

NQT REVIEW

Please find details below of the Cambridge County Council quality assurance review of the NQT provision at St Peter's. We have arranged another review to benchmark the improvements we have made to develop our already strong provision for November 2017.

We currently have 6 NQTs working in the school across a wide range of curriculum areas, some of whom trained at the school. We were pleased that the report recognised the work of our NQTs and mentoring team and that it could identify the significant strengths within our provision. We have published the highlights of the report below.

For more information about working at St Peter's please see the Professional Development and Staff Training and Vacancies tabs to the right.



Quality Assurance Visit Summary

Overall I was very impressed with the induction procedures in place at St Peter's. The school is certainly taking induction seriously and has clear guidance for both NQTs and mentors (induction policy, mentor handbook, NQT file). The induction coordinator ensures that NQT progress is tracked and monitored and that mentors are up to date. NQTs feel well supported and have access to a range of CPD opportunities in school, as well as dedicated sessions for them run by the induction coordinator.

What is your role in NQT induction?

The Headteacher discussed his overall vision for the support and development of teachers at St Peter's School. Under his leadership the school has rapidly increased the amount of quality CPD available for staff and this is all accessible by NQTs.

How does the school monitor the progress of the NQT(s) in relation to the Teachers' Standards?

The induction coordinator has a document tracking all NQTs across the Teachers' Standards with RAG ratings. This enables him to see how NQTs are progressing and to identify if they need support with any of the TS in particular.

How does the school plan to ensure consistency of judgement across those involved in assessing NQTs?

The induction coordinator meets with mentors regularly for training/updates. For example, a recent meeting focused on good practice for writing assessments. NQTs are observed by their mentors as well as SLT. The induction coordinator moderates all assessments before they are submitted to the LA.

Tell me about the provision and use of non-contact time for NQTs (and induction tutor).

Mentors do not have an allocated timetable slot for meeting with their NQTs. Meetings are scheduled either when the NQT and mentor are both not teaching during the day or after school. NQTs do not cover lessons in their PPA or NQT time. Some NQTs have lighter timetables and on occasion are asked to cover lessons.

How are funds and other resources used to support the NQT's professional development?

All NQTs have access to a wide range of CPD opportunities at school – there are events on most days. They can also attend external courses such as Developing Effective Teaching run by CTSN. The Headteacher has substantially increased CPD funding for all teachers.

Quality Assurance Questions

Induction coordinator/tutor

Is the level of responsibility placed upon the NQT(s) appropriate?

Yes. No NQTs have extra responsibilities.

Are you using the NQT's targets from ITT and the Teachers' Standards when planning and reviewing the NQT's personalised development programme?

Yes. RM saw evidence of this in the NQTs' evidence folders and in objective setting documents. The induction coordinator confirmed that initial targets from ITT are used at the start of induction – some have proved difficult to get hold of due to ITT providers using different methods to record targets.

How do you set targets with the NQT(s)?

NQTs have an initial meeting with the induction coordinator to set targets and these are regularly reviewed by mentors throughout each term. Mentors set weekly/fortnightly targets. The induction coordinator has a review meeting with each NQT near the end of each term to discuss progress/set new targets.

What is the frequency of, and arrangements for, support meetings with the NQT?

NQTs generally meet with their mentors either once a week or every fortnight. The induction coordinator also meets with all the NQTs regularly in a dedicated NQT session.

What are the arrangements for observing the NQT and providing feedback?

The induction policy states that NQTs are observed once every half term by their mentors and by SLT. All LO are recorded on the lesson observation proforma recommended by Cambridgeshire LA.

What professional development opportunities are provided for the NQT(s)?

Access to all CPD events in school and able to attend external courses such as DET by request.

Quality Assurance Questions

NQT(s)

Do you understand what is expected of you, especially in relation to the Teachers' Standards and your own responsibility within the induction arrangements?

NQTs were very clear on this – the induction coordinator had explained how to collect evidence for the TS, what is good evidence and the expectations. NQTs are given a file with induction handbook etc in order to keep a record of evidence.

What, currently, are your short, medium and long term targets?

NQTs could all give examples of current targets. One NQT showed me his initial objective and action plan with short, medium and long term targets.

What are the opportunities for professional development both inside and outside the school?

How many have you accessed? How have they impacted on your work? How have they affected your practice?

NQTs felt there was a lot on offer in school with CPD nearly every day and CPD within departments on Tuesdays. They found department CPD useful as focused on specific areas and relevant to their teaching.

Some NQTs had attended the CCC NQT conference. They felt some workshops had been more useful than others – they wanted tips to take away. They felt quite daunted in September.

What is the frequency of opportunities for observation of other teachers?

All NQTs had observed other teachers in school and this was linked to their own development targets so that they could see good practice.

How effective is your observation feedback?

NQTs felt the lesson observation proforma was very useful as they could see clearly what areas they needed to develop as well as strengths and it was related to the Teachers' Standards. Some NQTs had been observed a lot more frequently than

others due to learning walks but there was no indication that they were concerned by this.

Have you had good support? Could anything make it better?

Generally all NQTs felt well supported by their mentors with most having their weekly/fortnightly meetings. They felt they could ask their mentors and the induction coordinator for guidance at any time.

Do you network with other NQTs (both within and outside the school)? If so, how has this been arranged and how useful has it been?

In school they have meetings together every 2 or 3 weeks with the induction coordinator. The meeting has a focus but also allows them to share ideas/experiences. They found these meetings useful.

One NQT expressed a wish to network with NQTs in other schools too.