

# ITT Case Study—

## *St John and St James*



**S**JSJ is part of a federation of six schools in Hackney. As a result, much of the ITT provision is echoed in the other planned teaching schools within the alliance.

Close collaboration between the schools has facilitated over 70 IOE PGCE placements in the last three years. This is in addition to GTP, school experience placements and teaching assistants completing NVQ level 3. Upheld as exemplary practice, the PA ITT hub model rotates trainee teachers between its schools. They attend weekly training and are supported by high quality coaching and mentoring. This has paved the way for School Direct.

SJSJ has been instrumental in leading and managing the training of new teachers. Ofsted stated 'Leaders and managers have a major impact on developing teachers in the federation schools, as well as teachers from across the local authority, through a series of training programmes'.

Observations, monitoring and coaching is underpinned by ongoing dialogue. Consistency for the students and quality assurance for the school was further ensured through the secondment of our federation assistant head to act as the trainees' supervision tutor.

Over the last three years, SJSJ have trained 10 new teachers, 80% of whom have completed the year as outstanding student teachers. SJSJ have employed 3 of these teachers within the school and 2 have been recruited to other schools within the Federation. Ofsted state 'processes for monitoring and developing staff are rigorous and consistent' ensuring high expectations also extend to trainees. The 2 NQTs currently at SJSJ are both outstanding practitioners and one of the current trainees was also graded by Ofsted as outstanding.

Pupil attainment at all levels exceeds national expectations. KS2 children making 2 levels progress were 96%(R), 100%(W) and 100%(M), children making at least 3 levels progress were 40%(R), 76%(W) and 44%(M). Achieving 93% combined(RWM). This accelerated progress across the schools is maintained by trainees who teach both alongside and in addition to class teachers. Training and support given to new teachers ensures pupils' learning continues to be of a high quality, books are marked to a high standard and behaviour is well managed.

Staff across the school have developed observation and monitor-

ing skills working with trainees and have started to use these for outreach work. 100% of the 6 class teacher mentors are now outstanding practitioners and continue to enhance their skills by modelling lessons for NQTs and AFL leaders in the borough.

StJohn and StJames has a track record of outstanding ITT provision and has been upheld, along with its federation of schools, for its effective programme design and development in partnership with the IOE. The school has been instrumental in the delivery of a number of training programmes across the borough and plays a key role in the weekly hub sessions for trainee teachers.

The school specialises in the delivery of training linked to behaviour management, effective AfL and SEND provision. Teachers within the school open their classrooms up for demonstration lessons and peer learning sessions. This enables trainees to observe outstanding practice and discuss this with teachers during the hub training.

Key national priorities identified in last year's NQT surveys underline the importance of both behaviour management and training in special educational needs. SJSJ has been responsible for incorporating these key areas into the ITT programme for trainee teachers across the six schools. Ofsted recognise these as key strengths and highlight that 'The behaviour of pupils and their attitudes to learning are exemplary'. They also identify the school's resource base for SEND pupils stating 'pupils who attend the rainbow room learn fast because of the interesting activities they are involved in'. Trainee teachers can put theory into practice, developing their skills in SEND provision and managing behaviour. This is done with the support from both their mentors and trainers.

A member of the federation SLT has been seconded to the IOE to help further develop the programme design and development and bridge the gap between university and school, theory and practice. This incorporates both the supervision tutor role and curriculum advisory role for the IOEs programme provision. There is close collaboration between the school and the university which is further built on as students become NQTs and then RQTs.