

North East London Teaching Alliance SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 14 June 2017 Stage 2: 13 November 2017

This inspection was carried out by Her Majesty’s Inspector 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

The secondary phase

Information about the secondary partnership

- North East London Teaching Alliance (NELTA) works with 19 schools, including 17 outside of the Beacon School Multi-Academy Trust (MAT). NELTA operates out of Beal High School, one of the schools in the MAT. Schools are located in areas with differing socio-economic contexts, including those that are challenging. The majority of schools in the partnership are ethnically and linguistically diverse.
- The partnership began its own training programme in 2015, and has now awarded qualified teacher status (QTS) to 39 teachers. In 2016/17, the partnership trained 18 secondary trainees to be qualified teachers through School Direct.
- In 2016/17, trainees specialised in mathematics, biology, modern foreign languages, music and physical education (PE).

Information about the secondary ITE inspection

- Inspectors visited seven schools across the two stages of the inspection. They visited one school at both stages 1 and 2 of the inspection. Inspectors observed eight trainees during stage 1 of the inspection, and five newly qualified teachers (NQTs) at stage 2. They observed two trainees at both stages of the inspection. School-based mentors conducted observations jointly with inspectors during both stages of the inspection.
- During stage 1 of the inspection, inspectors also met with a further group of six trainees or former trainees. Inspectors met with the programme leaders and members of the strategic board and the MAT trustees.
- During stage 2, inspectors spoke to employing headteachers and school induction tutors. They also held telephone conversations with two former trainees employed by schools outside the partnership. They held meetings with the managing director, the principal, the assistant principal and the director of professional development. Inspectors took account of the 14 responses to Ofsted's online survey.
- Across both stages of the inspection, inspectors evaluated a range of evidence, including evidence files, the work in pupils' books and information on pupils' attainment and progress. Inspectors considered a wide range of documentation provided by the partnership, including information on the attainment and progress of trainees. They also considered employment and completion rates since the partnership opened.
- Inspectors checked the partnership's safeguarding arrangements and ensured that the programme was compliant with the initial teacher training (ITT) criteria.

Inspection team

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Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- Leaders' ambitious vision for excellence and their aspirations for trainees are of the highest order. As a result, outcomes for trainees are excellent. In 2016/17, all trainees achieved QTS and exceeded the minimum requirements of the teachers' standards.
- Leaders are highly reflective and have an in-depth understanding of the partnership's strengths and areas for development. They respond quickly to external feedback and their own rigorous internal evaluations. This enables leaders to take swift action to improve provision further.
- A consistent thread, running through all the partnership's work, is the strong commitment to continuous improvement. Leaders leave no stone unturned in their drive for excellence. As a result, the quality of provision is first rate. From the robust selection and recruitment process and the high-quality training to the trainees' strong attainment, leaders have established a reputation for quality.
- The quality of training is outstanding. Trainees study a wide range of challenging assignments, including contributions from external experts. This enables them to gain the necessary skills and understanding to meet the demands of teaching.
- Trainees and NQTs observed during the inspection demonstrated strong subject knowledge. They showed the ability to use a range of approaches to meet the needs of all pupils. These include those who have special educational needs (SEN) and/or disabilities or who speak English as an additional language. Trainees and NQTs are quick to adapt their teaching to take account of pupils' misconceptions or misunderstanding.
- Training prepares NQTs very well for their first teaching posts. Employing schools, including those in and beyond the formal partnership, are extremely pleased with trainees' ability to 'hit the ground running' and teach effectively.
- Leaders set high expectations for every aspect of their work and that of trainees. They are strong role models for trainees for both the practice of

teaching and in relation to their professional and personal conduct. As a result, trainees uphold the highest standards of the teaching profession.

- Leaders have improved the training for, and the quality assurance of, mentors successfully. They have introduced a framework for mentoring that sets out clearly the school-centred initial teacher training (SCITT) partnership's expectations. This has ensured that trainees receive high-quality support from their mentors, which enables them to develop their skills quickly and achieve strong outcomes.

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

The partnership should:

- increase the proportion of trainees achieving outstanding outcomes by establishing the examples of excellent mentoring even more widely across the partnership
- evaluate the impact of the work to develop trainees' knowledge of schools beyond London so that they have a wider understanding of different contexts.

Inspection judgements

1. Leaders are relentless in their drive to ensure that trainees secure outstanding outcomes. They have high expectations of both themselves and trainees. Leaders are strong role models for trainees; for example, they ensure that the training they deliver reflects the most effective practice in teaching.
2. Outcomes for trainees are good. All trainees complete the course successfully and gain QTS. During this time, all trainees have been graded at least good, with 50% achieving outstanding. In addition, a significant proportion of NQTs take on posts of responsibility early in their careers. The large majority of trainees were awarded an outstanding grade for half of the teachers' standards. For some of the other standards, a minority of trainees achieved the highest grade, with no trainees achieving less than good. The partnership recognises the need to increase further the proportion of trainees who attain a grade 1 in each standard.
3. Employment rates are high, with all trainees gaining a teaching post. Around half of all trainees work in a partnership school, with the remainder successfully gaining employment in schools in London. All trainees remain employed as teachers, one year on since qualifying.
4. The quality of trainees' teaching is strong. Trainees and NQTs are skilful in adapting their teaching to enable pupils to learn effectively. For example, NQTs use their knowledge of their pupils, and on-going assessment, to change their lesson plans to meet pupils' needs. Where necessary, they will add an additional task to stretch the most able or provide materials to help others

access the work. This ensures that all pupils get the support they need to make progress with their learning.

5. Trainees have a strong understanding of the safeguarding issues in the local areas in which they teach. This learning has also been used increase the knowledge and understanding for all staff across the multi-academy trust. For example, schools across the MAT include a focus on local safeguarding in their level 1 training for all staff. As a result, the work of the SCITT has had a considerable impact beyond the scope of this inspection.
6. The training programme provided by the partnership is comprehensive. Employing schools and NQTs highlight training for teaching pupils who have SEN and/or disabilities, and those who speak English as an additional language, as a particular strength. The 'input, plan and deliver' sessions ensure that the work to raise trainees' skills and knowledge is applied quickly. Consequently, provision for these pupils is strong.
7. Highly effective training prepares trainees well for planning lessons effectively and evaluating their impact on pupils' learning. As a result, trainees and NQTs are reflective practitioners who are keen to act on mentors' feedback to improve the impact of their teaching on pupils' progress.
8. The quality of mentoring is strong and often outstanding. The SCITT has acted quickly on the feedback from stage 1 of this inspection to develop further the quality of mentoring. Revised training and a more rigorous quality assurance process has helped to improve mentors' skills and to reflect critically on their impact on trainees' outcomes. Mentors appreciate these developments and feel they have helped to improve their practice. Leaders have an in-depth understanding of individual mentors' effectiveness. They use their mentor framework and personalised mentor training to move good mentors to outstanding. Although high-quality mentoring is an increasingly consistent feature across the partnership, leaders recognise that this can improve even further.
9. Trainees are overwhelmingly positive about the quality of mentoring. They report that they receive good advice from their mentors and that this has helped them to develop their teaching practice and wider learning during the course.
10. Knowledge of the curriculum, including the assessment requirements, is developed thoroughly through subject development sessions. NQTs are well prepared and enable their pupils to learn well. Trainees successfully ensure that pupils attain as well as or better than those taught by experienced teachers in their departments. Engagement with subject associations has been strengthened significantly following stage 1 feedback. Inspection evidence

confirms that this is having a positive impact on pupils' learning for the current NQTs.

11. Specialist speakers and visits to different schools, including primary and special schools, enrich trainees' professional expertise beyond the opportunities their placements can provide. For example, during stage 2, training about how children learn included expert input on autism from one of the partnership's schools. As a result, trainees develop their knowledge and understanding of different phases of education.
12. Training prepares NQTs most effectively for their first teaching posts. The partnership has a strong focus on ensuring that all trainees develop their behaviour management skills well. Trainees are prepared well to understand the behaviour policy in the schools that employ them. This work has paid off. Trainees apply their skills with increasing effectiveness and learn to deal with behaviour confidently and consistently. This has a noticeable impact on pupils' learning and ensures that there is always a strong climate for learning in classrooms. Former trainees who are now in their NQT year have improved their classroom management skills even further.
13. 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 and across London.
14. Non-partnership schools have full confidence in the grading and assessments of trainees. All employing schools appreciate the high-quality evidence, and the NQT 'career profiles' written at the end of the course. These provide useful information about trainees' attainment, strengths and areas for development. This helps schools to provide well-directed support that enables NQTs who have left the partnership to continue to progress well.
15. One of the strengths of leadership is the way leaders have used excellent practice from the SCITT to benefit the schools across the wider MAT. For example, schools have noted that trainees and NQTs often have a deeper understanding of safeguarding. As a result, all staff across the trust's schools now receive enhanced safeguarding training.
16. Leaders ensure that training is of the highest quality. For example, leaders use up-to-date and relevant research to provide appropriate materials that challenge trainees. They draw on academic research, Ofsted publications and experts in their field to provide thought-provoking tasks.

17. Leaders are quick to act on evaluations, whether from their own quality assurance processes or from external review and assessment. For example, leaders acted without hesitation to improve the training for, and quality of, mentoring following stage 1 of this inspection. The new cohort of trainees gained from the quick response of leaders to establish improved systems. For example, leaders have established a framework for mentoring that sets out the partnership's expectations and provides clear guidance for new or inexperienced mentors. As a result, the quality of mentoring has improved still further and benefits considerably from the expertise that exists within the SCITT.
18. Similarly, leaders have acted on stage 1 feedback to develop trainees' knowledge and understanding of schools in contexts that are different from those in London. In particular, leaders have focused on coastal schools and how they overcome barriers to learning. Training has included information for trainees moving into their employing schools about such schools and a research assignment for current trainees. The research assignment illustrates clearly the high quality of training provided by leaders. It not only provides reading material but also requires trainees to think critically about the strategies to overcome the challenges faced by these schools. Leaders recognise that this work is at an early stage and that they will need to evaluate the impact on trainees' understanding of schools beyond London.
19. Leaders are highly reflective and evaluative. They use feedback from employing schools, NQTs and current trainees well to ensure that the content of the training is tailored to the needs of individuals where appropriate. For example, trainee placements have been used to good effect to support individual teachers to develop their skills. In addition, leaders have amended the training because of useful suggestions made by partner schools. The 'you said we did' feedback ensures that trainees have a clear understanding of the impact of their feedback on improving the course.
20. Leaders are making a strong contribution to the supply of qualified teachers through adapting their places to meet local demand. This accounts for the very high level of employment in London schools and retention of former trainees over the longer term.

Annex: Partnership schools

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

Beal High School, Ilford, London

The Forest Academy, Hainault, London

Ilford County High School, Ilford, London

West Hatch High School, Chigwell, Essex

The following schools, which were not part of the partnership, were visited to observe trainees' and NQTs' teaching:

Harris Academy, Tottenham, London

Highams Park School, Highams Park, London

ITE partnership details

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Lead inspector	David Storrie HMI
Stage 1	
Lead inspector	Brian Oppenheim HMI
Stage 2	
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Provider address	North East London Teaching Alliance (NELTA) SCITT Beal High School Woodford Bridge Road, Ilford London IG4 5LP



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