

London East Teacher Training Alliance

Initial teacher education inspection report

Inspection dates Stage 1: 12 June 2017 Stage 2: 20 November 2017

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

	Primary 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 primary phase

Information about the primary partnership

- The London East Teacher Training Alliance (LETTA) is a school-centred initial teacher training (SCITT) partnership. The alliance developed out of the London East Consortium Graduate Teacher Programme. The SCITT opened in 2015 and is based at Bygrove Primary School in Tower Hamlets. In 2017, it became part of the LETTA multi-academy trust. Trainees who complete the course are recommended for qualified teacher status (QTS).
- Trainees take a School Direct (SD) salaried route or non-salaried route. A higher number of trainees take the non-salaried route. During stage 1 of the inspection, 40 trainees were on the SCITT programme, with 13 on the salaried SD route and 27 on the non-salaried SD route.
- During stage 2 of the inspection, 39 trainees had embarked on their training with 26 being on a non-salaried route and 13 on a salaried route.

Information about the primary ITE inspection

- At stage 1 of the inspection, inspectors visited seven partnership schools. They observed eight trainees teach, often jointly with the trainees' mentors.
- At stage 2, inspectors visited six schools, including one outside the partnership, and observed eight newly qualified teachers (NQTs) teach.
- During the inspection, inspectors held meetings with trainees, NQTs, mentors, applicants to the SCITT, school and SCITT leaders.
- Inspectors considered a wide range of documentation including the SCITT's self-evaluation document, the improvement plan and website information. Inspectors also scrutinised the SCITT's own records about trainees' attainment and case studies relating to trainees' recruitment and support.
- Inspectors considered evidence which confirmed that the SCITT is compliant with the ITT criteria. They also checked compliance with the early years ITT requirements and that statutory duties with regard to safeguarding are met.
- Inspectors took into account the results of the online questionnaire completed for the inspection by 39 trainees in 2017.

Inspection team

Andrew Maher OI (lead inspector, stage 1)

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Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- Leaders of London East Teacher Training Alliance SCITT are driven by their desire to train outstanding teachers for schools in their community, in order to raise standards and improve the life chances of local children. Their vision is being realised because of their relentless focus on improving every aspect of the SCITT's work.
- Leaders have developed a collaborative and personalised approach to supporting and developing trainees. Trusting and caring relationships are the solid foundations on which the SCITT is built. This supports leaders and tutors to identify and develop mentors who, in turn, support trainees to attain exceptionally well and become confident, successful teachers. Trainees feel secure that they can take risks in their teaching and challenge themselves. This is because mentors and leaders are always honest with their feedback and steer them well to improve.
- The SCITT is very successful in securing trainees who have lived and worked within the local community. Trainees describe the SCITT team as a family. Long after they qualify as teachers, former trainees know that they can rely on the SCITT team to be there for advice or guidance, whether they are part of the SCITT's NQT programme or not.
- Leaders have established a relentless and rigorous approach to review and evaluation. They leave no stone unturned in their pursuit of excellence. They respond positively and swiftly to feedback. For example, they were highly successful in addressing the areas for development identified during stage 1 of the inspection. They continually check and improve their quality assurance processes to ensure that their high standards are maintained.
- Leaders have ensured that the quality of training for trainees is outstanding. Trainees benefit from the expertise of the SCITT trainers as well as a wide range of highly knowledgeable external speakers. Leaders respond swiftly to trainees' feedback to ensure that training meets their needs. As a result, trainees leave the SCITT confident in their ability to deliver a broad curriculum to their pupils.
- Trainees and NQTs who were observed during the inspection demonstrated strong, assured subject knowledge across a wide range of subjects. Training equips trainees extremely well to manage pupils' behaviour confidently and to expect the best of their pupils by creating a positive climate for learning. Trainees leave the SCITT with the necessary skills and confidence to support children who have special educational needs (SEN) and/or disabilities.
- Leaders have been successful in ensuring that mentors and tutors provide excellent support, guidance and feedback to trainees. High-quality, bespoke training ensures that mentors are successful in exemplifying the mentor

standards. This equips them extremely well to develop the trainees that they work with.

- Communication between the steering group, the SCITT leaders and schools in and beyond the partnership is highly effective. Headteachers could not speak more highly about the work of the SCITT. Regular contact and dialogue ensure that staff at all levels across the SCITT are sharply focused on securing the success of trainees and NQTs. Consequently, support for trainees is personalised, collaborative and cohesive. As a result of this, completion rates are high. In 2015/16, all trainees successfully completed their training. In 2016/17, 98% of trainees completed their training, with 93% of trainees securing a teaching post in local schools. The remaining trainees secured teaching positions within and beyond the United Kingdom.
- 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.
- Mentors successfully identify appropriate targets for improvement for trainees. Leaders moderate these targets to ensure that they focus specifically on the teachers' standards that trainees need to develop further. Actions are identified to support trainees in their steps towards meeting their targets.
- 'Career entry passports' are transition documents which support former trainees and their new employees in planning their professional development as NQTs. These documents are incisive and thorough. School leaders report that they are invaluable and that they ensure that NQTs get the precise guidance and support that they need to allow them to take up their teaching posts successfully.
- The London East Teacher Training Alliance SCITT is fully compliant with the ITT statutory requirements and all relevant legislation.

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

The partnership should:

- ensure that mentors consistently pin-point precise actions to enable a higher proportion of trainees to achieve excellence in all the teachers' standards.

Inspection judgements

1. Leaders of the London East Teacher Training Alliance SCITT have created a unique and successful learning culture for trainees and former trainees. They care deeply about their trainees and, as a result, trainees thrive under their guidance and support. The programme leader and tutors inspire, motivate and challenge trainees to become the best teachers that they can possibly be. As one former trainee reported, 'They made me sparkle!' Leaders have extremely

high expectations for trainees and are passionate about ensuring that the SCITT develops outstanding teachers who will improve the life chances of children in the local community. This vision has already been realised, as former trainees are successfully helping to enhance pupils' progress in local schools.

2. Leaders of the SCITT exemplify the professional attitude and conduct they expect from trainees. They are relentlessly reflective and rigorously hold themselves to account to ensure that they continually improve quality assurance processes. The excellent steering group consists of headteachers from the partnership schools. Their impact on the SCITT's effectiveness is formidable. They are rigorous in their pursuit of excellence. They have high expectations and are judicious in their recruitment of trainees. They only select trainees who exemplify that they have the potential skills, knowledge and attitude to become good and better teachers by the end of their training year.
3. Leaders welcome feedback on how to improve aspects of the SCITT's work. Their commitment to excellence sometimes leads them to be over-harsh in their self-criticism. This is admirable, as it demonstrates to colleagues across the SCITT that leaders are striving for constant improvement. This helps to make them the outstanding leadership team that they are. Leaders responded exceptionally well to the areas identified for further development following the first stage of the inspection. They have ensured that trainees are now more focused in attaining the highest grades across all the teachers' standards.
4. Trainees benefit from outstanding training provided by SCITT tutors and by a range of high-profile and experienced experts. This includes excellent training on behaviour management, phonics, mathematics and on supporting pupils who have special educational needs (SEN) and/or disabilities. Training is coupled with high-quality tutor and mentor support which ensures that a very high proportion of trainees achieve outstanding outcomes by the end of the programme.
5. 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. 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' promotion of equality and diversity lies at the heart of the SCITT's work.
6. Trainees and NQTs develop strong subject knowledge in a wide range of subjects. These include mathematics, phonics, writing, training in primary physical education and art. As a result, they are very well equipped to teach the different subjects in the primary curriculum.

7. Trainees and NQTs plan effectively to meet the needs of different groups of learners. A particular strength of the SCITT is the training and support they provide for trainees in relation to meeting the needs of pupils who have SEN and/or disabilities. Trainees find the time that they spend at the special school invaluable in developing their knowledge and understanding of how to support pupils who have additional needs. They develop a good level of confidence and skills in this area that enables them to plan interesting activities that enable these pupils to achieve well.
8. A particular strength of NQTs who benefited from training at the SCITT is the way in which they manage pupils' behaviour. SCITT training and support have enabled NQTs to adopt positive behaviour strategies in their classrooms. The NQTs who were observed during stage 2 of the inspection were skilful in rewarding and emphasising good learning behaviours. They were also skilled in managing more challenging behaviour effectively. Hence, their classrooms are purposeful, vibrant learning communities where pupils make strong progress. SCITT leaders keep in touch with all former trainees, whether they are on the SCITT NQT course or not. Former trainees reported that they think of the SCITT as a 'family' who will always be there for them.
9. Leaders ensure that trainees have an in-depth understanding of their responsibilities with regard to safeguarding. Trainees know and understand the risks within their community. NQTs and trainees are vigilant and effective in helping to keep children safe. They are insightful in their understanding of the risks of radicalisation and can confidently articulate their knowledge of the 'Prevent' duty.
10. Since the SCITT opened, all trainees have gained employment as teachers at the end of their training. In 2017, 93% of trainees were recruited to schools within the partnership and the local authority. Hence, the London East Teacher Training Alliance SCITT makes a significant contribution to the quality, supply and retention of new teachers in east London.
11. Trainees and NQTs value working in collaboration with school colleagues greatly and are very 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 maths clubs, 'gadget' sales and helping pupils to care for baby chicks.
12. The SCITT supports trainees' transition to their NQT roles very well. NQTs settle into their posts well because of the excellent guidance and support they receive from headteachers and school-based mentors. The excellent 'career entry passports', which are incisive transition documents, ensure that schools can quickly make plans for and accommodate NQTs' ongoing professional development. Leaders in schools agree with the grades awarded by the SCITT and with the targets set to develop NQTs further.

13. All trainees are successful in meeting the requirements of the teachers' standards by the end of their training and a high proportion of them achieve an outstanding overall grade. The proportion of trainees who achieve excellence in the two standards which relate to assessment is smaller than the proportion who achieve excellence in the other standards. Leaders recognise that mentors need further guidance to ensure that they guide trainees to identify precise actions to enable them to achieve excellence in this area.

Annex: Partnership schools

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

Bygrove Primary School, Tower Hamlets, London

Cayley Primary School, Tower Hamlets, London

Columbia Primary School, Tower Hamlets, London

Stebon Primary School, Tower Hamlets, London

Phoenix Primary and Secondary School, Tower Hamlets, London

Lansbury Lawrence Primary School, Tower Hamlets, London

Mayflower Primary School, Tower Hamlets, London

Sandringham Primary School, Newham, London

St Helen's Catholic Primary School, Newham, London

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

Canary Wharf College, Tower Hamlets, London

ITE partnership details

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Inspection dates	12–14 June 2017
Stage 1	
Stage 2	20–22 November 2017
Lead inspector	Andrew Maher OI
Stage 1	
Stage 2	Ruth Dollner HMI
Type of ITE partnership	SCITT
Phases provided	Primary
Date of previous inspection	N/A
Previous inspection report	https://reports.ofsted.gov.uk/user
Provider address	Bygrove Primary School Bygrove Street London E14 6DN



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