

# Cabot Learning Federation SCITT

CLF Institute, Russell Town Avenue, Bristol BS5 9JH

## Inspection dates

11 to 14 March 2024

## Inspection judgements

Primary and secondary age-phase combined

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education and training	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

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

The Cabot Learning Federation (CLF) SCITT provides a curriculum that celebrates diversity and champions the values of equity and inclusion. The provider deliberately seeks trainees who are committed to overcoming disadvantage. Trainees develop a deep understanding of the reasons for educational underachievement. They recognise the barriers to pupils' learning and carefully consider how to meet individual needs.

Behaviour management is at the forefront of the curriculum. Trainees begin their first placements with a brimming 'toolbox' of ideas and approaches. With the support of skilled mentors, trainees practise developing relationships and routines. They become assured teachers who can create positive classroom cultures in different contexts.

Trainees appreciate the role of memory in learning, and how teaching can help pupils to build increasingly complex webs of knowledge. In the primary phase, the exceptional quality of training in early mathematics and phonics ensures that trainees become confident to teach pupils the basic foundational knowledge.

Trainees describe the provider as 'a family'. Many seek out and secure employment in partner schools. They very often go on to further the work and aims of the SCITT through their roles as mentors. Trainees greatly appreciate the partnership's ongoing support and consideration for their well-being and workload, which enables them to thrive at the centre, on their placements, and in their future careers.

## Information about this ITE provider

- The CLF SCITT provides teacher training for the primary phase (5 to 11) and secondary phase (11 to 16).
- There are 55 trainees enrolled in the academic year 2023/24. This includes 22 primary trainees and 33 secondary trainees.
- The provider offers the following routes: school-centred initial teacher training, School Direct (fee-paying) and School Direct (salaried). Trainees follow the same centre-based curriculum, regardless of route.
- Most trainees complete a postgraduate certificate in education (PGCE) alongside the programmes leading to the award of Qualified Teacher Status (QTS). The PGCE is accredited by Sheffield Hallam University.
- The provider works with 28 partner schools, all of which are in the south west region. In their most recent Ofsted inspection, the schools were judged good or outstanding.

## Information about this inspection

- The inspection team included two of His Majesty's Inspectors and two Ofsted inspectors.
- Inspectors met with the directors of the SCITT and the CLF Institute, of which the SCITT is a part. They met with four members of the SCITT board, which is responsible for governance. Inspectors met with programme and curriculum leaders, some of whom hold other roles within the CLF multi-academy trust. The lead inspector met with safeguarding leaders from the multi-academy trust. The lead inspector also spoke with representatives of Sheffield Hallam University about their role in accrediting the PGCE.
- Inspectors spoke with headteachers, training coordinators and mentors from partner schools. Inspectors held discussions with members of the curriculum curation group, which includes staff from across the partnership.
- Inspectors also spoke with 25 trainees and 17 early career teachers.
- Focused reviews were carried out in the primary phase in early reading, mathematics and physical education. In the secondary phase focused reviews were carried out in art, English and science.
- Inspectors visited 12 placement schools. Inspection activities considered the experiences of trainees in School Direct partner trusts and schools, as well as trainees placed in CLF schools.
- Inspectors considered a range of documentation, including information about governance, safeguarding arrangements, trainee placements, the ITE curriculum, training resources and materials. Inspectors considered the responses to the surveys for trainees and staff.

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

The CLF SCITT aims to produce teachers who will help young people to overcome disadvantage, within and beyond the city of Bristol. Trainees are placed in schools where there are many disadvantaged pupils and where many speak English as an additional language. The curriculum goes beyond the CCF in deepening trainees' knowledge of equality and diversity. Trainees are placed in schools that are rich in cultural diversity.

Trainees benefit from consistently high-quality training at the centre. External speakers are sought out for their specialist knowledge. For example, the mathematics curriculum draws on the expertise of the Boolean Maths Hub, which sits alongside the SCITT, within the CLF Institute. Through this link, trainees learn an exceptional mathematics curriculum and are nestled into the subject network from the very start of their careers.

Both primary and secondary trainees learn about the role of phonics within the teaching of early reading. Trainees benefit from expert subject knowledge sessions from an English hub within the partnership. Trainees develop precision in their teaching of phonics as a result.

Through their PGCE modules, trainees evaluate the currency of research findings and ideas. They perform exceptionally well in their PGCE assignments as a result of the high-quality training they receive, face to face and remotely. The focus of assignments supports the SCITT's aims about overcoming disadvantage. For example, through the first module trainees learn techniques to promote oracy so that pupils can articulate complex ideas confidently.

Among trainees and staff, there is absolute clarity that trainees will best hone their craft through the deliberate practice of subject-specific teaching approaches. Trainees develop a highly nuanced understanding of when and why they might use different methods. Tasks and assessments are rigorous. They are expertly considered to enable trainees to integrate insights from research into practice.

Trainees' understanding of adaptive teaching, behaviour management, how children learn, and the assessment of pupils is consistently strong. The centre persuasively communicates that each of these is needed to create a classroom culture in which all pupils are able to succeed. For this reason, trainees are highly motivated to plan for pupils' different needs. They develop effective strategies to support pupils with special educational needs and/or disabilities.

Mentors are well informed about training plans and objectives. Alongside visiting staff from the centre, they provide incisive developmental feedback for trainees. They are experts in their own right and play a key role in shaping the centre-based curriculum.

Leaders go out of their way to identify and develop potential teachers of the future. The SCITT works with a wide range of partners, in a highly focused and ambitious way, to open and develop local routes into teaching. School Direct partners are highly

complimentary about the role that the SCITT plays in helping them to build strong teaching teams within their schools.

Leaders are relentless in their pursuit of their ambitious vision for trainees. They seek and reflect on feedback as a matter of routine. This creates a cycle of improvement in which staff and trainees alike are consistently invested. There is a strongly supportive community of ECTs and mentors who have come through the SCITT. They clearly articulate the ways that the SCITT has continually improved.

**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** 70362

**Inspection number** 10307532

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 and secondary combined

**Dates of previous inspection** 25 May and 26 November 2018

## Inspection team

Lydia Pride, Lead inspector

Dale Burr

Carrieanne Mcmillan

Georgina Verrinder

His Majesty's Inspector

His Majesty's Inspector

Ofsted Inspector

Ofsted Inspector

## Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Abbeywood Community School	139067	Secondary
Baytree School	109409	All-through
Begbrook Primary Academy	138655	Primary
Bradley Stoke Community School	137753	Secondary
Bristol Metropolitan Academy	135959	Secondary
Hanham Woods Academy	141042	Secondary
Hans Price Academy	136708	Secondary
Minerva Primary Academy	138789	Primary
Samuel White's Infant School	149945	Primary
Summerhill Academy	138658	Primary
Wallscourt Farm Academy	139694	Primary

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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