

Inspiring Leaders Teacher Training

Discovery Trust, NSPCC Training Centre, 3 Gilmour Close, Leicester LE4 1EZ

Inspection dates

9 to 12 May 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?

Trainees are exceptionally positive about their initial teacher education. Many seek out the programme because of its strong reputation for the high quality of training. Trainees benefit from an excellent curriculum, taught by experts.

The 'strands and components' curriculum ensures that trainees know what is required to become an effective teacher and how to support pupils' different needs. Trainees gain a deep insight into professional attributes such as resilience, reflection and emotional intelligence through the 'IL6' component. Close checking against 'gaining-applying-refining' criteria means that trainees and staff know precisely where trainees are on the journey to becoming a teacher.

All trainees are very well prepared for the realities of teaching, including in different settings. In the primary phase, trainees gain exceptional knowledge and skills to help pupils develop confidence and fluency in reading and mathematics. Secondary trainees relish the opportunity to explore aspects of school inclusion.

Trainees benefit from high levels of support from staff at the centre and also when on placement in schools to help ensure their success. They strongly value the ethos of 'people first, trainees second'. One trainee captured the sentiments of many by saying, 'The provider has given me the opportunity to grow and become the best teacher I can be. High-quality lessons, well-being support and approachable leaders have all played a vital role in this.'

Information about this ITE provider

- Inspiring Leaders Teacher Training opened in October 2014 as an initial teacher training provider for primary phase trainees. Training in the secondary phase commenced in September 2020.
- The provider is a collaboration of three multi-academy trusts working in partnership across a large geographical area, including Leicestershire, Nottinghamshire and Derbyshire. The trusts involved are The Discovery Trust; The Flying High Partnership; and The Redhill Academy Trust.
- The partnership covers primary and secondary education phases. Trainees in the primary phase can opt for additional specialisms in primary mathematics and physical education.
- All current trainees also complete the Postgraduate Certificate in Education (PGCE) which is accredited by either the University of Leicester or Nottingham Trent University.
- The partnership currently has 65 trainees. There are 42 trainees in the primary phase and 23 trainees in the secondary phase. The partnership has recommended two trainees for the award of qualified teacher status (QTS) through the assessment-only route to QTS.
- The partnership offers School Direct, fee-paying and salaried, and assessment-only routes towards QTS.
- The partnership works with 63 partner primary and secondary schools that reflect different local contexts, a range of Ofsted judgements at their most recent inspection and varied pupil numbers. The partnership includes four special schools.

Information about this inspection

- The inspection was carried out by four of His Majesty's Inspectors.
- Inspectors met with the managing director of Inspiring Leaders Teacher Training and the director of the SCITT. They also met with other members of the leadership team, including the operations manager, regional partnership leaders and teaching school hub leaders. The lead inspector met with seven representatives of the partnership's strategic governance board and three regional representatives from the partnership's school leaders' network.
- Inspectors spoke to 25 current trainees and several former trainees.
- The lead inspector considered the responses to Ofsted's surveys for initial teacher education. These included 51 responses from current trainees and 145 responses from staff associated with the partnership across the three regional areas.
- Inspectors carried out focused reviews of reading, mathematics, physical education and other foundation subjects in the primary phase. Inspectors carried out focused reviews of history, mathematics and science in the secondary phase.
- Inspectors made visits to 13 schools to meet with trainees, mentors, initial teacher training coordinators and headteachers. These visits included observations of trainees' teaching.

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

Leaders from all three multi-academy trusts involved have nurtured a strong culture of mutual collaboration and respect for the distinctive strengths each brings to the partnership as a whole. Key roles and responsibilities are clearly outlined, reflecting a shared contribution from all partnership trusts, in a highly cohesive structure.

Leaders, including those responsible for governance, are committed to excellence. They have an acute understanding of the partnership's strengths and how it can evolve to sustain future excellence. School leaders say they have 'invested' in the partnership. One school leader, typical of many, said, 'There is a really strong culture of ambition, professionalism and high expectation, but this is all wrapped up by having the well-being of all trainees at heart.' Schools are proud to be associated with the partnership.

Recruitment processes are highly rigorous because leaders are determined to ensure high-calibre trainees are enlisted on the course. Trainees are exceptionally well supported, from the point of application through to securing their first employment. There are plenty of opportunities for trainees to get to know one another, including a residential trip and social events to best support trainee collegiality.

The curriculum is ambitious for all trainees. The exceptional 'strands and components' curriculum ensures that trainees constantly reflect and build on their practice through both the central training and school-based experiences. Trainees receive high-quality subject development sessions from specialists, including in all primary foundation subjects.

Leaders have designed, and skilfully deliver, a course that encompasses additional curriculum components such as diversity, equity and inclusion and the 'IL6' professional attributes. This reflects a course that exceeds the minimum requirements set out in the Department for Education's core content framework. Trainees' completion of their 'Record of developing knowledge' ensures that almost every trainee has a critical understanding of what constitutes effective teaching. The emphasis placed on reflective practice is further complemented by leaders' deliberate expectation that all trainees complete the PGCE.

Leaders' sharp assessment systems mean they have a clear understanding of trainees' progress and when additional support and mentoring are required.

Trainees benefit from consistent high-quality mentoring. Mentors are well trained and receive precise guidance so that they realise the high expectations set out by the partnership. Trainees report high levels of satisfaction with the quality of their school placement and mentoring experiences. Trainees describe the course as 'a really good teaching programme with helpful and inspiring leaders and mentors'. Mentors value the opportunities to work jointly with partnership leaders in checking the quality of their work.

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

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70296
Inspection number	10267353

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 (SCITT)
Phases provided	Primary and secondary combined
Date of previous inspection	14 June and 15 November 2017

Inspection team

Chris Stevens, Lead inspector	His Majesty's Inspector
Christine Watkins	His Majesty's Inspector
Hazel Henson	His Majesty's Inspector
Rachel Tordoff	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Cotgrave Candleby Lane Primary School	138353	Primary
Beeston Fields Primary School	142070	Primary
Enderby Danemill Primary School	140316	Primary
Parkland Primary School	138348	Primary
Hillside Primary and Nursery School	140282	Primary
Haddon Primary School	142460	Primary
Mowmacre Hill Primary School	141137	Primary
Millgate School	148165	Primary
Redhill Academy	136361	Secondary
Carlton Academy	137085	Secondary
The Oakwood Academy	141363	Secondary
The Bolsover School	138836	Secondary
Tupton Hall School	146099	Secondary

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