

ITT Case study— *Holy Trinity*



As part of a federation of six schools Holy Trinity's ITT provision is mirrored by the other proposed teaching schools within the multiple alliance. Over the last three years, the federated schools have collaborated to offer total of 72 PGCE school placements with the IOE. This is in addition to GTP placements and pre-PGCE school experience placements. The hub ITT model currently in place has been upheld as a model of best practice and a leader in the field of ITT. Students rotate on placement between schools and are supported with additional training each week. This model creates a perfect transition to School Direct.

Holy Trinity has a track record of outstanding ITT provision. Ofsted stated 'The school has a good reputation for the training of new teachers, leading on the Early Years Foundation Stage, and sharing innovative, home-grown curriculum with particular strengths in mathematics.'

Over the last three years, Holy Trinity has trained 14 IOE PGCE students. Over 70% were graded as outstanding student teachers and all completed their training, moving into employment in London schools. Six of these students have been employed across the federation, four of them at Holy Trinity. Our current NQT was an outstanding practitioner within six months, receiving a mention in the school's Ofsted report. The trainees' supervision tutor is part of the school's SLT and also leads borough-wide NQT and RQT training, ensuring quality assurance and consistency in provision.

Pupils in classes hosting students have continued to make good and outstanding progress. Trainees contribute to the planning and delivery of engaging and motivating learning experiences; consequently, classes with trainees have all made at least 3APS progress over the year.

As cited by Ofsted, trainees replicate the 'outstanding teaching [that] contributes to excellent progress'. KS2 children making 2 levels progress were 96%(R), 100%(W) and 96%(M), children making at least 3 levels progress were 58%(R), 46%(W) and 50% (M). Achieving 88% combined(RWM).

Supporting trainee teachers has proved to be excellent professional development for staff. On-going dialogue, modelling, reflection and coaching have had a profound impact on all involved. This has moved many teachers to outstanding. Teachers

have benefitted from a yearlong IOE accreditation in coaching and have delivered hub training sessions for new teachers.

The success of this provision has seen both the ITT hub model shared across other clusters in London and the NQT model tendered and now delivered to Hackney schools and surrounding boroughs.

Holy Trinity has worked in close collaboration with the IOE to secure high-quality school led ITT. The hub training model has been designed and developed to ensure trainees are supported throughout the year with enhanced professional development. The training takes place on a weekly basis and is facilitated by leaders across the federation. Holy Trinity has been instrumental in leading sessions in ICT, the planning and delivery of an effective curriculum and EYFS provision.

The school has worked closely with the IOE to design a programme that is tailored to the needs of the trainees as they rotate on placement throughout the year. The weekly two hour hub session is mapped onto the university curriculum. On-going engagement in development of the programme sees members of staff invited as experts to attend curriculum review meetings back at the University. This ensures the training offered both there and in the hub are dovetailed and underpinned by coaching. The success of the model led to the secondment of our assistant head to become a supervision tutor at the university. In addition to this, we have had a number of visitors to observe how the hub sessions are designed and led. A visiting lecturer stated "The sessions were very well prepared, everyone was engaged and involved showing their knowledge and understanding of teaching and learning that week and the importance of collaboration, support and feedback." Sessions build both on theory and a needs analysis developed from mentor observations and feedback from the trainees themselves.

Teachers are articulate about how to fulfil the teacher standards and model this effectively. They are instrumental in the design and delivery of training sessions and have been invited to be involved in both the interviewing of PGCE candidates and recruitment of staff.