

# The East London Alliance SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates    Stage 1: 22 May 2017    Stage 2: 16 October 2017

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This inspection was carried out by 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 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

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

## The primary phase

### Information about the primary partnership

- The East London Alliance school-centred initial teaching training (SCITT) ITE partnership opened in September 2014. It is based at Tollgate Primary School in Newham. The accredited provider of The East London Alliance SCITT is The Boleyn Trust, and the executive headteacher of Tollgate Primary School is the accounting officer of the SCITT. Trainees who complete the course are recommended for qualified teacher status (QTS). Trainees can choose to also complete the postgraduate certificate in education (PGCE) with the University of East London.
- The majority of trainees take a School Direct (SD) salaried route, but a small number undertake the non-salaried route.
- During stage 1 of the inspection, 26 trainees were on the SCITT programme, with 21 on the salaried SD route and five on the non-salaried SD route.
- During stage 2 of the inspection, 35 trainees had embarked on their training.

### Information about the primary ITE inspection

- In stage 1 of the inspection, inspectors visited seven partnership schools. They observed 13 trainees teach, often jointly with the trainees' mentors.
- In stage 2 of the inspection, inspectors visited five schools, including one outside the partnership, and observed seven newly qualified teachers (NQTs) teach.
- During the inspection, inspectors held meetings with trainees, NQTs, mentors, and school and SCITT leaders.
- Inspectors considered a wide range of documentation, including the SCITT's self-evaluation document, the improvement plan, published information and the SCITT's own records about trainees' attainment, and case studies relating to trainees' recruitment and support.
- Inspectors took into account the results of the online questionnaire completed for the inspection by seven trainees in 2017.

### Inspection team

David Storrie HMI (lead inspector, stage 1)

Ruth Dollner HMI (lead inspector, stage 2)

Michael Brockett OI (assistant lead inspector)

## Overall effectiveness

**Grade: 1**

### Key strengths of the primary partnership

- Leaders of the East London Alliance SCITT have achieved what they set out to do in their prospectus. They have created 'an oasis of opportunity and potential for pupils and trainee teachers'. Leaders have created a challenging, reflective, caring ethos which underpins the learning culture of the SCITT. They care deeply about the success of their trainees. They are committed to 'growing their own' outstanding teachers and are highly successful in doing so.
- Leaders have established a rigorous, forensic approach to review and evaluation. They continually improve their quality assurance system to enable them to maintain and build on their high standards.
- Leaders have been successful in ensuring that the quality of training for trainees is outstanding. Trainees benefit from the expertise of the SCITT trainers as well as a range of expert external speakers. Leaders respond swiftly to trainees' feedback to ensure that training meets their needs. As a result, trainees leave the SCITT very well equipped to meet the demands of the primary curriculum.
- Trainees and NQTs who were observed during the inspection demonstrated strong, assured subject knowledge. Training equips trainees extremely well to confidently manage pupils' behaviour, to have high expectations and to create a productive climate for learning in their classrooms.
- Leaders have high expectations of the work of the school-based educators (mentors) and professional tutors. Course guidance for school-based educators is sharply focused on the mentor standards. As a result, trainees benefit from high-quality professional dialogue with school-based educators. This enables trainees to move their practice on swiftly and to attain well. In turn, it helps to enhance the skills of the school-based educators and tutors.
- A culture of respect, trust, tolerance and commitment underpins the work of the SCITT. As a result, relationships between trainees, school-based educators, professional tutors and leaders are very positive.
- Communication across the partnership is frequent and effective. Support for trainees is bespoke and thorough. As a result of this, completion rates are high. Indeed, 100% of trainees completed their training in 2016/17 and 100% of them secured a teaching post for September 2017.
- Trainees benefit from high-quality, contrasting placements. Leaders ensure that trainees have experience of working with an appropriate range of pupils and schools. Trainees are well trained to support pupils with a range of different needs.

- Targets for improvement are set with trainees in partnership with professional tutors and school-based educators. Leaders moderate these targets to ensure that they focus specifically on the teachers' standards that trainees need to develop further.
- Transition reports are incisive and a great help to schools in ensuring that NQTs get the guidance and support that they need when they take up their roles. As a result, NQTs are extremely well prepared to take up their roles.
- The East London Alliance SCITT is fully compliant with the initial teacher training statutory criteria and requirements and all relevant legislation.

## **What does the primary partnership need to do to improve further?**

### **The partnership should:**

- embed the recently enhanced quality assurance system to support new or less-experienced school-based educators to build upon the high-quality feedback and guidance that the SCITT provides to trainees
- strengthen trainees' understanding of:
  - the different forms of bullying and how to deal with them
  - the 'Prevent' duty and its relevance to their role as trainees and teachers.

## **Inspection judgements**

1. Leaders of the East London Alliance SCITT are an inspiration to trainees, NQTs and colleagues in schools across their community. The programme leader and course leader are relentless in their drive to secure outstanding outcomes for trainees. They are role models for trainees. They are reflective learners who never settle for 'good enough' but are driven by their commitment to constantly making everything 'even better'. The strategic partnership board is a positive force to be reckoned with in its commitment to excellence. The board consists of headteachers from partnership schools, including the accounting officer. The SCITT is well served and supported by a superb administrative team, which shares leaders' ambitious vision for the trainees and for the community that they serve.
2. Leaders welcome feedback on how to improve aspects of the SCITT's work. They thoughtfully consider how best to respond to even very minor points for development. They have a 'no stone is left unturned' approach to improvement planning, which means that effective actions are taken to constantly improve their training, the impact of their quality assurance and, therefore, the outcomes for trainees. As a result, trainees benefit from outstanding training and, consequently, their attainment is outstanding.

3. Leaders ensure that recruitment and selection procedures are rigorous. This means that trainees have the skills, knowledge and aptitudes to become good or better teachers by the end of the programme.
4. All trainees were awarded QTS at the end of their training in 2017 and all trainees exceeded the minimum level of practice expected of teachers. All trainees confidently meet the requirements of the teachers' standards by the end of the training. Since the SCITT opened, all trainees have been graded at least good by the end of the course, and a high proportion of them have achieved an outstanding grade. There are no significant differences between the attainment of different groups, because leaders promote equality and diversity very well indeed.
5. Trainees and NQTs develop strong subject knowledge, particularly in relation to teaching mathematics, phonics and English. They are well equipped to teach all the subjects across the primary curriculum. The SCITT gives them a good basic knowledge of how to teach physical education and music. However, their experience of teaching these subjects is sometimes limited if schools employ specialist teachers to take responsibility for physical education and music.
6. Trainees and NQTs are confident in planning for the needs of different learners and are well supported in this by school-based educators. A particular strength of trainees and NQTs is their confidence in planning for the needs of pupils who speak English as an additional language. They also show skill in planning for and supporting pupils who have special educational needs (SEN) and/or disabilities. They are committed to developing their skills in this area further.
7. A particular strength of NQTs is their creative use of resources and stimuli to inspire and engage learners. This includes their confident use of technology to enhance learning. Trainees and NQTs quickly establish positive relationships with their pupils. They skilfully adopt a 'firm but fair' approach. During the second part of the inspection, pupils in all the NQT classes observed were happy, settled and making progress in their learning. Headteachers report that East London Alliance SCITT trainees and NQTs compare very favourably with those from other institutions and partnership.
8. Leaders know their trainees very well as individuals. They tailor their support according to the emerging needs of the individual. They are swift to change placements if, on rare occasions, a trainee does not feel suitably placed. Trainees talk highly of all the colleagues in the SCITT community. They know that there is always a 'safety net' of support if they need it.
9. Trainees and NQTs are confident in managing pupils' behaviour and in creating a strong culture for learning in their classrooms. The SCITT's work to help trainees develop their skills in meeting the needs of pupils with SEN and/or disabilities and those who speak English as an additional language is excellent.

NQTs who took up their teaching posts in schools this term are already having a strong impact on the progress that pupils in their classes are making.

10. Leaders responded creatively and effectively to build upon the strengths identified during stage 1 of the inspection. They have been particularly successful in enhancing their quality assurance systems. Leaders have established the quality assurance board and created a new 'quality assurance lead' post to ensure that the quality assurance of school-based educators is even more rigorous. School-based educators receive incisive feedback based on the mentor standards. They work cohesively with professional tutors to ensure that trainees receive precise targets and feedback which moves their practice on. This has had a noticeable impact on the outcomes for trainees in 2017, which were outstanding. Transition targets set for trainees prior to their NQT year are rigorous and appropriate. They ensure that NQTs continue to get the professional development they need in their new posts. The SCITT continues to offer bespoke support to NQTs when they take up their teaching posts.
11. Following stage 1 of the inspection, leaders thought very carefully about how they could further develop trainees' experience and understanding of the challenges of teaching in school communities which are very different to their own. They swiftly put in place a visit for all trainees to a school in a coastal setting, which helped trainees to compare and understand the challenges of teaching outside London. The strategic partnership board then worked creatively with leaders to ensure that this work was built on substantially for trainees joining the SCITT in 2017. As a result, a high-quality training package with input from specialist external speakers has been developed. This is one example of the flexibility, confidence and talent which underpins the leadership of the SCITT. No challenge is too big and no weakness is too small to tackle for this outstanding team.
12. Leaders ensure that trainees understand their responsibilities with regard to safeguarding. NQTs and trainees are vigilant in their commitment to keeping children safe. They have a clear understanding of e-safety and a general awareness of the dangers of radicalisation and extremism. However, during stage 2 of this inspection, a few NQTs were unable to articulate their understanding of the 'Prevent' duty.
13. During stage 1 of the inspection, there was some evidence that trainees were not wholly confident in their understanding of the different forms of bullying that occur and how they could deal with bullying if it came to their attention. Leaders responded swiftly to this information and adapted training towards the end of the course to ensure that trainees were given input on this important issue. This had a good immediate impact on trainees' knowledge. However, although NQTs are aware of the dangers of bullying, some showed a lack of depth in their understanding of the protected characteristics or how they can

sometimes be the root of and trigger for bullying. Leaders recognise that training and support need to be strengthened further with regard to this aspect of their provision and have already begun to plan actions to ensure that this happens.

14. Trainees and NQTs rightly see the SCITT leaders, tutors and school-based educators as role models for the profession. They are keen to make sure that SCITT staff are proud of them and, in turn, they are proud to be part of the SCITT. They seek advice when they need it and act swiftly on the guidance they receive. Trainees and NQTs exemplify the highest standards of professional conduct. They are reflective professionals who take feedback positively, even when it really challenges their practice. They are tenacious in driving their own improvement. They appreciate that SCITT leaders take their health and well-being seriously and review trainees' workloads and commitments in light of this. In turn, this helps trainees and NQTs to be vigilant with regard to the mental health and well-being of the pupils that they teach.
15. The SCITT's underpinning ethos is to 'grow our own'. They do this incredibly well. Over 40 schools in London now benefit from employing former trainees from the SCITT. These include schools that are currently graded as requiring improvement by Ofsted. The majority of trainees are recruited to schools within the partnership and the local authority, but several trainees also secure posts in neighbouring local authorities. Hence, the East London Alliance SCITT makes a significant contribution to the quality, supply and retention of new teachers in the east end of London.
16. Trainees and NQTs value working in collaboration with school colleagues and are grateful for the support that they receive. They are keen to make contributions to school life beyond the school day and contribute to enrichment activities for pupils, such as sports and technology clubs.
17. The SCITT supports trainees' transition to their NQT roles very well. All NQTs settle well to their posts irrespective of whether they have worked at the school previously. This is because of the excellent communication which leaders secure with headteachers and because of the insightful transition reports which are provided. Leaders in schools concur with the grades awarded by the SCITT and this helps them to move swiftly to professional dialogue with NQTs about how they need to be supported to further hone their strong teaching skills.

## **Annex: Partnership schools**

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

Cleves Primary School, Newham, London

Curwen Primary School, Newham, London

Devonshire Hill Primary School, Haringey, London

Nightingale Primary School, Redbridge, London

Rosetta Primary School, Newham, London

Davies Lane Primary School, Waltham Forest, London

Shaftesbury Primary School, Newham, London

Tollgate Primary School, Newham, London

Upton Cross Primary School, Newham, London

The following school which is not part of the partnership was visited to observe NQTs' teaching:

Scott Wilkie Primary School, Newham, London



## ITE partnership details

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Stage 1	
Stage 2	16–18 October 2017
Lead inspector	David Storrie HMI
Stage 1	
Stage 2	Ruth Dollner HMI
Type of ITE partnership	SCITT
Phases provided	Primary
Date of previous inspection	N/A
Previous inspection report	N/A
Provider address	Tollgate Primary School, Barclay Road, E13 8SA



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