

The Jewish Teacher Training ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 2 July 2018

Stage 2: 12 November 2018

This inspection was carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (OI) in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate routes 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

	Primary and secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1
The outcomes for trainees	1
The quality of training across the partnership	1
The quality of leadership and management across the partnership	1

Primary and secondary routes

Information about this ITE partnership

- The Jewish Teacher Training Partnership (JTTP) works with 28 schools. In addition, it works with several schools which are outside the partnership. Schools are situated within a wide range of socio-economic contexts and extend over nine local authorities across the country.
- The vast majority of schools in the partnership are Jewish faith schools.
- The partnership began in 1997, and since its last inspection in 2012, it has awarded qualified teacher status (QTS) to over 200 trainees.
- The partnership offers four routes to teaching. There is a primary SCITT programme led by the JTTP, a primary School Direct programme led by Wolfson Hillel Primary School, and a secondary School Direct programme led by Yavneh College. The JTTP also offers the assessment-only route to teaching for both primary and secondary trainees.
- Secondary trainees in 2017/18 specialised in religious studies, modern foreign languages and mathematics.

Information about the primary and secondary ITE inspection

- Inspectors visited 16 schools across the two stages of the inspection. Inspectors observed 11 trainees during stage 1 of the inspection and nine newly qualified teachers (NQTs) during stage 2 of the inspection. Leaders in schools and school-based mentors conducted some observations jointly with inspectors during both parts of the inspection.
- During stage 1 of the inspection, inspectors met with a group of trainees, trainers, headteachers and mentors. During stage 2 of the inspection, inspectors met with groups of NQTs, NQT mentors, teacher trainers and with a group of headteachers in addition to those who were available for discussion in schools. A phone call was held with one headteacher to gather her views on the work of the partnership. Inspectors met with trustees during both parts of the inspection. Inspectors also attended training during both parts of the inspection.
- Throughout both parts of the inspection, inspectors met regularly with programme leaders and the director to give feedback and to gather evidence.
- Across both parts of the inspection, inspectors evaluated a range of evidence, including evidence files, the work in pupils' books and trainees' and teachers' planning documents. Inspectors considered a wide range of documents provided by the partnership, including information on the attainment and progress of trainees. They evaluated employment and completion rates over time. Inspectors reviewed the responses to the online questionnaire.

- Inspectors checked the partnership's safeguarding arrangements and ensured that programmes were in compliance with the initial teacher training (ITT) criteria, including the assessment-only route.

Inspection team

Ruth Dollner, HMI, lead inspector

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Christopher Crouch, OI, team inspector (stage 1)

Wendy Hanrahan, OI, team inspector (stage 2)

Overall effectiveness

Grade: 1

Key strengths of the primary and secondary partnership

- Leaders and trustees of the JTTP have fulfilled their mission to support the recruitment of high-quality teachers to the growing number of Jewish faith schools across the country. They are helping to meet local recruitment demands within and beyond Jewish faith schools. They offer national and international trainees high-quality specialist training in Jewish studies for both general practitioners and specialists.
- Leaders' and trustees' strong moral purpose is shared by trainers and mentors. Because of the personalised approach offered, trainees who embark on any of the three routes to teaching complete their training extremely well prepared to take up their teaching posts. Leaders' pursuit of excellence motivates them to respond swiftly and highly effectively to both internal and external feedback. As a result, the quality of training and outcomes for trainees are outstanding.
- Trainees and NQTs demonstrate excellent practice in the majority of the teaching standards. They manage behaviour exceptionally well. Their training equips them to skilfully meet the needs of learners with special educational needs and/or disabilities (SEND). Secondary trainees and NQTs show excellent subject knowledge in their specialist subjects. Primary trainees and NQTs demonstrate high levels of confidence in meeting the needs of the curriculum. Their subject knowledge relating to phonics, reading, writing and mathematics is particularly strong.
- Leaders ensure that trainees and NQTs are highly vigilant in their commitment to safeguarding children. They receive the highest-quality, comprehensive training to ensure that they understand local, national and international risks to the safety and well-being of children. Training ensures that trainees and NQTs have a thorough knowledge of their responsibilities relating to equalities in education.
- Leaders evaluate their work rigorously. In turn, they reflect on their own evaluation of their work and secure rigorous external evaluation to help them hold each other to account for the high-quality work they do and to ensure

continuous improvement. They rigorously track the progress that trainees make and respond swiftly to trainees' emerging needs, to ensure that they can become the best-possible teacher they can be. As a result, a large proportion of trainees achieve an outstanding grade by the end of their training year, irrespective of the route they take.

What does the primary and secondary partnership need to do to improve further?

The partnership should:

- continue to share the very best practice in mentoring across the partnership
- ensure that the trainees' transition documents (from training into employment) support leaders in schools to swiftly and more precisely build on the skills and knowledge that NQTs bring to their roles.

Inspection judgements

1. The partnership's mission to provide high-quality teachers who can teach within and beyond Jewish faith schools pervades all aspect of its work with trainees, NQTs and schools. Leaders of all routes to teaching offered are exceptionally committed, reflective and effective. Trustees add significant capacity to the outstanding leadership team. They challenge and support the work of the leaders in equal measure. Leaders and trustees rise to the challenges of improvement with commitment, rigour and enthusiasm. Their strong moral imperative to develop outstanding teachers and provide outstanding education for pupils is always clear.
2. Leaders' recruitment and selection procedures for all routes to QTS are rigorous and highly effective in ensuring that all trainees have the necessary skills, attitudes and aptitudes to become effective teachers.
3. Leaders took precise, highly effective action after stage 1 of the inspection to strengthen the rigour and clarity of the processes which underpin the assessment-only route to teaching. As a result, the processes and structures which have evolved to communicate with schools and support trainees on the assessment-only route are exemplary and are already being shared beyond the partnership.
4. Male and female trainees are recruited from Jewish and non-Jewish backgrounds. The large majority of trainees are of the Jewish faith. There are more female trainees than male. Leaders work tirelessly up to final deadlines to secure high-quality trainees of either gender. This demonstrates their commitment to building teacher capacity locally and nationally. A unique feature of this partnership is their work to support trainees with SEND to not only access routes to training, but also to be successful in their desire to become good teachers. This culture of care,

support and resilience filters through to NQTs, who demonstrate these features when working with their pupils.

5. Leaders communicate highly effectively with partnership schools and inspire great loyalty and commitment from them. The partnership headteachers have been instrumental in bringing about positive changes to the way the JTTP works. Headteachers value the partnership greatly and recognise that their workforce has been strengthened over time by JTTP trainees and NQTs. Some partnership schools have a high proportion of experienced teachers and leaders who have gained QTS through the partnership. Headteachers respect the fact that leaders respond fully and effectively to feedback to ensure that their provision goes from strength to strength and sustains its outstanding quality of training and trainees.
6. Trainees benefit from high-quality mentoring; some of it is of exceptionally high quality. Mentors' support to trainees is incisive and rigorous. They relentlessly identify exactly what trainees need to do to develop their skills. Mentors' feedback and targets help trainees and NQTs to perform to a high level in the majority of the teachers' standards. Mentors support trainees' well-being and help them with the demands of the workload.
7. Trainees and NQTs are professional, reflective and committed. They respond positively to feedback and take effective action to improve their teaching skills. They are purposeful, resilient and cope well with workload demands. Trainees and NQTs are well respected by their pupils. Targets set for trainees are precise and help them to hone their skills. Mentors and trainees work together on detailed transition documents to support their move into employment. However, these documents would benefit from being fine-tuned to ensure that leaders and mentors in schools can swiftly identify precisely what NQTs need to do to improve their skills.
8. Trainees thrive because of the high-quality training they receive. The programme of professional and subject training provides trainees with appropriate skills, knowledge, resources and strategies to apply to their teaching. Leaders make sure that secondary trainees get the highest subject specialist training and secure external specialists to enhance the training that the partnership provides. A unique feature of the partnership is their ingenuity in securing funding to take trainees to experience schools in Israel.
9. Primary trainees and NQTs spoke enthusiastically about their training in a range of subjects. Observations undertaken during both parts of the inspection confirmed that trainees and NQTs are highly skilled and competent at meeting the demands of the primary national curriculum. They show confidence and skill in teaching mathematics, reading, writing, phonics and science. Trainees express confidence in teaching physical education. Trainees and NQTs are

sharply focused on ensuring that they provide appropriate challenge to pupils. Mentors and trainers support them very well with this complex task.

10. Leaders responded incisively to trainees' feedback to strengthen their training to support pupils with SEND. As a result, trainees and NQTs are effective in meeting the needs of these learners and in deploying additional adults appropriately to support pupils' needs. Leaders were meticulous and thorough in their response to inspectors' feedback during stage 1 of the inspection. As a result, they secured exceptionally high-quality training on safeguarding for the current cohort of trainees and for NQTs who would benefit from it. This has had a deep impact on trainees and NQTs, who were highly confident and articulate about their roles in relation to safeguarding children. They show a thorough understanding of current risks to children both locally, nationally and internationally. Trainees and NQTs are equipped exceptionally well to ensure that they contribute to their school's responsibility to promote equality.
11. For the past three years, the partnership has secured consistently high outcomes for trainees. All trainees over the past three years achieved a good or better grade, irrespective of the route taken. The very large majority of trainees completed their training successfully. All those who completed their training gained employment as teachers. Leaders rigorously analyse outcomes for trainees to look for patterns of achievement in relation to ethnicity or gender. There are no significant, sustained differences between the different groups. A large proportion of trainees attain an outstanding grade by the end of their training year. All trainees make excellent progress within the teachers' standards during the period of their training.
12. Trainees benefit from placements in Jewish faith schools and in non-faith schools in widely differing, and sometimes challenging, socio-economic circumstances. Most of the partnership schools are judged to be good or outstanding by Ofsted. However, leaders support those deployed to work in schools experiencing some challenges extremely well. Trainees have an excellent understanding of the phases before and after those they teach.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Akiva School, Barnet

Eden Primary School, Haringey

Etz Chaim Jewish Primary School, Barnet

Hasmonean High School, Barnet

JFS, Brent

Kantor King Solomon High School, Redbridge

Menorah Foundation School, Barnet

Moriah Jewish Day School, Harrow

Mosaic Jewish Primary School, Wandsworth

Pardes House Primary School, Barnet

Simon Marks Jewish Primary School, Hackney

Sinai Jewish Primary School, Brent

Wolfson Hillel Primary School, Enfield

Yavneh College, Hertfordshire

ITE partnership details

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Lead inspector	Ruth Dollner HMI
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Phases provided	Primary and secondary
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Previous inspection report	https://reports.ofsted.gov.uk/provider/41/70090
Provider address	JTTP, Wohl Campus for Jewish Education 44B Albert Road London NW4 2SG



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