

Education Development Trust

Highbridge House
16–18 Duke Street
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Inspection dates

20 to 23 March 2023

Inspection judgements

Early career framework (ECF) inspection

Overall effectiveness

Good

The quality of professional development and training	Good
Leadership and management	Good
Overall effectiveness at previous inspection	N/A

What is it like to be an early career teacher (ECT) at this lead provider?

ECTs receive effective training and support that enables them to apply what they have learned in the context of their subject, phase or setting. This is because knowledgeable facilitators contextualise training materials and build in opportunities for ECTs to discuss and probe scenarios relevant to them. ECTs have regular time to reflect with their mentor and are encouraged to articulate clearly how they apply the taught curriculum in their own setting. For example, they can explain how assessing pupils' knowledge helps inform what they teach next. ECTs value the flexibility afforded through online training modules, which, in turn, enables them to prioritise and organise their workload.

ECTs develop their resilience and self-efficacy because the lead provider places great importance on developing these attributes. Consequently, ECTs build the right foundations to support longevity in the teaching role. The lead provider takes account of ECTs' prior knowledge and current circumstances and then offers standard, reduced, or extended programmes. ECTs appreciate how the ECF builds on the core content framework studied as part of their initial teacher education training programmes.

ECTs benefit from a one-stop shop for all training content and resources through an online learning management system. This platform also provides ECTs with regular newsletters and fosters effective communication between all stakeholders.

Information about this lead provider

- There are 9,223 ECTs undertaking the lead provider's ECT programme. Of these, 4,951 are in their first year of the ECT programme and 4,272 are in their second year.
- Education Development Trust works with 22 delivery partners, who deliver training to 8,771 ECTs.
- Delivery partners include 19 teaching school hubs, one multi-academy trust, one London borough learning federation, and one independent provider.
- Education Development Trust provides direct delivery to 452 ECTs.

Information about this inspection

- This inspection was carried out by seven of His Majesty's Inspectors. The inspection was carried out through in-person meetings, online meetings, on-site visits to nine delivery partners and online visits to three delivery partners.
- Inspectors met with the lead provider's representatives, including the director UK, the programme director for teacher development, partnership and recruitment managers, senior education advisers, the digital learning manager, and other senior leaders. The lead inspector also met with the chief executive officer, the education director, the chair of the teacher development advisory board, and the vice-chair of the delivery partner advisory board.
- Inspectors visited 12 delivery partners.
- Inspectors carried out focused reviews in primary programmes and secondary programmes. For each focused review, inspectors met with delivery partner leaders and facilitators, discussed training with groups of ECTs and mentors, met with headteachers and induction tutors, watched online training, reviewed exemplified training materials and scrutinised documentation. Inspectors observed one session of live training.
- Inspectors carried out 12 focused reviews with Education Development Trust delivery partners. Inspectors also spoke to ECTs and mentors on the direct delivery route.
- The inspection team considered 1059 responses to Ofsted's online survey for ECTs, 795 responses from mentors, 284 responses from school leaders and 52 responses from delivery partner leaders.

What does the lead provider do well and what does it need to do better?

Education Development Trust has developed training that enables teachers at the early stages of their career to gain the knowledge and skills set out in the ECF. Leaders and managers have made sure there is strong reference in the curriculum to current and up-to-date research. There is also a strong connection between what is taught in each block through webinars, self-study and face-to-face training sessions. The lead provider exemplifies the ECT curriculum with examples to underpin videos, suggested reading and discussion activities. These cover both primary and secondary phases, but in the main are limited to core subjects and history.

ECTs appreciate how facilitators pitch training appropriately to their starting points. Mentors and facilitators guide ECTs to the required level of interaction with training when on reduced or extended programmes.

Facilitators of training are subject to a rigorous appointment process to ensure their levels of expertise and credibility match the lead provider's high standards. Once appointed they receive regular training and clear messages around their role in deepening learning and tailoring training to ECTs' phase, setting or subject.

Leaders and managers have newly embedded a suite of quality assurance processes, setting out what is expected of each delivery partner and what they will cover through their own annual visit. Together, they check the quality of professional development and training through joint observations and stakeholder conversations. Leaders and managers plan to triangulate their findings to fully inform improvement planning.

The lead provider has developed a comprehensive training programme for mentors which provides a range of useful materials and prompts to support discussion and mentoring sessions. Mentors understand their roles and responsibilities, including supporting ECTs by exemplifying by subject, phase and/or setting. However, there is not a consistent approach to checking the developmental needs of mentors to inform the training programme.

ECTs demonstrate they are learning the content of the lead provider's curriculum and can apply it in the classroom. For example, ECTs know that building pupils' knowledge incrementally ensures that working memory is not overloaded. School leaders reflect that ECTs are resilient, confident and ready earlier for positions of responsibility. They attribute this to the quality of the learning through the ECF programme.

Leaders and managers ensure compliance with all relevant legislation. ECTs know how to raise concerns regarding safeguarding and equalities, or if they are concerned about any aspect of the training programme. All training materials include reference to and promote, equality, diversity and inclusion.

ECTs appreciate the flexibility afforded when completing blocks of training. They state this well-considered approach enables a balance between home and work life and ultimately supports their well-being.

What does the lead provider need to do to improve?

(Information for the lead provider)

- Leaders have now established clear systems for gathering qualitative data and have just completed their first round of annual visits to all delivery partners. However, they have not yet fully analysed what this information tells them about the quality of how their programmes are being delivered. The lead provider should now use this data to inform improvement planning and facilitate the sharing of best practice across delivery partners.
- The lead provider tracks mentors' engagement with training, but does not have clear oversight of the quality of mentors' work. This means leaders lack some information that would robustly inform improvement planning in this area. The lead provider should develop a consistent approach to ensuring mentors' interactions with ECTs are of high quality and enabling ECTs to apply knowledge confidently across all subjects, phases and settings.

Lead provider details

Unique reference number 2679917

Inspection number 10269628

This inspection was carried out by His Majesty's Inspectors in accordance with the [early career framework \(ECF\) and national professional qualification \(NPQ\) framework and handbook](#).

The framework and handbook set out the statutory basis for ECF and NPQ inspections in England.

Lead provider programmes offered ECF and NPQ

Date of previous inspection N/A

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