

Jewish Teacher Training Partnership

Initial Teacher Education inspection report

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Introduction

1. This inspection was carried out by two of Her Majesty's Inspectors supported by a specialist inspector in accordance with the Framework for the Inspection of Initial Teacher Education (2008-11).
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

The provider

3. The Jewish Teacher Training Partnership (JTTP) was established in 1997 by the United Synagogue and the United Jewish Israel Appeal (UJIA) to increase the supply of teachers for Jewish schools. Working through the United Synagogue's Agency for Jewish Education (AJE), permission was granted by the Training and Development Agency (TDA) to offer two routes to teaching: a primary School Centred Initial Teacher Training (SCITT) and a primary and secondary Employment Based Initial Teacher Training (EBITT). The SCITT operates within, and for, a consortium of Orthodox Jewish primary schools. The SCITT's PGCE is validated by Roehampton University. The EBITT works with a number of Jewish and non-Jewish schools. The secondary GTP provision has tended to concentrate on recruiting teachers of religious studies for London's Jewish secondary schools, including experienced staff who lack a formal teaching qualification.
4. In December 2008, following a strategic review, the United Synagogue announced its intention of a phased withdrawal of financial support from the

Agency for Jewish Education. The UJIA, as a key funding partner, commissioned an external review of all the AJE's provision. This review recommended concentrating on the core aspects of teacher training. Redundancies in the AJE necessitated significant changes in management structures

Provision in the primary school centred initial teacher training

Context

5. The Jewish Teacher Training Partnership School Centred Initial Teacher Training (SCITT) offers initial teacher education for graduate trainees on a primary pathway leading to the award of qualified teacher status (QTS). At the time of the inspection there were 18 primary trainees some of whom were specialising in the Early Years Foundation Stage and Key Stage 1, whilst the rest were specialising in primary education in Key Stage 1 and Key Stage 2. Jewish studies is an integral part of the training on this course.

Key strengths

6. The key strengths are:
- trainees' consistently good progress against the challenging targets they are set
 - well-targeted training plans that underpin trainees' good attainment and progress
 - links between centre and school based training that enable trainees to put theory into practice very effectively
 - effective mentoring which results in good outcomes for all trainees
 - preparation for teaching pupils with English as an additional language
 - robust and rigorous quality assurance systems that ensure all judgements about trainee attainment and progress are accurate
 - high levels of collaboration and communication between all members of the partnership that secure good outcomes for trainees.

Recommendations

7. In order to improve trainees' progress and attainment, the provider should:
- review interview procedures in order to ensure that all trainees selected are fully committed and capable of completing the course
 - ensure evidence against the Professional Standards for Qualified Teacher Status is clearly annotated so that trainees, mentors and course tutors are clear as to why examples selected effectively illustrate each standard.

Overall effectiveness

Grade: 1

8. The overall effectiveness of the provider in securing high quality outcomes for trainees is outstanding.
9. The attainment of trainees is good. There has been a marked improvement in the proportion of trainees attaining grade 1 over the last three years and last year all trainees were good or outstanding. Final data for the current cohort of trainees confirm this upward trend in attainment. Whilst all groups of trainees attain equally well overall, this is the first year that the English assignment was assessed at Masters level. Just over half the trainees attained this level. However, those who have had a gap in their academic experience feel they need further guidance on the skills of critical analysis in order to achieve the higher level.
10. Trainees demonstrate significant strengths in most aspects of the professional standards for qualified teacher status. They give clear explanations of the learning objectives for the lessons they teach and maintain a brisk and appropriate pace of learning throughout. They have a lively delivery style that engages pupils and make good use of interactive whiteboards to support lesson introductions. They differentiate learning tasks very carefully so that these are well matched to the abilities of all groups in the class. They ask probing questions which extend pupils' learning and result in good progress during the lesson. Trainees' good subject knowledge means that their planning is detailed and effective and the trainees are good at making links between subject areas, for example between literacy and history. They have strong behaviour management skills ensuring that learning is maximised during lessons. They deploy teaching assistants effectively and use assessment well throughout the lesson. This is used well to plan the next steps in pupils' learning. All trainees are highly motivated, dedicated and enthusiastic. They are exceptionally reflective practitioners.
11. Robust and rigorous selection procedures ensure that all trainees completing the course consistently make good progress from their starting points and have good attainment. This results in all trainees who complete the course gaining employment in partnership schools. A wide range of interview approaches are used to ensure trainees' suitability to teach. Recruitment from under-represented groups remains low. However, the provider is doing everything possible to encourage applications from potential candidates. Partnership headteachers are fully involved in the interview process. Although the provider does everything it can to support trainees to enable them to complete not all trainees selected stay the course. Trainees who do not complete the course drop out very early, before their first school experience or just after the first school experience. Exit interviews indicate that they met interview criteria because they were determined to be successful at interview, however they were not fully committed to teaching as a career. For example one trainee said, 'You would never have known from my interview that I would withdraw.' The provider carefully tracks the career of past trainees. All who complete the course remain within the profession and are often promoted to management or outstanding practitioner positions within schools.

12. Trainees consistently make good progress in achieving challenging targets because the training fully meets their needs. The robust initial needs analysis is translated into high quality training plans. On-going assessment systems are used exceptionally well by all school and centre-based staff. Trainees receive exemplary and high quality feedback from mentors and centre-based staff on their teaching. The outstanding mentoring also embeds within trainees a highly developed ability to reflect on their own practice in a constructive and positive manner. This is instrumental in developing their resilience as practitioners and supports their future retention in the profession.
13. Trainees' progress and achievement are very carefully monitored and any problems are rapidly addressed through centre and school-based training. For example, a course tutor, through trainees' evaluations and mentor feedback, found that trainees needed more structured sessions on phonics following their first school experience. The course was changed immediately to address this. Trainees are very enthusiastic about the way all course tutors combine theory about effective practice in their subject with practical activities that can be used in school experiences.
14. The Professional Standards for Qualified Teacher Status are carefully embedded within all of the partnership evaluation procedures, including the training plans. Trainees collect a wide range of evidence to illustrate how they have achieved the Standards. Evidence is not always carefully annotated to explain exactly why it is a good example of their achievement.
15. Resources are used exceptionally well to ensure the best possible outcomes for trainees because the partnership is highly committed to supporting trainees to achieve their best. For example, all headteachers ensure that trainees get as much dedicated time with their mentor as they need to make the best progress possible. This often goes well beyond the entitlement outlined in the course handbook. Mentors are always trainees' class teacher. This ensures they are able to give daily informal feedback as well at weekly formal sessions. Trainees also find the many other opportunities for discussion about effective learning that happen through staff room discussion and through attending school in-service training sessions very valuable. The provider is highly responsive to trainees' evaluations of centre-based training and this is kept under regular scrutiny and review. For example this year there has been a change in subject tutors due to trainees' evaluations. Trainees say the quality of centre-based training is excellent this year and has made a significant contribution to their progress in understanding and implementing the core curriculum.
16. There is a very high level of commitment and involvement by all involved in the partnership, including the validating university, and this leads to the overwhelming majority of trainees consistently making good progress towards achieving their challenging targets. There is consistently outstanding mentoring across the partnership because of the thorough training mentors receive and the immediate access they have to support from centre-based staff. The programme manager and her deputy carry out joint lesson observations with mentors every three weeks. Both trainees and mentors say the feedback given is rigorous and incisive. Mentors find this a very helpful way to check that their

judgments are accurate. Trainees say this gives additional challenge and supports the good progress they make.

17. There are exceptionally high expectations for trainees' achievement and this is embedded in, and exemplified by, the carefully planned centre and school based training programmes both of which are highly responsive to trainees' individual needs. Headteachers take a very active role in the partnership and say the course is also extremely responsive to local needs. If there are any problems during school based training or regarding deficiencies in centre-based training, these are very rapidly addressed by the course leader and tutors.
18. High-quality training promotes equality of opportunity for all trainees and values diversity. Although most school experience happens within Jewish schools, the partnership has secured a week of multi-cultural training for all trainees in a local school that has a high proportion of pupils from minority ethnic backgrounds, often with English as an additional language. Trainees report the positive impact this has on their practice. The headteacher of the school is impressed with how rapidly trainees take on board the many strategies used by the school and also the impact on pupils' progress when trainees work with small groups in the classroom. There is also excellent support for teaching pupils with English as an additional language in the centre-based training. For example, most trainees are multi-lingual and are very aware of the difficulties of learning a new language. This process is discussed at training sessions and effective strategies identified.
19. Trainees are given an excellent grounding in managing pupils with special educational needs and/or disabilities. For example, one trainee spoke with great understanding of the progress made by a pupil as a result of the very clear learning targets in the individual education plan.
20. There is outstanding support for trainees experiencing personal difficulties. Course leaders are on call at all times and give immediate response to emails. All trainees are given mobile phone numbers for course leaders. There are no incidents of unlawful discrimination or harassment.

The capacity for further improvement and/or sustaining high quality Grade: 1

21. Self-evaluation across the partnership is good because it leads to an accurate identification of strengths and areas for development that are focused on how to further improve the outcomes for trainees. The course is exceptionally responsive to trainees' needs because evaluation is continuous and rigorous in its appraisal of all aspects of the course. All the recommendations from the last inspection have been fully addressed. Those leading the partnership have been very successful in establishing a significantly revised management structure while ensuring the focus on high quality outcomes for trainees has been maintained.

22. Users' views are taken very seriously. For example, trainees identified that they would like more centre-based training sessions on the Early Years Foundation Stage. The course leader has taken steps to ensure that additional sessions are provided in next year's programme. Trainees reported that this illustrates how collaborative the course is and they are in a good position to judge whether course leaders take on board their suggestions as all are employed in partnership schools. Continuous improvement is embedded in all that the provider does.
23. The leadership at all levels has an outstanding capacity to anticipate and drive change and to take timely and effective action to respond to changes and national and local initiatives. This ensures that all trainees receive high-quality training which has a positive impact on their good progress and attainment. Course leaders are highly effective in securing excellent subject tutors and mentors so that trainees receive the best possible training. The combination of excellent centre and school-based training ensures that all trainees make the best progress they possibly can against their challenging targets. For example, most trainees are competent in mathematics when they start the course but do not always understand the concepts behind their calculations or how mathematics is taught in schools. Centre-based training lays the foundation for developing their knowledge, understanding and skills, and this is put into practice through the excellent mentoring they receive. For example, in a mathematics lesson, pupils made good progress because of the trainee's good subject knowledge and understanding of how to match activities to pupils' learning needs.
24. Trainees are extremely well prepared for their first year in teaching. They talk with great confidence about how well the course has equipped them to be effective teachers because the partnership has been so responsive to their individual needs.
25. Improvement planning is very carefully focused on key priorities. It sets high expectations for trainees' outcomes and is underpinned by clear and precise plans for implementation. Monitoring and evaluation are woven into the plan and resources are sharply targeted to meet priorities. Success criteria are well constructed and show how the provider will know that actions they take have had an impact on outcomes for trainees. Targets for development clearly take into account the views of all partners including the outcomes of internal and external moderation and the outcomes of internal and external evaluation. For example, in the latest external examiner's report, inconsistencies in the marking of trainees' assignments were raised and these have been addressed. The partnership is closely involved in strategic planning and the appointment of a headteacher to the recently restructured management group will facilitate even more effective communication across the partnership.
26. Many partnership headteachers have been involved with the provision since its inception. They are highly committed to ongoing improvement and make an extremely valuable contribution to quality assurance. For example, either the headteacher or member of the senior leadership team carries out a joint observation with the mentor during each trainee's school experience. As one

headteacher commented, 'I want to make sure the pupils' learning is not compromised and the quality of trainees is such that this has never happened.'

27. The partnership agreement and course and mentor handbooks are extremely clear about the role of, and expectations for, all partners. There are very well defined terms of reference for each of the user groups. All trainees have an enhanced Criminal Records Bureau checks before they start the course. The marked trend in improvement in trainees' outcomes is clear evidence of the effectiveness of improvement planning and demonstrates that the provider has a clear understanding of how to improve outcomes further.

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Employment-based routes to qualified teacher status

Context

28. The Jewish Teacher Training Partnership employment-based route into qualified teacher status offers initial teacher education for graduate trainees on both a primary and secondary pathway leading to the award of qualified teacher status (QTS). At the time of the inspection there were seven secondary trainees, all of whom were specialising in Jewish studies and nine primary trainees.

Key strengths

29. The key strengths are:
- the high quality of the training on the primary pathway leading to outstanding outcomes for trainees
 - the commitment of all those involved in the training and the individual support given to trainees
 - the effective selection and recruitment arrangements which enable trainees with a wide range of previous experience to access the training
 - the good use of resources which are now well matched to the overall pattern of the provision.

Recommendations

30. In order to improve trainees' progress and attainment, the partnership should:
- review the pattern of the secondary training to ensure its content, sequencing and overall coherence best matches the diverse needs of the trainees
 - ensure that the teaching commitments of each of the secondary trainees are best suited to their training needs
 - ensure all secondary trainees have good opportunities to audit and develop their subject expertise especially in relation to extending their range of approaches to teaching and learning in Jewish studies
 - establish a better pattern of training for secondary school-based tutors to ensure there is greater consistency in the implementation of agreed procedures, particularly in relation to the use made of personal action plans and reflective journals
 - establish, for the overall programme, a clear strategic action plan to address the future development of the partnership.

Overall effectiveness

Grade: 3

31. The overall effectiveness of the provider in securing high quality outcomes for trainees is satisfactory.
32. The attainment of trainees is good. The profile of attainment has varied significantly over the past three years. The relatively small size of the cohort makes comparisons and the identification of trends difficult. In 2009, overall attainment across the two pathways was satisfactory. However, recent changes in the management and organisation of the programme are securing improvement in the quality of provision leading to a more consistent profile of progress by trainees. The primary trainees completing this year have achieved an outstanding level of attainment and the pattern for secondary trainees, some of whom will not complete until the autumn, is also very positive and much improved on the previous year.
33. Primary trainees demonstrate significant strengths in a number of areas of the Standards. They emerge as very creative teachers with good skills in planning and classroom practice. A notable feature of their teaching is the very effective use made of questioning within their classes and the way they provide pupils with opportunities to develop their talking and listening skills. They are emerging as highly reflective and talented classroom practitioners. Secondary trainees, many of whom have significant prior experience as unqualified teachers, have good subject knowledge and strong classroom management skills. While they often organise pupils' learning effectively, the range of strategies adopted in their teaching is sometimes relatively narrow and, as a result, their ability to reflect on their practice, drawing on a wide range of alternative approaches, is restricted.
34. The process of selection and recruitment is rigorous and consistent. A wide range of challenging activities and tasks are used to probe candidates' suitability for teaching and ensure the candidates understand the demands of the programme. While the proportion recruited from under-represented groups is modest, the flexible nature of the selection process ensures that trainees come with a wide range of prior experience. Where candidates have a previous background as unqualified teachers, care is taken to ensure they are suited to the programme and to assess how the length of the training can be adjusted to recognise their experience. The effective selection arrangements are confirmed by the high employment rates amongst the successful trainees.
35. In the case of the primary pathway, effective use is made of the information gathered at interview to provide trainees with feedback about how to prepare for the training and to inform the creation of an individualised training plan, the personal action plan. As a result, primary trainees are able to make very rapid progress from the outset of their training. This process is less effective in the case of secondary trainees. For this year's cohort, the start of the training was delayed by a term due to uncertainties about the management of the programme and, in the case of some trainees, very limited use was made of

the information gathered at interview to help create the initial personal action plan.

36. The progress made by trainees and the quality of the training are variable and satisfactory overall. In the case of primary trainees, progress and training are outstanding. All elements of the programme cohere well to provide a progressive pattern of training which is effectively matched to the trainees' needs. The central training models good classroom practice and school-based training is of consistent high quality. Very effective use is made of the second school placement to provide trainees with a strong contrasting teaching experience with a focus on extending their awareness of diversity. The reflective journal supports trainees' ability to integrate their learning and evaluate their performance. The arrangements for assessing trainees are impressive, providing them with a clear understanding of their progress and the next steps in their learning. The extensive use of joint observations helps to secure accurate and consistent overall assessment of the trainees' attainment. Trainees are provided with clear guidance about how to evidence their progress against the standards.
37. There are a number of strengths in the secondary training. Trainees' entitlements to regular central training, weekly meetings and lesson observations are met. Trainees are often well supported by their school-based tutors who provide high quality feedback on their teaching. Some trainees have well-structured personal action plans which help bring coherence to their training from the outset. Second school placements provide a good contrasting experience which enriches the training. The assessment arrangements reflect much of the best practice in the primary pathway.
38. There are, however, a number of shortcomings in the secondary training which hinders aspects of the trainees' progress. The balance and sequencing of the central training are not well matched to the needs of some trainees, particularly those with limited prior teaching experience. The heavy emphasis at the outset of the programme on exploring fairly complex issues in teaching Jewish studies does not always meet the trainees' needs effectively and, as a result, does not embed itself sufficiently in the trainees' practice. In the case of some trainees, including some who are struggling to make good progress, the personal action plan does not provide an effective structure for the training. Some school-based tutors are unclear about their roles in constructing and monitoring the plan. There is no audit of trainees' subject expertise and therefore some trainees are not clear about the need to extend their range of approaches towards the teaching of Jewish studies. Limited use is made of the reflective journal to extend trainees' ability to evaluate their practice.
39. A good feature of the overall provision is the effective use made of resources to support training. Significant progress has been made recently in establishing the management and staffing of the provision to ensure these match the needs of the dual pathways. The main pathway managers provide valued and challenging central training programmes and give unstintingly of their time in supporting the trainees. The school-based tutors are of high quality and model good practice in many respects. Very effective use is made of expertise within and beyond the partnership to support and enrich the training. On the primary

pathway, good use is made of a range of resources within the central training programme to model high quality teaching.

40. The level of consistency across the partnership is satisfactory. The partnership handbook and agreement provide clarity about expectations, roles and responsibilities, and procedures.
41. In the case of the primary pathway, these are implemented and embedded very securely across the partnership. Central and school-based training cohere well together. Regular and incisive feedback from schools and trainees is acted on appropriately to improve the training.
42. In the case of the secondary pathway, schools are committed to the partnership and recognise its importance in supporting the supply of qualified Jewish studies teachers. However, there is inconsistency in the way procedures and responsibilities are carried out, in part because there is insufficient training for school-based tutors. The partnership has yet to establish clear agreed expectations about the way in which approaches towards teaching and learning in Jewish studies will be extended and challenged.
43. The arrangements for promoting equality of opportunity and valuing diversity in the partnership are satisfactory. There is no evidence of harassment or unlawful discrimination. On the primary programme, trainees have equality of access to training and are actively encouraged to extend their understanding and appreciation of diversity, most notably through their second school placement. The secondary pathway similarly extends trainees' awareness of diversity through the second placement, although other opportunities to engage with the wider world of religion and religious education are fairly limited. Crucially, there are issues of equality of opportunity linked to the non-supernumerary nature of the secondary trainees. For some trainees, particularly but not exclusively those with limited prior teaching experience, the heavy teaching commitments from the outset of the programme restrict their opportunity to derive the best from their training. For example, not all secondary trainees have enough opportunity to experience a primary school or observe practice across a wide range of other subject areas.

The capacity for further improvement and/or sustaining high quality Grade: 3

44. The provider has satisfactory capacity to sustain good outcomes for trainees and to take the actions required to secure improvements where necessary. The recent turbulence in the management of the provision impacted on the provider's self-evaluation document which did not marshal data and evidence well in assessing the quality and impact of the training. However, recent changes in the leadership and management of the programme have had a very positive impact on developing the capacity for improvement. This has consolidated the existing very good leadership of the primary pathway. The management of the secondary pathway is now secure and a pattern of more systematic and comprehensive self-evaluation is being established.

45. The close network within the partnership ensures that the managers have a good working knowledge of the schools and draw on the views of all stakeholders in identifying the priorities for improvement. There is a clear committee structure in place with mechanisms for quality assuring the provision. For example, trainees routinely evaluate the central training sessions. The annual external moderation reports provide useful additional evidence and recommendations to support the process of self-evaluation.
46. The ability of the leadership to anticipate change, prepare for, and respond to, national and local initiatives is good. The recent changes in the leadership and management have secured the immediate future of the partnership although, at the time of the inspection, the question of how this will be sustained in the primary pathway has yet to be fully resolved. Sensitive and responsible dialogue is taking place with the secondary schools in the partnership to seek effective and practical solutions to their recruitment needs in response to the 2008 report of the Jewish Leadership Council on the future of Jewish schools. On the primary pathway, the training strongly reflects best practice and recent educational changes.
47. There is a clear commitment to improvement across the partnership and there is a clear vision for the future of the training programme. The pace of response to the previous 2005 Ofsted report has been slow, particularly in response to some of the issues in the secondary pathway. The 2008/9 action plan highlighted a range of appropriate priorities for improvement, and progress with its implementation has been monitored carefully. While a number of ideas for the future development of the programme are being explored these are not yet embedded within a clear overarching strategic improvement plan.

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Summary of inspection grades¹

Overall effectiveness

		Primary SCITT	Employment-based routes
How effective is the provision in securing high quality outcomes for trainees?		1	3
Trainees' attainment	How well do trainees attain?	2	2
Factors contributing to trainees attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	1	3
	To what extent are available resources used effectively and efficiently?	1	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	1	3
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	3

CAPACITY TO IMPROVE FURTHER AND/OR SUSTAIN HIGH QUALITY

	Primary SCITT	Employment-based routes
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?	1	3
How effectively does the management at all levels assess performance in order to improve or sustain high quality?	2	3
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?	1	2
How effectively does the provider plan and take action for improvement?	1	3

¹ The criteria for making these graded judgements are in the Grade criteria for the inspection of ITE 2008-11; Ofsted July 2008; Reference no: 080128.

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