

London Metropolitan University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 18–20 May 2015 Stage 2: 5–7 October 2015

This inspection was carried out by seven of Her Majesty’s Inspectors and one Ofsted inspector in accordance with the *Initial teacher education inspection handbook*. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route 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

	Early Years ITT (EYTS)	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	3	3	2
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

Overview of the ITE partnership

The overall effectiveness of the ITE partnership requires improvement in early years initial teacher training (ITT) and in primary. The overall effectiveness of the ITE partnership is good in secondary.

The quality of training and leadership and management require improvement because they have not secured good outcomes for trainees in primary and early years ITT. Employment and completion rates in the primary phase, although improving, are not good enough. Stronger leadership and better training in the secondary phase secure good outcomes for secondary trainees.

Key findings

- The values contained in the United Nations Convention on the Rights of the Child are embedded in the courses and make a valuable contribution to trainees' strong personal and professional conduct.
- The partnership has a strong track record in welcoming trainees from a wide range of backgrounds. As a result, trainees reflect, understand and are committed to teaching in London's diverse, multilingual schools.
- Trainees have a good understanding of the challenges facing many of the pupils and children they teach. In particular, they are well equipped to support pupils who are learning English as an additional language.

To improve the ITE partnership must:

- Improve completion and employment rates, particularly in the primary undergraduate and PGCE early years routes.
- Ensure that tutors and mentors focus on the impact of teaching on pupils' learning and progress when they are assessing how well primary and secondary trainees teach.
- Improve the quality and consistency of mentoring in the early years and primary phases.

Information about this ITE partnership

- The partnership is a well-established provider of initial teacher education in London and offers teacher training for the early years, primary and secondary phases.
- Postgraduate certificate in education (PGCE) courses are provided in all the phases. An undergraduate Bachelor in Education course (B Ed) is currently provided in the primary phase. This course is coming to an end. The final cohort is the second year of the three-year course.

- In addition to university-led courses, the partnership works closely with three secondary schools and one primary school to offer the School Direct route to qualified teacher status.
- The partnership also offers the Assessment Only route into teaching in the primary and secondary phases.

The early years ITT phase

Information about the early years ITT partnership

- This is the first year that the early years ITT partnership has delivered training for graduates leading to early years teacher status. Early years teacher status is awarded to graduates who are already leading education and care in schools or settings and who have been judged to have met all of the teachers' standards (early years) from birth to the end of the Early Years Foundation Stage.
- The partnership offered two training programmes in the 2014–2015 academic year. Nineteen trainees followed the PGCE Early Childhood employment-based route with recommendation for Early Years Teacher Status and one trainee followed the graduate mainstream route. The graduate mainstream route has now ceased.

Information about the early years ITT inspection

- One of Her Majesty's Inspectors conducted both stage one and stage two of the inspection.
- The inspector visited three schools or settings at stage one of the inspection. She observed the three trainees jointly with their mentors and observed mentors giving feedback. She held discussions with trainees, mentors and setting managers. She also reviewed evidence in trainees' files in relation to the teachers' standards (early years). Four further trainees met with the inspector to discuss their training and progress.
- At stage two of the inspection, the inspector observed three former trainees in their schools or settings, met with mentors and centre managers and reviewed evidence in trainees' files. She observed a mentor training session for the 2015–2016 cohort.
- At both stages of the inspection, the inspector met with course leaders and tutors. She reviewed a wide range of evidence, including recruitment and selection procedures, course information, training documents, assessment information, mentor and trainee handbooks, self-evaluation and improvement plans and the partnership's analysis of trainees' outcomes. The inspector reviewed documentation relating to statutory safeguarding as well as compliance with the initial teacher training criteria.

Inspection team

Michelle Winter, Her Majesty's Inspector: early years lead inspector

Overall effectiveness

Grade: 3

The key strengths of the early years ITT partnership are:

- The partnership recruits trainees from a range of backgrounds which reflect the diversity found in the schools or settings. As a result, trainees have a good understanding of the challenges facing many of the children they teach.
- Trainees have a good knowledge and understanding of how young children develop and learn. They successfully apply the theory they have learned and reflect on the impact of their teaching on children's progress and welfare.
- Trainees very regularly set developmental targets for themselves and the children they teach. They use information from regular assessments of children's learning to plan further learning opportunities that promote children's good progress.
- Trainees are strongly committed to their personal and professional development. They demonstrate resilience, determination to improve their teaching and good personal and professional conduct.

What does the early years ITT partnership need to do to improve further?

The partnership must:

- Provide effective training and ongoing support for school- and setting-based mentors in order to secure greater consistency in the quality of support they give to trainees.
- Regularly check the quality of support that trainees receive from their mentors to identify any concerns early and address them quickly.
- Ensure that the feedback trainees receive from university link tutors is consistently helpful and developmental.
- Ensure that trainees have experience working with the full range of schools or settings and children, including those who are disabled or have special educational needs.
- Ensure that former trainees receive the detailed information and developmental targets in a timely fashion in order to continue to develop and improve their teaching following qualification.
- Engage more fully with schools and early years settings to develop the course and ensure that it meets local needs.

Inspection judgements

1. The overall effectiveness of early years ITT at London Metropolitan University requires improvement.
2. At stage one of the inspection, the partnership was not compliant with all of the early years ITT requirements. Leaders had not ensured that all trainees met the requirement to teach and be assessed in more than one school or setting. Leaders took effective action to address this. They arranged for trainees to spend 15 days in a second school or setting before they completed their training. The partnership is now compliant with all the early years ITT requirements and meets all the other requirements for promoting equality and diversity and eliminating discrimination.
3. University link tutors (ULT) visit each of the trainees in their additional placements, observe them teaching and review evidence in their files in relation to the teachers' standards (early years). Some of the feedback to trainees was not detailed enough to ensure that they knew precisely how well they had met the teachers' standards (early years) and what could be improved.
4. All trainees have experience across the birth-to-five age range. However, the partnership did not plan additional placements strategically to ensure that they complemented the experience of the trainees. Some trainees did not have the opportunity to teach in contrasting schools or settings, for example in a range of socio-economic circumstances. Additionally, some trainees had too few opportunities to teach disabled children and those who have special educational needs. This means they had limited opportunities to apply their knowledge in practice. Managers missed opportunities to provide this experience during teaching placements.
5. Leaders and managers have now drawn on their links in the wider ITE partnership to secure a range of placements for the 2015 trainee cohort. They now consider the specific needs of trainees more carefully when making placement arrangements.
6. The effectiveness of the support trainees receive from their mentors is inconsistent. The partnership does not check the quality of this support well enough to address concerns quickly. It has not provided enough training for mentors, and some mentors were unsure of the specific expectations of the partnership. Leaders and managers provided additional one-to-one support for trainees who received limited support from their mentors. The partnership has now begun to provide helpful and informative training for mentors for the 2015 cohort of trainees. A new handbook for mentors clearly outlines the requirements of the

partnership. Leaders have implemented more robust systems to check the quality of mentor support.

7. The majority of trainees recruited to the courses demonstrate an aptitude for teaching and the drive and determination needed to meet the course requirements. Trainees come from a range of backgrounds and ethnicities, reflecting the local community. There is no disparity in achievement between groups of trainees. Three trainees withdrew from their courses before completion.
8. Despite some weaknesses in training, all the trainees who completed the course exceeded the minimum level of practice as defined by the teachers' standards (early years) in their schools or settings. However, some trainees lacked sufficient opportunity to gain practical experience or develop their teaching skills in a range of schools as part of their training.
9. These early years teachers have a very thorough knowledge of child development and learning in the Early Years Foundation Stage. They assess children's learning and development accurately and plan engaging activities to meet children's needs.
10. The training ensures that all former trainees have a thorough knowledge of how to teach early reading and mathematics. They know how to manage behaviour and promote children's personal development. The majority of trainees and former trainees are positive about the central training they receive.
11. Trainees and former trainees demonstrate a highly professional approach to their work. They develop good relationships with children, colleagues and parents. They are fully aware of appropriate child protection and safeguarding procedures. They ensure that learning environments are safe and stimulating. Former trainees typically look for ways to involve parents fully in checks on children's progress, for instance by encouraging them to record evidence of meeting milestones at home.
12. Several former trainees have gained promotion and greater leadership responsibilities and their schools and settings appreciate the additional expertise they bring. However, only one former trainee has secured a position as an early years teacher. The partnership has not done enough to promote trainees' career development, for instance by providing guidance about how to apply for new posts as early years teachers.
13. Leaders and tutors are ambitious for the trainees and highly committed to improving teaching quality in the early years sector. They know the trainees well, including their strengths and weaknesses. They ensure the

accuracy of mentors' assessments by reviewing a wide range of evidence to judge the quality of teaching over time, including trainees' reflections, course assignments, evidence files, mentor feedback, lesson observations and discussions.

14. Trainees and former trainees praise the availability of partnership support and help highly. They are confident that leaders and tutors will respond quickly to their emerging needs and queries.
15. Leaders and managers set detailed and appropriate developmental targets for trainees for their induction but are slow to pass these on to trainees and their induction tutors or centre managers at the end of the training. This causes unnecessary delay in addressing targets for induction for former trainees, particularly for the small minority who move to new schools or settings.
16. At stage one of the inspection, the partnership's improvement plans were weak because they did not include quantifiable measures of success and did not address some key priorities, including low recruitment levels. Leaders have taken effective action. Improvement plans are now more ambitious and include clear and measureable benchmarks to track improvements.
17. Leaders and managers have listened to the views of trainees and mentors and acted on their feedback to improve aspects of the course. For instance, some trainees said that academic expectations and deadlines were not always expressed clearly enough. The new trainee handbook now provides detailed information and is clearly laid out. Trainees said that they found some of the internet communication systems cumbersome and difficult to use. The partnership has taken steps to improve these systems.
18. The partnership engages with local authority network groups to seek their views and they worked collaboratively to develop a shared approach to writing pen portraits. Leaders plan to use the skills of former trainees to support new trainees. Leaders and managers recognise there is more they could do to engage more widely and purposefully with the early years sector to ensure that the course meets local demand and to develop its content and delivery.

Annex: Partnership schools/settings

The following schools were visited to observe trainees' and former trainees' teaching:

Hopes and Dreams Montessori Nursery School
Kate Greenaway Nursery School and Children's Centre
Little Angels Day Nursery
The Mulberry House Primary School
Ready Steady Go, Swiss Cottage
King Square Community Nursery

The primary phase

Information about the primary partnership

- The university works in partnership with approximately 50 primary schools, most of which are located in various London boroughs. One of the primary schools is a lead partner in the delivery of the School D route.
- At stage one of the inspection there were: eight Year 1 trainees and 21 Year 3 trainees following the undergraduate Bachelor in Education (B Ed) early years (3–7) course; 19 university-based trainees and six School Direct trainees following the PGCE early years (3–7) route; 34 university-based trainees and 17 School Direct trainees following the PGCE primary course (5 to 11); and one Assessment Only trainee.

Information about the primary ITE inspection

- There were two inspectors on the stage one inspection team. They visited six schools. During these visits they met with 13 trainees, scrutinised evidence in trainees' files and online reflective logs in relation to the teachers' standards. The inspectors discussed the trainees' achievement with mentors.
- During stage two of the inspection, four inspectors visited 10 schools and observed 14 newly qualified teachers (NQTs). The inspectors also met with mentors, induction tutors and school leaders.
- Inspectors met with university-based leaders and tutors. They considered a wide range of documentary evidence, including evidence of self-evaluation and improvement plans, course handbooks and employment and completion information. Inspectors reviewed documentation relating to statutory safeguarding as well as compliance with the initial teacher training criteria.
- They also took account of the most recent NQT surveys and 30 responses to Ofsted's online trainee survey. The inspectors also took account of the partnership's own survey of the views of PGCE trainees at the end of their course.

Inspection team

Sheena MacDonald, Her Majesty's Inspector: overall and primary lead inspector stages one and two

Lorna Blackstone, Her Majesty's Inspector: assistant primary lead inspector stage one

Simon Hughes, Her Majesty's Inspector: assistant primary lead inspector stage two

Robin Hammerton, Her Majesty's Inspector: team inspector stage two

Jeremy Loukes, Her Majesty's Inspector: team inspector stage two.

Overall effectiveness

Grade: 3

The key strengths of the primary partnership are:

- The programmes are underpinned by explicit positive values and, as a result, trainees and NQTs develop and demonstrate strong personal and professional conduct.
- The partnership successfully recruits trainees from diverse cultural groups. As a result trainees understand the challenges faced by schools in diverse socio-economic and cultural contexts.
- Trainees and NQTs provide good support for pupils learning English as an additional language.
- Trainees and NQTs manage behaviour well and have a good understanding of how this is linked to carefully planned, engaging learning opportunities.
- School colleagues are positive about the partnership and their increasing involvement and influence in the primary partnership. They are also positive about the quality of NQTs they appoint.

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

The partnership must:

- improve completion and employment rates
- ensure greater rigour in the assessment of how well trainees are achieving at the boundary of good and outstanding grades
- ensure that there is a greater emphasis on the impact of teaching on pupils' learning when assessing the effectiveness of trainees' teaching
- ensure that all trainees have planned opportunities to teach all subjects in the primary curriculum
- improve the quality of mentor and tutor feedback to support trainees' understanding of their strengths and weaknesses and to set developmental targets
- improve self-evaluation, improvement planning, monitoring and quality assurance by implementing the recently revised systems.

Inspection judgements

19. Overall effectiveness requires improvement. For the most part, this is because completion and employment rates are too low. Until last year, far too many trainees on the undergraduate Bachelor in Education course did not complete the course. The same was true for the PGCE early years (3—7) route. Despite significant improvements in the last academic year, there is more to do to ensure that more trainees finish

the course and become good teachers. Employment rates are also low, particularly in the undergraduate Bachelor in Education course, but also across all of the primary courses.

20. Leaders rightly identify that these are their key priorities. They have taken steps to make recruitment and selection procedures more rigorous. They have increased the frequency of checks on trainees' progress at key points throughout the year. These more rigorous arrangements are designed to identify where support is required earlier than previously so that it can be more effective. Leaders have also enhanced the work to prepare trainees for employment and support transition from university into the NQT year.
21. Headteachers and senior leaders are positive about the NQTs from the partnership that they have recently appointed and comment that, for the most part, they have made a good start to their teaching careers. They say they are hardworking, keen to seek guidance and quick to act on advice. Those who have seen the information provided in the Induction Year Profiles say that it is useful and that the targets, particularly for those who followed the PGCE routes, are appropriate and helpful. This is an improvement since stage one, where targets were not all helpful.
22. Trainees who complete the course exceed the minimum standards for qualified teacher status. Outcomes for almost all are at least good with a rising proportion in the PGCE routes achieving outstanding grades. Just under half of the PGCE trainees and around one third of the undergraduate Bachelor in Education course trainees achieve outstanding grades. Male and minority ethnic trainees achieve less well than female and White trainees. The partnership has identified this as a priority for improvement. Leaders have already taken effective action, resulting in significant improvements in closing the gaps in the performance of trainees.
23. While inspection evidence mostly supports the accuracy of the ITE partnership's assessments of trainees, a small number of assessments are overgenerous. These are at the boundary between good and outstanding. This means that a few final grades do not give an accurate assessment of trainees.
24. The partnership encourages, and successfully recruits, applicants from traditionally under-represented groups such as more mature trainees and trainees from different minority ethnic groups. The trainees reflect the diversity of their local schools and have a good understanding of how to develop pupils' language skills, particularly those who are learning English as an additional language.

25. Trainees and NQTs plan their teaching carefully and use a range of strategies to make the learning engaging. For example, they make good use of songs and music to engage the pupils. They understand the importance of making sure that learning is pitched appropriately to address the differing abilities of the pupils. Some continue, however, to be less confident in ensuring that there is sufficient challenge for the most able pupils. In addition, their understanding of the range and impact of special educational needs is underdeveloped.
26. Trainees and NQTs demonstrate high levels of professional conduct and behaviour. These attributes are promoted by the strong emphasis on positive values which underpin the courses. They develop a good understanding of the differing contexts of schools, safeguarding, behaviour management, types of bullying and harassment. They develop positive relationships and good routines to promote pupils' sense of security. Their classrooms are happy, purposeful places where adults and pupils work well together.
27. Centre-based training is organised so that trainees from primary and secondary phases attend lectures together and therefore develop an understanding of teaching and learning across the different age ranges. These are then followed up with more practical primary- and secondary-specific workshops. Trainees and NQTs are positive about the training, particularly the more practical elements, when tutors model effective teaching.
28. NQTs and trainees are complimentary about the centre-based training in English, including early reading. Trainees and NQTs demonstrate confident subject knowledge in English. However, some trainees did not have the opportunity to teach early reading in a few of the placement schools. Similarly, although trainees praised the centre-based sessions focusing on foundation subjects such as physical education, not all trainees had the opportunity or were required to plan and teach all subjects. This is being addressed for the coming year and more explicit expectations and subject knowledge tracking are now in place. In the past, trainees have not always evaluated training in mathematics positively. The partnership has taken action to improve mathematics training. There were no concerns expressed by schools or NQTs about their ability to teach mathematics.
29. There are effective links between the university- and school-based training. The university sessions build on knowledge gathered during school placements. Assignments all have an element of school-based research. School placements are well planned. All of the trainees and NQTs who met with inspectors were positive about the opportunities they had been given to experience different types of schools and age

groups of pupils. The systems for preparing for school placements are thorough and trainees feel well supported by mentors and link tutors.

30. Trainees and NQTs are enthusiastic about the support they receive from mentors. Mentors build positive and purposeful relationships with trainees. They observe trainees' teaching both formally and informally and regularly spend time discussing how trainees can best develop their skills. Link tutors also observe trainees' teaching regularly and give feedback. The quality of the feedback, particularly from mentors, varies in quality. There is some strong practice which is not shared across the partnership. In a few cases, however, trainees are observed teaching several lessons in the same subject with very few if any observations in other subjects. The partnership currently places great importance on single-lesson observations to assess trainees' teaching skills and there is insufficient emphasis on the impact of trainees' teaching on pupils' learning over time.
31. Trainees complete an online reflective journal in which they record evaluations of their teaching, what is going well and less well, and set their targets. These were sampled during stage one of the inspection and the quality of reflection varied from thoughtful, evaluative and developmental to limited, descriptive and poorly analysed. Targets were often repetitive and not specific enough to develop key aspects of the teachers' standards. University link tutors have access to the journals and provide feedback and guidance. The quality and amount of this feedback also varied considerably. Some trainees received very little feedback and important issues such as lack of evaluation, vague and repetitive targets and poor grammar were not picked up. Since stage one, leaders have introduced new systems to monitor the quality of feedback.
32. NQTs' responses to the National College for Teaching and Leadership survey indicate that they have not always been positive about how well their course has prepared them for teaching. In the last survey, many responses to the questions were below and in some cases well below average levels of satisfaction. The most recent surveys carried out by the university when trainees completed their courses are much more positive. Almost all of the current NQTs said that the course had prepared them well or very well for teaching. They responded positively to all questions, evaluating behaviour management as a particular strength which corresponds to the evidence seen during the inspection. Although still rated positively, trainees were less enthusiastic about how well the course prepared them to teach pupils with differing abilities, including disabled pupils and those who have special educational needs. This, again, resonates with the inspection evidence.

33. Leadership and management require improvement. There have been many changes in staffing since the last inspection and the turbulence noted at that time continued. Many tutors have been in post for less than two years and the current initial teacher education leader took over the responsibility in June 2015. Nevertheless, throughout these changes, the partnership have continued to promote an approach to training teachers based on strong and positive values. It has recruited potential teachers who reflect the diversity of the local area and produced good and outstanding teachers well prepared to teach in London's complex multilingual schools.
34. However, not enough of those recruited complete the course and, of those who do, too few take up employment as teachers. There will be many reasons for these weaknesses and it is clear that some of the reasons are being addressed and the rates are improving.
35. The priorities identified for improvement by leaders are correct. However, action plans have not been specific enough about what action will be taken. Targets are not always measurable nor are they always sufficiently focused on the impact required for trainees. The current evaluation is more rigorous and the improvement plan tighter. Successful action has been taken to improve the trainees' perceptions of the courses and to raise the numbers achieving good or better grades.
36. The partnership has taken immediate action to address the issues raised in stage one of the inspection. Monitoring systems have been tightened up to keep a close eye on the quality and quantity of feedback provided to trainees on their online journal. Systems have been implemented to track subject coverage and expectations made more explicit. The number of assessment points across the year has been increased. The targets in the PGCE NQTs' induction year profiles are much improved. Some mentor training has already taken place. It is too early to see the impact of these actions but the initial signs are promising.
37. Schools are positive about the partnership and about their increasing involvement in it at various levels such as strategic planning, appeals committee and providing input to training.
38. Suitable safeguarding arrangements are in place and carefully recorded. Trainees' qualifications and their suitability to work with pupils are checked. Schools are fully informed about the background checks carried out. In addition, the course ensures that trainees understand their responsibilities relating to safeguarding. The partnership fully complies with regulations regarding the criteria for initial teacher training.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Abingdon House School
Parkwood Primary School
Millfields Community School
Grafton Primary School
Highgate Primary School
Princess May Primary School
Copenhagen Primary School
The New North Academy
St Monica's RC Primary School
Woodberry Down Primary School
Chestnuts Primary School
West Green Primary School
Seven Sisters Primary School
Kingsgate Primary School
ARK Franklin Primary Academy

The secondary phase

Information about the secondary partnership

- Training is provided centrally by the university and in the partnership schools within London. Trainees follow either a core or a School Direct route. Both routes prepare trainees for teaching in their subject area, with a focus on teaching in an urban multicultural school environment. There is little difference in the training provided centrally for both routes.
- Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and gain a postgraduate certificate of education (PGCE).
- Secondary core training (11–16) is provided in mathematics, science (biology, physics or chemistry), modern foreign languages, physical education, music and citizenship.

Information about the secondary ITE inspection

- Three inspectors visited 10 schools at stage one and met with 19 trainees, covering all subjects. As the trainees had completed their teaching, their evidence in relation to the teachers' standards was observed in detail. In addition, meetings were held with a further six trainees. At stage two, three inspectors visited nine schools and observed nine newly qualified teachers (NQTs).
- Inspectors held discussions with individual trainees and NQTs, some of their pupils, university leaders and managers, subject tutors, school induction co-ordinators, subject mentors and headteachers. Inspectors also took into account responses to the trainee online questionnaire which 52 trainees completed, a survey completed by 21 previous NQTs and the actions taken by leaders and managers to improve training and outcomes between the two stages of the inspection.
- Inspectors reviewed a wide range of documentary evidence including information on recruitment and selection, statutory safeguarding and compliance with the initial teacher training criteria, tracking and assessment, trainees' teaching evidence, standards records and transition targets. The inspectors also reviewed the partnership's analysis of outcomes for trainees, evaluations and improvement plans and the partnership's website.

Inspection team

Sue Frater, Her Majesty's Inspector: secondary lead inspector stages one and two

Daniel Burton, Her Majesty's Inspector: secondary assistant lead inspector stages one and two

Kiran Campbell-Platt, additional inspector: secondary team inspector stage one

Andy Maher, Ofsted inspector: secondary team inspector stage two

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- the high employment rates on the core and School Direct secondary routes
- trainees from diverse backgrounds who reflect the local community and who are well prepared to teach pupils in London schools, including disadvantaged pupils and those who speak English as an additional language
- trainees' strong subject knowledge and their ability to reflect on, and improve, their teaching
- effective training in secondary core subjects, including shortage subjects
- direct communications, positive relationships and frequent visits to schools by subject tutors, which:
 - support trainees' and school-based trainers' professional development
 - smooth the transition from initial teacher training to induction and employment for trainees
- effective monitoring and review processes, which lead to continuing improvements in the quality of training and outcomes for trainees.

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

The partnership should:

- ensure that all trainees continually assess pupils' learning and always match their teaching to pupils' different starting points
- provide more tailored intervention earlier in the course for trainees who need additional support in managing pupils' behaviour
- build on the strong practice seen, particularly in citizenship, physical education and science, to ensure that the assessment of trainees is equally incisive across all subjects
- in monitoring trainees' practice, increase the focus on the impact of their teaching on the progress of all pupils, including disadvantaged pupils, disabled pupils and those who have special educational needs, and the most able.

Inspection judgements

39. The overall effectiveness of the ITE partnership in the secondary phase is good. The partnership is compliant with the initial teacher training (ITT) criteria and meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination. Leaders and managers take effective action to improve the quality of training across the partnership. As a result, outcomes for trainees are improving. Almost all trainees exceed the minimum level of practice as defined by the teachers' standards at the end of their training and demonstrate consistently high standards of personal and professional conduct.
40. Employment rates are consistently higher than national norms. At the end of the 2013/14 academic year, all trainees gained employment in schools. Trainees are employed in schools within and beyond the training partnership. Discussions with headteachers and induction coordinators confirmed that almost all trainees are well prepared with the practical teaching skills they need.
41. The partnership has improved its recruitment procedures. It recruits trainees who are very well suited to teaching and have the attitudes, subject knowledge and skills required. Consequently, the proportion completing the training has improved over time. At the end of the 2013 to 2014 academic year, the completion rate was at least in line with national norms. It continues to improve. Schools are fully involved in the selection process.
42. The partnership has put in place successful strategies to improve the retention of minority ethnic and male trainees, which it identified as being lower than for other groups. As a result, there are no longer any significant variations in the outcomes achieved by different groups of trainees.
43. Trainees demonstrate a good understanding of the teachers' standards. They are keen to learn and respond readily to professional advice. Trainees and NQTs are reflective and self-motivated to become effective teachers. They set high expectations of pupils and create a safe learning environment. Their subject knowledge is strong and they use a range of effective teaching strategies which engage pupils in their learning, especially disadvantaged pupils, disabled pupils and those who have special educational needs, and pupils who are learning English as an additional language. Trainees and NQTs are enthusiastic about their subject, and plan and teach lessons that are well structured. They make good use of subject-specific vocabulary in their planning and teaching. They also make effective use of information technology and other adults to support pupils' learning.
44. They form positive working relationships with pupils and employ effective strategies for managing pupils' behaviour. They are eager to

contribute to the wider life of the school, for example in providing extra-curricular activities or supporting form tutors.

45. Headteachers comment favourably on the trainees' high standards of personal and professional conduct and on their willingness to follow school policies and procedures. Headteachers are particularly complimentary about the fact that the trainees and NQTs are prepared well to meet the specific challenges of pupils in the context of London schools.
46. Most trainees and NQTs make effective use of assessment and marking to promote pupils' progress. However, not all trainees and NQTs assess pupils' progress throughout lessons and adapt their teaching to match pupils' different strengths or address any misunderstanding. Although there is much good and some outstanding practice in this aspect, in a very small minority of lessons it is not strong enough and sometimes leads to pupils becoming off-task. A few trainees identified the recording of pupils' progress and the use of information management systems as an area for their own further development.
47. Trainees develop a range of behaviour management strategies which almost all use effectively. However, support for the few trainees who require additional support in behaviour management is not tailored sufficiently to their particular issues to address these early enough in the course. While the trainees draw on a range of behaviour management strategies, they do not always link the behaviour to pupils' possible lack of understanding or insufficient challenge.
48. Trainees speak very positively about the quality of training, particularly the links between theory and practice. Subject tutors use the most up-to-date research to promote high levels of subject and curriculum knowledge. The tutors, especially in citizenship, physical education and science, inspire trainees to enhance their subject knowledge. This, together with an initial audit of strengths and needs which informs supplementary training, ensures that trainees' subject knowledge is strong. Trainees also praise the pastoral support provided.
49. School-based mentors are trained well and make a significant contribution to developing the trainees' skills in teaching their subjects and in meeting the diverse range of pupils' needs. They also ensure that trainees have access to relevant subject association guidance. Mentors find the resources provided for school trainers very useful but they are not familiar enough with the content of the central training to ensure that all practical aspects, such as the use of information management systems, are covered at school level. In a few partner schools, not enough use is made of the initial audit of trainees' strengths and areas for development to promote their rapid progress.

50. Direct and frequent communications between subject tutors and school-based mentors, together with the tutors' regular visits to the schools, promote positive working relationships between central and school-based providers. It also supports quality assurance and improvements in the quality of training.
51. School placements are planned very well, providing trainees with contrasting experiences and opportunities to teach disabled pupils, those who have special educational needs, pupils from a range of cultures, those who speak English as an additional language, disadvantaged pupils and the most able. Trainees teach across Key Stages 3 and 4. They all have some experience of sixth form teaching, either in small groups or by team teaching. They also visit primary schools by invitation of their peers in the cross-phase, cross-subject central training sessions. School-based professional coordinating mentors ensure that trainees have opportunities to observe good and outstanding teaching within and beyond their subject.
52. Links between central and school-based elements of training are good. Lead schools within the partnership provide subject master classes and visiting speakers from partnership schools ensure that trainees are up to date with current pedagogy and statutory requirements such as safeguarding. The training ensures that trainees have a good knowledge of safeguarding and how to identify and respond if they are concerned about a pupil's well-being, including concerns about e-safety and cyber or other forms of bullying. It also ensures that they understand their duty to promote fundamental British values and to prevent radicalisation and extremism.
53. Systems and procedures, including the use of lead schools, are effective in promoting the trainees' professional development. The training is coherent and the planning and record keeping tools used are understood by school-based mentors, manageable for trainees and promote trainees' progress against the teachers' standards. These include an online professional journal for reflection, assignments, including one on the teaching of literacy, teaching files and lesson observations. The reflective journal is particularly well structured, with each section informing the next very clearly. It enables subject tutors to monitor trainees' reflections weekly, although it is not as easily accessible to school-based mentors.
54. Trainees are required to plan and teach a scheme of work and to evaluate its effectiveness after teaching it. Their reflections are of good quality. Trainees are also required to complete a school profile for each of their placements, which ensures that they have a good understanding

of the school contexts. NQTs found the school profile very useful and have completed it to support their induction year.

55. Targets which are relevant, progressive and challenging are set regularly to promote trainees' development. The targets set at the end of the training are particularly relevant and useful in supporting trainees' transition from initial teacher training to induction and employment.
56. The assessment of trainees is especially strong in subjects such as citizenship, physical education and science, and promotes rapid progress to good and outstanding practice. Where the assessment is not as incisive, for example in modern foreign languages, trainees' progress is not as rapid. In particular, the focus on the impact of the trainees' teaching on the progress that pupils make is too uneven across subjects. This leads to some variability in trainees' use of assessment to match teaching to the needs of all pupils, including the disadvantaged, disabled pupils, those who have special educational needs and the most-able pupils.
57. Schools in the partnership are very clear about the provider's expectations of their role in training and supporting trainees. They value the regular visits and communication they receive from the subject tutors. The provider responds quickly to issues and to alerts if a trainee is causing concern. The handbook sets out clear expectations for tutors, school-based mentors and trainees, with good exemplification of the teachers' standards. It also supports the consistent application of policies and procedures across the partnership. Mentor training is provided on site for those schools that are a long distance away from the university. The positive impact is seen in the improving trend in outcomes over the past three years.
58. Leaders have taken immediate action to address the recommendations in the previous inspection. This includes trainees' targets in their first school placement being more clearly linked to the teachers' standards and subject tutors visiting trainees early in their second placements to accelerate their progress. Lead schools have been identified to support the strategic management of the School Direct route in recently established clusters of schools. Lead school professional coordinating mentors have been seconded part-time to the university for this purpose. In addition, schools contribute to the steering group and this is improving their involvement in the improvement of provision and outcomes for trainees. School leaders believe that the provider listens to, and acts on, their views. Improvement planning is clearly focused on trainee outcomes.
59. Recruitment and retention procedures are now rigorous and supported by school staff. Trainees are well qualified and typically bring significant

experience of teaching or working with young people, for example as Aimhigher mentors, teaching assistants and adult education tutors.

60. Quality assurance across the partnership is securing good-quality centre- and school-based training. It includes joint observations of trainees' teaching by subject tutors and school-based mentors, observation of the feedback by the mentors to trainees, and weekly checking of trainees' online targets and reflections. Tutors carry out a pre-placement visit to check the suitability of the school for the trainee. External moderation confirms the accuracy of the provider's assessments.
61. Most of the schools in the partnership are in challenging socio-economic circumstances and have a high proportion of pupils who are known to be eligible for free school meals. The involvement of these schools in the partnership is helping to meet local employment needs and contributes to high employment rates.
62. ITE leadership has been restructured very recently, with a new lead appointed in June 2015. The leaders have high expectations of trainees' personal and professional development. Improvement planning is suitably focused on improving provision and outcomes and includes weaknesses identified in part one of this inspection. The provider's self-evaluation is accurate, based on national benchmarks and takes account of the views of partner schools and trainees. Given the improving trend in provision and outcomes over the past three years, the provider demonstrates the capacity to improve further.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Ashmole Academy
Aylward Academy
Cardinal Pole Catholic School
Chace Community School
East Barnet School
Eastlea Community School
Francis Combe Academy
Harris Girls' Academy East Dulwich
Kingsdale Foundation School
Lea Valley High School
Loxford School of Science and Technology
Oaks Park High School
Parliament Hill School
Regent High School
The Bushey Academy
The Latymer School
Walthamstow Academy
Wanstead High School
Winchmore School

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