

Goldsmiths, University of London ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 18 May 2015

Stage 2: 12 October 2015

This inspection was carried out by Her Majesty's Inspectors and Ofsted inspectors 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

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

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Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in primary and good in secondary.

Key findings

- The partnership has a shared vision of recruiting and training the highest quality teachers for London. It works collaboratively with a wide range of schools and settings. Their innovative approach to School Direct training is helping to build capacity within their local network for ITE.
- Trainees have strong subject knowledge. They receive high-quality training from their subject specialist tutors. This is deepened and enriched by varied placements and a firm foundation in the pedagogy of teaching.
- Goldsmiths, University of London has worked in close partnership with schools over many years to help meet a local need for high-quality teachers able to contribute quickly to the education of pupils in a predominantly urban setting. Headteachers say that trainees and newly qualified teachers (NQTs) need to be able to 'hit the ground running'. This is an attribute that Goldsmiths NQTs have in abundance.
- Partnership and non-partnership schools recognise that NQTs from the course have a firm grounding in the theory of teaching. They comment favourably that there is a good balance between theory and practice in the Goldsmiths training courses.
- Trainees have a firm understanding of their professional duties, including those relating to safeguarding. Trainees feel well equipped to identify and respond to a wide range of child protection issues, such as female genital mutilation, child sexual exploitation and preventing radicalisation or extremism. As a result, they have a secure understanding of their statutory responsibilities as trainee and newly qualified teachers.

To improve, the ITE partnership should:

- ensure consistently high outcomes for all groups of trainees, particularly for male, mature, Black and minority ethnic primary trainees and secondary mathematics trainees
- fully implement, and evaluate the impact of, the new quality standards for mentoring so that trainees receive consistently excellent mentoring.

Information about this ITE partnership

- Goldsmiths, University of London is long established and provides initial teacher training to 141 trainees in the primary phase and 143 trainees in the secondary phase. Currently, there are more trainees than at the time of the last inspection.
- The partnership offers four routes to gain Qualified Teacher Status (QTS) for graduates who wish to teach pupils in the primary 3–11 or secondary 11–18 age ranges.
- One hundred and seven primary and 108 secondary trainees follow the provider-led 'Goldsmiths-centred' programme. Trainees achieve QTS by completing placements in partnership schools and masters-level assignments. This work leads to a Postgraduate Certificate in Education (PGCE).
- Five primary and 33 secondary trainees followed a School Direct non-salaried route in 2014/15. Schools can work with the university at different levels in the School Direct programme. The university offers a 'foundation', 'standard' and 'enhanced' route. The partnership provides greater support at the foundation level, leading the recruitment for schools and also training and monitoring their trainees for them. This support reduces in the standard route until schools lead all provision in the enhanced route. The university monitors and evaluates provision through all routes.
- Seven trainees in 2014/15 completed the assessment-only route to QTS.

The primary phase

Information about the primary partnership

- Goldsmiths, University of London provides ITE to 141 primary trainees. The university works in partnership with over 200 schools across London, Essex and Kent.
- The partnership offers three routes to QTS; a one-year PGCE, where trainees can choose to focus on either the Early Years (3–7), general primary (5–11) or general primary (7–11) age range; a School Direct salaried route, where trainees are recruited and paid for by a partner school; and a School Direct non-salaried route, where the partner school has responsibility for the trainee's recruitment and school experience placements. About half of the trainees follow a School Direct route into teaching. All School Direct non-salaried trainees are enrolled on a PGCE course with 60 credits at masters level. School Direct salaried trainees can follow either a QTS-only route into teaching or one leading to a PGCE. Trainees opting for the general primary routes can follow a modern languages enhancement option.

Information about the primary ITE inspection

- Inspectors observed 13 lessons taught by trainees and five lessons taught by NQTs in a total of nine schools. Most observations of trainees were undertaken jointly with mentors.
- Inspectors held meetings with a further 26 trainees and seven NQTs, headteachers and senior leaders in schools, course leaders and members of staff at the university and school-based mentors for trainees and NQTs.
- Inspectors scrutinised a wide range of documents including information related to the safeguarding of children, compliance with statutory teacher training criteria, procedures for the selection and recruitment of trainees, external examiner reports, data on trainees' progress and final outcomes, employment and retention data, evidence of the quality of trainees' teaching over time and surveys of trainees' views of the quality of their training.
- An inspector also witnessed the interview of applicants to the course and assessed the rigour of recruitment and selection procedures.

Inspection team

David Edwards, Her Majesty's Inspector: lead inspector (stage 1)

Bob Lovett, Ofsted inspector: assistant phase lead inspector (stage 1), phase lead inspector (stage 2)

Amanda Gard, Her Majesty's Inspector: team inspector

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- The effectiveness of schools, set within a diverse range of settings and contexts. Schools are committed to the success of the partnership.
- Trainees are well prepared to teach in linguistically and culturally diverse communities. They have a secure awareness of the need to safeguard the welfare and safety of pupils and to promote community cohesion within British society.
- The provider responds positively to suggestions for improvement from a range of partners and uses innovative solutions to address identified areas for improvement.
- The strong recruitment and selection process, which enables the university to help meet a pressing local need for good-quality teachers. Goldsmiths' trainees are well regarded and much in demand.
- Trainees have high expectations, a well-developed sense of personal and professional responsibility and determination to achieve the very best outcomes for themselves and their pupils.
- Good behaviour management strategies, effective and interesting teaching and an ability to forge good relationships with pupils, which enable trainees and NQTs to readily engage the interest and enthusiasm of pupils, including the most and least able.
- Effective personalised pastoral and academic support and enrichment activities that support trainees, enhance their teaching skills, help them complete their training and successfully start their NQT year.
- The good balance between education theory and practical teaching within the taught programme through the Studies in Professional Issues and Research in Education (SPIRE) programme.
- The provider uses practising teachers effectively to deliver important aspects of the taught programme. This is a strength because trainees find out about current best practice from those currently teaching in outstanding local schools.

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

The partnership should:

- Further refine the consistency of processes to check that improvement plans are being implemented and carefully monitor their impact in relation to their intended outcomes.
- Fully implement the recently introduced systems to ensure greater consistency in assessing trainee teachers on placements and ensure the systems are being used in all schools.

- Share best practice between schools in order to ensure that all mentoring is of the same high quality as the best.
- Ensure consistently high-quality outcomes for all groups of trainees, including men, mature trainees and black and minority ethnic trainees.

Inspection judgements

1. Over the last three years there has been an upward trend in the proportion of trainees completing the programme at the highest level. In each of the last three years all of those trainees completing the course achieved above the minimum level expected and in 2015, all trainees achieved at a good or better level. While trainees following the 5–11 pathway did slightly less well than others, gaps are closing, so that there is now little difference in levels of achievement between trainees following the three different pathways. All are now doing well. There is little difference in the final attainment of provider-led and School Direct trainees. All do equally well. There are, however, some differences in the final attainment of different groups of trainees across age phases and pathways. Over time, a smaller proportion of trainees from a minority ethnic background have achieved at the highest level than other trainees. The university is aware of this discrepancy and has taken well planned and effective action to address it. As a result, the proportion of trainees from a minority ethnic background achieving the highest grade at the end of their training is rising steadily and has increased by 10 percentage points over three years. In the most recent assessments, men did less well than women and older trainees did less well than their younger colleagues. The university is providing enhanced individual support to trainees identified as being at risk of underachieving.
2. Completion rates are close to, but slightly above, those found in the sector nationally. Of those trainees who deferred their final assessment in 2015, half are now ready to complete. Trainees following the 5–11 pathway are less likely to complete the course than their colleagues. The university recognises the need to improve outcomes for this group of trainees.
3. Trainees and NQTs greatly value the high-quality pastoral support they receive. They say that university tutors are always ready to help. Some say that the rapidity with which tutors respond is 'amazing' and that help is always forthcoming, whether the request involves a personal problem, additional help with assignments or a practical question on how to teach. This high level of support is part of the reason that those trainees who fail to complete in a timely manner have a good track record of completing at a later date. NQTs are pleased that their personal tutors continue to keep in touch during their first year of teaching.

4. Employment rates are slightly above those found nationally and above the average employment rate for London providers. Almost nine out of ten NQTs obtain teaching posts in London schools and about two thirds are employed within partnership schools. A high proportion teach in schools with above-average proportions of pupils eligible for free school meals and over half choose to teach in the most economically disadvantaged areas. Trainees are particularly well prepared to work with pupils from a range of cultural and linguistic backgrounds, including those who speak a home language other than English. Schools and NQTs recognise this strand of the training as a real strength. In the most recent survey of NQTs' views, the proportion rating this strand highly was over twice the sector average.
5. Trainees and NQTs demonstrate high levels of professional conduct and behaviour. They are fully aware of the need to demonstrate high standards in all they do and of the potential dangers of the use of social media. Trainees enter fully into the life of the school, helping with after-school clubs and sports, joining with school visits, contributing to staff meetings, attending parent consultations and leading school assemblies and acts of collective worship. The university rightly judges trainees' performance against this strand of the teachers' standards to be a particular strength.
6. Trainees and NQTs are well prepared to ensure that pupils have positive attitudes to learning and they manage pupils' behaviour very effectively. They deploy a range of strategies, such as clapping hands and gently ringing bells to gain pupils' attention, but more importantly they recognise the importance of high and consistent expectations, positive relationships and good teaching. Trainees and NQTs are particularly adept at planning lessons which set the right level of difficulty for all pupils and ensure pupils have the right level of support to help them do well. They move unobtrusively around the classroom, checking that all pupils are on-task and working hard. They make good use of modern technologies such as interactive whiteboards to make learning more exciting. They carefully deploy other adults to support groups and individuals and ensure all remain attentive and do their best. Trainees talk confidently about how they would identify and deal with different forms of bullying, such as cyber bullying, racist comments and bullying based on sexual orientation or gender.
7. Trainees and NQTs are confident in their ability to promote the key values inherent in British society, such as respect for democracy and tolerance of the views of others. They are clear about their responsibility to protect vulnerable pupils from the threat posed by extremist or intolerant views. Trainees balance sensitivity and an awareness of cultural diversity well with the need to be vigilant in respect of pupils' safety regarding issues such as female genital mutilation and forced marriage.

8. One of the reasons that schools give for their eagerness to work in partnership with Goldsmiths is the very well balanced training programme. They value the strong emphasis on ensuring that trainees understand the pedagogic theory underpinning teaching. The promotion of strong links between theory and practice and a thorough understanding of current education research permeates the course. Trainees speak positively about taught elements of the university-based training, SPIRE. NQTs confirm the strong link between lectures on pedagogy and research, practical workshops and school experience. Most say that the academic and theoretical aspects of the course were a key factor in their decision to train at Goldsmiths. The course provides them with the knowledge and vocabulary they need to settle quickly into schools and to ask the right questions in order to strengthen their understanding of how to teach effectively. This is equally true of trainees on the core PGCE and both School Direct routes. All place a premium on the high-quality professional studies training they receive.
9. Trainees are well prepared in respect of their subject knowledge across the curriculum. Trainees feel particularly well prepared to teach their specialist subjects such as modern languages, English, art and drama. They are effective teachers across the curriculum, including reading, phonics and comprehension. Primary mathematics is a particular strength of the course. NQTs are confident and well able to teach the new primary National Curriculum. All trainees are confident that they have the theoretical understanding and knowledge necessary to assess and record pupils' achievement.
10. Trainees have the opportunity to work in a range of schools, albeit most are within an urban setting. Nonetheless, school experience affords trainees experience of working in a range of cultural, linguistic and local settings of varying degrees of economic advantage and with different approaches to the curriculum. Common factors across all of the partnership schools, including those relatively new to the partnership, are the good quality of the training they provide and their strong commitment to the success of the partnership. Headteachers and other staff spoke passionately about the important role of Goldsmiths in helping them recruit high-quality teachers with the skills and commitment needed to teach in a sometimes challenging urban environment.
11. Recruitment and selection procedures are robust and rigorous. They result in the recruitment of committed trainees who have high expectations of themselves and a determination to achieve the best outcomes possible for themselves and their pupils. The university is successful in recruiting trainees able to assume appropriate responsibility for their own learning and professional development. Trainees are mature, experienced graduates who are fully aware of the rigours of the course and of their chosen profession. Because of this,

they are able to consider what is going well and what they need to do to improve. This applies both to academic aspects of their course and to their teaching. This ability to reflect on their performance and seek to improve is also a good feature of NQTs observed.

12. The range of assignments and often personalised enrichment tasks prepare trainees well for their future careers. These link both to essential professional skills and knowledge, such as new assessment arrangements and computer programming and coding, and to current national initiatives such as promoting British values. Course handbooks, including School Direct handbooks, are of high quality. For example, the innovative South Thames Early Education Partnership handbook is clear and well structured. Expectations of trainees are explicit and link closely to the timetable of directed activities. Trainees and NQTs confirm that handbooks are easy to understand and useful.
13. While the quality of mentoring across the partnership is generally good, and sometimes outstanding, this is not the case in all schools. In some schools the quality of feedback from mentors focuses too much on what trainees did rather than on how well pupils learned. The use of handbooks during stage 1 of the inspection was not consistent between, and sometimes within, schools. Links to the teachers' standards were not always explicit in written lesson observation feedback, even when this is a clear expectation. In addition, exactly who provided feedback varied across schools and the partnership's expectations in this respect were unclear.
14. The university has taken prompt action to remedy this. The newly introduced matrix of expectations for school-based mentors sets out very clearly exactly where responsibilities lie and who is expected to do what. While this new document, and the associated training, clearly has the potential to improve the quality and consistency of feedback and support for trainees, it is too early to judge its use in practice.
15. The university is positive in its response to suggestions for improvement from a range of partners and external bodies. Suggestions from trainees and schools have been evaluated and acted on quickly. For example, trainees and schools said it would be more useful to 'block' the enrichment sessions rather than spread them over the course. The university responded quickly to suggestions for improving the quality of its improvement planning made at stage 1 of the inspection. The revised improvement plan is now clearer about when actions should be completed and who should monitor their success. Aspects of the improvement plan now relate more specifically to outcomes for each pathway and for groups of trainees such as trainees from a minority ethnic background and men. The strategic group, who are partners responsible for strategic oversight of the partnership, are to play a more prominent role in holding the university to account for planned

improvements and outcomes. However, the improvement plan does not make clear exactly when the group will review the impact of the partnership's actions.

16. Goldsmiths works very effectively with a number of Teaching Schools Alliances to enhance teacher recruitment for local schools. The development of accredited school-based Advance Skills Mentors to act as the 'first port of call' for small clusters of schools is an example of innovative practice in partnership with high-quality schools.
17. Because of its responsiveness, sense of innovation, determination to improve and strong and purposeful leadership Goldsmiths University is well placed to continue to improve and serve the needs and aspirations of schools, both locally and further afield.

Annex: Partnership schools

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

Beecroft Garden Primary School, Lewisham
Chelwood Nursery School, Lewisham
Dulwich Hamlet Junior School, Southwark
Henwick Primary School, Greenwich
John Donne Primary School, Southwark
Millennium Primary School, Greenwich
Riverside Primary School, Southwark
St Margaret's Lee CofE Primary School, Lewisham
St Paul's CofE Primary School, Southwark

The secondary phase

Information about the secondary partnership

- Goldsmiths, University of London provides ITE to 143 secondary trainees. The university works in partnership with over 100 schools across London, Essex and Kent.
- The partnership offers four routes to QTS; a one-year PGCE, an 18–24 month flexible PGCE, a School Direct salaried route, where trainees are recruited and paid by a partner school; and a School Direct non-salaried route, where the partner school has responsibility for the trainee's recruitment and school experience placements. Thirty-five trainees are following a School Direct route into teaching. All School Direct non-salaried trainees are enrolled on a PGCE course with 60 credits at master's level. School Direct salaried trainees can follow either a QTS-only route into teaching or one leading to a PGCE.
- Four trainees in 2014/15 completed the assessment-only route to gain QTS.

Information about the secondary ITE inspection

- Inspectors visited seven schools at stage 1 of the inspection and observed eight trainees teaching. Inspectors also met a further eight trainees to examine and discuss their progress in relation to the teachers' standards.
- At stage 2 of the inspection inspectors visited nine schools and observed 10 NQTs teaching. Inspectors met a further four trainees to discuss their personal experiences and reflections of training.
- During stage 1 of the inspection an inspector observed part of a recruitment and selection event for prospective 2015/16 trainees.
- Inspectors held discussions with trainees, NQTs, leaders and managers, subject tutors, mentors, heads of departments, induction tutors and headteachers.
- Inspectors took account of the responses from 19 trainees to the trainee online questionnaire. This summarised the views of trainees completing their training in 2015.
- Inspectors explored the range of actions taken by leaders to improve the quality of training and outcomes following the first stage of the inspection.
- A range of documentary evidence was reviewed by inspectors during the inspection. Inspectors scrutinised: information relating to safeguarding, compliance with the initial teacher training criteria, the assessment of the trainees, trainee evidence files and transition targets for NQTs. Inspectors reviewed documentation relating to evaluations of the course and leaders' resulting improvement plans.

Inspection Team

David Storrie, Her Majesty's Inspector: secondary phase lead inspector (stage 1), lead inspector (stage 2)

Andrew Maher, Ofsted inspector: assistant phase lead inspector

Chris Campbell, Her Majesty's Inspector: team inspector

Overall effectiveness

Grade: 2

The key strengths of the secondary partnership are:

- The partnership works collaboratively with a wide range of schools and settings, including pupil referral units, across London, Kent and Essex. An innovative approach to School Direct training is helping to strengthen the capacity of schools to deliver ITE independently.
- Secondary trainees have strong subject knowledge. They receive good-quality training from their subject tutors. This is used well alongside the trainees' good understanding of educational theory. As a result, trainees

are up to date in current educational thinking and apply their ideas to ensure most pupils make good academic progress.

- Partnership and non-partnership schools recognise that NQTs from the course have a firm grounding in the theory of teaching. They comment favourably that there is a good balance between theory and practice in the Goldsmiths training courses.
- Trainees' understanding of their professional duties, including safeguarding, is a strength. Trainees feel well equipped to identify and respond to a wide range of child protection issues, such as female genital mutilation, child sexual exploitation and preventing radicalisation or extremism. As a result, they have a secure understanding of their statutory responsibilities as trainee and newly qualified teachers.

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

The partnership should:

- Further improve the outcomes of all trainees, particularly in relation to teachers' standard 5 (meeting the needs of individual pupils) and for mathematics trainees by:
 - ensuring that the partnership's recently introduced matrix for assuring the quality of mentoring is used systematically across all partner schools and that mentors' work is moderated by professional coordinating mentors
 - more sharply focusing improvement planning and self-evaluation on aspects of the partnership's work where, over time, they are not consistently excellent or better than the sector average
 - evaluating how well the course requirements regarding work in Key Stage 2 prepare trainees to meet pupils' needs on entry to secondary school.

Inspection judgements

18. Leadership of the secondary programme has changed since the previous inspection report. The new secondary programme leader has quickly identified the key areas to further improve the outcomes for trainees. The programme leader, alongside secondary subject leaders, has displayed a tenacious and determined focus on achieving the very highest outcomes for all trainees, regardless of background or starting point.
19. The partnership has successfully improved the outcomes for trainees over time. The proportion of trainees assessed to be good or better has increased annually since the last inspection. In 2014/15 all trainees were assessed as attaining a good or outstanding level of performance by the

end of their training. Just over two thirds of trainees were working at an outstanding level. However, leaders rightly recognise that the proportion of mathematics specialists assessed as outstanding is much lower and has not grown in line with other secondary subjects. This year around one third of trainees were assessed at this level by the end of their training.

20. Employment rates are now higher than the sector average for all routes to QTS, including for School Direct and assessment-only trainees. Trainees are employed across London schools, both within and beyond the training partnership. Headteachers and induction tutors find NQTs are prepared very well for teaching. Induction tutors confirm NQTs are set relevant and accurate targets for their induction year.
21. Completion rates have improved and are now broadly in line with the sector average. Trainees on the flexible route complete within the appropriate 18 to 24 months target. There are no variations in completion or employment rates between groups or secondary courses. That there are virtually no withdrawals from the programmes is testament to the high-quality support and challenge that trainees receive when causes for concern are identified. Leaders take swift and appropriate action to ensure that trainees complete their qualification on time or, if necessary, with a time-limited extension. Effective use is made of other support services at the university, including the pupil service, the inter-faith chaplaincy and the careers service.
22. Recruitment and selection are rigorous and ensure that trainees on entry have a secure grasp of their subject. Subject tutors also assess prospective trainees on their understanding and experience of schools. Before admission to the course, some trainees are required to undertake and provide evidence of additional subject knowledge enhancement or additional experiences in schools. Since the first stage of the inspection leaders have identified that a large proportion of trainees who have required extension to their course have had personal mental health issues. They have introduced an additional layer of Occupational Health checks to ensure that trainees will be able to cope with the intensity and pace of a teaching leading to QTS.
23. Trainees and NQTs develop positive relationships with other teaching professionals and the pupils they teach. They engage their pupils in interesting and relevant teaching which captures pupils' interest and develops their learning. A very small minority of trainees do not sufficiently tailor their teaching to challenge the most or the least able, particularly at Key Stage 3. Leaders had clear plans in place to tackle this relative weakness before the start of the stage 2 inspection.
24. Trainees maintain detailed and accurate records in relation to the teachers' standards. An enrichment placement at the end of their

training enables them to gather further experiences against specific standards, For example, some trainees undertook focused visits and observations in pupil referral units or schools in contrasting contexts to extend their knowledge of different educational settings.

25. Employing schools receive records summarising individual trainees' attainment and developmental needs. Both partnership and non-partnership schools found these useful in getting NQTs off to a good start in their substantive teaching positions. Subject tutors maintain contact with NQTs and provide them collectively with a range of continuing professional development sessions. However, the information gained from this ongoing contact is not gathered systematically and used to improve the training for future trainees.
26. Schools and NQTs eloquently testify that the course provides trainees with a solid pedagogical understanding of teaching in their subject area. They rightly believe this is due to an effective balance between practice and pedagogy. School Direct trainees are able to attend the same academic sessions at the university as trainees on the traditional PGCE courses. All trainees feel these sessions equip them with a range of teaching strategies. They comment that they are encouraged to develop their reflective skills and this further enhances the quality of their teaching over time.
27. At the start of their training, all trainees undertake a series of SPIRE workshops. These sessions provide a comprehensive introduction to pedagogy and the wider professional duties relevant to trainees and teachers. As a result, trainees have a thorough understanding of their responsibilities with regard to child sexual exploitation, female genital mutilation and preventing gang culture. Leaders have also ensured that all trainees have a clear understanding of their 'Prevent' duties (preventing extremism and radicalisation in schools).
28. Trainees benefit from contrasting placements in schools with a range of socio-economic backgrounds and including some schools that were judged to be less than good in their most recent Ofsted inspection. The partnership recognises that additional support for trainees may be necessary in such placements and maintains a close eye on their progress. Inspectors found trainees had a secure understanding of planning for the needs of different pupil groups such as those from disadvantaged backgrounds.
29. Mentoring of trainees is generally of a high quality. The partnership has, over time, developed a clear partnership agreement which lays down very specific expectations for all stakeholders, the university, the school and the trainee. This has led to consistency in the approach to lesson observations. However, programme leaders recognise the need to

develop more sophisticated quality assurance of mentoring, given the growing complexity in the partnership. A matrix for mentors to self-assess their mentoring was developed and launched between stages 1 and 2 of this inspection. The partnership is using it to monitor the consistency of mentoring across different schools. Professional coordinating mentors will check on the work of mentors in school as this layer of quality assurance has been inconsistent in the past. Leaders have identified the schools which require further mentor training based on feedback from last years' pupils. This more sophisticated approach to mentoring is in the early stages of development and it is too soon to evaluate its impact.

30. The strategic group meets regularly. Members have a clear understanding of the current effectiveness of the programme and provide leaders with clear challenge and support. They are highly committed to the success of the partnership and feel leaders swiftly respond to concerns and suggestions for improvement. Schools within the partnership spoke of how programme leaders have listened to their feedback about building their capacity to run School Direct programmes. Goldsmiths have successfully helped a number of schools to build up their internal capacity with the innovative tiered support package for School Direct.
31. At stage 1 of the inspection inspectors found trainees had some understanding of Key Stage 2, but that this was not securely understood by all. Leaders have introduced a requirement that all trainees spend at least two days in Key Stage 2. Leaders have rightly identified a need to evaluate the impact of this requirement on how well trainees gain a clear understanding of Key Stage 2 primary teaching.
32. The programme complies fully with the regulations for ITE, including safeguarding through checks on trainees' backgrounds and qualifications.
33. Leaders have shown a steely resolve to deal with the issues identified at the end of the first stage of the inspection. Mathematics training is now significantly stronger, with a sharper focus on mastery in mathematics. Trainees will benefit from input and practice in differentiation. This will focus on different ways to meet the needs of pupils, for example using more abstract calculations for more-able pupils or the use of more physical resourcing for lower-ability pupils in Key Stage 3. Innovative elements are the introduction of a week-long residential experience for trainees at a school in Kent which has a recognised strength in this area. Furthermore, primary trainees will work with secondary trainees, sharing good practice examples of mastery in primary schools. Secondary trainees will help primary trainees strengthen their mathematics subject knowledge. A virtual learning environment for trainees is being used consistently across all secondary subjects and is enabling tutors to

monitor the progress of trainees while they are in schools. This work is further enabling leaders to intervene early where problems occur. However, it is still too early for this to show an impact on the outcomes of trainees.

34. The accurate and detailed improvement plan and self-evaluation document draw upon the information that is available for all courses but have not sharply focused on driving the quality of the provision to outstanding.

Annex: Partnership schools

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

Alexandra Park School, Haringey
Bonus Pastor Catholic College, Bromley
Cheam High School, Sutton
The Compton School, Barnet
Forest Hill School, Lewisham
Lambeth Academy, Lambeth
Langley Park School for Girls, Bromley
Seven Kings School, Redbridge
Southfields Academy, Wandsworth
St Ursula's Convent School, Greenwich
Thomas Tallis School, Greenwich
Walthamstow Academy, Waltham Forest

ITE partnership details

Unique Reference Number	70122
Inspection number	10004335
Inspection dates	18/05/2015
Stage 1	12/10/2015
Stage 2	David Edwards (stage 1)
Lead inspector	David Storrie HMI (stage 2)
Type of ITE partnership	HEI
Phases Provided	Primary and Secondary
Date of previous inspection	9 May 2011
Previous inspection report	https://report.ofsted.gov.uk/70122

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