

Haybridge Alliance SCITT

Haybridge High School and Sixth Form, Brake Lane, Hagley DY8 2XS

Inspection dates

22 to 25 January 2024

Inspection judgements

Primary and secondary age-phase combined

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?

Trainees are overwhelmingly positive about training to teach at Haybridge. There is a fully inclusive culture that permeates through all aspects of the provider. Trainees are taught how to support pupils with a variety of learning needs, such as special educational needs and/or disabilities and those pupils who speak English as an additional language. This is also reflected in the course participants. One trainee commented, 'Haybridge is very inclusive and encourages individuals from a wide variety of backgrounds.'

Trainees are very well prepared to teach across a range of schools and settings. The programme ensures that trainees establish a deep understanding of how to safeguard pupils, how pupils learn and how to manage behaviour effectively. Primary trainees are well prepared to teach all of the national curriculum subjects, including early reading and systematic synthetic phonics. In addition, secondary trainees have strong specialist subject and pedagogical knowledge.

Leaders have developed a high-quality training programme that reflects the needs of the local area. Leaders have established a 'grow your own' culture, where trainees are trained and employed locally. This is reflected in the course programme that is co-constructed in consultation with partnership schools.

Trainees appreciate the care and support they are offered. They receive well-considered, personalised guidance to enable them to succeed. A typical view of the trainees is, 'Leaders have been supportive, knowledgeable and considerate since day one on the course. They display a genuine passion for what they do and take pride in the course and its outcomes. I am honoured to be training with Haybridge.'

Information about this ITE provider

- Haybridge Alliance SCITT is a school-centred initial teacher training (SCITT) provider.
- The provider offers a range of routes into teaching. These include postgraduate pathways for primary and secondary trainees and a three-year undergraduate route, with qualified teacher status, for primary trainees.
- Postgraduate trainees study full time over one year. However, Haybridge also offers a part-time option to train over two years. Trainees can also take the opportunity to study for a Postgraduate Certificate in Education (PGCE) with Birmingham City University.
- The provider currently has 121 trainees. There are 70 trainees on the primary route. Trainees who follow the primary programme are trained to teach the three to seven or five to 11 age-phases. There are 51 on the secondary route. They are training to teach pupils aged 11 to 16 years or aged 14 to 19 years, depending on individual trainee's subject specialism.
- There are 98 schools in the partnership, including 53 primary schools, 40 secondary schools and five special schools.
- The provider works with a range of primary and secondary schools of different sizes and varying contexts that are located across a range of local authorities.
- There are seven schools in the partnership which are rated as requires improvement or inadequate by Ofsted. All other schools in the partnership are graded as either good or outstanding.

Information about this inspection

- This inspection was carried out by three of His Majesty's Inspectors.
- Inspectors met with the director of the SCITT and other members of the leadership team, including the primary and secondary phase leaders. The lead inspector met with four representatives of the SCITT's strategic steering group, including the chief executive officer.
- Inspectors reviewed a broad range of information relating to the ITE curriculum. This included training materials, documents relating to the assessment of trainees, course handbooks and curriculum plans.
- Inspectors examined a wide range of documentation concerning the leadership and management of the SCITT. This included information about governance, safeguarding arrangements and the recruitment of trainees.
- Inspectors spoke with 27 current trainees and nine former trainees from both the primary and secondary age-phases.
- Inspectors carried out focused reviews in biology and English in the secondary phase and reading, mathematics and history in the primary phase.
- Inspectors made visits to eight schools to meet with trainees, mentors, school lead mentors and headteachers. These visits included short observations of trainees' teaching.

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

Trainees benefit from an ambitious and well-designed curriculum. The course content and sequencing ensure connectivity between subjects, phases, centre-based studies and placement experiences. Leaders have carefully identified the key learning that trainees need to learn and when. Leaders ensure that this is then woven through the curriculum in meaningful ways. For example, trainees learn about the importance of behaviour management, how to apply this in general and then how to apply specific techniques in subject- and phase-specific ways. This ensures that trainees revisit this key learning over the course and successfully build their skills and expertise over time.

Leaders work closely with members of the partnership schools to develop a curriculum that is responsive to the needs of the locality. For example, the programme covers supporting pupils who speak English as an additional language at length. Elements such as this are fully integrated into the central educational programme to build the trainees' knowledge in a way that not only meets but goes beyond, the core content framework.

The ITE curriculum prioritises the development of primary trainees' understanding of systematic synthetic phonics. Trainees cover this from the very beginning of both the undergraduate and PGCE pathways. This includes reading relevant research papers and completing a range of tasks to deepen their knowledge. For example, they draft terminology glossaries and complete comparisons of different systematic synthetic phonics programmes. In addition, they practise their own pronunciation of phonemes and review a range of phonics resources. Secondary trainees are also taught about the importance of systematic synthetic phonics and supporting reading in secondary schools.

Trainees benefit from at least two contrasting school placements. In addition to this, all trainees experience the opportunity to visit alternative key stages, a special school and a pupil referral unit. These varying opportunities allow the trainees to build an extensive understanding of the different types of educational provision. This helps the trainees to learn about and see adaptive teaching practice in action.

The provider has high expectations of mentors. All mentors receive high-quality training both on the course content and how to support the trainees effectively. Mentors have a clear understanding of their responsibilities, and they fulfil their duties well. However, the systems to quality assure mentors are not fully embedded. This means that course leaders are not fully aware of the quality of the trainees' mentors, which means aspects such as target setting are not as consistent or strong as they could be. That said, mentors are overwhelmingly positive about the training and support they receive.

The systems for assessing the trainees' progress are suitably rigorous. Leaders gather a broad range of appropriate formative information over time to support these judgements. Trainees are clear about the expectations and timings of assessments from the start of the course. Leaders have ensured that assessment processes, while rigorous, are not overburdensome. This helps trainees to manage their workload well.

Trainees are exceptionally well supported towards securing their first teaching post, resulting in very high employment rates. In addition to this, leaders support trainees with understanding other aspects of the roles. For example, trainees are taught about staffroom etiquette, making phone calls to parents and budgeting their wages.

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

(Information for the provider and appropriate authority)

- The systems for the quality assurance of mentors are not fully embedded. This means that on some occasions, trainees do not consistently benefit from high-quality advice and target setting. Leaders should further improve quality assurance processes to develop the mentors' expertise.

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	70368
Inspection number	10303744

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which 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	30 April and 22 October 2018

Inspection team

Eve Morris, Lead inspector	His Majesty's Inspector
Jonathan Leonard	His Majesty's Inspector
Sultanat Yunus	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Hagley Primary School	116678	Primary
Clent Parochial Primary School	116796	Primary
Hurst Green Primary School	103807	Primary
Netherton C of E Primary School	103807	Primary
Sutton Park Primary	146749	Primary
Leasowes High School	143582	Secondary
Pedmore High School	145593	Secondary
Haybridge High School	136898	Secondary

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