

Exceed SCITT

Holybrook Primary School, Rillington Mead, Bradford BD10 0EF

Inspection dates

13 to 16 May 2024

Inspection judgements

Primary age-phase

Overall effectiveness

Outstanding

The quality of education and training

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

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

Trainees at Exceed SCITT are extremely well prepared for the profession. The fundamental values of 'inspire, excel and care' are lived out through the experience of trainees. Leaders give trainees' well-being the highest priority. Well-being conversations are at the top of every meeting agenda. All trainees gain a mental health first-aid qualification to help them to pass on this care to the pupils they teach.

Trainees value working as a team throughout the year with their class-based mentor. The strength of this close relationship is integral to trainees' success. It allows them to benefit from the expertise and continual support of an experienced colleague. There is absolute clarity from trainers and mentors about the content and organisation of the curriculum. Mentors understand their role exceptionally well and how it supports trainees' development.

Trainees' strong understanding of pertinent educational research underpins their practice in the classroom. They have a deep understanding of how to promote positive behaviour. This is evident in their teaching. Trainees are exceptionally well prepared to teach pupils to read and to meet the needs of pupils with special educational needs and/or disabilities (SEND).

Information about this ITE provider

- In the 2023/2024 academic year, Exceed SCITT has 43 trainees. All trainees are in the primary phase.
- There are three available courses: Primary 3 to 7, Primary 5 to 11 and Primary 5 to 11 with SEND specialism. These are available as provider-led tuition fee, lead partner tuition fee, provider-led salaried or as level 6 teaching apprenticeships. The tuition fee programme is offered as a full-time or a part-time route.
- Twenty-one of the trainees are completing a level 6 teaching apprenticeship. Twenty-two trainees are following the tuition fee route.
- All tuition fee paying trainees access the Postgraduate Certificate in Education (PGCE), which is delivered in conjunction with Leeds Trinity University. Apprentices can choose to self-fund this aspect of the course.
- The provider works with 45 primary schools across four local authorities. The schools have inspection judgements ranging from outstanding to requires improvement.
- The provider works with a range of lead partners: Exceed Teaching School Hub, Morley Exceed Partnership and The Josie Thirkell Institute of Education.

Information about this inspection

- The inspection team was made up of three of His Majesty's Inspectors.
- Inspectors met with the director of Exceed SCITT, the head of primary ITT, the head of secondary ITT, the curriculum lead and the SCITT administrator. They met with the CEO of Exceed Academies Trust. They met with representatives from the SCITT board, the steering committee and the teaching school hub. They also met with a range of specialist tutors, including tutors responsible for early reading, mathematics, science, geography and design technology. Inspectors also met with the PGCE tutor and a number of employing headteachers.
- Inspectors met with a number of lead mentors and class-based mentors over the course of the inspection.
- Inspectors spoke with 27 trainees and 11 early career teachers who had trained at Exceed SCITT.
- The inspectors conducted focused reviews in the following subjects: reading, mathematics, geography, science and design technology.
- Inspectors visited six schools over the course of the inspection. They spoke with trainees or staff based at a further 19 schools.
- Inspectors reviewed a wide range of documentation. This included subject curriculum documentation, information about mentoring and assessment, records of mentor meetings and target setting, and leaders' self-evaluation documents. In addition, inspectors reviewed examples of training materials.

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

The provider has designed a curriculum that integrates incisive research and professional practice exceptionally well. There is a sensitive consideration to how content is organised to support the progressive development of trainees. The breadth of the curriculum gives trainees a deep grounding in all aspects of the profession. The intelligently designed curriculum enables trainees to build knowledge in a considered and manageable way. The core content framework forms the basis of the comprehensive and ambitious curriculum that trainees study.

The curriculum is taught by carefully recruited specialist tutors from partnership schools. It is delivered in a different school every week, providing trainees with a breadth of experience across different settings. Trainees learn underpinning theory on focused days before observing colleagues and working with groups of children to practise what they have learned. The immediate link between theory and modelled practice embeds trainees' understanding in a powerful way. Retrieval, modelling and practice are built into how trainees are taught so they quickly consolidate their learning. Tutors and mentors assess trainees regularly and bespoke intervention is provided if gaps arise in trainees' understanding.

All trainees value and benefit from coaching from their mentors. Mentors undergo rigorous training to help trainees apply what they have learned. This feature of trainees' experience creates reflective practitioners who are exceptionally well prepared to continue the journey through their early career teacher years. They are extremely well set up for ongoing professional development, particularly through the close association with the teaching school hub.

The importance of reading is foregrounded for trainees and then subsequently woven throughout the curriculum. Trainees quickly learn the fundamentals of systematic, synthetic phonics and how to teach pupils to read effectively. Trainees teach phonics with expertise. Trainees' understanding of underpinning theories behind effective behaviour management is impressive. This is evident in their classroom presence and interactions with pupils. Trainees are well versed in adaptive teaching in order to ensure that all pupils progress through the curriculum, including pupils with SEND. Trainees have a strong understanding of feedback, assessment and how pupils learn.

The strength of communication from the SCITT leaders means that there is complete clarity in trainees' and mentors' understanding of expectations and content. Target setting systems are purposeful and closely focused on building gradual expertise through the coherent curriculum. There are rigorous systems in place so that leaders can check the quality of provision at every level.

All stakeholders are committed to the vision of what the SCITT contributes to the local educational landscape. Employing headteachers appreciate the steady stream of high-quality teachers the SCITT provides to the area. The focus on the well-being and care of trainees is integral to this vision, as leaders are creating teachers who will stay in the profession. There is a sincere commitment to the high-quality experience of trainees.

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

The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's primary phase satisfy the principles and requirements of apprenticeship provision?

The provider meets the principles and requirements of apprenticeship provision in the primary phase.

Prior to beginning the apprenticeship, a robust initial assessment is carried out of trainees' existing knowledge and any relevant experience. The provider ensures that the training plan outlines clearly how the apprentice will progress through the curriculum. Review points are clearly mapped out. Apprentices benefit from ongoing assessment throughout the course, so they are confident that they are making secure progress towards gaining qualified teacher status. The design of the course ensures that all apprentices receive their protected off-the-job training. Employers understand clearly their responsibilities within the partnership. Apprentices are exceptionally well supported to become proficient and reflective teachers.

ITE provider details

Unique reference number	1247774
Inspection number	10319198

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
Dates of previous inspection	10 June 2019 and 14 October 2019

Inspection team

Katie Spurr	His Majesty's Inspector
Sarah Gordon	His Majesty's Inspector
Jen Sloan	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Cottingley Village Primary School	148159	Primary
Crossley Hall Primary School	146581	Primary
Horton Grange Primary School	143093	Primary
Gildersome Primary School	107848	Primary
Pudsey Primrose Hill Primary School	145526	Primary
Westerton Primary Academy	142452	Primary

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.reports.ofsted.gov.uk.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024