

Hillingdon SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 11 June 2018 Stage 2: 8 October 2018

This inspection was carried out by Her Majesty’s Inspector and Ofsted Inspectors in accordance with the ‘Initial teacher education inspection handbook’. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary and Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

Primary and secondary routes

Information about this ITE partnership

- Hillingdon School-Centred Initial Teacher Training (SCITT) is a teacher education partnership based in Bishop Ramsey School, Hillingdon, North-West London. The partnership comprises the Hillingdon Teaching School Alliance and a group of primary and secondary schools, mainly across the London Borough of Hillingdon.
- The SCITT offers a one-year, full-time training course in either the primary or secondary sector. Trainees embark on School Direct (fee funded), School Direct (salaried) or provider-led routes. Trainees who complete their course successfully are awarded qualified teacher status (QTS) and can also gain a post-graduate certificate in education (PGCE) from the Institute of Education at University College London.
- The first cohort, comprising 39 trainees, completed the course in the academic year 2016/17 when there were 20 schools in the partnership. At the start of the current academic year, the partnership had grown to 37 schools, including primary, secondary, special schools and a pupil referral unit.
- At stage 1 of the inspection, 36 trainees were about to complete the course, comprising 11 primary and 25 secondary trainees. The secondary trainees were being prepared to teach one of the following subjects: biology, chemistry, computing, English, geography, history, mathematics, modern foreign languages, physical education (PE), physics, religious education or social sciences.
- At stage 2, 66 trainees had embarked on their training, comprising 29 primary and 37 secondary trainees. Secondary trainees were specialising in one of the following subjects: art, business studies, chemistry, drama, English, history, modern foreign languages, music, PE, PE with EBacc, social sciences.

Information about the primary and secondary ITE inspection

- In stage 1 of this inspection, inspectors visited six partnership schools. They observed the teaching of three primary and four secondary trainees.
- In stage 2, the inspectors visited five partnership schools and observed the teaching of seven newly qualified teachers (NQTs): three in primary and four in secondary schools.
- Inspectors held meetings with the head of the SCITT, the SCITT director, and partner school leads. They met with trainees, NQTs, trainees' mentors, NQTs' mentors and school leaders. Inspectors also held telephone conversations with partnership school leads, mentors and an NQT.
- Inspectors evaluated documentation, including: the SCITT's self-evaluation and development planning; course details; trainees' attainment; NQTs' transition plans; records of the support and interventions for individual trainees; and documents relating to recruitment, selection and compliance.

- Inspectors took into account the results of the online trainee questionnaire completed for the inspection by 24 trainees in June 2018, as well as surveys carried out by the SCITT.
- Inspectors considered evidence which confirmed that the SCITT is compliant with statutory requirements, including safeguarding and the ITT criteria.

Inspection team

Amanda Carter-Fraser HMI (lead inspector), stages one and two

Michael Brockett Ofsted Inspector (assistant lead inspector), stage one

Wendy Hanrahan Ofsted Inspector (assistant lead inspector), stage two

Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- Leaders demonstrate impressive commitment, hard work and ambition. They have rapidly established the SCITT as a well-regarded and sought-after provision for training high-quality teachers to meet local needs. All trainees demonstrate strong practice in the great majority of standards.
- Trainees and NQTs demonstrate excellent strengths in their high-quality planning and organisation. They swiftly establish purposeful routines and positive relationships with their pupils. They show outstanding commitment to the progress and well-being of their pupils. NQTs are exceptionally well prepared to take on their role and do so with confidence and determination.
- Trainees gain a deep and extensive understanding of teaching from their weekly sessions at the SCITT base throughout the course. They build up excellent knowledge and experience of successful strategies to boost the achievement of pupils who have special educational needs (SEN) and/or disabilities and pupils who speak English as an additional language (EAL).
- Leaders have a comprehensive overview of the quality of provision in placement schools and detailed knowledge of individual trainees. This means that any drop in standards is promptly identified and appropriate actions are taken to make improvements. SCITT leaders and placement schools show exceptional levels of dedication to supporting trainees, especially to overcome individual areas of difficulty, to enable them to get back on track.
- Trainees gain experience of working in a wide range of contrasting schools, including those in challenging socio-economic circumstances and schools that require improvement. Visits to special schools and alternative provision provide trainees with valuable professional development.
- Recruitment and selection to the SCITT is a particular strength. Schools comment on the excellent calibre of applicants selected for interview. The comprehensive process is very successful in recruiting trainees who have precisely the right

qualities to complete the course and embark on a successful teaching career. Retention and employment rates are high.

What does the primary and secondary partnership need to do to improve further?

The partnership should:

- improve the proportion of trainees attaining outstanding in teachers' standard 5 and teachers' standard 3 by ensuring that:
 - all trainees are able to apply their SCITT-based subject development sessions equally well to their teaching in their placement schools
 - trainees consistently provide the right level of challenge for most-able pupils
- embed the revised systems to ensure that trainees have equally high-quality experiences in all phases of their practice, including those phases which come before or follow those in which they are preparing to teach.

Inspection judgements

1. Deeply committed, efficient leadership and rigorous routines of evaluation and improvement planning mean that the SCITT has built on its strengths founded during the first two years. The SCITT has rapidly become an outstanding and well-established provider. Supported by meticulously organised administration, leaders have achieved the SCITT's intended purpose of training high-quality teachers to meet the needs of schools in its local area.
2. All trainees awarded QTS at the end of their training exceed the minimum level of practice expected of teachers. The attainment of the large majority of trainees is consistently at least good across all the teachers' standards. A high proportion of trainees are judged as outstanding across the teachers' standards, including those related to their personal and professional conduct.
3. The large majority of primary trainees attain an overall grade of outstanding. The proportion of secondary trainees with an overall final grade of outstanding has increased rapidly and is close to the very high primary levels of attainment. Standards do not show any significant variation between different routes and groups.
4. Trainees and NQTs have a strong presence in the classroom, nurturing a respectful and productive learning environment. They convey a passion for their subject specialisms to their pupils. Secondary trainees and NQTs make a strong and rewarding contribution to boosting pupils' interests in their subjects and the numbers choosing to study them at GCSE and A level.
5. The reflective approach nurtured from the earliest stages of their training means that trainees and NQTs evaluate their teaching accurately. They know

what to do and who to talk to for help to improve. The transition through the course, from mentoring to coaching, is valued greatly by trainees and NQTs. Mentors skilfully strike the right balance between clear guidance and encouragement and nurturing trainees' increasing autonomy and strong sense of personal responsibility for their professional development and progress. These qualities stand them in extremely good stead as they embark on their NQT year.

6. NQTs are exceptionally well prepared to take on their role. They draw effectively on their familiarity with policy and practice when employed by their placement school, so they take on their responsibilities ably and confidently. They are also very much aware, because of their training, of additional considerations and changing expectations when taking up their role in a school that is new to them. NQTs adapt very quickly to their new working environment.
7. Mentors appreciate their increasing opportunities to meet and share good practice. They value highly the partnership's revised approach to the organisation of trainees' second placements. There is close communication between schools and contact between mentors. This facilitates mentors visiting trainees in each other's schools, ensuring optimum arrangements are in place to support trainees' development targets in a new placement.
8. Leaders plan carefully the timing and content of trainees' enrichment opportunities. Trainees spend time in a range of carefully selected settings, including alternative provision and special schools. They broaden and deepen their experience and gain a comprehensive insight into pathways available to pupils with complex needs. Leaders scrutinise and adapt the organisation of these opportunities frequently to ensure trainees can gain the optimum benefit from them.
9. Leaders' overview of trainees' attainment ensures that areas for development on an individual and cohort basis are identified swiftly and appropriate additional support and training are put in place. For example, mentors set SMART targets; they provide clear guidance to trainees on required actions to enable them to meet, and improve on, their attainment in specific teachers' standards. Leaders' focused, personalised support enables trainees to complete their course successfully at a high level.
10. SCITT-based training enables trainees to boost their subject knowledge effectively in areas in which they feel less confident. Regular contact between secondary subject tutors and mentors ensures that SCITT-based training is directly followed up in schools. Secondary trainees generally receive valuable guidance and direction to helpful resources, which they use very effectively to develop their subject specialisms in their placement schools. Primary trainees are confident in teaching early mathematics and phonics because of their

training. They extend their knowledge and understanding of the range of subjects in the primary curriculum, with a sharp focus on their teaching responsibilities during their training. There is variation in the quality of subject development in a few placement schools, and in how well primary and secondary trainees apply subject training sessions to their teaching. Leaders have taken steps to address this.

11. Trainees and NQTs collaborate very well with their new colleagues and are rapidly accepted as members of staff and valued colleagues. They engage well with additional adults in the classroom, liaising and planning with them productively to provide precisely the right support pupils need to make progress. They are keen to contribute to wider school life and do so in a variety of ways, from delivering phonics training to running extra-curricular activities.
12. Trainees' and NQTs' planning is extremely well organised and demonstrates their careful consideration of the best ways to support pupils with a range of needs. Trainees highlight how directly relevant their training sessions are to their practice in school, for example by informing their work with pupils who speak English as an additional language and those who have SEN and/or disabilities. Trainees strive to improve their planning so that it includes sufficient challenge for most-able pupils.
13. Trainees recognise the importance of consistently applying their school's behaviour management policies and seek and respond to advice appropriately. They demonstrate exceptional resilience in any areas they find challenging. They swiftly nurture a purposeful atmosphere in their classrooms and forge positive relationships with their pupils.
14. Leaders regularly seek, and are decidedly responsive to, feedback from all stakeholders in their relentless drive for further improvement. Leaders are mindful of the importance of managing colleagues' workload and have made changes accordingly. They constantly refine aspects of the course, building on the well-established strengths of the first two years, while making carefully considered adjustments to training to meet the needs of the current cohort. For example, additional, detailed guidelines have been prepared to help trainees present their folders and collate evidence more effectively. The timing of some training sessions has been altered in response to trainees' requests.
15. The excellent course documentation ensures trainees' consistency of practice in their different placements, for example what trainees must cover in meetings with their mentor. The SCITT's high expectations of the quality of trainees' planning ensure that trainees identify engaging and relevant ways for their lessons to routinely develop pupils' spiritual, moral, social and cultural education and promote British values.

16. The administration and communications across the SCITT are highly efficient. This ensures that SCITT leaders' expectations are clear. All trainees and mentors receive concise and pertinent guidance, so that they know precisely what to do and when in order to meet the exacting demands of the course. The recent introduction of the weekly bulletin has further strengthened communications across the partnership.
17. The course leaders and administrator are recognised by staff and trainees for their ready approachability and responsiveness. For example, whenever more individual support is needed, it is provided promptly and intensively to enable trainees to overcome any difficulties so that they complete their course successfully. As a result, retention rates are very high.
18. The NQTs' comprehensive transition plans accurately present their strengths and areas for development at the end of the course. The detailed plans effectively combine trainees' reflections and aspirations with a well-structured reference to specific teachers' standards. This information enables schools to be well prepared to ensure NQTs gain the opportunities and support they need from the earliest stages of their induction year.
19. Strategic leadership of the SCITT is insightful and proactive, with a strong awareness of the priorities for improvement and refinement. Leaders have very effectively strengthened the primary representation in the SCITT, providing an increased level of expertise and experience to address recent developments in the primary phase.
20. Leaders meticulously track trainees' activities and achievements in their placement schools. They rapidly put in place additional provision wherever needed, for example if a subject such as PE is not taught in trainees' placement primary schools. Leaders acknowledge that a small minority of trainees' experience of those phases before and after their areas of specialism have varied in quality and impact on their practice, and they have quickly intervened to improve this aspect of training.
21. As a result of its success, the partnership has grown substantially both in terms of numbers of schools and numbers of trainees. Leaders have ensured that appropriate strategies are in place to ensure that leadership capacity and the current high standards are not compromised.
22. Leaders have also ensured that there is an increasing number and wide range of placements across the partnership, including those in challenging socio-economic circumstances and schools that require improvement. Leaders carefully plan second placements to maximise the opportunities for all trainees to experience contrasting schools.

23. A rigorous and well-thought-out process of recruitment and selection ensures that all trainees have the right qualities and skills to become successful teachers. The high-quality applicants selected are able to take up their places in host schools and meet the challenging expectations of the course so that they complete it successfully. Leaders ensure that trainees receive the comprehensive information they need to make successful applications for their NQT year. All trainees secure employment before the end of the course.
24. Trainees and NQTs place the utmost priority on meeting their responsibilities to safeguard their pupils. They draw proficiently on their centre-based and school-based training so that they are very familiar with national and local risks to their pupils. They are clear on the right actions to take and referral processes if they have any concerns.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Stage 1

Bishop Ramsey School, Hillingdon
Deansfield Primary School, Hillingdon
Grimsdyke School, Harrow
Ruislip High School, Hillingdon
St Joseph's Roman Catholic Infant School, Brent
The Douay Martyrs School, Hillingdon

Stage 2

Harlington School, Hillingdon
Hillingdon Primary School, Hillingdon
Queensmead School, Hillingdon
The Heathland School, Hounslow
Whitehall Junior School, Hillingdon

ITE partnership details

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Stage 1	
Stage 2	8–10 October 2018
Lead inspector	Amanda Carter-Fraser
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	Bishop Ramsey CE School Hume Way Ruislip Middlesex HA4 8EE



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