

The Havering Teacher Training Partnership

Initial Teacher Education inspection report

Inspection Dates: 24–27 June 2013

This inspection was carried out by four of Her Majesty’s Inspectors and one additional inspector in accordance with the handbook for inspecting initial teacher education. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013.

The inspection draws upon evidence from within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Employment -based routes
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2
The outcomes for trainees	2
The quality of training across the partnership	2
The quality of leadership and management across the partnership	2

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The employment-based routes

Information about the employment-based partnership

- Havering Teacher Training Partnership (HTTP) is based in the London Borough of Havering and was established in 2001. The Havering Teacher Training Partnership comprises a group of schools working together to provide training for secondary teaching. Currently, The Abbs Cross Academy, The Albany School, The Chafford School, The Cooper Coburn School, The Drapers' Academy, Emerson Park Academy, The Gaynes School, Hall Mead School, Marshalls Park School, Redden Court School, Royal Liberty School, The Sacred Heart of Mary Girls' School and The Sanders Draper School form the partnership. Other Havering schools will be joining the partnership for 2013/14.
- HTTP provides a one-year, secondary graduate teacher training course at Key Stages 3 and 4. Subjects followed by current trainees are: mathematics; science; information and communication technology (ICT); modern foreign languages; English; geography; history; drama; music; and physical education (PE). Subjects change according to demand. At the time of the inspection, there were 27 trainees on the course.

Information about the employment-based ITE inspection

- Thirteen secondary schools were visited covering all the schools currently employing trainees in the partnership. In these schools, inspectors observed teaching by 24 current trainees and six former trainees, all of whom are now newly qualified teachers (NQTs). In the case of the current trainees, their teaching was observed jointly with their mentors. Inspectors then observed the feedback given by mentors to trainees.
- In addition to lesson observations, during visits to the schools, inspectors held discussions with another three trainees, six NQTs and 10 recently qualified teachers. They also met with trainees' mentors, professional tutors and subject leaders.
- Inspectors held meetings with the partnership manager and members of the partnership's strategy group, including three headteachers and the partnership's management team. They observed a subject training session in history and two quality assurance meetings.
- Inspectors considered a wide range of documentary evidence. This included documents related to statutory safeguarding requirements

and compliance with the initial teacher training criteria, tracking and assessment data, trainees' teaching files and evidence about how well they are meeting the Teachers' Standards. Inspectors also scrutinised the partnership's analysis of trainees' attainment data, completion and employment outcomes over time and the partnership's self-evaluation and improvement plan.

Inspection Team

Adrian Lyons HMI: lead inspector

James Sage HMI: assistant lead inspector

Gary Kirkley AI: team inspector and modern foreign languages specialist

Michael Maddison HMI: team inspector and history specialist

Kevin Sheldrick HMI: team inspector and science specialist

Overall Effectiveness

Grade: 2

The key strengths of the employment-based partnership are:

- The high regard in which the trainees and training are held by local schools, which helps to ensure trainees' subsequent high levels of employment.
- The high level of individual support, and adaption of the programme in response to individual needs, which ensure that trainees' progress through the course is usually good.
- The excellent recruitment arrangements, ensuring that trainees selected meet the needs of local schools well.
- The effective overall leadership and management of the partnership, which is highly responsive to the needs of schools and trainees.
- The very effective processes for ensuring consistency in the quality of training, and thorough internal and external moderation procedures, including the very good use made of experienced external quality assurance personnel to ensure the assessment of trainees is accurate.
- Highly effective training in behaviour management which results in trainees who are confident in the classroom.

What does the employment-based partnership need to do to improve further?

The partnership should:

- Further improve the quality of trainees' teaching by ensuring that:
 - the training develops all trainees' understanding of current issues, debates and reasons for different approaches taken in their subject and the implications for teaching
 - the second placement gives trainees a contrasting experience, matched well to their development needs, and that they are set clear targets for this placement
 - the training prepares trainees better for teaching in a culturally diverse society
 - expertise and best practice in training, curriculum and teaching in partnership schools is identified and shared.

- Ensure that monitoring, quality assurance and improvement planning are based on a more rigorous and systematic analysis of the trainees' progress against the Teachers' Standards.

Inspection Judgements

The outcomes for trainees are good

1. The proportion of trainees successfully completing the programme and then securing employment is consistently high. School leaders in Havering are very positive about the programme and the high quality of trainees that emerge. The large majority of trainees interviewed during the inspection had already secured teaching posts in local schools. Trainees are well prepared to teach.
2. All trainees and NQTs observed and met with during the inspection exceed the minimum level of practice expected of teachers as defined in the Teachers' Standards. There is no significant variation in the outcomes for different groups of trainees such as by gender, age or ethnicity.
3. Inspectors are confident about the reliability of the partnership's assessments. Over one third of trainees are on track to reach outstanding attainment with the rest on track to be good.

4. Trainees are confident classroom practitioners whose teaching promotes good behaviour and positive attitudes to learning. They have good knowledge of their subject and a good range of strategies to enable pupils to make progress in lessons.
5. Trainees are set high standards for their planning, teaching and conduct, and they respond by remaining professional at all times. They have high expectations of their own performance and of their pupils' achievement. Trainees and NQTs plan and teach well-structured lessons and sequences of lessons. They set clear learning objectives. The partnership's lesson planning pro forma requires trainees to give thought to the different needs and abilities of their students. While the best trainees planned work for individuals based on students' targets and current tracking information, others used some less precise information on pupils' levels of ability leading to slower progress. Trainees and NQTs adapt teaching well to respond to the strengths and needs of disabled pupils and those with special educational needs, but are not as effective in meeting the needs of the most-able pupils as they are for the less able.
6. In the classroom, trainees have highly productive relationships with pupils. Questioning often ensures most pupils are involved, although with weaker trainees there is some over-reliance on willing volunteers and less use of probing questions to check understanding as well as knowledge. Most trainees are less good at 'letting go' and encouraging pupils to bounce ideas off one another.
7. Trainees use a wide variety of approaches to keep lessons interesting and keep pupils learning at a good pace. They think about creative and different ways of teaching, using whole-class teaching with questions and answers, group work, paired discussions and independent work. Teachers use students well to demonstrate skills, particularly in PE. There is good use of self- and peer-assessment in a range of subjects. The use of stimulating images on the interactive whiteboard in a geography lesson on mass tourism promoted good-quality discussions.
8. Trainees have good knowledge of their subject and a good range of strategies to enable pupils to make progress in lessons. Although trainees have good subject knowledge, they are not sufficiently aware of current research and topical issues related to the teaching of their subject. Trainees have insufficient understanding of the implications of cultural diversity on the teaching of their subject. They tend to see diversity as being concerned with strategies to help pupils who speak English as an additional language. They are unable to describe how their subject may be received by pupils from different cultures and are unaware of topical debates around issues in their subject, beyond the possibility of some being under threat due to curriculum changes in schools.

The quality of training across the partnership is good

9. Central training is comprehensive and well structured, and links well with school-based training. The coherence of the whole training experience is good and reflects an improvement since the last inspection.
10. Communication between schools and programme central staff is very effective, resulting in a swift response and a rapidly arranged visit to the school where required. Staff resources at the centre are exceptionally well deployed to support trainees. Systems for pastoral support are very well structured and are outstanding. Excellent pastoral support has made a significant difference to trainees' achievements in a number of partner schools. Administrative staff make a valuable contribution to supporting the trainees, and surveys of former trainees identify this as an important contributor to their success.
11. The quality of training across the partnership is generally high, but in a small number of instances, trainees are not set challenging enough targets to accelerate their progress sufficiently. In all instances, target setting is done on a weekly basis. Mostly, mentors identify clear developmental targets that ensure accelerated progress is made, building on trainees' previous skills and learning. As a result, by the end of the course, trainees teach lessons that range from those that require improvement in order to be good, to outstanding. The processes to review and monitor the quality of the trainees' performance are rigorous and coherent, and effectively track their progress against the Teachers' Standards. Trainees receive written feedback from a range of colleagues and this adds to the accuracy of assessment. While the processes are well developed, there is variation in the quality of feedback. For example, feedback is occasionally over-generous. In a minority of cases, feedback to trainees tends to be more focused on management issues, being less strong on pupils' progress and subject matters.
12. Trainees are known exceptionally well by partnership staff. Each subject has a small group of mentors coordinated by a subject leader. The transition between placement schools is smooth. The partnership has very strong processes for ensuring consistency of training and assessment, chiefly through joint observation. For each mentor there is a joint observation with the subject leader and another with the school-based professional tutor.
13. The quality of mentoring in schools is at least good and some is outstanding. Oral feedback is often incisive and very challenging. Mentors receive training from the partnership and this is supplemented by joint lesson observations involving the professional tutor from the

school and the subject leader from the partnership. As a result, assessment is accurate in terms of grading teaching against the Teachers' Standards and against the provider's scale for assessing progress towards and beyond them. There was full agreement between mentor assessment and inspectors' grading in relation to the lessons observed. Joint observations are also very effective in developing the skills of subject mentors. The quality of the oral feedback and target setting is often better than the written record.

14. Both central training and school-based training encourage trainees to develop pupils' abilities in reading, writing, communication and mathematics, regardless of the trainee's own specialist subject areas. This is done well and all trainees could give good examples of how they develop literacy skills for pupils in their teaching, for example explaining mathematics by writing in sentences. The development of numeracy is often weaker and opportunities were sometimes missed in some science lessons observed by inspectors, but in other subjects such as PE, numeracy was included well through tasks such as measuring.
15. Excellent training in behaviour management equips trainees with the knowledge, understanding and skills to manage behaviour and discipline effectively and create an excellent climate for learning. In schools, trainees are inducted thoroughly into each school's approach and this builds on central training, which is highly valued. The impact of the training was seen in most lessons observed by inspectors. For example, one delivered an outstanding drama lesson at the end of Monday afternoon. The Year 9 pupils' level of engagement gave no hint that the large majority of the class were in their last few weeks before discontinuing the subject in order to focus on their option choices.
16. Subject leaders provide valuable additional support for trainees and mentors. Subject leaders are given considerable freedom in how to carry out their roles. Given the small numbers involved in most subjects, this flexibility is largely beneficial. However, within this flexibility, there are limited opportunities for sharing of best practice to make the role even more effective. There is scope for trainees to receive more tightly focused subject-specific comments, observations and targets in some subjects. Trainees' understanding of why subjects are taught in a particular way is variable and not all are up-to-date with current issues and debates in their subject. There is potential for trainers to provide more support in this area by drawing together a list of possible resources for trainees to use, including relevant books, articles and websites, to help them tackle assignments and acquire a deeper understanding of their subject and how to teach it.

17. In response to one of the recommendations in the last inspection report, the partnership has sensibly established a link with a partnership in a more ethnically and culturally diverse part of London. The one-day visit is generally popular with trainees, but the impact is limited because their perception is that the link is focused narrowly on coping strategies for pupils who speak English as an additional language.
18. Trainees make day visits to a primary school and a post-16 college. Their main complementary experience outside the main employing schools is the six-week second placement. For most trainees, this provides an element of contrast to their main school, and trainees can usually explain how the second placement has helped their progress in meeting the Teachers' Standards. The huge strength in the partnership, that it is a close-knit collection of schools in the same London borough, can also lead to the disadvantage that trainees are not always clear about the contrast offered by the second school. The rationale for the choice of second school, and targets to be achieved while there, is not always clear.
19. The history subject course recruits trainees who are well qualified by first degree and produces effective emerging practitioners. Attainment is high, as are completion and employment rates. Trainees are enthusiastic about history and are reflective on their practice. They develop good subject knowledge and teach well-organised lessons which focus on strengthening students' historical knowledge, understanding and thinking. However, trainees do not have a deep awareness of the nature of the subject and its pedagogy. As a result, their understanding of the various approaches to teaching and learning in history, and their knowledge of current debates about history in schools, is somewhat superficial. They can discuss the issues facing history in secondary schools, but are less secure about pupils' experiences of history teaching and learning in primary schools.
20. The calibre of candidates applying for a small number of placements in modern foreign languages is high, with all having had careers in other related areas and good academic qualifications. The trainees are quickly introduced to target setting at the induction stage, with all given challenging targets before the start of the course, relating to specific language and cultural issues. The subject training sessions are well planned and relevant to the needs of modern foreign languages teaching. They cover topics including behaviour management, special educational needs, English as an additional language, equality of opportunity and transition between key stages. The subject-specific sessions support the linguistic framework for modern foreign languages teaching, and develop particular teaching and learning skills that clearly accelerate all trainees' progress. Trainees and their mentors keep effective records of this accelerated progress, with targets

becoming increasingly more complex and specific. All trainees in the subject have become at least good teachers.

21. The science training is justifiably well rated by both trainees and schools. Trainees enjoy learning science, particularly when this models how it can be effectively taught in schools. Training is consistently highly personalised so it ensures trainees have the subject knowledge they need to teach biology, chemistry and physics. School-based mentors and subject leaders provide effective support to trainees so they make good progress, and withdrawals are virtually unknown. Trainees are well prepared to teach science as it is taught in the partnership schools in which they are placed. Generally, not enough attention is given to alternative approaches to teaching science, including how pupils' ideas and misconceptions can be productively used in science lessons.
22. Almost all science trainees manage behaviour well in lessons. Many trainees use interesting activities to engage pupils; for example pupils enjoyed sticking notes on a board to indicate what they already knew about fossil fuels before this subject was taught. Trainees are using assessment effectively; for instance a trainee analysed how well pupils responded to test questions in order to focus revision on those aspects pupils found most difficult. Trainees are adapting their lessons to meet the needs of pupils with special educational needs. Trainees consistently consider how they can develop pupils' literacy skills; for example through the use of writing frames to promote more extended writing at a range of levels. Many trainees take a high degree of responsibility for their own development; for instance a trainee liaised with the mathematics department to ensure pupils could apply the algebra they had learnt, when undertaking energy usage calculations in science. In some lessons observed, pupils were overly dependent on the teacher and had insufficient opportunity to explore their own ideas. As a result, pupils, particularly the more able, were not always challenged sufficiently.

The quality of leadership and management is good across the partnership

23. Leaders are committed to supplying local schools with good teachers. They have high expectations for success. The programme manager and other leaders continue to ensure that the partnership works effectively and is highly regarded. Their passion is a strength of the programme.
24. Schools are very well involved in the partnership. Indeed, they own it. The governing body of headteachers is led by the Chair of the borough headteachers group. Under this arrangement, the teacher training partnership is a standing item on the headteachers' agenda. As a

result, local school leaders are increasingly engaged in the strategic direction of the partnership. Over time, leaders have worked hard and successfully to ensure that trainees from the partnership are held in high regard by local schools.

25. High-quality selection procedures, together with rigorous entry requirements, make a very positive contribution to the good attainment of trainees. Selection interviews involve a range of useful tasks. As a result of the entirely school-based nature of all aspects of the training, the selection process also involves school staff throughout. The subject leaders are involved in the selection process, and this adds to the strength of recruitment and selection in terms of subject knowledge evaluation. Many trainees go on to rapid promotion in local schools.
26. The many levels of support and quality assurance work well together to ensure that trainees are successful in meeting the Teachers' Standards. The partnership is part of a consortium of employment-based providers in the area who verify one another's judgements. A range of external examiners are used to provide external scrutiny. The provider's processes for benchmarking its provision are good, but although external validation is very good at ensuring the accuracy of assessments, examiners' reports are not always sufficiently critical to raise the partnership's awareness of the highest-quality provision nationally.
27. Some of the partnership schools contain pockets of excellent practice. Sometimes, this is in aspects of teaching or features of the curriculum, or in the quality of the mentoring. There are insufficient opportunities for this best practice to be shared. This is partly because one of the original important elements of the partnership, the expertise and local knowledge from the local authority, has withered.
28. All ITE criteria and requirements are met and the partnership has responded effectively to the recommendations identified at the last inspection, introducing improvements that are having a significant, positive impact on the quality of training and on trainees' outcomes. The leadership team, together with the strategy group, has a clear overview of the strengths of the partnership and the areas that still require further improvement. However, the partnership does not analyse trainee outcomes sufficiently in order to identify strengths and weaknesses more sharply. As a result, improvement planning is insufficiently informed by a detailed analysis of trainee outcomes; for example subject leaders do not examine how well their trainees meet different aspects of the Teachers' Standards and where they could do better.
29. While there have certainly been improvements in provision and outcomes since the last inspection, improvement planning is

insufficiently rigorous and systematic to ensure that every trainee does as well as they could. Managers' record of improvement to date demonstrates that they have good capacity to bring about further improvement.

Annex: Partnership schools

The following partnership schools were visited to observe teaching:

The Sanders Draper School, Hornchurch
Hall Mead School, Upminster
The Cooper Coburn School, Upminster
The Chafford School, Rainham
Royal Liberty School, Romford
The Abbs Cross Academy, Hornchurch
The Albany School, Hornchurch
Marshalls Park School, Romford
Redden Court School, Harold Wood
The Drapers' Academy, Harold Hill
The Sacred Heart of Mary Girls' School, Upminster
Emerson Park Academy, Hornchurch
The Gaynes School, Upminster

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