

AA Teamworks West Yorkshire SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 30 April 2018 Stage 2: 15 October 2018

This inspection was carried out by one of Her Majesty’s Inspectors (HMI) and an Ofsted Inspector (OI) 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 from each phase and separate route 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?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

Primary and secondary routes

Information about this ITE partnership

- AA Teamworks West Yorkshire School-Centred Initial Teacher Training (SCITT) is a relatively new provider of ITE. The first cohort of trainee teachers joined the SCITT in 2016/17.
- The SCITT is led by Teamworks Teaching School Alliance, based at The Greetland Academy in Calderdale. The Greetland Academy is one of the Department for Education's (DfE) hubs for English, specialising in the teaching of phonics and early language. Leaders from the hub deliver elements of the SCITT programme.
- Teamworks Teaching School Alliance is designated as an Education Endowment Fund (EEF) national research school. The SCITT's centre-based training programme is informed by the work of the alliance's research partners.
- The SCITT collaborates with the MOSAIC School Direct partnership to offer secondary-phase training routes.
- In 2017/18, the partnership consisted of 15 schools in Calderdale, Kirklees and Bradford. Four of these were secondary schools. In 2018/19, the partnership expanded and now includes 14 primary schools and 11 secondary schools. These are located in Calderdale, Bradford, Kirklees and Leeds.
- Successful trainees are awarded a postgraduate certificate in education (PGCE), with the award of qualified teacher status (QTS). The University of Huddersfield accredits the partnership's academic awards.
- The partnership offers a one-year postgraduate course in primary education leading to QTS and an award of QTS in primary education through School Direct. Both routes cover the five to 11 age range.
- Secondary trainees have the option of a one-year postgraduate course in secondary education leading to QTS, or a one-year School Direct route to QTS. All secondary courses cover the 11 to 16 age range, with an enhancement option for post-16.
- During 2017/18, 18 trainees undertook training. This included two trainees who had deferred their training during 2016/17. Thirteen trainees followed the postgraduate primary education route. Two secondary trainees accessed the salaried School Direct route in English. Three trainees studied the School Direct route towards QTS in secondary mathematics. Two of these trainees were salaried.
- In 2018/19, 14 trainees are following the core primary education route, including two who have previously deferred their training. Eighteen trainees are working towards QTS in secondary education. Their subject specialisms include English, mathematics, physical education (PE), biology, chemistry, history, geography and modern foreign languages (MFL). Seven of the secondary trainees are following a School Direct route, one of which is salaried.

Information about the primary and secondary ITE inspection

- Inspectors visited six schools at stage 1 of the inspection, meeting with 11 trainees and observing nine of the trainees teach. Observations were conducted jointly with school-based mentors and included an analysis of trainees' evidence towards meeting the teachers' standards. Inspectors also spoke with headteachers, mentors and tutors based in partnership schools.
- During stage 1 of the inspection, inspectors met with an additional group of trainees to ascertain their views on the quality of the training programme.
- At stage 2 of the inspection, inspectors visited five schools, including two from outside the partnership. One school had previously been visited at stage 1 of the inspection. Inspectors observed five newly qualified teachers (NQTs) teach and met with a trainee who had recently returned to the course following a deferral. Inspectors spoke with headteachers and the NQTs' induction mentors and reviewed the quality of work in pupils' books to determine the impact of the NQTs' teaching on pupils' learning and progress over time. Inspectors also spoke by telephone to headteachers of two schools outside the partnership, based in Bradford and Birmingham, who have employed NQTs from the SCITT.
- Centre-based training sessions were observed at both stages of the inspection. These focused on trainees' use of assessment and preparing primary trainees to teach computing.
- Meetings were held with individual trainees and NQTs, SCITT leaders, members of the partnership's board, representatives of the partnership's primary and secondary course committees, SCITT tutors and trainers, school-based mentors and headteachers.
- Inspectors considered a wide range of evidence, such as the partnership's self-evaluation and improvement planning documents, guidance information for mentors, recruitment and selection procedures, trainees' assessment documentation and the content of the training programmes. Inspectors also reviewed nine responses to the online trainee questionnaire, which was completed in 2018.
- Inspectors conducted checks to ensure that the partnership is fully compliant with the ITT criteria and statutory requirements, including safeguarding.

Inspection team

Claire Brown HMI (lead inspector)

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Overall effectiveness

Grade: 2

Key strengths of the primary and secondary partnership

- Leaders have established a clear vision for the partnership. There is a strong commitment to using the expertise within the partnership's schools to develop future teachers for schools in the Calderdale area. The SCITT's success is evident in the high proportion of trainees who secure employment in the region.
- Centre-based training is up-to-date and of high quality because it is delivered by highly skilled staff and specialist leaders of education (SLEs) drawn from partnership schools. The relationship with the research school, which is at the heart of the partnership, has ensured that trainees keep abreast of current academic thinking in relation to educational effectiveness.
- The good-quality training enables trainees to develop an excellent understanding of the subjects they teach. Primary trainees are particularly well-equipped with the subject knowledge they need in English and mathematics as they begin their teaching career.
- The high expectations set by partners ensure that trainees become reflective NQTs who demonstrate the highest standards of professional and personal conduct. Headteachers who employ graduates from the SCITT are impressed by the speed with which the NQTs settle into school life.
- Trainees are well supported to become teachers who have authority and confidence. They have a strong presence within the classroom and are adept at creating a supportive learning environment which results in productive relationships with pupils.
- Trainees are very positive about their training experience. They particularly value the pastoral care they receive when issues arise which affect their ability to continue their training. Centre-based staff demonstrate impressive tenacity in doing 'whatever it takes' to support trainees. Those trainees who return to the course following a period of deferral are successful in completing their training.

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

The partnership should:

- Improve the quality of training so that:
 - trainees use assessment more effectively in a range of subjects so that pupils, particularly the most able, make the best progress possible
 - trainees are more confident to promote fundamental British values through their teaching.

- Ensure that recently established quality-assurance systems address any remaining inconsistencies in the quality of school-based mentoring so that:
 - written and oral feedback to trainees focuses sharply on the impact of their teaching on pupils’ learning and progress
 - targets set for trainees and NQTs to help them to improve their practice are precise and measurable
 - there is greater clarity about the criteria for determining that a trainee is demonstrating excellent practice in relation to the teachers’ standards.
- Improve outcomes for trainees by increasing the proportion of trainees who complete their training and gain QTS in a timely manner.

Inspection judgements

1. Outcomes for trainees are good. All trainees who are awarded QTS at the end of their course exceed the minimum levels of practice outlined in the teachers’ standards. There are no differences in the attainment of trainees who follow different routes or of those trainees with different characteristics. Since the inception of the SCITT, the attainment of trainees has gradually increased, with a higher proportion of trainees demonstrating excellent practice.
2. Employment rates compare favourably with sector averages. Almost all trainees secure employment swiftly at the end of their course, with many employed in schools within the partnership. Effective support for the transition to employment enables trainees to make a positive start to their career. Opportunities to consider work–life balance are woven throughout the course to ensure that trainees are well prepared to meet the demands of a teaching role.
3. Completion rates have fluctuated and are now broadly in line with sector averages. The partnership has responded quickly to review the circumstances of trainees who have withdrawn or applied for deferrals. This has informed some well-focused work to identify and support trainees where their background indicates that they may be more vulnerable to non-completion. The partnership board receives detailed information about each withdrawal or deferral case. The board’s careful scrutiny has ensured that the right support is offered to trainees who are given the option to defer their training. As a result, the partnership has a strong track record of enabling those trainees to return and to complete their course successfully.
4. Rigorous recruitment procedures ensure that only trainees with the right skills and aptitudes are selected. The partnership frequently reviews the processes for trainees’ recruitment and makes changes to ensure that candidates are attracted from a wide range of backgrounds and with varied prior experiences. Leaders’ well-planned actions have resulted in a growing number of male

trainees and those from minority ethnic backgrounds accessing the training programmes.

5. Centre-based training is a notable strength of the partnership. Drawing on the work of the research school, skilled trainers ensure that trainees explore current academic thinking. For example, trainees spoke with confidence about the research evidence they had reviewed in relation to metacognition and how this had informed their teaching. Headteachers are impressed by how well prepared NQTs are to contribute to professional discussions about pedagogy.
6. The academic research element of the training programme is complemented by input from SLEs and other practitioners, often drawn from schools within the partnership. A precise audit, identifying strengths and any gaps in trainees' subject knowledge, is undertaken as part of the selection process and this informs the training offered to them. Enhancement programmes ensure that secondary trainees have the subject knowledge they need to succeed from the outset. By the end of the training programme, NQTs have an excellent understanding of curriculum requirements, including across the full breadth of the curriculum for primary teachers. Secondary trainees demonstrate a good understanding of the specifications for examinations at GCSE level in the subjects they teach.
7. Leaders respond rapidly to feedback from trainees. Following concerns raised by primary trainees in relation to their preparedness to teach PE, additional training sessions allowed trainees to gain the confidence they needed to teach the subject effectively. Similarly, feedback from trainees led to changes in how they are taught to deliver systematic synthetic phonics. Trainees now benefit from an intensive training experience which enables them to develop the skills they need to teach phonics proficiently to pupils who are at different phases of the programme.
8. Primary trainees develop strong subject knowledge in English and mathematics as a result of the expert input from serving practitioners and the extended school-based placements they experience. Trainees are able to identify the small steps necessary to support pupils to master complex concepts. The highest-achieving trainees use this information skilfully to plan the right work at the right time for pupils. For example, during a Year 5 mathematics lesson, an NQT quickly reviewed an assessment task completed by her class and used this information to determine which challenges were necessary to enable pupils to deepen their understanding of the topic. The tasks she set for them built gradually on their skills and knowledge to secure pupils' mastery of the concept.
9. While all trainees use their subject knowledge to plan age-appropriate, creative tasks for pupils, trainees are less consistent in taking full account of what pupils can already do or any gaps in pupils' knowledge and understanding. Trainees

do not routinely anticipate common misconceptions linked to the subjects they teach. Consequently, they are not well prepared to adapt their teaching to address pupils' misconceptions when they arise. This variable use of assessment limits some trainees' ability to support pupils to make the best-possible progress. This is particularly the case for the most able pupils.

10. Trainees appreciate the lengthy placements in schools, which enable them to develop proficiency in teaching across the age range for which they are trained. Leaders select placements carefully to ensure that trainees visit schools in different contexts, including schools which require improvement to be good. Secondary trainees value the opportunity to experience a grammar school setting and to enhance their training with post-16 practice. Leaders have shaped the centre-based training to ensure that trainees are well prepared to manage the varying demands of different school settings. As a result, NQTs have made a good start to their first term of teaching.
11. Clear guidance from the partnership has ensured that most trainees benefit from a positive experience during their school-based placements. Trainees are regularly observed teaching, including in a range of subjects for primary trainees, and receive prompt feedback from mentors. Trainees are encouraged, routinely, to analyse the effectiveness of their own practice and this helps them to become reflective teachers.
12. Some aspects of school-based mentoring are variable. Targets set for some trainees, both during their placements and at the end of their course, are not routinely precise and detailed enough to be fully effective in helping trainees to develop their practice. In some instances, feedback to trainees following observations of their teaching focuses predominantly on the actions of the trainee, rather than making a clear link between the quality of teaching and the impact on pupils' learning and progress. The partnership has recognised these issues and has already acted to strengthen the guidance to schools to improve these aspects of practice. This is beginning to have an impact on sharpening the targets that are set to support NQTs' induction, but some inconsistencies still remain.
13. SCITT leaders demonstrate an unrelenting determination to meet the needs of trainees. Where partnership schools identify concerns about the performance of a trainee, support from centre-based staff is swift, well-considered and comprehensive. Trainees confirm that this is the case. Careful adjustments are made to support trainees with additional needs. Financial, emotional and practical support is readily available to those who need it. This excellent pastoral care has enabled several trainees to get back on track following challenges in their personal lives. Similarly, others who deferred their training have been well supported to return and complete their course successfully.

14. The partnership acknowledges that, previously, on a few occasions, concerns which have arisen during school placements about the performance of a very few trainees have not been brought to the attention of centre-based staff in a timely fashion. This delayed the ability of leaders to implement a support plan for these trainees. Following stage 1 of the inspection, the partnership has established a new system which allows leaders to conduct more frequent, remote checks on the quality of school-based mentoring and the performance of trainees. This complements the regular visits from centre-based tutors. While it is too soon to see the full impact of this new approach, there are early indications that the partnership now has a much fuller picture of the day-to-day experience of trainees. For example, the new system has already enabled leaders to make sure that all mentors have completed an assessment of their own development needs. Leaders have also been able to check that all current trainees have been well supported to undertake key induction tasks in their placement schools.
15. Most trainees manage pupils' behaviour with ease. A strong focus on this aspect of practice from the outset of the training programme ensures that most trainees develop the confidence to manage a classroom effectively. Trainees work hard to get to know their pupils well. They develop positive relationships with pupils and create a safe and productive learning environment for all. Any issues that arise in relation to pupils' behaviour are managed calmly and with respect.
16. Trainees and NQTs are well prepared to meet the needs of pupils with special educational needs and/or disabilities (SEND). Centre-based training encourages trainees to reflect on the experience of pupils with SEND from the perspective of their families. As a consequence, school leaders have been impressed by the sensitivity with which NQTs have engaged with parents in relation to pupils with SEND.
17. Comprehensive training enables trainees to develop a thorough understanding of their responsibilities to safeguard pupils. NQTs could speak assuredly about the work they have done in their first term to understand the circumstances of any potentially vulnerable pupils in the classes they teach. Trainees show an acute awareness of the importance of alerting senior leaders to any concerns about the safety of pupils. Trainees and NQTs also demonstrate a good understanding of their responsibility to promote fundamental British values. However, they are less certain about the best ways to incorporate opportunities to promote British values in their teaching in a range of subjects. Since stage 1 of the inspection, the partnership has begun to address this through the inclusion of school-based tasks to explore the development of fundamental British values in greater depth.
18. Partners express a clear, shared vision for the SCITT. There is a determination to use the expertise within the partnership, drawing on the teaching school

alliance, to develop skilled teachers for the Calderdale area. Leaders are unequivocal in their ambition to train teachers who are reflective, who can adapt to the unique circumstances of different schools and whose practical skills are rooted in research evidence of educational effectiveness. This vision is becoming a reality. NQTs are self-critical practitioners. They are eager for advice and feedback and draw on wider research findings to inform their work. They work proactively to address any shortcomings in their teaching. This very strong personal and professional conduct characterises graduates of AA Teamworks West Yorkshire SCITT.

19. There is a strong commitment from partners to all aspects of the work of the SCITT. School leaders and mentors participate actively in partnership committees and serve on the board. They regularly contribute to the recruitment and selection of trainees and support the delivery of centre-based training. Consequently, there is a growing sense of shared accountability for improving the SCITT.
20. SCITT leaders acknowledge that, while most schools meet the partnership's expectations, there have been a few instances where leaders have not ensured that schools comply fully with the partnership agreement. Since stage 1 of the inspection, the partnership agreement has been strengthened and clearer consequences for non-compliance have been introduced. The partnership board's chair has communicated directly with all headteachers to ensure that the partnership's high expectations are shared by all. This work has already made a difference. The partnership's monitoring shows that 100% of schools working currently with trainees are meeting the partnership's expectations in terms of participation in mentor training and development, and support for trainees' induction.
21. Leaders' actions have led to steady improvements in the quality of the SCITT's provision. They use a broad evidence base to identify accurate strengths and priorities for improvement. The partnership board is proactive in contributing ideas to promote improvement and keeping a close check on the impact of leaders' work. Leaders have ensured that the partnership complies with the statutory criteria for initial teacher training. Leaders are realistic about what they have achieved as a partnership and what more needs to be done. For example, they have carried out detailed moderation work, which has improved the accuracy of assessment of trainees' performance. Consequently, there is now a shared understanding across the partnership of the characteristics of an effective trainee teacher, and robust evidence is gathered to ensure that all trainees meet the minimum levels of practice required. Leaders recognise that there is still work to do to ensure that there is absolute clarity over what the partnership expects from those trainees who it judges to demonstrate excellent practice.

22. The partnership meets its legislative requirements regarding equality and diversity, discrimination and safeguarding. Trainees have their qualifications and suitability to work with children checked and recorded. The partnership complies with the statutory criteria for ITT (QTS).

Annex: Partnership schools

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

Beech Hill Junior and Infant School, Halifax

Bradford Girls' Grammar School, Bradford

Burnley Road Academy, Halifax

Carr Green Primary School, Halifax

The Focus School, York

The Greetland Academy, Halifax

The Halifax Academy, Halifax

Hebden Royd Primary School, Hebden Bridge

Holy Trinity Primary School, Halifax

St Joseph's Catholic Primary School, Halifax

ITE partnership details

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