where trainees struggle, leaders are quick to provide extra support, for example by rearranging placements.

Leaders have established a multi-layered system to assure the quality of the provision's work. For example, there are frequent checks on mentors' feedback to trainees or the weekly bulletins. Leaders assess the provision thoroughly to ensure it is compliant with all the requirements. This includes the core content framework, which is mapped carefully to the curriculum but is not defined by it. These checks go well beyond compliance. As a result, leaders have an accurate and deep understanding of the strengths and weaknesses of the organisation. This underpins any actions leaders take to refine and build on what makes the ITE programme so successful.

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

- The provider meets the DfE statutory compliance criteria.

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

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

Apprentices experience the same high-quality training as those following other routes. The

focus on phase and subject-specific knowledge is extremely strong. Apprentices attend the same centre-based training as their peers and gain the same in-depth pedagogical and subject pedagogical knowledge and skills. This includes those related to behaviour management and supporting pupils with SEND.

The apprenticeship route is managed most effectively. All the procedures are followed diligently. Leaders audit their processes to ensure compliance. They are highly knowledgeable about their responsibilities and are careful to ensure that all guidance and regulations are met in full. Arrangements for recruitment, assessment and mentoring are detailed and thorough. Apprentices are supported exceptionally well. They develop the knowledge, skills and behaviours needed to complete the route successfully and be ready for their future in the teaching profession.

## ITE provider details

<b>Unique reference number</b>	70293
<b>Inspection number</b>	10254571

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.

<b>Type of ITE provider</b>	School-centred initial teacher training
<b>Phases provided</b>	Primary and secondary combined
<b>Date of previous inspection</b>	13 June and 7 November 2016

## Inspection team

Brian Oppenheim, Lead inspector	Ofsted Inspector
Amanda Carter-Fraser	His Majesty's Inspector
Janet Hallett	Ofsted Inspector
Julie Pearson	Ofsted Inspector

## Annex: Placement schools

Inspectors visited the following settings, schools and colleges as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Pimlico Academy	135676	Secondary
Phoenix Academy	143129	Secondary
Barclay School	144623	Secondary
West London Free School	136750	Secondary
Pimlico Primary	139898	Primary
Millbank Academy	138683	Primary

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