

NQT Induction 2018 – 2019

Quality Assurance Visit

School: Devonshire Hill Primary

Date: 13th February 2019

Context of the QAV: The QA process is to quality assure the induction processes in Haringey schools. Devonshire Hill meets the criteria applied to receive a visit when 3 or more NQTs, Devonshire Hill has 4 NQTs.

Aim: Ensuring the statutory duties have been carried out and the school has sufficient evidence showing that the NQTs' needs are fully met. In addition, this is an opportunity for capturing good practice and making any necessary recommendations.

AB representative conducting the QA: Lead for Statutory Services and NQTs

Evidence to make judgements:

- **Interview with**
 - Headteacher
 - Assistant Headteacher, Induction coordinator Lead, Mentor
 - Assistant Headteacher, Mentor
 - NQTs

- **Evidence:**
 - Meeting/interviews, School File containing all evidence against the Audit, School Self Evaluation form, NQTs Quality Assurance Questionnaire, NQTs first assessment reports completed December 2018.

Summary of the visit - How well the school is doing

Headlines

- The school meets all the statutory requirements for NQT Induction and has good practice in place in the way they support and develop their NQTs.
- The NQT coordinator is experienced in supporting the schools vision; she is able to implement and provide effective support for the NQTs.
- The Headteacher is involved in various ways and ensures that the Governing Body is regularly informed on the progress of the NQTs.

Examples of good practice

- The SLT is very ambitious with regards to recruitment of NQTs and the development of their NQTs. The engagement with Teach First and Schools Direct has brought positive benefits to the school. All the entitlements are met. (Evidence: Interviews, School Self Evaluation form)
- The school provided the NQTs with policies. (Evidence: School File, NQT Induction Quality Assurance Questionnaire)
- The school offers a well-structured NQT Induction programme that ensures that all the NQTs are effectively supported in their first year of teaching (Evidence: Interviews, School File, NQT Quality Assurance Questionnaire)
- The NQT mentors have established clear processes and routines so that the support and progress of the NQTs are effectively defined and monitored. (Evidence: Interviews, School File, School Self-Evaluation form, NQT Quality Assurance Questionnaire)
- The NQT mentors have attended mentor training and are proactive in being up to date.
- The CPD offer in school is good. The NQTs attend selected courses provided by Haringey Education Partnership's NQT bespoke programme (Evidence: Interviews, NQTs Induction Quality Assurance Questionnaire)
- NQTs professional development is enhanced by consistent support from the mentors which focuses on addressing individual needs, identifying areas in which they need to improve their professional knowledge, understanding and practice. Support is provided and readily available from other members of staff, e.g the SENCO/Inclusion Assistant Headteacher. The school encourages collective responsibility in supporting NQTs. (Evidence: Interviews, First assessment reports)
- Observations have taken place which involves a number of senior staff. Lesson feedback is provided, targets are set and reviewed on a regular basis (Evidence: Interviews, School Self Evaluation form, NQTs Quality Assurance Questionnaire, mentee notes, emails all dated)
- Mentors meet their NQTs each week for an hourly meeting outside of directed time (Evidence: Interviews, NQT Quality Assurance Questionnaire)
- The school ensures the NQTs make effective use of the 10 per cent reduced timetable which is in addition to planning, preparation and assessment time entitlement for every teacher (Evidence: Interviews, School Self Evaluation form, NQT Induction Quality Assurance Questionnaire)
- The school completed the First assessment report on time and has adapted to using NQT Manager

Moving forward/ Next Steps/ Recommendations

- The next step - the school wish to implement the NQTs keep a record of activity in relation to their NQT statutory non-teaching time, particularly when not attending courses.
- To ensure any NQT who needs extra support receives appropriate advice to make the necessary improvements to meet the requirements to the NQT programme.
- Following a visit and recommendation from the School Improvement Consultant the school has set up the opportunity for the NQTs to meet collectively as a one group, with a mentor.

