

# ITT Case Study—

## *Springfield*



**S**pringfield has an excellent track record of ITT. As part of a federation of six schools within Hackney, this model has been replicated across the partnership. As a result, provision for ITT is consistent across the schools and effectively delivered within the proposed alliance. Provisions of pre-PGCE school experience, GTP and School Centred Learning for TeachFirst have all been in addition to the 72 IOE PGCE placements across the Federation in the last three years. Trainee teachers are part of an ITT hub and are rotated between schools. They also receive weekly training that bridges the gap between theory and practice.

As part of our moderation and quality assurance, a visiting lecturer from another London provider stated 'as a model for future developments in partnership with schools, this clearly has a great deal to offer. [...]the success of this model is dependent in large measure on the quality of its leadership within the school and the commitment to partnership with HE: in this instance both are very much in evidence. It will be interesting to see how this innovative model is taken forward.'

Springfield has trained 20 teachers over the last three years. 10 of these trainees were employed either at Springfield or within the federation and over 70% were graded as outstanding student teachers. The most recent 3 NQTs have been graded as outstanding practitioners and their leadership potential sees them already moving into coordinator roles. In September 2013, we saw one of our 2009 trainees becoming assistant head.

Springfield's capacity for sustained improvement is outstanding and 'all pupils make impressive progress OfSTED', with 100% 2 levels progress and over 50% 3 levels progress (e.g. 71% 3L progress in maths) in 2013. Pupils at Springfield embrace the opportunities brought by trainees and are articulate about what makes good teaching. This level of reflection filters through the school. All classes have trainees with them at some point during the year and attainment levels continue to improve. Class teachers actively model and explain their practice and use instructional coaching to further improve effectiveness.

Teachers at Springfield have been instrumental in maintaining it as a 'beacon of excellence'. The IOE have identified us as a lead literacy school. As a result, we have hosted whole tutor groups, observing both phonics and EAL provision. Two teachers have also been invited to the university to lead workshops on the taught PGCE programme in these national priorities.

Springfield was a pioneer in the design and development of the outstanding ITT provision across the federation of six schools. Starting as a pilot, this has since grown into a comprehensive training programme that continues to grow and develop in line with both the needs of the trainees, the schools and the provider themselves.

The provision has been upheld by the IOE as a model of best practice and hub sessions run weekly across the federated schools are often attended by visitors, keen to see how the programme is lead and managed. The leadership and management advisor from the borough commented 'The session leaders are outstanding. The support they give to these trainees, who are at an early stage of their careers, through structured programmes and through individual coaching and mentoring is exemplary. The impact can be seen through the confidence and skills these trainees possess.'

Our head of training and development lectures on this model, sits on the IOE curriculum review panel, has interviewed candidates and has also been seconded as a supervision tutor. She has developed capacity by training up school mentors to lead on this area themselves. In collaboration with IOE, a bespoke MA programme for coaching has been run across the federation to further develop these skills.

This model has been disseminated and is embedded across all federation schools. In one of our proposed alliance schools, Ofsted highlight 'The strong leadership of the five schools in the federation ensure that training and good practice in teaching, particularly for newly qualified teachers are shared and developed across all the schools. St John the Baptist takes a leading role in aspects of this.' Ongoing engagement with both the ITT provider and schools within the hub ensure trainees have outstanding provision.