

# London South Bank University ITE Partnership

Initial Teacher Education inspection report

Inspection Dates 29 April – 2 May 2013

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This inspection was carried out by seven of Her Majesty's Inspectors and four additional inspectors in accordance with the *Handbook for inspecting initial teacher education*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from January 2013

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*

	<b>Primary QTS</b>	<b>Secondary QTS</b>	<b>Employment-based routes</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	<b>3</b>	<b>3</b>	<b>2</b>
The outcomes for trainees	3	3	2
The quality of training across the partnership	3	3	2
The quality of leadership and management across the partnership	3	3	2

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## **Key findings**

- Trainees demonstrate a good understanding of equality and inclusion and are well prepared to teach in culturally and linguistically diverse urban schools.
- The partnership's good contribution to meeting local needs has helped to establish above-average employment rates across all courses.
- Training in how to teach disabled pupils and those who have special educational needs is of high quality.
- The high-quality, school-based target setting and review by mentors in the primary, employment-based route are not yet features of other courses.
- Improvements in specific aspects of training, for example primary mathematics and phonics and early reading, have resulted in significant increases in trainees' confidence.

## **To improve the ITE partnership should:**

- Increase the proportion of trainees who complete the programmes and who exceed the minimum level of practice defined in the Teachers' Standards.
- Ensure that recruitment and selection procedures always accurately identify trainees with the potential, attributes, commitment and resilience to become at least good teachers.
- Strengthen the systems and procedures for tracking trainees' competence, as well as confidence, in aspects of teaching and subject knowledge over time.
- Ensure that all partner schools are fully engaged in reviewing and developing training and maintain a commitment to the ITE partnership.

## **Information about this ITE partnership**

1. London South Bank University, with its partners, provides ITE programmes for the early years and primary age ranges, through full-time, part-time, flexible and employment-based courses. The partnership also offers university-based and employment-based ITE courses in mathematics for the secondary phase. All courses lead to qualified teacher status. Following the successful completion of academic assignments, trainees are awarded either a professional graduate certificate in education, or a postgraduate certificate in education which includes academic credits at Master's level.
2. At the time of the inspection there were 363 trainees on the different programmes.

## **The primary phase**

### **Information about the primary partnership**

3. The university works in partnership with over 100 schools and educational settings and several local authorities in and around London. There are currently 222 trainees following a one-year, postgraduate course. There are 48 trainees following the early years course for the 3–7 age group, 59 on the primary course for the 5–11 age group, and 45 on the upper-primary course for the 7–11 age group. All these trainees began their courses in September 2012. A further cohort of 56 started in January 2013. Ten trainees are currently undertaking the course on a part-time basis. A further four trainees who interrupted their studies have re-joined the course this year.
4. As well as offering school placements, the university also enables trainees to experience alternative education placements in a wide range of settings such as museums and pupil referral units.

### **Information about the primary ITE inspection**

5. Trainees were not in schools at the time of the inspection and, as a result, it was not possible to observe them teaching. Inspectors observed the teaching of 11 newly qualified teachers (NQTs) in nine schools. Five of these started their first teaching posts in January and six in September. All of the NQTs observed had completed their courses teaching predominantly good or better lessons.
6. Meetings were held with 21 current trainees, headteachers, mentors, tutors and senior members of staff at the university.
7. Inspectors observed university-based training in mathematics, history, art, science and special educational needs. Inspectors also visited a session where trainees made presentations based on their alternative education placements and one where additional support was being provided to help trainees improve their lesson planning.
8. Inspectors considered a wide range of documentary evidence including information related to recruitment and selection, tracking and assessment, trainees' teaching records and reviews, an analysis of outcomes for trainees, the university's self-evaluation and improvement plans, external moderators' reports and information for trainees on the partnership's website.
9. Inspectors also took account of the responses to the trainees' online questionnaire, which about half of the trainees had recently completed.

## **Inspection team**

Sheena MacDonald HMI: phase lead inspector  
Robert Lovett HMI: phase assistant lead inspector  
Kiran Campbell-Platt AI: team inspector  
John Menendez AI: team inspector

## **Overall Effectiveness**

**Grade: 3**

### **The key strengths of the primary partnership are:**

- Trainees enjoy a variety of school experiences, visits and alternative education placements which enhance their understanding of teaching and learning; trainees demonstrate a very good understanding of equality and inclusion and are well prepared to teach in culturally and linguistically diverse urban schools.
- Trainees and NQTs use a wide range of teaching strategies, including information, and communication technology (ICT), to promote positive attitudes to learning and to ensure pupils make good progress.
- Trainees become increasingly reflective because of the regular and well-planned opportunities to work collaboratively and to share and review their practice.
- University-based training is engaging and systematically links theory to practice. The use of school-based trainers' expertise makes training practical, relevant and often inspiring.
- Improvements in specific aspects of training, such as early reading, mathematics and special educational needs and disabilities, have resulted in a significant rise in trainees' confidence.

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

#### **The partnership should:**

- increase the number of trainees who complete the course and who exceed the minimum level of practice defined in the Teachers' Standards by:
  - ensuring that recruitment and selection procedures accurately identify trainees with the potential and attributes, commitment and resilience to become at least good teachers
  - ensuring that the quality of feedback and target setting during school placements is consistently evaluative and helpful so that trainees know exactly what they need to do to improve

- strengthen the systems for tracking trainees' competence, as well as confidence, in aspects of teaching and subject knowledge over time, and use the information to identify weaknesses and improve training.

## **Inspection Judgements**

### **The outcomes for trainees requires improvement**

10. Many trainees are doing well by the end of the course, but a significant minority does not complete it able to demonstrate consistently good teaching. In addition, although about half of the trainees who struggle during their first school placement achieve well by the end of the course, a small number starts well but fails to maintain their good level of achievement. The proportion of trainees failing to complete the course has been falling. However, too many of the cohort who started the course in January 2012 did not complete. Apart from these distinctions, there are no major differences between the achievements of different groups of trainees.
11. Employment rates have improved over the past few years with a higher-than-average proportion of trainees taking up teaching posts. This is not the case yet for the January 2012 cohort, although the schools visited during the inspection commented positively on the positive attitudes of London South Bank's NQTs, their desire to improve, and their willingness to seek out and respond to advice and feedback. The schools already value the contribution that these new teachers are making to pupils' learning and to their school communities.
12. The majority of trainees have a well-developed understanding of how pupils learn and this is supported by increasing reflection and effective evaluation. NQTs teach lively, well-structured lessons, using a good range of strategies, including the imaginative use of technology, to make sure pupils are fully involved and make good progress. Trainees and NQTs demonstrate good subject knowledge, especially in literacy and mathematics, and this enables them to plan lessons effectively, confidently handle pupils' questions and address difficulties and misunderstandings. Trainees have a good practical understanding of strategies which can be used to support pupils who are learning English. They know how important it is to enrich pupils' vocabulary and develop their communication skills. Most NQTs and trainees are confident that they are acquiring the skills and knowledge to become effective teachers of early reading and good-quality phonics teaching was observed during the inspection. The trainees' skills in this important aspect of teaching are carefully tracked and show improvement between school placements.

13. Trainees have a good understanding of how effective learning promotes good behaviour and positive attitudes to learning. Most of the NQTs who were observed teaching during the inspection demonstrated this in their teaching. NQTs make effective use of a good range of behaviour management strategies to maintain pupils' focus on learning, although several continue to require support in managing behaviour when they are in particularly challenging settings. NQTs and trainees have a good understanding of different aspects of bullying and know how to deal with them.
14. It is clear that NQTs are aware of potential barriers to learning and understand the importance of a strong focus on inclusion. In all of the lessons observed, the needs and different abilities of pupils were identified, planned for and generally addressed well, although more fine tuning is required to improve trainees' questioning of pupils.
15. NQTs build good professional relationships with their colleagues and deploy support staff effectively during lessons. Many contribute to the wider life of schools by organising and helping with clubs and other out-of-school activities. Trainees also demonstrate many of these professional characteristics; although, during the inspection, several trainees were absent from training sessions or arrived late.

### **The quality of training across the partnership requires improvement**

16. The proportion of trainees judging the overall quality of training as good is well below the national average and has been for several years. In order to address this negative judgement, action has been taken to improve the quality of training in key aspects such as early reading and phonics, mathematics, behaviour management and special educational needs. The outcomes of recent surveys of trainees, including one carried out during the inspection, are much more positive, and the impact of the actions taken on trainees' confidence is clear. For example, trainees are now much more confident about teaching mathematics. Less clear, however, is the impact of the improvements on trainees' ability to teach well. In addition, there are inconsistencies in the quality and usefulness of lesson observation feedback, target setting and the tracking of the strengths and weaknesses of trainees' teaching.
17. Almost all trainees and NQTs spoke positively about the quality of the university-based training. Observations of NQTs teaching demonstrated that the university provides them with the skills and subject knowledge required to become effective teachers. Sessions taught at the university are often of high quality. They extend trainees' own subject knowledge whilst also providing opportunities for trainees to refine their teaching skills by peer assessing each other's presentations. The training has a good focus on making mathematics enjoyable and on how trainees can apply their increasing subject and professional knowledge to practical

teaching. Trainees said that they value the additional support offered through twilight sessions when extra help is available to trainees who are less confident and those identified as requiring extra help. Schools said that trainees and NQTs have good subject knowledge, are well prepared to teach mathematics and have the necessary skills and confidence to make effective teachers. However, while there is an initial audit of trainees' subject knowledge at the beginning of the course, the impact of the training on trainees' subject knowledge and teaching is not systematically tracked or analysed.

18. Trainees said that their confidence to teach literacy, early reading and phonics has improved during their training. This is as a result of a varied and systematic programme which includes a valuable early placement, where trainees work with individual pupils three times a week over a seven-week period, and the observation of different teaching approaches. Trainees were very complimentary about university training, especially the input from school-based trainers and an advanced skills teacher. Many of the improvements are relatively recent and NQTs were slightly less positive than trainees. Because the university does not analyse trainees' competence in teaching literacy systematically enough, it is not clear that improvements in training are benefiting all trainees.
19. Trainees benefit from a wide range of opportunities to teach and observe good practice in different schools and alternative educational settings. This external experience is well linked to university-based training so that it effectively deepens and extends the trainees' understanding of teaching and learning, particularly in relation to the teaching of pupils with a diverse range of needs. Trainees were complimentary about the variety and value of first-hand experiences, although they raised some concerns about the timing and organisation of placements. Although there are some difficulties, university staff try to keep trainees informed and do all they can to minimise any problems which may arise.
20. The NQT survey highlights two significant strengths: the good preparation of NQTs for working with pupils who speak English as an additional language and their confidence in working with pupils from minority ethnic backgrounds. These strengths are underpinned by the university's strong commitment to equality, diversity and inclusion. Early in the course all trainees study the module, 'Equality, Inclusion and Citizenship'. Almost all trainees and NQTs said that this module is thought provoking and inspiring. A more recent exit survey shows that trainees are very positive about using ICT in their teaching and this view is supported by the imaginative use of ICT by both NQTs and tutors seen by inspectors.
21. The course makes good connections between subjects and different aspects of the training and this helps build the trainees' understanding



and skills. All of the university-based training observed during the inspection related theory to practice in a lively and engaging way. In several sessions, such as mathematics and science, the trainees clearly made a great deal of progress in both their subject knowledge and how to teach it effectively. Training regularly offers opportunities for trainees to collaborate and to improve their critical assessment by evaluating each other's work. NQTs and trainees said that this way of working, particularly in the first paired school placement, was particularly effective in building both their confidence and competence.

22. Trainees' teaching files and their records of progress show that there are good systems for school mentors, trainees and tutors to evaluate trainees' progress and set the trainees targets, and good opportunities for trainees to develop self-evaluation and reflective skills. However, there are significant variations in the quality and usefulness of feedback from lesson observations. Some is excellent but much is descriptive rather than evaluative. Weekly targets for improvement are agreed, but they are often too vague to be helpful and, sometimes, they are not followed up. The partnership has improved systems for identifying and supporting trainees who are performing less well early in the course and has established the need to boost the attainment of a few trainees who are still making slower progress at this stage in the course. An enrichment programme is in place for the first time and a very good university-based session to support trainees with lesson planning was observed during the inspection. However, as this provision is new, it is not possible to evaluate its impact on trainees' attainment of the Teachers' Standards.

### **The quality of leadership and management across the partnership requires improvement**

23. Monitoring and evaluation do not identify clearly enough the improvements needed to ensure that all trainees are consistently teaching good or better lessons by the end of the course. Although there was some improvement in the outcomes for trainees over the past two years, the outcomes for the trainees who completed the course in December 2012 do not show an improving picture. Furthermore, the NQT survey indicates that a significant number of new teachers do not believe that the course is equipping them well enough to become confident teachers. The survey results have not improved significantly over time.
24. Course leaders are acutely aware of these weaknesses and have taken action to improve key aspects of the course. The quality of training in early reading and literacy, mathematics, behaviour management and special educational needs has improved. University staff carry out their duty of care very well indeed and are quick to support trainees when

individual needs are identified or trainees have concerns. A survey of trainees at the end of their course by the Teaching Agency (now part of the National College for Teaching and Leadership) shows a significant rise in trainees' confidence. Despite this, some trainees' teaching and subject knowledge have not improved quickly enough in the past and it is not clear yet whether the improvements are having a significant impact on the current cohort. This is partly because some of the changes, such as the reading mentor placement which was introduced this year, are relatively recent.

25. Course leaders gather and analyse a useful range of information from schools, university supervising tutors, trainee surveys and course evaluations to evaluate the quality of provision. They also receive and respond to detailed and helpful information from external examiners. Rigorous systems of moderation mean that the university's assessment of trainees' teaching is accurate, documentation is clear and completed regularly. The quality assurance of feedback and target setting has not been rigorous enough to ensure that these important aspects of training are consistently evaluative and incisive. The university's improvement plan is detailed and clearly identifies what needs to be done, by whom and by when. There are review points during the year to make sure planned actions are happening. Although there are some success criteria based on trainees' teaching skills, the university is not using evaluations of trainees' teaching to inform course planning in the short and long term or to measure the impact of training.
26. Equality, diversity and inclusion continue to be strong features and permeate the course. Many trainees and NQTs said that the inclusion focus and the variety of placement opportunities were behind their choice of training with London South Bank. The university recruits well from potentially under-represented groups. Procedures for recruiting and selecting trainees have been strengthened and school-based trainers are now involved in all interview days. Trainees undertake various activities, including mathematics and English tests, which help to assess their knowledge and skills. Nonetheless, despite the rigour of the selection procedures, too many trainees find the course too challenging, decide that, after all, teaching is not for them, or else do not complete the course as good teachers.
27. The university is building stronger links with schools and local authorities. These partners are making an increasingly valuable contribution to strategic decision making, including programme review and development. The university has strengthened its tracking and support for past trainees and they, along with current trainee representatives, are involved in the partnership advisory group. The university knows its schools and is able to capitalise on specific expertise, for example by ensuring that all trainees benefit from

observing teaching and learning in Leading Literacy Schools. Many school-based trainers also make a strong contribution to central training.

28. The improvements made to important elements of the course and the strengthening partnership show that leaders have the capacity to bring about the further improvements needed.

## **Annex: Partnership schools**

The following schools were visited to observe teaching:

Loughborough Primary School  
Comber Grove School  
Rotherhithe Primary School  
Alfred Salter School  
Globe Academy  
Cathedral School of St Saviour and St Mary Overie  
Grange Primary School  
The Livity School  
Sir James Barrie School.

## **The secondary phase**

### **Information about the secondary partnership**

29. Secondary trainees follow a full-time, one-year postgraduate course. All train as teachers of mathematics, focusing on the 11–16 age range. The university works in partnership with 16 schools, mainly situated in London boroughs or neighbouring local authorities. At the time of the inspection, there were 15 trainees on the programme.

### **Information about the secondary ITE inspection**

30. Inspectors observed lessons taught by four trainees. They held meetings with individuals and groups of trainees and NQTs in five schools, observing teaching in three of them; they also met with a group of NQTs at the university. Inspectors held meetings with programme managers and school-based mentors, and held telephone conversations with senior managers in four schools. 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: phase lead inspector  
Brian Cartwright HMI: phase assistant lead inspector

## **Overall Effectiveness**

**Grade: 3**

### **The key strengths of the secondary partnership are:**

- The partnership's contribution to meeting local needs that has helped to establish above-average employment rates.
- Trainees' good personal qualities that help trainees to respond positively to the demands of being a teacher and to contribute as part of a team.
- The good training in equality and diversity, including the teaching of disabled students and those with special educational needs, that helps trainees to understand how to adapt their teaching to cater for different needs.
- The good communication between the university and schools that enables the programme manager to respond quickly to concerns.

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

#### **The partnership should:**

- ensure that a greater proportion of trainees exceeds the minimum level of practice defined in the Teachers' Standards by the end of their training
- track and monitor trainees' achievement more closely during the year through regular assessment
- increase the involvement of school staff in partnership leadership and development
- monitor more closely the training provided in schools to ensure that all is of good quality
- provide more opportunities for mentors to share good practice.

## **Inspection Judgements**

### **The outcomes for trainees require improvement**

31. Although the majority of trainees exceed the minimum level of practice defined in the Teachers' Standards by the end of their training, a significant proportion meets these standards at no more than a minimum level. Inspectors agree with the partnership's assessments of

current trainees. More female trainees than males attain the Teachers' Standards at a good or better level by the end of the course, although current assessments suggest that this is will not be the case this year. While several trainees start the programme with degrees that are not in mathematics, the partnership's data indicate that they attain as well as other trainees.

32. Completion rates are consistently at or above the national average. The available figures show no pattern of different completion rates for different gender groups or groups based on age or ethnicity. The programme meets local needs well by training teachers in a key shortage subject and this is reflected in the fact that employment rates are above average.
33. Former trainees, now working as NQTs, are generally progressing well. They are aware of the need to teach so that students understand what they are learning and to plan lessons that interest and motivate them. Of the school leaders contacted by the inspection team, most were pleased with the progress being made by London South Bank NQTs in their schools. Schools referred to positive qualities such as responding to the demands of the role, initiative and the use of ICT to support learning. Whilst one NQT has required support from senior colleagues, others are teaching consistently good lessons. NQTs are beginning to build their understanding of the likely misconceptions that students may have and how they can arise, and are using an increasingly wide range of activities to support learning.
34. Trainees show good personal qualities, such as commitment and a readiness to contribute to a departmental team, and they form good relationships with students in their classes. They draw up lesson plans that are detailed, refer to a range of resources, and take account of the students' different ability levels. Trainees understand their role in safeguarding students; they know about different forms of bullying and how to keep students safe, including when using the internet.
35. Stronger trainees use their good subject knowledge to plan for progression in students' learning. Where the teaching is less strong, trainees are still building their behaviour management skills; moreover, not all understand fully the link between their teaching and students' behaviour. For example, in one lesson observed, students did not engage well with the lesson because it took too long before they were given a chance to start on the interesting activities that the trainee had prepared.
36. Trainees reflect on their teaching by completing written lesson evaluations. While some include perceptive comments, others focus too

much on whether the students have behaved well, or not, rather than on the quality of the teaching and its impact on students' learning.

### **The quality of training across the partnership requires improvement**

37. During their school placements, while support and training from the subject mentors are usually good, the extent to which trainees receive regular professional-studies training varies more than it should. As a result, not all trainees know how their placement school deals with topics covered by university training. The training log helps to unify trainees' time in schools. It provides a structure within which trainees can set out their weekly tasks, summarise the weekly mentor meeting, and record short-term targets. It also gives trainees an opportunity to record evidence of their progress towards the Teachers' Standards, starting during their first school placement. However, not all trainees keep their logs up to date, or complete their subject knowledge tracking sheets according to the guidance issued, and this slows their progress.
38. School mentors identify accurately trainees' strengths and weaknesses. Where they are precise and followed up, targets help trainees to make good progress. Less-effective targets are vague or task based and very few focus on subject-specific teaching and learning. Trainees benefit from their three-day placement in a primary school, where they learn about primary/secondary school liaison and how pupils learn the basics on which secondary school mathematics is built. Most observe phonics teaching and gain a basic understanding of how children learn to read.
39. The overall design of the programme covers effectively the elements necessary for trainees to meet the Teachers' Standards. Trainees usually evaluate their university-based subject training as good. They value particularly the external speakers who contribute to both the subject training and the professional studies course.
40. Training in inclusion, equality and diversity is a key strength of the university-based training. This is supported by other good-quality training, such as that offered during a visit to a school with expertise in teaching students who speak English as an additional language. As a result, trainees show a good awareness of how to cater for different students' needs in lessons. In particular, good-quality training prepares trainees well to teach disabled students and those with special educational needs, and this is reflected in the trainees' evaluations of their training. Trainees know about a range of special needs and plan lessons accordingly. Their level of interest is demonstrated by the fact that several take advantage of the opportunity to spend a week in a special school as their 'alternative placement' towards the end of the course.

41. As mathematics specialists, trainees are fully aware of their key role in developing students' numeracy. However, they also understand the need for all teachers to develop students' language and communication skills. For example, trainees explained to inspectors the importance of students being able to extract key information from written texts, especially given the increasing literacy demands in mathematics examinations. They understand the need to emphasise key words, although not all give sufficient attention to correcting spelling of key mathematical words or correcting the poor use of mathematical language by students.
42. Training in behaviour management enables the stronger trainees to make good progress in developing their teaching skills, but behaviour management remains a weakness for other trainees. Internal feedback from trainees indicates that they believe this element of the training is not as strong as others.
43. Numbers are too small for there to be any data from the NQT survey. The small number of trainees who responded to the online questionnaire gave generally positive responses in all categories relating to the quality of their training.
44. Whilst assessments at the end of the course are accurate, there are too few formal assessments of trainees' achievements during the year, and the self-assessment that trainees do at the end of their first school experience is insufficiently moderated. However, regular school visits to schools ensure that the secondary programme leader has a clear picture of trainees' progress; a suitable 'cause for concern' process ensures that trainees at risk of failing receive appropriate additional support and guidance.

### **The quality of leadership and management across the partnership requires improvement**

45. Following a period of uncertainty about the future of the secondary programme, leaders now articulate a clear view of how the partnership will develop over the next few years. Appropriate plans to develop stronger links with local teachers, including NQTs, are in place and leaders have made a start on this process. The current programme involves teachers from partnership schools in planning and delivering elements of the university-based training. However, there is insufficient involvement of school-based trainers in the overall planning and management of the secondary partnership.
46. Self-evaluation and improvement planning have been hampered by the period of uncertainty and, as a result, improvement plans have too little focus on developing the secondary programme. At the time of the

inspection, the partnership's managers judged the secondary programme as good, whilst inspectors judge that it requires improvement. The partnership's evaluations of provision take appropriate account of the views of trainees and other external sources. The external examiner confirms the quality of training in schools and the rigour of the pass/fail boundary, but recent reports say little about how trainees' teaching can be improved or the quality of the partnership strengthened.

47. The partnership has an adequate capacity to improve. The good training in equality and diversity identified at the last inspection has been maintained and the partnership has sustained above-average employment rates. However, completion rates are fluctuating rather than rising and the proportion of trainees judged to be good or better at the end of their training has fallen over recent years.
48. Communications between university-based staff and schools are good. The university-based tutor responds quickly and appropriately when schools express concerns about a trainee's progress. Schools taking trainees on their second school experience receive information from the first school placement, although not all respond to it by tailoring their training accordingly.
49. Quality assurance procedures require improvement. For example, although university-based trainers undertake joint observations within the team to moderate judgements, not all school-based subject mentors have undertaken a joint observation with a university-based tutor. The secondary programme leader is aware of the need to monitor the quality of training in schools more closely, to offer feedback to schools on how well they are doing and to promote the sharing of good practice.
50. The partnership generally recruits to target. Interviews include appropriate opportunities to assess candidates' written and spoken English, their subject knowledge and their commitment to, and suitability for, teaching. Some, but not all, interviews include teachers from partnership schools contributing to decisions on who should be offered a place. The proportion of trainees from under-represented groups exceeds national averages.
51. The programme is fully compliant with statutory criteria and requirements.



## **Annex: Partnership schools**

The following schools were visited to observe teaching:

St Matthew Academy  
The Petchey Academy  
Virgo Fidelis Convent Senior School.

## **The employment-based routes**

### **Information about the employment-based partnership**

52. The employment-based route comprises a one-year, full-time graduate teacher programme.
53. At the time of the inspection there were 116 trainees on the programme, a higher number than in previous years. The number of primary trainees has risen significantly since the previous inspection with all 105 current trainees starting in September 2012. Previous cohorts have had both January and September starts, but as this is the final year of the graduate teacher programme, the partnership sensibly decided not to start any training in January 2013. The 11 secondary trainees are all training to teach mathematics.

### **Information about the employment-based ITE inspection**

54. Inspectors undertook lesson observations of 12 trainees, including several lessons undertaken jointly with the trainees' mentors.
55. Inspectors also held discussions with individual and groups of trainees, NQTs, tutors, mentors and senior leaders across the partnership.
56. Inspectors considered a wide range of programme documentation, including information related to tracking and assessment, statutory safeguarding and compliance, recruitment and selection, analysis of outcomes for trainees and groups of trainees and the programme's self-evaluation and improvement plan.

### **Inspection Team**

Peter Gale HMI:	phase and overall lead inspector
David Townsend HMI:	phase assistant lead inspector
Ian Hodgkinson HMI:	team inspector
Julie Ward AI:	team inspector
Helen Wiseman AI:	team inspector

**The key strengths of the employment-based partnership are:**

- the good outcomes for trainees
- the commitment trainees show to reflecting upon, and developing, their own practice as entrants to the profession
- the skills in classroom and behaviour management that trainees develop and their expertise in establishing a positive rapport with the pupils they teach
- the extent to which the university- and school-based elements of the programme combine to help primary trainees develop their skills in teaching English (including phonics and early reading) and mathematics
- the value of the equalities, inclusion and citizenship module in helping prepare trainees to teach in diverse school settings
- the quality of the mentors supporting trainees in school, who coach and guide trainees effectively in how to exceed the minimum level of practice as defined in the Teachers' Standards
- the improvements made to target setting in the primary phase; trainees are given precise guidance on how to improve their teaching and effective support to meet their targets.

**What does the employment-based partnership need to do to improve further?****The partnership should:**

- further enhance the impact of leadership on trainees' outcomes by:
  - sharpening systems through which mentors report on, and programme leaders track, trainees' progress between university tutor reviews
  - ensuring that all trainees have a high-quality second placement experience which is robustly assessed
  - offering effective additional support to those trainees who have gaps in their subject knowledge upon starting the programme
- ensure closer collaboration with all partnership schools by:
  - improving induction for new mentors, increasing the take-up of mentor training and sharing of best practice in mentoring

- arranging that partnership schools have regular opportunities to review and inform all facets of the training programme.

## **Inspection Judgements**

### **The outcomes for trainees are good.**

57. The proportion of trainees successfully completing their course was well above the sector average for primary and secondary trainees in 2012 and in previous years. The number of withdrawals for the current cohort of trainees, at the time of the inspection, indicates that successful completion will also be high in 2013 for both primary and secondary phases.
58. Employment rates for primary trainees have risen over the last three years from broadly average to well above the sector average. All secondary mathematics have been employed in the last three years, usually by their training schools. Many NQTs go on to teach in their first placement schools; the impact of the training in meeting local recruitment needs and on the achievement of pupils is good.
59. The large majority of trainees make good progress and exceed the minimum level of practice as defined in the Teachers' Standards by the end of their training. Their attainment has been consistently good for three years. Fewer male primary trainees exceeded the minimum level of practice in 2012, but this year the attainment gap has been closed.
60. By the end of the course, most trainees are confident and skilled teachers with a commitment to reflecting upon and developing their own practice. Trainees' teaching is good overall with a small number who are outstanding. However, the teaching of a minority of the trainees observed still requires improvement at this stage in their training. Most trainees' teaching shows that the trainees are aware of potential barriers to learning and understand the importance of a strong focus on inclusion. Good-quality training prepares trainees well to teach disabled pupils and those with special educational needs; this is reflected in the trainees' evaluations of their training. As a result, trainees generally plan well for the needs and different abilities of pupils. Occasionally, trainees need to improve the quality of their questioning and ensure that all their teaching meets the wide range of ability found in some classes.
61. Early in the programme, all trainees make good progress in forming positive relationship with pupils and managing behaviour. They quickly understand pupils' ethnically diverse backgrounds and the needs of bi-lingual pupils and those with special educational needs. Trainees quickly adapt to their role in managing the contribution of other staff in class; this is often because they have held teaching assistant posts before

starting the training. Most primary trainees are good at teaching early reading and phonics and pupils make good progress as a result. Secondary trainees understand the need for all teachers to develop students' language and communication skills. For example, trainees explained well to inspectors the importance of students being able to apply their mathematical skills in problem solving by first understanding what the question was asking them to do.

62. Primary trainees typically show secure subject knowledge in teaching English and mathematics. They use this to plan and structure lessons well, taking account of pupils' varying starting points. For example, one trainee was confident in managing the behaviour of individual pupils with social and emotional needs. She also used strategies to help pupils who speak English as an additional language, fully engage in their learning.
63. In good lessons, trainees target questions to individual pupils' needs and set work that is well matched to the needs of all pupils, including the more able. Trainees are developing strategies for assessing pupils' progress, both in class and through their marking of books, and are using this information to adapt their lesson planning.
64. Where trainees' teaching is not as strong, in both the primary and secondary phase, the trainees were less successful in establishing a brisk pace and embarked on over-long lesson introductions. Upon occasion, there is insufficient exploration, through the trainees' demonstrations or questioning, of pupils' understanding of key subject concepts.

**The quality of training across the partnership is good.**

65. The training has improved. The primary taught programmes for English and mathematics, for example, have been further developed in response to exit survey findings. The professional studies programme, a strength at the last inspection, continues to be so. Key elements of the programme combine well in preparing trainees to teach.
66. The taught equality, inclusion and citizenship module, in combination with carefully constructed in-school learning opportunities, enables all trainees to develop a good appreciation of the diverse strengths and needs of the pupils they teach. They gain an early grounding in effective approaches to supporting pupils with special educational needs and those who speak English as an additional language. School-based mentors provide well-judged opportunities for trainees to track groups of pupils, liaise with special educational needs coordinators and observe the strategies teachers use to include all pupils in lessons. Trainees are alert to opportunities to celebrate diversity and are well prepared to teach in multilingual classrooms.

67. Inspection evidence also shows that this year's trainees are mostly very confident in their approach to behaviour management. University lectures link well to a follow-up study module in which trainees apply their learning when supporting pupils in class. In turn, school-based mentors are diligent in both demonstrating strategies to use in managing pupils' behaviour and in giving trainees direct advice on how well they are implementing a school's behaviour policies. As a result, trainees have a clear understanding of the different types of bullying and how to follow the school's relevant policies for challenging, for example, homophobic bullying.
68. Primary trainees are developing secure subject knowledge and confidence in the teaching of English and mathematics. The taught sessions at the university provide a firm theoretical underpinning for trainees as to how pupils learn in these subjects. The taught programme for mathematics, for example, offers a comprehensive introduction to the subject curriculum and trainees hold it in high regard. Links between theory and practice are fully secured through the school-based directed tasks set by subject tutors, which enable trainees to apply their new learning to their own classroom practice. The core subject assignment is also valuable in helping trainees to develop their critical skills in reflecting on how well teaching strategies help all pupils to learn.
69. Secondary trainees benefit from good taught sessions at the university on a variety of topics. These are further enhanced by mentors and school-based training. The programme shows good coherence for trainees and the secondary schools visited had comprehensive in-house training programmes that were being carefully targeted by mentors to meet their trainees' needs. Mathematics subject training at the university is strong and mentors support trainees' pedagogical development well. However, mentors do not have a role in checking and validating trainees' mathematics subject audit documents. This means that subject knowledge development is not systematic over the whole year; those trainees without strong mathematics degrees can find it hard to make links between topics. Secondary trainees are fully aware of their key role in developing the mathematical skills of pupils in school and are often involved in whole-school projects to improve numeracy.
70. Primary trainees have a good range of opportunities to develop their strategies for teaching English and mathematics in school; for example, by watching teachers model approaches, through team teaching, by attending subject training for all staff in schools and by receiving specific advice on their own practice, through regular lesson observation feedback. The primary trainees are given a firm grounding in the teaching of reading, including the teaching of phonics. Schools typically ensure trainees are able, through these experiences, and through their

second placements, to gain an appreciation of the progression in pupils' literacy and numeracy skills.

71. Second placements are variable in their length and impact on the teaching of both primary and secondary trainees. Often they are arranged as swaps to suit the needs of training schools. In some cases this works well and trainees gain a great deal from teaching in another context. However, there are also examples where second placements are very short and/or not carefully targeted at meeting the needs of trainees. For example, some primary trainees had insufficient opportunities, in a short second placement, to have their teaching of early reading fully evaluated by mentors.
72. School-based training is focused effectively on meeting the individual needs of trainees. They appreciate the regular weekly reviews, during which they receive clear guidance on how to broaden their experience in order to meet, or exceed, the Teachers' Standards. Primary trainees are diligent in recording evidence over time in relation to each Standard and building up a picture of their own performance. A few secondary trainees are less conscientious than their primary colleagues in collecting and recording evidence.
73. In most cases, the quality of school placements and the mentoring of trainees are good. Assessments of trainees' teaching are accurate and mentors' evaluations refer closely to the Teachers' Standards. Joint lesson observations between university subject tutors and school mentors help secure the consistency seen in the quality of the evaluations. Most trainees and NQTs are offered effective coaching advice from their tutors, mentors and other colleagues in school on how to further improve their teaching skills.
74. The previous inspection report identified the need to improve the quality of tracking and target-setting systems so as to ensure trainees made more rapid progress and reached higher levels of attainment. Concerted and effective action has been taken to ensure that primary trainees receive precise guidance on how to improve their teaching, that a range of support measures are in place to help them do this and that progress in meeting targets is carefully monitored. For secondary trainees, formal target setting is less strong and it can be difficult to track progress through written records. However, mentoring is good and informal feedback and targets for trainees help them progress well.

**The quality of leadership and management across the partnership is good.**

75. Programme leaders are good at identifying suitable candidates and supporting them teach successfully in inner city schools. Leaders have a clear understanding of what is working well on the programme and what

needs to be improved. Good leadership and management over time have resulted in good training, and the systematic monitoring and tracking of trainees' progress have led to consistently good outcomes for trainees and improving completion and employment rates.

76. The processes for reviewing the subject and professional studies programmes are being improved. Senior leaders are carefully monitoring trainees' perceptions of the quality of university-based training in the core subjects and professional studies modules. For example, primary trainees' feedback on the quality of the mathematics programme confirms improved levels of satisfaction with the breadth of study and the balance struck between theory and practice. The primary course director has improved the evaluation of trainees' professional reflection and academic writing of assignments. Trainees are now better able to identify links between theory and their own classroom practice.
77. Selection procedures, which were found to be rigorous at the time of the last inspection, continue to be so for all trainees. They result in the recruitment of trainees with the potential to be at least good teachers. Rigorous school selection is followed by equally robust university evaluation of each applicant's suitability to teach; selection procedures are fully compliant with requirements for initial teacher training. Many candidates already have considerable experience in education settings. However, the university is not always intervening early enough to provide additional support and guidance to those trainees whose initial self-assessments indicate that they have gaps in their subject knowledge.
78. Programme leaders have ensured that the roles and expectations of trainees, tutors and mentors are clear and comprehensively explained in course documentation, although some new mentors remain unclear about aspects of trainees' programme entitlement. Some headteachers and staff from partnership schools are involved in recruitment and in some aspects of the university-based programme. However, the engagement of partnership schools remains underdeveloped; some are not involved enough in reviewing the quality of the university-based tuition or their own training offer. Mentors do not take up the offer of comprehensive mentor training at the university in very high numbers.
79. Improvement planning is good and has helped to secure consistently good outcomes for trainees over time. The partnership has rightly focused the current plan on taking the best aspects of the graduate teacher programme into the new School Direct training next year. This includes ensuring that high-quality primary target setting is retained while developing an enhanced commitment to the partnership by participating schools.

80. There are systems in place to evaluate the progress trainees are making on the programme, although there is no process for tracking trainees' progress between the formal review points in the year. Senior leaders collate and analyse evidence about trainees' strengths and weaknesses gathered from monitoring visits to schools by university tutors. Mentors appreciate the opportunities to assess trainees' progress during these visits jointly with tutors. As there is no formal assessment between tutor visits, trainees can 'plateau' with their teaching failing to advance. Course leaders are seeking to raise the attainment of those trainees at risk of being assessed as just meeting the minimum standards. Additional tutorial support and monitoring arrangements are in place to improve attainment but it is too early to judge their impact. The partnership has not yet targeted those trainees capable of taking their practice well beyond expected levels.

### **Annex: Partnership schools**

The following schools were visited to observe teaching:

Colville Primary School  
Bousfield Primary School  
Soho Parish Church of England Primary School  
Macaulay Church of England Primary School  
Lyndhurst Primary School  
Bessemer Grange Primary School  
Fox Primary School  
Camelot Primary School  
Stewart Headlam Primary School  
St Gabriel's College  
Sir William Burrough Primary School.



## ITE partnership details

<b>Unique reference number</b>	70064
<b>Inspection number</b>	409465
<b>Inspection dates</b>	29 April – 2 May 2013
<b>Lead inspector</b>	Peter Gale HMI
<b>Type of ITE partnership</b>	HEI
<b>Phases provided</b>	Primary, Secondary and Employment based
<b>Date of previous inspection</b>	10–14 May 2010
<b>Previous inspection report</b>	<a href="http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70064">http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70064</a>
<b>Provider address</b>	K2 Building Keyworth Street London SE1 6NG