

University of Roehampton ITE Partnership

Initial Teacher Education inspection report

4–7 March 2013

This inspection was carried out by Her Majesty's Inspectors, seconded inspectors and additional inspectors in accordance with the *Handbook for inspecting initial teacher education from September 2012*.

The inspection draws upon evidence from each phase and separate programme within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	2	2
The outcomes for trainees	2	2
The quality of training across the partnership	2	2
The quality of leadership and management across the partnership	2	2

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Key findings

- Trainees in both phases benefit from excellent training in teaching their subject specialism. As a result, they are able to apply good subject-specific pedagogy and anticipate where pupils may have misconceptions.
- Leaders' vision for the future has an appropriate focus on improving outcomes for trainees and takes full account of the changing national ITE context.
- Trainees show good personal qualities and, during their training, build securely their professional expertise. Their good attainment is reflected in above-average employment rates.

To improve the ITE partnership should:

- Strengthen training across the partnership to ensure that it fully meets trainees' needs, and:
 - in primary, make more effective use of school-based expertise
 - in secondary, ensure that all schools offer the highest quality of training.

Information about this ITE partnership

- The University of Roehampton partnership is the largest provider of ITE in the south London area.
- For those training to teach the primary age range, the university offers two routes, each leading to qualified teacher status (QTS): a postgraduate certificate in education (PGCE), which may be studied full time or part time, and a three-year degree programme. For those training to teach the secondary age range, the university offers a PGCE programme with a choice of seven different subject specialisms.

The primary phase

Information about the primary partnership

- The university works in partnership with around 500 schools, mainly in the south London and Surrey area, to provide primary ITE courses. There is a three-year, undergraduate Bachelor of Arts (BA) route and full-time and part-time PGCE routes. Trainees following the BA programme choose a subject specialism and focus on either the 3–7 or 7–11 age groups. At the time of the inspection there were 782 trainees on the undergraduate course, 233 on the postgraduate, full-time course and 19 on the postgraduate, part-time course.

Information about the primary ITE inspection

- Inspectors observed 14 lessons taught by newly qualified teachers (NQTs) and third-year BA trainees in nine schools. These observations were undertaken jointly either with headteachers, NQT induction mentors, class teachers or school experience tutors.
- Inspectors held discussions with individuals and groups of trainees following each route, NQTs and former trainees working in partnership schools, trainers, senior leaders and managers, headteachers and other members of the strategic management board.
- Inspectors observed five training sessions at the university and reviewed a wide range of documentary evidence, including information relating to recruitment and statutory compliance; tracking and assessment data, trainees' teaching evidence and assignments, the partnership's analysis of outcomes for trainees, evaluations and improvement plans, external moderator reports and the partnership's website.

Inspection team

Philip Mann HMI	Phase lead inspector
Grahame Sherfield, HMI	Assistant lead inspector and mathematics thematic inspection
Kiran Campbell-Platt, additional inspector	Team inspector
Steven Popper, seconded inspector	Team inspector
Helen Wiseman, additional inspector	Team inspector

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- the self-motivated, highly committed and reflective trainees who demonstrate the drive and passion to become good teachers
- the good-quality training that effectively combines academic rigour with a strong emphasis on practical experience
- the excellent development of subject expertise across the curriculum for trainees on both routes
- the high-quality pastoral care and support provided for trainees to ensure they do as well as they can
- the highly skilled school experience tutors who provide effective support to trainees on school placements
- the strong drive from both senior and subject leaders to improve the provision further and strengthen partnerships with local schools.

What does the primary partnership need to do to improve further?

The partnership should:

- identify sufficient schools within the partnership to ensure that all trainees are notified of their placements in good time and that these are effectively matched to trainees' needs
- make best use of existing expertise in schools to strengthen training provision across the partnership further
- provide formal feedback to schools about the quality and impact of their school-based training.

Inspection judgements

The outcomes for trainees are good

1. Trainees on both routes demonstrate a clear understanding of the Teachers' Standards and a desire to become good or better teachers. A clear trend of improvement in trainees' achievements is evident since the last inspection. The overall attainment of trainees following both routes is good. Current employment rates are above average. Outcomes are particularly good for those following the PGCE route, part time or full

time, where 90% of trainees are graded good or better at the end of the course and completion rates are high. Three quarters are graded outstanding and observation of NQTs confirms that the assessments made by the provider are accurate. Outcomes for different groups of trainees, such as men and women or those in different age groups, are broadly similar to each other.

2. The trend of improvement in the attainment of those trainees following the BA route is reflected in the increase in the numbers attaining good or outstanding levels of performance by the end of their third year. Completion rates are in line with the sector average. This represents a significant reduction from the high numbers of trainees withdrawing from this course at the time of the previous inspection.
3. Even though the inspection took place midway through their final placement, all of the BA trainees observed demonstrated strengths in their teaching and professional conduct in schools. They plan lessons carefully and identify clear objectives that support pupils' learning and good achievement. Many make a positive contribution to the life of the school where they are placed, such as by playing the guitar in assemblies or working with pupils out of lessons in sporting or musical activities. Trainees use information and communication technology (ICT) with confidence to support their teaching and actively engage pupils. Trainees show good subject knowledge in the teaching of phonics, mathematics and in their chosen specialist subjects. Trainees are very reflective about their practice and make good reference to centre-based training to support their teaching in lessons. For example, in one Key Stage 1 mathematics lesson, a trainee used everyday items that weighed 500 grams as part of a practical investigation for pupils to consolidate their understanding of weight.
4. NQTs who are former postgraduate trainees teach well overall, with many displaying outstanding characteristics. For example, in one outstanding lesson the NQT introduced a new topic in science dressed as Einstein to inspire the pupils. As a result, pupils became fully engaged and their learning was very good. Former PGCE trainees use assessment information well to ensure that activities are carefully matched to the ability of pupils in lessons.
5. Trainees from both routes demonstrate a good understanding of teaching pupils who speak English as an additional language. Similarly good are their knowledge and understanding of how to support and plan work for disabled pupils and those with special educational needs. Trainees focusing on the 3–7 age range demonstrate good knowledge and understanding of pupils' needs and show particular strengths in teaching phonics. Discussions with PGCE trainees confirmed that they put into practice in their teaching good training in the use of ICT and

confidently use interactive whiteboards, video clips and digital visualisers. Trainees' files are very well organised and again demonstrate that trainees are highly reflective; records clearly identify their strengths and targets for improvement. Teaching assistants and other resources are used well in class. Discussions with headteachers confirmed that NQTs make a valuable contribution to the learning and achievement of pupils in their schools.

The quality of training across the partnership is good

6. The partnership has high expectations of trainees in undertaking detailed and frequent tasks linked closely to their taught sessions and their school experience placements. Trainees rise to this challenge well in an ethos where they are well supported and any personal difficulties receive caring attention.
7. School placements are of good quality and provide effective opportunities for trainees to develop their knowledge, skills and understanding. Class teachers and other staff provide good support and challenge; in addition, most trainees whose placements involve university staff taking the lead role in mentoring are well supported. Agreed-procedures meetings at the start of a placement ensure that trainees, school staff and university tutors are clear about what is required in a particular block and that trainees' priorities for development are fully understood by all. In some cases, administrative problems have resulted in trainees being advised of their placement schools very late so that they have been unable to prepare as they would have wished and have been subject to additional stress. This has also restricted the partnership's capacity to ensure placements meet trainees' particular needs, although great care is taken to ensure that those with special problems, for example of access or mobility, have their needs met.
8. The assessment of trainees' progress is accurate and focused on frequent lesson observations and reviews of progress by highly regarded school experience tutors and school staff. Lesson observations are thorough, are linked to the Teachers' Standards, and focus sharply on pupils' learning as well as trainees' teaching approaches. Strengths are identified and trainees value the feedback they receive, which often includes points for improvement that are specific to the subject being taught. The quality of feedback is supported well by new subject-specific observation guidance for school and university staff. For the current year, the partnership requires graded judgements, supported well by clear criteria, of all trainees teaching phonics and mathematics.
9. Training sessions for teacher tutors and school experience tutors are frequent, well organised and well received by participants. They include

a focus on observing trainees teaching phonics and mathematics and are supported well by booklets and other materials. Audits and tests establish trainees' knowledge and understanding well; these are carefully checked and developed as their courses progress.

10. University-based training is of high quality and trainees are positive about almost all aspects. They feel well prepared for their school placements and particularly value the training for teaching phonics. This has been carefully improved in the last few years and is now well supported by an effective new portfolio. Mentors are following the university's guidance in providing specific feedback to trainees on the quality of the teaching of phonics. As a result of their training, trainees show a good understanding of how pupils learn to read. They also recognise how they can develop pupils' wider literacy skills in reading, writing, speaking and listening.
11. Trainees value highly their training in teaching disabled pupils, those with special educational needs and those who speak English as an additional language. Training includes good opportunities for trainees to learn from each other. For example, second-year undergraduates with a 'special and inclusive education' specialism have led sessions for their peers on aspects such as autism and dyslexia. Training in behaviour management is effective. As a result, trainees manage pupils' behaviour in class well; they quickly establish positive relationships with pupils and employ a wide range of strategies to maintain a positive climate for learning.
12. Trainees value the teaching of university staff and recognise them as experts in their field. Trainees also regard their tutors as highly accessible and quick to respond to questions or requests for help and advice.
13. Training brings together theory and practice well. Sessions often involve practical activities that model the approaches that might be taken in school and opportunities for trainees to plan teaching sequences and explore these with their peers. There are good links between centre-based sessions and school placements through school-based tasks and assignments; in addition, trainees' areas for development identified on placements are taken into account in planning future sessions at the university. Course documents supporting trainees in their placements are well organised and help them to reflect on their progress and maintain good-quality files that help them to develop their skills.
14. There are some good examples of teachers from partnership schools contributing to centre-based sessions and of groups of trainees visiting schools to observe good practice, including activities developed through the Leading Partners in Literacy scheme. However, partnership

managers are aware that more could be done to blur the distinction between centre-based and school-based training by making better use of existing expertise in schools. Managers have appropriate plans to develop further activities as the partnership is reshaped in consultation with schools.

15. Undergraduate trainees benefit from training in their specialisms that allows them to explore the relevant field in greater depth and to reflect on subject and/or aspect leadership. In this way, the training prepares them effectively for future posts of responsibility.
16. The partnership's virtual learning environment provides a wide range of key documents with links to external websites. It is also a vehicle for keeping trainees up to date with national developments and information about their courses, and offers opportunities for online discussions. Trainees value this resource and say that it is widely used. They also have very positive views about the quality and range of publications in the library, including electronic texts.
17. Training for teaching mathematics is good and highly regarded by trainees. It is underpinned by a commitment to the investigative nature of the subject and to the importance of developing trainees' and, as a consequence, pupils' mathematical thinking. A thorough audit of mathematics subject knowledge takes place early in both undergraduate and postgraduate courses. This is followed up effectively through tracking documents and action plans for each year of the undergraduate course and through a portfolio for postgraduate trainees. Sessions to provide additional support are provided according to need. Trainees report that subject knowledge is regularly checked and discussed by university tutors. School staff and school experience tutors are well supported in making observations of trainees teaching mathematics and their feedback often contains subject-specific comments and points for improvement. The current focus on securing precise information on the quality of trainees' teaching of mathematics in order to assist in evaluating the impact of training sessions is well conceived.
18. University-based mathematics training sessions model and explore approaches that can be put into practice on school placements. They provide trainees with valuable ideas, such as how to use resources to help develop pupils' mathematical understanding. The impact of this training was evident when trainees were observed using appropriate equipment, for example coins and mirrors, to support learning. University-based sessions also frequently explore possible misconceptions in pupils' mathematical understanding and how to tackle them. Trainees particularly appreciate the frequent opportunities to explore mathematics in 'real-life' contexts. Much is expected of trainees in undertaking preparatory tasks between sessions, and trainees

respond well to this challenge. Assignments and tasks that are completed during placements contribute significantly to ensuring good links between theory and practice.

The quality of leadership and management across the partnership is good

19. Key leaders display high expectations and the necessary drive to improve provision further and raise trainees' outcomes to higher levels. An outstanding vision for excellence has contributed to rapid improvements in provision in recent months. For example, the team has responded rapidly to issues related to the timeliness of placements for trainees on both routes this academic year. It has identified the need to work even more closely with existing partnership schools and other local schools to strengthen the quality of the training provided locally and increase the number of schools able to offer good-quality placements to trainees.
20. The partnership has responded well to the key issue from the previous inspection about recruiting trainees who have the potential to be good or outstanding teachers. Current procedures are robust in selecting, for both routes, high-quality trainees who are committed to becoming good or outstanding teachers. Schools are now more involved in the process and challenging tasks are used at interview to determine those trainees with the best potential to teach. These improved selection procedures have contributed to the rise in trainees' completion rates.
21. The quality of improvement planning is good overall. Strategic planning engages key stakeholders, is comprehensive, and is based on a thorough analysis of data and detailed self-evaluation. It is tackling long-standing issues related to the supply of high-quality placements by strengthening partnership links in line with changes being made to training provision nationally. However, this high-quality, long-term planning is yet to be fully reflected in the highest possible outcomes for all trainees and above-average completion rates for those trainees following the undergraduate route. Subject reviews are used effectively to generate individual action plans but these plans are yet to be closely linked to the new strategic plan. Furthermore, not all subject reviews are sufficiently linked to trainees' outcomes.
22. Quality assurance procedures are applied regularly and effectively to monitor the quality of the training. They include the effective use of consultants and external examiners. Managers have made good use of an external agency to analyse the views of both current and past NQTs. Findings from these reviews are used well to support further improvement planning across all the subjects taught. As a result, the quality of training is good and continues to improve, as reflected in

above-average NQT satisfaction and the positive views of current trainees. The progress of trainees is monitored closely and data are used to identify underperformance and those who need extra support. The new initiative using tablet computers is a positive step forwards in facilitating the efficient gathering and sharing of data related to trainees' performance.

23. Levels of school engagement with the overall training provision are improving. Discussions with headteachers across the partnership and those attending the strategic management board indicated that they are enthusiastic about the improvements being made to the partnership and overall quality of provision. They value the good lines of communication between the university's representatives and themselves. Currently, schools receive feedback about the quality of their school-based training through partnership newsletters and informal discussions with school experience tutors. The absence of any individual formal feedback to schools limits the ability of the provider to identify common strengths in provision and areas of improvement specific to each placement school.
24. The Roehampton mathematics partnership group is currently exploring how to strengthen the involvement of partnership schools in mathematics training, to match that taking place in other subjects. For example, the partnership has an appropriate plan to involve teachers from partnership schools more extensively in contributing to university-based sessions and for schools to host individual trainees or small groups with particular training needs in mathematics.

Annex: Partnership schools

The following schools were visited to observe teaching:

Belmont Primary School
Cranmer Primary School
Culver House Primary School
Devonshire Primary School
Falconbrook Primary School
Hotham Primary School
Lionel Road Primary School
Merton Abbey Primary School
Stanley Park Junior School

The secondary phase

Information about the secondary partnership

- Secondary trainees follow a full-time, one-year PGCE leading to the award of QTS. PGCE places are available in seven subjects: design and technology, English, history, mathematics, modern languages, religious education, and science. Training in English and history is for the 11–18 age range and, in all other subjects, for the 11–16 age range.
- A 24-week subject knowledge enhancement course, run in collaboration with three other local ITE providers, is available in mathematics. This course enables potential candidates to gain the necessary breadth and depth of subject knowledge before starting to train as mathematics teachers.
- The university works in partnership with over 200 schools, mainly situated in Surrey or one of the neighbouring London boroughs. At the time of the inspection, there were 121 trainees on the programme.

Information about the secondary ITE inspection

- The inspection team observed lessons taught by four NQTs and nine trainees. Inspectors held meetings with individuals and groups of trainees and NQTs in 13 schools, observing teaching in 12 of them; they also met with five groups of trainees at the university. Inspectors held meetings with programme managers, professional coordinating mentors, subject mentors and university subject tutors, and held telephone conversations with three headteachers. They reviewed a range of documentation, including the partnership's self-evaluation, internal and external data on trainees' views, improvement planning, and the guidance offered to schools.

Inspection team

Paul Chambers, HMI	Lead inspector
Heidi Boreham	Subject inspector and modern languages
additional inspector:	
Daniel Burton, HMI	Subject inspector – thematic inspection
Peter Gale, HMI	Assistant lead inspector, subject inspector – thematic inspection
Pippa Jenkinson	Team inspector
seconded inspector:	

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- good strategic planning which demonstrates a clear vision of how the provision will develop in the medium term and is supported by suitable resources
- the partnership's strong reputation locally that helps to maintain high employment rates
- outstanding training in subject teaching that enables trainees to apply the best practice in subject-specific pedagogy
- the good quality of training overall that contributes to trainees' strong professional skills and to the increasingly positive responses to the NQT survey
- trainees' personal qualities that help them to reflect on their progress and respond effectively to advice
- the tutors' excellent understanding of trainees' needs that helps trainees to feel that they can seek help and advice at any time.

What does the secondary partnership need to do to improve further?

The partnership should:

- further refine recruitment and selection procedures in order to improve completion rates
- reduce the variations in the quality of trainees' school experience by
 - ensuring that all schools apply the guidance they are given
 - strengthening the transition between the two placements
 - ensuring that all trainees gain experience in contrasting settings
- strengthen improvement planning at subject level.

Inspection judgements

The outcomes for trainees are good

25. Data provided by the partnership show that approximately 90% of trainees have been graded good or better in each of the last three years. No group of trainees performs consistently better or worse than other groups. A trend of improvement in attainment is evident in some, but not all, subjects.

26. Employment rates are above average, with many former trainees employed in local schools. The partnership enjoys a strong local reputation: headteachers spoke of Roehampton's NQTs demonstrating consistently good and, in some cases, outstanding teaching. Several former trainees have very successful early careers in teaching. However, at the time of the inspection, not all NQTs were fulfilling the promise shown during their training by teaching at a consistently good level.
27. Completion rates have been around the national average for each of the last three years. Leaders and managers analyse carefully the reasons for trainees not completing the course and can show that there is no pattern other than personal circumstances. They are aware of the need to review selection procedures continually in order to raise completion rates.
28. Former trainees use their good subject knowledge to plan and teach lessons that use a variety of resources. They have quickly established themselves as valued members of staff and make a full contribution to the life of their schools. The strongest are creative and imaginative and inspire the students they teach. The small proportion who are not yet teaching at a consistently good level are still developing their planning and organisation or providing suitable levels of challenge.
29. Trainees have an excellent understanding of subject-specific pedagogy. They know about the school curriculum and understand what constitutes good teaching in their subject; as a result, they can anticipate likely errors and plan accordingly. Stronger trainees make good use of assessment to check on pupils' learning and of ICT to capture and maintain pupils' interest. Where the teaching is weaker, trainees do not maintain the pace of the lesson throughout or do not take sufficient account of the range of abilities in the class.
30. Trainees seek and respond to advice appropriately. They have strong personal qualities that equip them well for life in the classroom; they are reflective and enthusiastic and have an underlying commitment to pupils' learning and personal development. They know what they must do to support pupils' welfare and combat bullying. For example, they can identify different forms of bullying and recognise how to support pupils who are vulnerable.

The quality of training across the partnership is good

31. Trainees' level of satisfaction with the training is exceptionally high. For example, in the most recent NQT survey, 97% of respondents rated the overall quality of their training as good or better, and responses matched or exceeded the national average in all 21 questions.
32. The quality of subject training provided in the university is high and contributes strongly to the trainees' understanding of what constitutes good practice in the teaching of their specialist subject. Subject training

courses are planned well to cover subject-specific issues but also to show how general educational issues relate to subject teaching. This contributes to the strong coherence of the training. Most trainees spoke positively about their professional studies training, although some also said that its quality varies.

33. Trainees benefit from auditing their subject knowledge at the beginning of the course and working subsequently on identified areas of weakness. Mathematics trainees who have been on the subject knowledge enhancement course say that it is effective. As a result, they start the training confident of their subject knowledge and achieve outcomes that match those of other mathematics trainees. Trainees find the assignment tasks useful because they allow them to explore a topic in depth and reflect on how theory relates to practice. Trainees appreciate particularly the exceptional pastoral support provided by their subject tutors, typically describing this as 'amazing'. Tutors understand trainees' needs very well and respond to requests for help and advice quickly and sympathetically.
34. Trainees work in good placement schools, although not every trainee gains experience in contrasting schools. Subject mentors generally provide useful, regular targets to help focus the training. Trainees benefit from good feedback on their teaching: lesson observation forms include reference both to the Teachers' Standards and, in most cases, to subject-specific aspects of the teaching. While good overall, the quality of the training provided in schools varies: for example, transition arrangements between the two placement schools are not always fully effective and the professional programme in schools does not always take full account of the guidance given by the partnership.
35. Training in teaching disabled pupils and those with special educational needs is good and trainees build their knowledge and expertise effectively. As a result, they learn to adapt their teaching to meet the needs of different pupils. For example, one trainee was able to explain in detail how she met the needs of pupils on the autistic spectrum through seating them near the teacher, giving very clear instructions and checking that they understood exactly what was expected from them.
36. Trainees are well prepared for managing students' behaviour. This training was identified as a strength by several trainees in conversation with inspectors and also in the online questionnaire, where 95% of respondents said they knew how to promote good behaviour and implement a range of behaviour-management strategies. Current and former trainees understand the link between well-planned teaching and good behaviour. At the time of the inspection (half way through the training), trainees were already demonstrating that they could apply the school's behaviour policy and maintain a productive working atmosphere in the classroom.

37. Good centre-based training, supported strongly by work in schools, ensures that trainees know how to promote pupils' language and communication skills in their subject teaching. They know to focus on key vocabulary, encourage accurate spelling and, where possible, offer opportunities for extended speaking and writing. Trainees also appreciate the need to develop pupils' mathematical skills in different subjects although, at the time of the inspection, they were less confident about this.
38. The assessment of trainees is accurate. Current trainees are assessed at three points during the year, against criteria that become progressively more demanding. The current system is in operation for the first time this year and it is too soon to evaluate its effectiveness fully.
39. The quality of training in the teaching of history is good. The course ensures trainees' early teaching is underpinned by the outcomes of academic research. This ensures they are quickly able to develop and apply teaching strategies that promote pupils' understanding of key historical concepts and processes. Training sessions include an appropriate balance between discussion and practical activities that can be used in the classroom. This year's trainees have had good opportunities to work with staff from English Heritage and the National Archive; as a result, they know about the wide range of resources available to support their teaching. A strong culture of sharing ideas permeates the history course; tutors and trainees make good use of opportunities to share resources electronically. Trainees benefit from good-quality mentoring. Links with school history departments are very well established, with the result that mentors and tutors are quick to respond if any trainees need additional support. Mentors provide good feedback to trainees following lesson observations, although sometimes the targets which follow do not focus enough on the subject-specific aspects of history teaching. The subject is very well led.
40. Good training in modern languages includes a well-balanced programme of theoretical subject pedagogy and practical application in the classroom. This has led to consistently good or better outcomes, including 100% employment in 2012. Trainees speak highly of their experience in partnership schools and the good support they receive from their subject mentors and tutors. Trainees and NQTs are enthusiastic practitioners who plan their lessons methodically to include enjoyable tasks which are closely matched to the students' ability levels. The exploration of different teaching styles and very good use of the target language ensure that students are fully engaged and make rapid progress. Assessments of trainees are accurate and the majority reach their projected grades when completing the course. Weekly training records inform the tutor of the areas covered, the progress made by trainees and any issues arising.
41. The quality of science training is good and leads to good outcomes. For example, one science NQT received feedback during a recent school

inspection that her teaching was good and that she had demonstrated strong subject understanding which promoted good progress in students' knowledge and understanding. The proportion of science trainees attaining at a good or better level has risen since the last inspection. Trainees' own subject knowledge is strong and they keenly engage in additional study opportunities to strengthen any areas they are less confident of teaching. Subject knowledge and pedagogical development are strengths of the science course. The information from selection is used to begin auditing areas of relative weakness and/or to arrange for subject knowledge booster courses. University-based training in science is highly regarded and ensures that trainees are very well prepared to tackle pupils' science misconceptions. Subject leaders carry out termly joint observations with subject mentors in schools which accurately assess science trainees' progress and moderate mentors' judgements about them.

The quality of leadership and management across the partnership is good

42. Leaders articulate a clear vision of how Roehampton's provision will develop over the next few years within the changing national context. Strategic planning has been well supported by additional funding being made available from the university. Leaders have made major financial investments by commissioning an external review of provision, seeking additional information from schools and recent trainees, and funding additional staff posts. The partnership is moving towards a different model of strategic management which has enhanced representation from headteachers and other senior school staff.
43. Schools value the partnership's involvement in the South West London Teachers Education Consortium, which provides a common structure for the training year for four local providers of teacher training. School-based trainers benefit from using common documentation, which helps them to know what is expected of them, and when. They also value the opportunity to gain certification in mentoring that recognises their contribution to training.
44. The processes for monitoring the effectiveness of the provision are good. The partnership evaluates a wide range of outcomes thoroughly by group. Managers take full account of external data and the views of school representatives and respond effectively when they identify areas of relative weakness. For example, managers used their experience of promoting the achievement of men on the primary programme to close the gap in completion rates between men and women and to strengthen training in literacy development for secondary trainees. Where weaker provision and outcomes are identified, such as with an individual subject, leaders and managers arrange a programme designed to

strengthen provision, such as enabling trainers to work closely with a strong school department.

45. The proportion of trainees from under-represented groups broadly matches the national profile. Recruitment and selection procedures have been strengthened since the last inspection. School-based mentors are increasingly involved and several interviews take place in one of the partner schools, rather than at the university. Inspectors identified particularly good practice in the testing of subject knowledge in science interviews. Plans to develop procedures further are aimed appropriately at improving completion rates and include raising the minimum requirements for acceptance.
46. Managers undertake evaluations of the quality of provision in schools and feed back the results of their evaluations. Evaluations allow schools to find how well their training compares with other schools. Leaders and managers recognise that there is variation in the quality of school-based training. In response they have recently introduced a computer-based system that enables them to monitor more closely provision in schools and the progress of trainees.
47. Improvement planning for the partnership as a whole is good. It has a clear focus on outcomes for trainees and provides demanding but realistic targets. Improvement planning at subject level is less thorough. The partnership's good capacity to improve is demonstrated through rigorous self-evaluation, consistently high employment rates, and strongly improving responses to the NQT survey. The partnership is fully compliant with national requirements.

Annex: Partnership schools

The following schools were visited to observe teaching:

Carshalton High School for Girls
Fulham Cross Girls' School
Greenshaw High School
Hampton Academy
Heston Community School
Howard of Effingham School
Raynes Park High School
Richmond Park Academy
Rutlish School
Stanley Park High School
Ursuline High School
Wimbledon College

ITE partnership details

Unique reference number	70063
Inspection number	409466
Inspection dates	4–7 March 2013
Lead inspector	Paul Chambers HMI
Type of ITE partnership	Higher Education Institution
Phases provided	Primary and secondary
Date of previous inspection	April 2011
Previous inspection report	http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70063
Provider address	Lulham Building, Froebel College, Roehampton Lane, London SW15 5PJ