

Henry Maynard Training E17

Initial teacher education inspection report

Inspection dates Stage 1: 15 May 2018 Stage 2: 15 October 2018

This inspection was carried out by Her Majesty’s Inspectors (HMI), 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 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 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

The primary phase

Information about the primary partnership

- Henry Maynard (Training) E17 is a school-centred initial teaching training (SCITT) partnership, which opened in September 2016. It is based at Henry Maynard Primary School in Waltham Forest. The headteacher of Henry Maynard Primary School is the accounting officer of the SCITT. The programme leader is an assistant headteacher at the school.
- The partnership comprises a group of schools located in Waltham Forest, Islington and Hackney.
- Trainees who successfully complete their training are awarded qualified teacher status (QTS) and gain the postgraduate certificate in education (PGCE) validated by the University of East London.
- The majority of trainees take a School Direct (SD) (salaried) route, and a small number undertake the non-salaried SCITT route.
- During stage 1 of the inspection, two trainees were on the SCITT programme, with 17 on the SD (salaried) route.
- During stage 2 of the inspection, 24 trainees had embarked on their training course. Nineteen were on the SD (salaried) route and five on the SCITT programme.

Information about the primary ITE inspection

- In stage 1 of the inspection, inspectors visited six partnership schools. They observed trainees teach, often jointly with the trainees' mentors.
- In stage 2 of the inspection, inspectors visited five schools, including two from outside the partnership, and observed seven newly qualified teachers (NQTs) teach.
- During the inspection, inspectors held meetings with trainees, NQTs, mentors, and school and SCITT leaders.
- Inspectors considered a wide range of documentation, including the SCITT's self-evaluation document, the improvement plan, published information and the SCITT's own records about trainees' attainment, and case studies relating to trainees' recruitment and support.
- Inspectors considered the results of the online questionnaire completed for the inspection by 16 trainees in 2018.
- Inspectors reviewed evidence to confirm that the partnership is fully compliant with statutory requirements, including those relating to safeguarding and to the initial teacher training criteria.

Inspection team

Ruth Dollner HMI (lead inspector)

David Storrie HMI (assistant lead inspector)

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- Leaders of Henry Maynard E17 are fulfilling their vision and purpose 'to develop high-quality teachers who are fully able to inspire, educate and nurture local children'. Leaders swiftly gain the trust and respect of trainees, who emulate their relentless commitment and drive to improve their performance. Leaders have created a culture of respect and professionalism. Their high expectations are shared by trainees and NQTs.
- Recruitment and selection processes are extremely rigorous, and trainees reflect the diversity of the local communities in which they teach. Trainees who have specific needs or disabilities are welcomed and nurtured. The partnership works hard to recruit males to the profession and is successful in doing so. Trainees who were offered places at other ITE providers express confidence that there was 'really no choice' because the leaders of Henry Maynard 'are the sort of people you want to be with'. Inspection evidence shows that the personal touch offered by Henry Maynard E17 has helped trainees to become highly effective teachers. Hence, inspectors agree with NQTs that the provider 'lived up to expectations' and helped them to grow into the caring, professional teachers they have become.
- Leaders have been highly successful in helping to meet the recruitment demands across three London local authorities. They have quickly established an excellent reputation locally because of the high quality of their trainees and NQTs.
- Leaders have been successful in ensuring that trainees benefit from training that is outstanding. Mentors and link tutors provide excellent guidance and support to trainees. Leaders respond swiftly to any feedback to make sure that training closely reflects the emerging needs of trainees while taking careful account of trainees' workload. As a result, trainees and NQTs are motivated, reflective, confident and highly successful professionals.
- Trainees and NQTs demonstrate strong subject knowledge in a wide range of subjects. They are extremely well equipped to deal with the demands of the primary curriculum and for their professional and pastoral roles within schools.
- Trainees and NQTs manage behaviour confidently and highly effectively. NQTs quickly establish good routines and create a strong and positive climate for learning.
- Trainees demonstrate excellent practice in the majority of standards, and the proportion of trainees attaining an outstanding grade in each of the teachers'

standards improved significantly in 2018. Completion rates are now extremely high, and all trainees who achieved QTS since the partnership opened have secured a teaching post.

- Targets for trainees are set by mentors and link tutors working closely in partnership. Leaders track trainees' progress precisely to ensure that targets set reflect those teachers' standards which individual trainees need to specifically develop. As a result, the proportion of trainees attaining an outstanding grade in each of the teachers' standards has improved significantly over the two years that the SCITT has been open.
- Leaders are rigorous in evaluating their provision and are constantly reviewing systems for quality-assuring different aspects of their work. They are committed to constant reflection and improvement so that trainees receive the best-possible experiences during their training to enhance their teaching skills and are supported to make a successful transition into employment. Headteachers reported that they find transition documents provided by leaders extremely helpful in planning effectively for the ongoing development of their NQTs.

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

The partnership should review the impact of the recent changes they made to their quality assurance processes to ensure that:

- new mentors benefit from the planned bespoke training to sustain trainees' outstanding outcomes
- trainees' skills are enhanced by a deeper practical experience of the key stage above the one in which they are trained to teach.

Inspection judgements

1. Leaders of Henry Maynard Training E17 inspire confidence in trainees, NQTs and partnership schools. They have extremely high aspirations for their trainees and NQTs, and for the pupils that they teach. The programme leader is valued greatly by trainees and highly committed to their success. Trainees and NQTs express absolute confidence that any worries, concerns or barriers to their success will be dealt with sensitively and highly effectively by the programme leader. The strategic board challenges and supports the work of the SCITT very well. Members actively seek new recruits to the board so that they can benefit from fresh views and evaluations of their work. They use external evaluation well to inform improvement planning, which is rigorous and precise.
2. Since it opened in 2016, the partnership has secured consistently high-quality outcomes for trainees. The proportion of trainees attaining an overall outstanding grade in 2018 increased by 30% on the already strong outcomes for 2017. Because of outstanding training, all trainees and NQTs confidently meet the demands of the teachers' standards. For example, a high proportion

of trainees achieved an outstanding grade in relation to the teachers' standard relating to assessment. The NQTs' confidence in this aspect of their role was highly evident in lesson observations undertaken during the inspection.

3. There is no significant difference between outcomes based on gender or ethnicity. Leaders monitor outcomes precisely and diligently to identify any discernible patterns of achievement in relation to specific groups. All trainees who achieved QTS in 2018 are now working successfully as teachers in London schools. All trainees who took up posts as NQTs in 2017 have been retained in their second year as successful teachers.
4. Trainees and NQTs develop strong subject knowledge because of the high-quality training and mentoring they receive. They demonstrate exceptionally strong subject knowledge in teaching mathematics. Training has helped some NQTs to be innovative and creative in their approach to teaching sports and physical education, resulting in outstanding outcomes for pupils. Trainees and NQTs teach English, including phonics, with skill and confidence; they are highly competent at teaching the full range of subjects within the national curriculum. Mathematics and physical education was a strength identified during the inspection. NQTs are also contributing well to enrichment activities, such as whole-school singing assemblies and after-school clubs.
5. Trainees and NQTs have been well trained to plan precisely for the needs of individual learners. Their training in supporting pupils who have special educational needs and/or disabilities has equipped them extremely well to plan effective provision within their placement schools. A particular strength of NQTs is their sharp focus on planning for the most able pupils, helping them to deepen their understanding and attain well. They also ensure that they meet the needs of pupils who speak English as an additional language very well. A particular strength of NQTs observed during the inspection was their strong and highly effective focus on developing pupils' vocabulary. NQTs cope well and adapt very quickly to the programmes their schools use to support the planning for English and mathematics. They are resilient and rise to the challenges presented with the strong enthusiasm instilled in them by the programme leaders, mentors and link tutors.
6. NQTs are exceptionally well prepared to embark on their roles as teachers. Headteachers within partnership schools and beyond the partnership express delight at the quality of the trainees and NQTs from Henry Maynard E17. Leaders in schools express confidence that documents provided by the provider facilitate a seamless transition for NQTs. Targets are accurate, appropriate and help school leaders to swiftly build on the skills the NQTs bring to their roles. As a result, the partnership is swiftly becoming their provider of choice. Inspection evidence showed that NQTs are already having a good impact on the progress that pupils make. Pupils have settled well and NQTs are skilfully managing their behaviour while devising interesting and inspiring lessons and creating inviting

learning environments in their classrooms. Trainees' and NQTs' strong understanding of safeguarding and the different forms of bullying serves them well and ensures they are highly vigilant in their first teaching position.

7. Trainees benefit from high-quality placements which enhance their teaching skills well. Leaders recognise that occasionally the placement in the key stage above that which the trainee is training to teach does not help them to secure a deep understanding of the next stage of education for pupils. As a result, a minority of trainees do not build effectively on their strong understanding of planning for the needs of the most able pupils. Leaders are now focused on enhancing this aspect of their provision further. In addition, leaders are actively seeking to secure further partnership schools and are committed to working with schools in challenging circumstances to deepen trainees' experiences within these schools. Currently, all partnership schools were judged to be good or outstanding at their last Ofsted inspection.
8. Leaders took precise, rigorous and effective action in response to the feedback shared with them at the end of the first part of this inspection. As a result, they thoroughly reviewed their systems for quality assurance and considerably enhanced their training offer for mentors, link tutors and trainees. For example, leaders now share best practice in setting precise targets for trainees relating to the teachers' standards. This means that the current cohort of mentors now receive excellent training which is bespoke to their needs and experiences. Leaders are also providing enhanced coaching for new and less experienced mentors. These actions are helping mentors to further improve the excellent outcomes for trainees.
9. Leaders also acted to build on the excellent training trainees receive to develop their understanding of their responsibilities regarding safeguarding. NQTs fully understand their duties regarding safeguarding pupils and they diligently relate their knowledge to each individual school's policies and procedures. The current cohort of trainees are engaged in an enhanced training package relating to safeguarding which includes even more detailed input from experts on risks that are prevalent in the local authorities that the partnership serves. Leaders are rightly keen to evaluate the impact of these extremely well-devised actions

Annex: Partnership schools

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

Ainslie Wood Primary School, Waltham Forest, London

Greenleaf Primary School, Waltham Forest, London

Handsworth Primary School, Waltham Forest, London

Henry Maynard Primary School, Waltham Forest, London

Lauriston Primary School, Hackney, London

London Fields Primary School, Hackney, London

Mission Grove Primary School, Waltham Forest, London

St Mary's Church of England Primary School, Hackney, London

The Winns Primary School, Waltham Forest, London

Winton Primary School, Islington, London

Yardley Primary School, Waltham Forest, London

ITE partnership details

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Stage 1	
Stage 2	15–17 October 2018
Lead inspector	Ruth Dollner HMI
Type of ITE partnership	SCITT
Phases provided	Primary
Previous inspection report	Not previously inspected
Provider address	Henry Maynard Primary School Maynard Road Walthamstow E17 9JE



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