

SCITT in East London Schools (SCITTELS)

Colegrave Primary School, Henniker Road, Stratford E15 1JY

Inspection dates

18 to 21 March 2024

Inspection judgements

Primary age-phase

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?

The values of inclusion, diversity and anti-racism permeate all aspects of leaders' work. Through the curriculum, trainees take into account the many factors that contribute to inequality, both in education and within the provider's wider community. Trainees develop a deep understanding of the needs of pupils with special educational needs and/or disabilities (SEND) and the barriers they may face. They fully understand their safeguarding duties. Trainees are alert to ways they can challenge discrimination and unfairness within their classroom.

Trainees are exceptionally well prepared for the teaching profession. The ITE curriculum is highly ambitious. Trainees develop a strong understanding of relevant teaching theory and learn to apply this in the context of their own classroom. They learn the importance of clear routines and high expectations to help pupils to behave well. They develop secure subject knowledge across core and foundation subjects, including the teaching of early reading.

Leaders prioritise trainee well-being. They are highly considerate in their approach to trainee workload. Staff and trainees form very strong professional relationships. Trainees are confident to raise concerns and ask for help. The curriculum introduces trainees to a range of ways to reflect on and evaluate their practice. School placement mentors expertly

guide trainees to reflect on the lessons they have taught and identify ways to develop and apply further what they have learned. This helps trainees to make meaningful improvements to their classroom practice week on week.

Information about this ITE provider

- The provider currently has 29 trainees all within the primary phase.
- The primary phase includes trainees on the School Direct (salaried) route, Postgraduate Certificate in Education (PGCE) route, and the Undergraduate (Bachelor of Education with qualified teacher status) route. The Undergraduate route will be discontinued at the end of this academic year.
- The provider has 22 primary and infant partnership schools. At the time of the inspection, primary-phase trainees were placed in 18 partnership schools. All partnership schools are graded as good or outstanding by Ofsted.

Information about this inspection

- The inspection was carried out by one of His Majesty's Inspectors and one Ofsted Inspector.
- Inspectors met with leaders, including the director, curriculum leader and mentor development leader. They met with curriculum leaders for each of the focused review subjects. In addition, the lead inspector met with the ITE partnership steering committee, including the committee chair.
- Inspectors scrutinised the provider's documentation, including information relating to improvement planning, curriculum content and compliance.
- Inspectors carried out focused reviews in early reading, mathematics, computing and history. For each focused review, inspectors held meetings with trainees, school mentors, school leaders, professional tutors and early career teachers.
- Inspectors spoke to 14 primary trainees and eight early careers teachers who had trained with the provider. They visited seven primary and infant partnership schools.
- Inspectors reviewed the responses to the trainee survey and to the staff survey.

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

Leaders have carefully constructed a curriculum which is well-sequenced and supports trainees to apply the generic principles of teaching in theory and practice that they learn. The curriculum is supported by relevant and up-to-date education research. Trainees revisit key curriculum content in greater depth as the course progresses. As they gain greater experience of teaching, they are encouraged to draw links between the different strands of the curriculum. The curriculum complies in full with the requirements of the ITE core content framework.

Leaders have increased the time given to trainees learning about the full range of national curriculum subjects. It is delivered by subject experts. Trainees benefit from centre-led curriculum training in each subject. They plan work for pupils to do and sequences of lessons in their placement schools to apply what they have learned. Further subject training later in the course strengthens trainees understanding of subject content, such as exploring they key misconceptions that pupils may have. They explore subject-specific approaches to adapting teaching to meet the needs of pupils with SEND.

Trainees are well prepared to teach early reading. The centre-led curriculum is well sequenced and gives a through introduction to systematic synthetic phonics. Trainees complete three phonics-focused weeks in placement schools. They have ample time to observe expert colleagues teaching early reading. Trainees learn to accurately identify and support pupils who fall behind in the phonics programme. They learn the key considerations for choosing books to read with children.

The core content framework is meaningfully integrated through all aspects of the curriculum. In school, trainees work with their mentors and follow a fortnightly development process. Trainees are set clear and specific targets. They are given the time to rehearse and develop their skills based on expert feedback from mentors. This process is highly effective in enabling trainees to make progress in readiness to teach. It also contributes to the comprehensive ongoing formative assessment of trainees throughout the year.

Mentoring is of consistently high quality across the partnership schools. Training for mentors is thorough. Mentors have a common understanding of the ITE course content and assessment measures to check trainees' progress. Ongoing mentor training includes sessions to develop mentors' own knowledge of current teaching theory and practice, as well as coaching techniques to best support trainees. Mentors understand their role as expert colleagues in exemplifying the curriculum in their school context. There is a thorough process by which leaders' quality assure the work of mentors.

Communication between leaders and partner schools is strong. School leaders work with the provider on strategic development of the ITE course and curriculum. Leaders seek feedback from trainees, mentors and school leaders at regular and timely intervals. They act on feedback and measure the impact of their actions. Leaders ensure that trainees and mentors see the value in the tasks they complete.

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 70154

Inspection number 10254575

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 SCITT

Phases provided Primary

Dates of previous inspection 10 to 13 February 2014

Inspection team

Annabel Davies, lead inspector

His Majesty's Inspector

Janet Hallet, team inspector

Ofsted inspector

Annex: schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Colegrave Primary	102752	Primary
Central Park Primary	130995	Primary
Marners Bow Primary	100912	Primary
Maryland Primary	102730	Primary
Sir John Heron Primary	132789	Primary
West Ham Church of England Primary	102765	Primary
Woodgrange Infant School	102722	Primary

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