

AA Teamworks West Yorkshire

SCITT

Riverside Mills, Saddleworth Road, Elland, West Yorkshire HX5 0RY

Inspection dates

4 to 7 March 2024

Inspection judgements

Primary and secondary combined age-phase

Overall effectiveness	Good
The quality of education and training	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to be a trainee at this ITE provider?

Central training, school-based placements and academic input from the University of Huddersfield combine to create a high-quality provision for trainees. Trainees experience crucial content on areas including safeguarding and behaviour management in their first weeks of the programme. This helps to prepare them well for the realities of classroom life.

Leaders have developed a high-quality training programme that successfully serves both the needs of trainees and of the wider local area. Leaders' long-established vision to nurture excellent teachers is tangible. It is a shared mission, reflected in the course programme, which has been co-constructed with partner schools, the trust's English hub and the trust's research school.

The programme provided helps trainees to understand the needs of pupils with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Leaders have ensured that their newly developed systems and processes support the workload and well-being of trainees and their mentors. For instance, co-produced, reflective journals are valued over onerous paperwork.

There is highly effective communication between course leaders, mentors and trainees. Concise and timely weekly bulletins are used to inform all parties about weekly areas of focus. These help to keep everyone focused on trainees' learning journey.

Information about this ITE provider

- AA Teamworks West Yorkshire is a school-centred initial teacher training (SCITT) provider situated in the town of Elland in Calderdale, West Yorkshire.
- This SCITT offers initial teacher education (ITE) in the primary and secondary phases.
- There are 11 trainees in the primary phase and three in the secondary phase.
- The provider currently works with 35 school settings. This consists of 23 primary schools and 12 secondary schools. Partnership schools are spread across three local authorities: Calderdale, Kirklees and Leeds.
- Trainees study full time over one year. All trainees who complete their programme achieve a Postgraduate Certificate in Education (PGCE) with Qualified Teacher Status. The PGCE is awarded by The University of Huddersfield.
- Primary-phase trainees qualify to teach ages five to 11 years. Secondary-phase trainees qualify to teach ages 11 to 16 in a range of subjects.

Information about this inspection

- The inspection was carried out by two of His Majesty's Inspectors.
- Inspectors met with the head of SCITT and senior leaders from the Great Heights Academy Trust, school mentors, subject course leaders, trainers and school leaders involved in the partnership.
- Inspectors also spoke with members of the SCITT partnership and the Great Heights Academy Trust Board, including the chair.
- In total, the team spoke with 13 trainees, six mentors and lead mentors and four early careers teachers as part of the inspection.
- Inspectors conducted focused reviews for the primary phase in early reading, history, geography and religious education. In the secondary phase, focused reviews were carried out in English and history.
- Inspectors examined a wide range of documentation concerning the leadership and management of the SCITT. This included information about governance, safeguarding arrangements and the recruitment of trainees.
- Inspectors visited three primary schools and two secondary schools. During these visits, they visited trainees' lessons and held discussions with senior leaders, school mentors and trainees.
- Inspectors considered the provider's own trainee, mentor and headteacher surveys completed during the current academic year. They also considered trainees' and SCITT-based staff's responses to Ofsted's online surveys for trainees and SCITT-based staff.
- Inspectors met with leaders to check how the partnership met the ITE compliance criteria.

What does the ITE provider do well and what does it need to do better?

Trainees benefit from exemplary training in early reading and phonics. Highly experienced and inspirational trainers lead high-quality training. This gives trainees a well-considered and powerful introduction to how to teach pupils to read using systematic synthetic phonics. Trainees then follow leaders' intensive training and practice model to apply this training to their own teaching. Staff provide trainees with carefully structured tasks in both the primary and secondary phases to develop pedagogical skills and their confidence in the classroom.

Trainees develop their expertise from the well-conceived central training programme delivered by local and Department for Education approved national hub experts. Trainers' passion for, and knowledge of, their subjects, and of relevant research, inspires trainees to flourish professionally. Primary trainees develop a strong understanding of the primary national curriculum. They become confident, for instance, in how to plan and deliver a well-sequenced series of lessons in mathematics, history or geography. However, in the secondary phase, the programme does not provide trainees with sufficient clarity on some aspects of the subject-specific knowledge that trainees need to acquire. While trainees are well prepared to teach their subjects in their host schools, their training does not provide them with sufficient insight into wider aspects of subject knowledge.

Subject experts deliver extremely well-designed sessions on equality and inclusion. Trainees learn how to break down the barriers to learning faced by disadvantaged pupils. Trainees thrive when they put into practice what they have learned about adaptive teaching, for example for those pupils who speak English as an additional language. They also learn the importance of assessing and identifying the additional needs of pupils with SEND in order to provide appropriate support for these pupils.

The centre-based training is aligned with trainees' experiences on school-based placements. Leaders furnish mentors with the professional development that they need to enable trainees' school placements to operate smoothly. Mentors provide consistent guidance to trainees and they check how well they are progressing through the ITE curriculum. For example, mentors and trainees use their regular professional meetings to establish meaningful weekly targets. Mentors help to sharpen trainees' proficiency in teaching in line with leaders' expectations. They assess trainees against the ITE curriculum. Trainees progress well through the course as they benefit from a shared understanding of what to do to improve their practice.

Rigorous recruitment procedures help leaders recognise trainee potential and set the standard for the high calibre of professionalism the partnership promotes. Safeguarding is given a high priority throughout.

What does the ITE provider need to do to improve the primary and secondary combined phase?

(Information for the provider and appropriate authority)

- While the curriculum develops secondary-phase trainees' specialist subject knowledge in the context of their host school, their wider subject-specific knowledge is less developed. Leaders should ensure that secondary trainees develop a wider understanding of the important knowledge and skills that pupils need to learn in the subjects that they teach.

Does the ITE provider's primary and secondary phase comply with the ITE compliance criteria?

The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number 70364

Inspection number 10299569

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider SCITT

Phases provided Primary and secondary combined

Dates of previous inspection 30 April 2018 and 15 October 2018

Inspection team

Marcus Newby, Lead inspector

His Majesty's Inspector

Jessica Mackay, Team member

His Majesty's Inspector

Annex: schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Bowling Green Academy	148202	Primary
Carlinghow Academy	147584	Primary
Moorside Community Primary School	134659	Primary
The Brooksbank School	149531	Secondary
The Mirfield Free Grammar	136674	Secondary

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