

The Havering Teacher Training Partnership

Bower Park Academy, Havering Road North, Romford Essex RM1 4YY

Inspection dates

14–17 June 2021

Inspection judgements

Secondary age-phase

Overall effectiveness

Good

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to be a trainee at this ITE partnership?

The partnership is a close-knit community of schools and educators across which trainees, mentors and professional tutors build positive and productive working relationships. Communication across the partnership is a strength. Trainees feel supported from the moment they start the programme. They appreciate the steps leaders take to keep in touch with them throughout the course, including sending good ideas via instant messaging and checking on their well-being. Trainees said that 'shout outs' from mentors praising their achievements are particularly motivating.

Subject leaders help trainees to boost their subject knowledge. They provide them with wide-ranging subject resources, and make sure that they become familiar with the principles of how to teach their subject. With careful guidance and support from subject leaders and mentors, trainees build up a range of strategies to manage behaviour. They learn to meet the needs of pupils with special educational needs and/or disabilities (SEND). They develop confidence to teach their subject and are alert to their safeguarding responsibilities.

Trainees value how much leaders consider their workload, including during reading weeks when assignments are due. Leaders and school-based staff are approachable and readily provide support if trainees have any difficulties in keeping up with the demands of the course.

Information about this ITE partnership

- This school-centred initial teacher training (SCITT) offers a one-year, full-time training course. Trainees follow either the provider-led SCITT route or School Direct route leading to qualified teacher status. At the time of the inspection, 35 trainees were enrolled on the SCITT programme and seven trainees were following the School Direct route. Trainees can also gain a postgraduate certificate in education (PGCE) from Coventry University.
- The partnership provides training in the 11 to 18 secondary phase. Trainees specialise in one of the following subjects: biology, business studies, chemistry, computing, design and technology, English, geography, history, mathematics, modern foreign languages (French and Spanish), music, physical education, and physics.
- There are 16 schools in the partnership, of which 15 are hosting placements this year.
- The partnership includes a wide range of secondary schools including all-girl and all-boy, and faith schools. Most partnership schools were judged good or better at their last Ofsted inspection.

Information about this inspection

- This inspection was conducted by two of Her Majesty's Inspectors.
- Inspectors met with partnership leaders, including the course director, the training and development manager, and the administrative manager. Inspectors held telephone conversations with headteachers, including members of the strategic board and the chief executive officer. They also met with mentors, professional tutors and senior staff when visiting placements. Meetings were held both face to face and remotely.
- Inspectors met with 16 trainees.
- The inspectors undertook focused reviews in mathematics, geography, English and history.
- Nine placement settings were visited or communicated with as part of the inspection.

What does the ITE partnership do well and what does it need to do better?

Partnership leaders have worked collaboratively to design an ITE curriculum that demonstrates high expectations for trainees' development of subject expertise and classroom practice. Leaders have carefully planned the structure, sequence and content of the programme. It includes all elements of the core content framework.

The partnership sets high standards for the quality of mentoring and subject tuition. Mentors and subject tutors are carefully recruited and suitably qualified. They receive support, information and training to help them fulfil their roles. Mentors, professional

tutors and subject leaders work closely with partnership leaders to check that trainees are gaining and using knowledge and skills and identify any changes needed to the course curriculum. Quality assurance includes observations of trainees teaching and of mentoring sessions, and the review and moderation of trainees' targets. This ensures that the mentoring programme and assessment are consistent across all subjects.

Subject leaders plan and organise the subject-training element of the course well. They prioritise training how to teach the subject effectively. Trainees learn and develop skills in planning and teaching well-structured lessons, including questioning, managing discussions, and anticipating and resolving misconceptions. Trainees learn effective strategies for working with pupils with SEND and those who speak English as an additional language.

Trainees put their centre-based training into practice especially well because subject leaders routinely model subject-specific pedagogy. Occasionally, there is variability between placement schools in how well mentors follow up trainees' subject and curriculum knowledge and help their subject knowledge development. Leaders have plans in place to provide mentors with additional training and resources to support this area of their work.

Trainees contribute to the wider life of their placement schools. They have adapted well to new ways of working during the COVID-19 (coronavirus) pandemic. They have contributed to remote education in placement schools. Trainees have gained much from opportunities to teach personal, social and health education (PSHE) and support pupils' spiritual, moral, social and cultural (SMSC) development. A few trainees are less clear about how to teach these aspects of the curriculum. Similarly, there is occasional variation between trainees' awareness of how the Equality Act 2010 and fundamental British values may be applied to their teaching.

Trainees take their safeguarding responsibilities very seriously. They know the risks pupils face, and how and when to report concerns.

Most trainees were not able to complete a second placement in the spring term due to restrictions associated with COVID-19. Leaders have provided each trainee with insights into contrasting settings to ensure that they are well-prepared for their next steps as early-career teachers.

What does the ITE partnership need to do to improve the secondary phase?

(Information for the partnership and appropriate authority)

- There is some variation between the consistency of mentoring in placement schools. In a few placements, mentors' support is not strongly focused on developing trainees' subject and curriculum knowledge. Leaders should ensure that their plans to provide further training and resources to mentors are fully realised so that all mentors deliver these aspects of the ITE curriculum equally effectively.
- Opportunities for trainees to develop knowledge and application of areas of the curriculum beyond their specialist subject are uneven across placement schools. A few trainees are not as clear as they should be about the application of British values, the Equality Act 2010 and SMSC to their teaching. Leaders should ensure that this part of the training is a well-integrated part of all trainees' experience in their placement schools.

Does the ITE partnership secondary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE Partnership details

Unique reference number 70202

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This inspection was carried out by Her Majesty's Inspectors (HMIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE Partnership SCITT

Phases provided secondary

Date of previous inspection 24–27 June 2013

Inspection team

Amanda Carter-Fraser, Lead inspector

Her Majesty's Inspector

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Her Majesty's Inspector

Annex: Partnership schools

Inspectors contacted or visited trainees and staff at the following schools, as part of this inspection:

Name	URN	ITE Phase(s)	Date joined partnership	Current Ofsted grade
Bower Park Academy	139307	Secondary	September 2002	Good
The Frances Bardsley Academy for Girls	138326	Secondary	September 2002	Good
Hall Mead School	137197	Secondary	September 2002	Outstanding
Marshalls Park Academy	144094	Secondary	September 2002	Good
Redden Court School	137396	Secondary	September 2002	Good
Royal Liberty School	137396	Secondary	September 2002	Good

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