

School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

Report title	NQT Induction
Lead	Mirela Temo
Key objectives 2014-2015	<p>Securing good – moving to outstanding 2014-15</p> <ul style="list-style-type: none"> • Raise standard, close achievement gaps, remove barrier to learning to secure best outcomes for Ealing children and young people • Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships <p>Priorities</p> <ol style="list-style-type: none"> 1. Continue to develop high quality mentoring and coaching skills for Induction tutors/mentors through quality training and quality assurance feedback. 2. Improve schools' awareness of supporting NQTs when there are concerns through HT briefings and mentor training.
Success Criteria	<ul style="list-style-type: none"> • The quality of the CPD opportunities will support developing NQTs and skill up mentors to support their NQTs effectively; • Deeper understanding and appropriate actions and systems when dealing with cases of concern by senior leaders.

Impact Evaluation 2015

I. NQT Induction in Ealing

Number of the NQTs during 2014 – 2015: 237

Number of the who NQTs completed their Induction in July 2015: 201

As of September 2015, about 35 NQTs will be continuing their second or third term of their induction and the assessments show that 98.5% are progressing well in meeting Teacher Standards (DFE 2012).

Reasons to celebrate: 100 % of all NQT have passed their NQT Induction. 1 possible extension.

Post Induction

- While most primary schools retained their NQTs, a small number (27%) of High Schools lost some of their NQTs. This may in part be attributable to the lack of sponsorship by the school/finding posts in other LAs or moving back to Ireland; 1 NQT left the teaching profession.
- When discussing their longer term plans, most of the NQTs interviewed (Quality Assurance Monitoring visits 2015) said that they would continue their teaching career in their current schools/ Ealing.
- A good number of the NQTs (in primary) have been identified as potentially good at leading an area of the curriculum and have been supported to develop leadership skills (QA visits).

II. CPD Opportunities 2014 – 2015

Welcome event

Welcome event was attended by 120 NQTs and the feedback from the NQTs was very positive. This was an informative event providing the NQTs with all the necessary information for their first year of teaching in order to enable them to have a successful year. In addition, the event provided opportunities for the NQT to question and network with other NQTs. Some of the schools were represented by both NQTs and mentors.

CPD programme for NQTs and Mentors

In 2014 – 2015 Ealing LA provided a series of professional development opportunities for both NQTs and mentors.

- 32 sessions/ courses were aimed at the NQTs (additional to other specific courses which were also offered to the NQTs)
- A good range of courses was provided in 2014 – 2015 (eg Assessment in the classroom for KS1 and KS2, Planning for teaching and learning in English and in maths, SEN, EAL, ICT, child protection, ETC)
- 2 sessions for mentors – Induction tutor training ran twice a year (autumn and spring term) and was offered to those in school with responsibility for NQT induction or coordination of NQT induction. Tutors new to the role and more experienced tutors attended the two sessions (83% according to the QA visits)

NQT Manager – all Ealing schools (100%) are using NQT Manager and find the online tool very useful, however some schools said they would like some/ more training (8%) on it.

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- **NQT Induction resources** – All schools found Ealing’s guidance and other NQT resources very useful.

Quality of the training as judged by schools

The summary outlined below is based on the data gathered from EEC records ‘Analysis of 2014/15 CPD and Training Report’, Quality Assurance Visits and School Effectiveness Survey 2015.

Data from ‘Analysis of 2014/15 CPD and Training’

- Overall usefulness of NQT courses 94%
- Potential to make a difference 93%
- Meeting Objectives 95%
- Delivery / Range of activities 87%
- 100% would recommend our NQT courses

Comments on the evaluation forms show that the majority of the participants found the sessions very useful and have helped them in their professional development.

Feedback from Quality Assurance visits (2015)

NQT Training

- The feedback from QA visits in schools shows that 21 out of 24 (87%) NQTs rated the training as very good overall and described most of the courses provided as being relevant, developmental and engaging. Specifically, these NQTs felt that they had been trained by knowledgeable tutors and lecturers.
- 95.8% (23 out of 24) felt that the training supported both their understanding of the theories of education and the practice of teaching.
- 79% (18 out of 24) were happy with the range of the training provided, while 21% would have liked a greater choice (eg. SEN strategies)
- 6 (25%) of the NQTs said that they had also attended training elsewhere (eg. training provided by CE Diocese, or other schools in Ealing and other LAs)

Mentor Training

- 14 out of 20 (70%) mentors reported that the training sessions supported them in their work with NQTs. However, the mentors would have liked more training or attend a Mentor network.
- 91% of NQTs reported that their mentors carried out observations followed by constructive and useful feedback which helped them improve their teaching
- 83% of the NQTs felt that their mentors dealt with difficult issues / concerns very quickly and they provided valid advice.
- 83% of the NQTs interviewed during the QA visits, reported that they had good or excellent support from their mentors and they felt that their mentors were very knowledgeable and skilled.
- All mentors saw the role as beneficial to themselves as well as to the NQTs, referring, for example, to opportunities it provided for their own professional development through, for instance, the necessity to be reflective.

SE Survey 2015

However, the **SE Survey 2015** conflicts with the above data. This may be due to a smaller number of schools (13) participating in the SE survey 2015. Thus, the data below represents a smaller percentage of Ealing schools.

- 46 % (11) of the responses rated the quality of training as good or better
- A Primary Headteacher stated, *‘Training has helped us to become better mentors and as a result have very good NQTs’*

Specific areas for improvement

- According to the SE Survey, a small number of NQTs (16%) rated the training as satisfactory and described some of the sessions as *‘not relevant and overly theoretical rather than training into how to teach’*. In a few cases they were not happy with providers (QA visits, SE Survey 2015, EEC feedback forms).
- 38% (5) rated the training as *‘requiring improvement’*.
- 6 out of 20 mentors said that they would like to attend a Mentors network or opportunities to have a

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buddy or visit other mentors in schools (QA visits)

III. The quality of support from the LA (value for money)

Feedback from Quality Assurance visits (May – June 2015)

- All (100%) schools selected for the Quality Assurance monitoring (10% of primary and secondary schools in Ealing) reported that they were satisfied with the support they had received from the LA with regards to the NQT Induction and training provided for the NQTs and Mentors.
- The nature of the support they received varied from one school to the other; eg include: advice in dealing with NQTs causing concerns, action planning for these cases, guidance in setting up effective Induction systems, NQT Induction policy, guidance on assessments, etc.
- The schools reported that where an NQT experienced difficulties while undertaking induction, the LA /NQT Lead ensured through advice, guidance and training, that actions were taken to address areas of performance that required further development and support. As result all difficult issues were resolved.
- The NQT Manager data shows that only 4 NQTs out of 237 (1.6%) resigned or changed the school during their Induction year 2014 - 2015. (Note: Moves to other schools are recommended when the NQT, school or LA agree that the NQT would benefit from a more suitable school / environment).
- 3 schools had tailored training (in-house) for their NQTs from the LA consultant/s. They rated this training as very good.

SE Survey 2015

Overall value for money of this service area

- Outstanding 7.7% (1 school)
- Good 38.5 % (5 schools)
- Requires improvements 38.5% (5 schools)
- Inadequate 15.4 (2 schools)

Comment from a primary headteacher: *'Very strong provider - with minor areas for development'*

Communication with schools

- Good or better 46.2 % (6 schools)
- Requires improvements 30.8% (4 schools)
- Inadequate 23% (3 schools)

Specific areas for improvement

Comments from Hedteachers include:

'Communication was very slow and unhelpful at times'

'We received conflicting advice regarding a failing NQT from HR and school effectiveness'

Priorities for 2015-2016 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding)

- Provide an **enhanced CPD programme** for NQTs and mentors in collaboration with Ealing Primary Teaching School Alliance (EPTSA) and other Ealing schools. Quality-assure training provided by all providers. Set up and lead **NQT Mentor Network** in collaboration with EPTSA
- To continue to ensure through **quality assurance** tools and feedback that the NQT Induction in schools meets the statutory requirements. Following from the QA observations 2014 – 15, one of the foci this year will be **mentor recruitment process** and sustainability.
- Ensure **consistent systems in communicating** with schools (in collaboration with SE Administration Team)
- Update and make available to schools all NQT Induction supporting documentation/ guidance (egfl, NQT Manager, etc)