

Ofsted  
Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T 0300 123 1231  
**Textphone** 0161 618 8524  
enquiries@ofsted.gov.uk  
[www.gov.uk/ofsted](http://www.gov.uk/ofsted)



27 June 2022

David Weston  
Chief Executive Officer  
Teacher Development Trust  
The Arts Building  
Morris Place  
London  
N4 3JG

Dear Mr Weston

### **Lead provider monitoring visit (LPMV) of Teacher Development Trust**

Following my visit with Damian Loneragan, Her Majesty's Inspector, and Hilary Goddard, Ofsted Inspector, on 10 to 12 May 2022, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the LPMV findings. Thank you for the help you gave during the inspection and for the time you, your colleagues and delivery partners made available to discuss the actions you have taken to date.

This inspection was the first LPMV since the start of your delivery of the national professional qualification (NPQ) programmes. It was carried out under part 8 of the Education and Inspections Act 2006.

Having considered the evidence, I am of the opinion that, at this time:

**Leaders and those responsible for governance are taking effective action towards ensuring that the NPQ professional development is of a high standard.**

#### **The lead provider should take further action to:**

- ensure that the robust systems in place to secure the high-quality delivery of the NPQ programmes are fully realised across all delivery partners, particularly those related to quality assurance and the formative assessment of participants.

I am copying this letter to the Department for Education.

This letter will be published on the Ofsted reports website.

Yours sincerely

John Lucas  
**Her Majesty's Inspector**

## Context

Teacher Development Trust is a national charity, founded in 2012. It was created to promote access to evidence-based training for teachers and education leaders. The Teacher Development Trust offices are based in north London.

Teacher Development Trust is in the first year of offering the full range of NPQ programmes. It works with 14 delivery partners based across London and the Eastern, South East, South West, West Midlands and North East regions of the UK, and one in Dubai, to deliver NPQs. There are currently 1,622 participants undertaking the NPQ programmes.

## Report

- Supported by well-informed trustees, Teacher Development Trust's chief executive officer has established a central team with the appropriate experience and expertise to lead the design, delivery and adaptation of the NPQ programmes effectively. This team has forged productive relationships with its delivery partners. Together, they have made sure that Teacher Development Trust is a long way down the road in establishing and delivering high-quality NPQ programmes.
- Leaders have designed an effective curriculum, underpinned by Teacher Development Trust's values ('smart, heart and humble') in each NPQ. In designing the curriculum sequence and delivery methods, leaders have drawn on contemporary educational research and literature. They have also taken into account the rhythm and demands of participants' workload. This has resulted in an accessible curriculum that covers the required content in each NPQ. Each curriculum is rich with opportunities for participants to reflect on, discuss and apply the general principles that they are studying in their workplace. Where appropriate, Teacher Development Trust leaders draw on expertise from its delivery partners to design and deliver aspects of NPQ programmes.
- Teacher Development Trust leaders have created effective support systems for the day-to-day delivery of each curriculum. This has been achieved through the combined use of intuitive online systems, clear guidance, effective communication and detailed knowledge of each NPQ. Facilitators receive appropriate training and know what is expected of them. They and participants have a shared understanding of the methodology through which the curriculum is taught and learned.
- Teacher Development Trust leaders have set up clear systems to work closely with delivery partners to ensure high-quality implementation of each NPQ programme. For example, leaders have established processes that ensure that delivery partners appoint suitably experienced and qualified facilitators. Teacher Development Trust leaders also have an oversight of the recruitment of participants. Leaders have established secure procedures to collect and share information about the quality of training. They work with delivery partners to adapt training in the light of this information. There is a shared understanding of

the systems for formative assessment of participants. Further work is needed to ensure that all participants are aware of these agreed procedures.

- Teacher Development Trust leaders make plain their commitment to inclusion and equality. Their systems ensure that the NPQ programmes are accessible to participants and adaptable to individual needs. Leaders have also put in place systems so that participants can report any concerns, including those relating to safeguarding, that they may have.
- Teacher Development Trust leaders have set up appropriate quality assurance processes. They have collaborated with delivery partners to make sure that these processes are manageable and effective. The quality assurance processes draw on a wide range of information including: stakeholders' opinions; the quality of training; and the level of participant attendance, engagement and progression through the curriculum. Leaders make effective use of the information gathered to adapt provision. They respond promptly where concerns are raised or where they judge that things could be better. Leaders have rightly identified that, given their early stage of implementation, there is more work to do to refine these systems and to make sure that these are fully realised across all delivery partners.
- There is an effective system of governance in place. Trustees are suitably experienced and knowledgeable to carry out their duty to hold leaders to account and provide support in the form of financial decision-making. Teacher Development Trust leaders are making improvements to the depth of understanding and the flow of information between trustees and the central team through the emergent buddy system. Together, leaders and governance ensure that Teacher Development Trust is fulfilling its statutory duties.

## **Evidence**

Inspectors observed the lead provider's work, scrutinised documents and met with lead provider representatives, other senior leaders, delivery partner senior leaders, delivery partner staff, NPQ participants and facilitators to discuss the NPQ programmes that Teacher Development Trust delivers.

Inspectors also observed recorded training sessions, met with trustees (who have responsibility for governance), and considered the views expressed in the many responses to the Ofsted inspection survey.