

Huddersfield Horizon SCITT Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 17 June 2019 Stage 2: 25 November 2019

This inspection was carried out by Her Majesty’s Inspectors 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?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

Primary and secondary routes

Information about this ITE partnership

- Huddersfield Horizon School-Centred Initial Teacher Training (SCITT), part of South Pennine Academies, is a relatively new provider of ITE. The first cohort of trainees completed their training in 2017/18.
- In 2018/19, the partnership included 11 primary schools, two special schools, one all-through school and seven secondary schools, across three local authority areas.
- Trainees work towards the award of qualified teacher status (QTS). Trainees have the option of working towards a postgraduate certificate in education (PGCE) which is accredited by Sheffield Hallam University. Trainees follow either provider-led or School Direct routes.
- Primary trainees are prepared to teach pupils in the five to 11 age range. Secondary trainees are prepared to teach pupils in the 11 to 16 age range in a wide range of subjects, including: art and design, biology, chemistry, English, geography, history, mathematics and physical education.
- In 2018/19, 33 trainees undertook training. Fifteen trainees followed primary education routes: 11 provider-led and four School Direct. Eighteen trainees followed secondary education routes: 15 provider-led and three School Direct.

Information about the primary and secondary ITE inspection

- During stage 1 of the inspection, inspectors visited eight partnership schools and observed 13 trainees. Observations were conducted jointly with subject mentors and included an analysis of trainees' evidence towards meeting the teachers' standards. Discussions were held with the trainees who were observed, as well as with two other trainees, subject mentors, visiting tutors, senior leaders in schools, the external examiner and members of the strategic partnership board.
- During stage 2 of the inspection, inspectors observed nine newly qualified teachers (NQTs) teaching in five different schools, including two schools from outside the partnership. Inspectors reviewed the quality of work in pupils' books and folders to determine the impact of the NQTs' teaching on pupils' learning and progress over time. They also held discussions with the NQTs who were observed, nine other NQTs, one recently qualified teacher, four current trainees, senior leaders in schools and members of the strategic partnership board.
- Inspectors took account of the 14 responses submitted through Ofsted's online questionnaire for trainees in 2019.
- At both stages, inspectors considered a wide range of evidence relating to trainees' attainment, how well trainees and NQTs teach, employment rates, the partnership's self-evaluation document and improvement plans, records of

quality assurance and external examiners' reports. Inspectors met with SCITT leaders at both stages of the inspection.

- Inspectors considered evidence relating to the statutory requirements within the ITT criteria, including safeguarding.

Inspection team

Nick Whittaker HMI, lead inspector

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Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- Huddersfield Horizon SCITT is a highly effective provider of ITE. It is already making a significant contribution to the quality and supply of teachers for schools in the region. Leaders and partnership schools share an absolute commitment to achieving excellence in all aspects of the SCITT's work.
- The content of centre-based training is developed and adapted in a way which is highly responsive to trainees' needs. School placements give trainees a rich experience of teaching in widely different contexts. Visiting tutors and subject mentors contribute strongly to the outcomes trainees achieve.
- Training prepares trainees exceptionally well for joining the profession as teachers in primary and secondary schools. Trainees have the highest personal and professional standards. They are highly reflective and self-critical practitioners.
- Trainees' teaching at the end of their training year is consistently good, and in the majority of cases it is outstanding. A high proportion of trainees secure employment in schools in the region, many in schools in challenging socio-economic circumstances. This is a distinctively strong feature of the partnership.
- Primary and secondary trainees have strong subject and curriculum knowledge. They have high expectations for all pupils, including disadvantaged pupils and those with special educational needs and/or disabilities (SEND). Trainees adapt their teaching to these pupils' needs and starting points well. Primary trainees' knowledge of systematic synthetic phonics and their practice in teaching early reading are strengths.
- Trainees have an excellent understanding of their safeguarding responsibilities and wider role in promoting pupils' personal development and welfare. Training is highly effective in developing these important aspects of trainees' knowledge and practice.

- Leaders share a passionate belief in the difference a high-quality education makes to all pupils, especially those from disadvantaged backgrounds.
- The partnership's work is characterised by high levels of trust, open and honest communication and exceptional personal and professional support for trainees.

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

The partnership should:

- Continue to refine the content of centre-based training so that:
 - all trainees develop excellent practice in planning and teaching well-structured sequences of lessons which result in all pupils achieving highly
 - primary trainees further deepen their subject knowledge in subjects such as music and art
 - secondary trainees further enhance their practice in developing pupils' English and mathematical knowledge and skills in the subjects they teach.

Inspection judgements

1. The partnership's work is underpinned by a clear and ambitious vision for providing high-quality ITE. All partners share a strong commitment to preparing trainees for teaching in schools in the local area, especially those in challenging socio-economic circumstances. The SCITT's success is exemplified by the excellent outcomes achieved by trainees on both provider-led and School Direct routes and the high proportion who secure employment in primary and secondary schools in the region.
2. Improvements made since stage 1 of the inspection demonstrate the partnership's determined drive for excellence in all aspects of its work. Since stage 1, leaders have further improved the quality of centre-based training. As a result, trainees' understanding and practice in adapting teaching to the needs and starting points of pupils with SEND are now a strength. Leaders have also further strengthened the quality of subject mentoring, which, as a result, is making a consistently effective contribution to the development of trainees' knowledge, skills and practice.
3. The partnership's self-evaluation provides an accurate and deeply incisive assessment of the SCITT's strengths and areas for development. Leaders are exceptionally reflective and give careful consideration to the effectiveness of all aspects of the partnership's work. The SCITT's improvement plans provide an excellent starting point for further strengthening the quality of training.
4. The partnership's process for selecting trainees is rigorous and effective. Partner schools contribute strongly to the assessment of applicants' subject and curriculum knowledge and, crucially, their potential to meet the teachers'

standards by the end of their training. SCITT leaders are uncompromising in only selecting applicants who demonstrate the potential to be highly effective teachers.

5. All trainees who are awarded QTS by the partnership exceed the minimum levels of practice outlined in the teachers' standards. By the end of their training, and prior to the award of QTS, trainees' practice is consistently good and often outstanding. Trainees have high expectations for all pupils, especially pupils from disadvantaged backgrounds and those with SEND. They plan and teach lessons which are interesting and well-structured. Most trainees do this exceptionally well and, as a result, pupils build their knowledge and skills successfully and make strong gains in their learning. Occasionally, a few trainees, while developing these aspects of their practice strongly, do not plan and teach in a way which results in the highest levels of achievement for all pupils.
6. Employment rates for primary and secondary trainees are high compared with sector averages. Almost all trainees secure employment in schools in the region, a high proportion in schools in challenging socio-economic circumstances. Trainees say that they feel extremely well prepared for their teaching roles in these schools. Headteachers and senior leaders from partnership and non-partnership schools are unequivocally positive about the knowledge, skills and professional qualities of Huddersfield Horizon's trainees.
7. Trainees understand their safeguarding duties and responsibilities. They recognise the things that make pupils vulnerable and are alert to the signs that indicate a child or young person may need help or protection, including those that may indicate bullying or criminal exploitation. These aspects of trainees' knowledge and practice are promoted consistently well.
8. Trainees have secure subject and curriculum knowledge, which helps them to teach lessons that promote pupils' learning and progress. Trainees explain ideas and concepts clearly and model them consistently well. Primary trainees' subject knowledge in English, mathematics and physical education (PE) is developed strongly. They teach early reading confidently because their understanding of systematic synthetic phonics and the importance of children's language and communication development is prioritised successfully in centre-based training and school placements.
9. SCITT leaders know that some primary trainees need strengthened curriculum knowledge in subjects such as music and art. They also know that secondary trainees need to identify opportunities to promote pupils' English and mathematical knowledge and skills confidently in the subjects that they teach. They give a high priority to these important aspects of trainees' practice and are developing them in an increasingly effective way. For example, subject audits are used systematically by primary and secondary trainees to identify

areas for development in their subject and curriculum knowledge. These audits are used by SCITT leaders to inform the content of centre-based training, such as 'subject days' which are delivered by expert practitioners. Leaders carefully check trainees' experience of teaching the full range of primary subjects and their level of confidence in teaching these subjects. As a result, they have pinpointed that some trainees' subject knowledge, although secure, is not as deep in all primary subjects as it is in English, mathematics and PE. Also, while the partnership's assessment of secondary trainees' practice shows that they teach English and mathematical knowledge and skills in their subjects well, SCITT leaders recognise that some trainees' practice can be developed even further. The partnership has clear and well-focused action plans for further enhancing the outcomes trainees achieve in these areas.

10. Typically, trainees build trusting and respectful relationships with pupils. Their practice in managing pupils' behaviour and promoting positive attitudes to learning is a strength. As well as having high expectations and good classroom routines, they recognise that some pupils may be vulnerable or face additional challenges and use effective approaches to interest and motivate them.
11. Trainees use a range of assessment strategies to check what pupils are learning. In general, trainees question pupils skilfully and challenge them to explain their ideas and thinking. They use assessment information in an effective way to identify errors and misconceptions in pupils' work and to adapt their teaching.
12. The partnership is a cohesive group of schools with a strong focus on social justice and the importance of high-quality education for all children and young people, irrespective of their backgrounds. Leaders 'just expect excellence' from everyone and go about achieving it with passion and humility. The day-to-day operation of the SCITT is highly effective and training is planned and delivered coherently. Centre-based training and school placements are complemented well by the PGCE programme. SCITT leaders are seen as 'visible and highly responsive' by headteachers, senior leaders, subject mentors and trainees.
13. The strategic board adds considerably to the partnership's drive for improvement. Members of this important group bring a wealth of experience and skills. They are knowledgeable about all aspects of the partnership's work, including the quality of training and the outcomes achieved by trainees. The strategic board is highly effective in challenging and supporting SCITT leaders to achieve excellence in all aspects of the partnership's work.
14. School placements provide high-quality and highly contrasting experiences that build trainees' knowledge, skills and practice exceptionally well. Trainees learn from successful practical experience of working in schools facing challenging circumstances and in those judged to require improvement. In all placements, trainees receive clear and developmental feedback from subject mentors and

visiting tutors. This helps trainees to quickly improve key areas of their practice. It also makes an important contribution to the development of trainees as highly reflective and self-critical teachers.

15. Leaders make sure that the training meets trainees' needs and is delivered consistently well by expert practitioners. Subject mentors, visiting tutors and SCITT leaders work well together and provide effective personal and professional support for trainees.
16. Trainees' progress towards the teachers' standards is assessed systematically and comprehensively. The partnership's final assessments of trainees' ability to teach are accurate. Inconsistencies in the quality of evidence in a small number of trainees' files have been addressed successfully since stage 1 of the inspection. Leaders have developed a new approach to collecting evidence for all the teachers' standards using 'evidence bundles'. Those seen in current trainees' files indicate substantial improvement and consistently high-quality evidence.
17. Trainees and NQTs are effusive about all aspects of their training. Leaders know trainees 'inside out' and give them the support they need to be well prepared for teaching. The high-quality care and guidance trainees receive is demonstrable in all areas of the partnership's work. Trainees say that leaders 'really go above and beyond in every respect', including in helping them to maintain good well-being.
18. Good relationships with schools in the region promote the induction of NQTs exceptionally well. Partnership leaders visit former trainees and continue to support them personally and professionally. Career entry profiles provide clear, accurate and helpful information about trainees' strengths and areas for development. These are highly valued by trainees and the schools where they are employed as NQTs.
19. The partnership meets its legislative requirements relating to equality and diversity, discrimination and safeguarding. The partnership complies with all the requirements of the ITT criteria.

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

Batley Grammar School, Batley

Beaumont Primary Academy, Huddersfield

Greenacres Primary Academy, Oldham

Hillside Primary School, Huddersfield

Honley CE (VC) Junior, Infant and Nursery School, Holmfirth

Honley High School, Holmfirth

Moor End Academy, Huddersfield

Orchard Primary Academy, Dewsbury

Park Lane Academy, Halifax

Penistone Grammar School, Sheffield

Salendine Nook High School Academy, Huddersfield

Woodlands Primary Academy, Oldham

ITE partnership details

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Previous inspection report	N/A
Provider address	South Pennine Academies Dryclough Road Crosland Moor Huddersfield HD4 5JA



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