

Royal Academy of Dance ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 14 May 2018 Stage 2: 5 November 2018

This inspection was carried out by Her Majesty’s Inspectors (HMI) and Ofsted Inspectors (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 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

	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

Information about this secondary partnership

- The Royal Academy of Dance (RAD) provides a wide portfolio of graduate and postgraduate courses in dance and dance education. It works with 19 partnership schools. Schools are located in areas with differing socio-economic contexts, including those that are challenging and those with different ethnic mixes.
- In 2017/18, the partnership trained 12 secondary trainees to be qualified teachers through its postgraduate certificate in education (PGCE) programme. There are currently 19 secondary trainees on the course for 2018/19.
- Trainees specialise in dance.

Information about the secondary ITE inspection

- Inspectors visited 12 schools across the two stages of the inspection. They visited one school at both stages of the inspection. Inspectors observed seven trainees during stage 1 of the inspection and five newly qualified teachers (NQTs) at stage 2. They observed one trainee at both stages of the inspection. In most cases, and over both stages of the inspection, school-based tutors conducted observations jointly with inspectors.
- During stage 1 of the inspection, inspectors met with the school-based tutors and with trainees. They also met with a further group of trainees. Inspectors met with the programme leaders and members of the partnership management committee.
- During stage 2, inspectors spoke to senior leaders in the employing schools, school induction tutors and NQTs. They also held telephone conversations with two former trainees employed in schools outside London. They held meetings with the programme manager, the dean and the head of quality assurance. Inspectors took account of the 12 responses to Ofsted's online survey.
- Across both stages of the inspection, inspectors evaluated a range of evidence, including trainees' programme files and pupils' assessment information, showing their attainment and progress. Inspectors considered a wide range of documentation provided by the partnership, including information on the attainment and progress of trainees. They considered employment and completion rates since the partnership opened.
- Inspectors checked the partnership's safeguarding arrangements and ensured that the programme complied with the initial teacher training (ITT) criteria.

Inspection team

Brian Oppenheim, HMI, lead inspector (stages 1 and 2)

Amanda Carter-Fraser, HMI, assistant lead inspector (stage 1)

Jeff Cole, OI, assistant lead inspector (stage 2)

Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- The partnership is led exceptionally well. Leaders' passion and vision for dance education is unmistakable. Their pursuit of excellence and relentless focus on maintaining high standards mean that trainees' achievements are strong. At the end of their training in July 2018, all trainees achieved qualified teacher status (QTS). Eight were judged outstanding and the remaining four were good. All trainees exceeded the minimum requirements of the teachers' standards.
- Leaders use a wide range of information and feedback to assess the quality of provision and identify areas for improvement. Their attention to detail ensures that planning for improvement is sharp and actions well defined. Leaders' commitment to improvement is evident in the way the programme has developed over time. For example, leaders have raised the bar on the quality of training, particularly in relation to supporting trainees' practice in managing behaviour and meeting the needs of all pupils.
- A strength of the partnership is the reflectiveness of its leaders. They have a detailed understanding of the partnership and are quick to respond to any weaknesses. Trainees are also highly reflective about their own practice and use feedback extremely well to improve their teaching.
- The quality of training is strong. Carefully sequenced and structured assignments have a positive impact on trainees' and NQTs' practice. Assignments are challenging and thought-provoking. Involvement of the RAD staff and external experts ensures that trainees gain the skills and understanding to meet the everyday demands of teaching.
- Trainees are exceptionally well prepared for teaching. NQTs are especially positive about the demands of the programme and say that it has enabled them to manage the pressures of their first teaching posts effectively.
- Trainees and NQTs have strong subject knowledge. They use a range of teaching approaches well to meet the needs of all pupils, including those with special educational needs and/or disabilities (SEND) or who speak English as an additional language. Trainees and NQTs are particularly skilled in modelling the practical elements of dance, ensuring that pupils are highly motivated learners.
- There is little doubt that the reputation of the RAD, and its extensive dance education programme, has a positive impact on the quality of training and the outcomes for trainees. As an organisation, the RAD has the highest expectations for trainees' teaching skills, and their professional and personal conduct. As a result, trainees sustain and enhance the high standards for dance education for which the RAD stands.

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

The partnership should:

- ensure that the procedures for school placements provide all trainees with a consistently high-quality experience of teaching in each of key stages 3, 4 and 5
- improve the way the partnership engages and communicates with non-partnership employers to ensure that they receive sufficient information about trainees starting their NQT year.

Inspection judgements

1. Leaders' passion and vision for dance, and dance education, drives everything the partnership does. Expectations are not only high but are exacting. Many of the trainees commented on the demands of the training. However, they were clear that these demands meant they were able to take the pressures of teaching in their stride.
2. Trainees' outcomes are strong. Since the last inspection in 2011, all trainees were awarded QTS. Last year two-thirds achieved an outstanding grade and the remaining one-third were judged good. Across the eight teachers' standards the large majority of trainees attained an outstanding grade and never less than good. These high standards have been achieved consistently over time.
3. The partnership has a strong record in ensuring that all trainees gain a teaching post at the end of the programme. All 12 trainees have gained employment in either a partnership school or in schools in England or overseas.
4. The quality of trainees' teaching is at least good and often outstanding. Trainees and NQTs set high expectations and establish positive relationships with their classes. This has a noticeable impact on pupils' engagement and motivation. Pupils enjoy their learning a great deal.
5. Trainees' and NQTs' subject knowledge is especially strong. This is the result of the partnership's rigorous recruitment and selection process, as well as the demands of the training. The partnership is able to take advantage of the wide range of expertise, experience and research within the RAD. This ensures that the passion for high-quality dance education is reflected in the training.
6. Trainees and NQTs use their well-developed subject knowledge effectively to promote pupils' learning and engage them in activities that they enjoy. As a result, their teaching enables all pupils in their classes, including those with SEND and those who speak English as an additional language, to achieve well.
7. Trainees and NQTs are skilled in using ongoing assessment to provide additional work to stretch the most able. They are also practised in providing

materials that challenge pupils well. Trainees and NQTs provide constructive feedback to pupils to help them improve their performance. As a result, pupils make sustained progress with their learning.

8. The high-quality training does much to ensure that trainees understand the importance of effective lesson-planning. Many trainees and NQTs commented on the demands of the programme to plan lessons thoroughly. They felt that the demands placed upon them by the partnership, while onerous at the time, paid off when they took up their teaching posts.
9. A particular strength of the partnership's work is the way it encourages feedback to be used constructively to improve practice. This ethos of reflection and a stubborn refusal to stand still permeates the partnership's work. Leaders, trainees and NQTs are all highly reflective practitioners and act decisively to improve provision.
10. The partnership's thorough training programme is demanding and detailed. Stage 1 of this inspection highlighted the need to improve opportunities for trainees to experience working with pupils with SEND and with those who speak English as an additional language. Leaders have already planned additional opportunities for the current trainees. As a result, the programme enables trainees to gain the expertise to provide effectively for pupils with SEND and those who speak English as an additional language.
11. Trainees' professional expertise is developed well. Arrangements to visit different schools, such as primary and special schools, extends trainees' experiences well. Inputs from RAD staff, including support from the study skills coordinator, lecturers and senior lecturers, are also used effectively to develop trainees' professional expertise. For example, the programme manager has worked with the study skills coordinator to support trainees' learning and the completion of written assignments. In addition, the programme uses the wide range of expertise available within the RAD to enhance and extend trainees' professional and subject knowledge most effectively.
12. Mentoring by the RAD staff and school-based tutors is strong. Following feedback from stage 1 of this inspection, the partnership has acted to develop the criteria for assessing the quality of mentors. This involves consulting with school-based staff and adapting the training for mentors. Trainees are positive about the quality of mentoring they receive from schools and, particularly, the partnership.
13. Trainees are extremely well prepared for the demands of teaching and are resilient when faced with challenges. This is because the training provides them with the knowledge and understanding to develop their teaching skills. This is particularly the case for managing behaviour and meeting the needs of all pupils.

14. Trainees and NQTs develop strong relationships with their pupils. As a result, they are able to establish a positive climate for learning in their classes and ensure that behaviour is never less than good. Former trainees, now in their NQT year, have established clear routines in their classrooms and this has a noticeable impact on pupils' positive attitudes and progress.
15. A few NQTs felt that the opportunity to develop their subject expertise while they were trainees was limited. For example, their placement schools did not always enable them to learn about the new GCSE and BTEC examinations in dance. However, the training provides a firm grounding in how to plan effectively. There are also specific inputs on the revised GCSE and BTEC specifications for dance. This has enabled NQTs to tackle the new dance examinations effectively.
16. Employing schools confirmed inspectors' evaluations that NQTs are well prepared for their roles. This includes training for NQTs to ensure that they are prepared for the increased workload of full-time employment, resilient in the face of challenges and are aware of mental health issues. NQTs have successfully adapted to life in a range of schools in the partnership across London and in the home counties.
17. Employing schools, including those that are not in the partnership, are confident in the RAD's ability to ensure that NQTs are strong teachers. They are in no doubt, for example, that the RAD provides the best dance teachers. Schools value the final QTS reports written at the end of the course. The detailed comments and evaluation about trainees' performance are used to provide pertinent support for NQTs, including clear development targets.
18. The quality of the partnership's self-evaluation is strong. Leaders are highly reflective and their commitment to excellence means that they act promptly to improve provision. This includes the partnership's internal quality assurance process as well as feedback from external review and assessment.
19. The feedback from schools, trainees and NQTs is also used effectively to ensure that training meets the needs of trainees. The wide range of information collected throughout the year through surveys and questionnaires is used to inform discussions at partnership management committee meetings and annual programme reviews. This enables leaders to take effective action to improve aspects of the training programme. The 'You said, we did' feedback on Moodle exemplifies the commitment of leaders to continuous improvement.
20. Leaders make a strong contribution to the supply of qualified dance teachers. The high regard in which the RAD is held, by schools and more widely, plays a powerful part in driving excellence. This is shown clearly by the outcomes for trainees and their ability to gain full-time employment.

Annex: Partnership schools

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

Springwest Academy, Sutton

Reigate Learning Alliance, Surrey

Burntwood School, Wandsworth

Harris Academy Tottenham, Haringey

Shirley High School, Croydon

Hayes School, Bromley

Winchmore School, Enfield

Carshalton High School for Girls, Sutton

Sydenham School, Lewisham

Glenthorn High School, Sutton

Barnhill Community School, Hillingdon

Fulham Cross School, Hammersmith and Fulham

Jubilee High School, Surrey

ITE partnership details

Unique reference number	70157
Inspection number	10040496
Inspection dates	14 May 2018
Stage 1	
Stage 2	5 November 2018
Lead inspector	Brian Oppenheim HMI
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	June 2011
Previous inspection report	https://report.ofsted.gov.uk/70157
Provider address	36 Battersea Square London SW11 3RA



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