

Kingston University ITE Partnership

Initial Teacher Education inspection report

Inspection Dates Stage 1: 27–29 April 2015 Stage 2: 28–30 September 2015

This inspection was carried out by Her Majesty’s Inspectors, additional 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

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

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in all three phases: early years ITT, primary and secondary.

This is because strong leadership ensures high-quality training which, in turn, leads to good outcomes for trainees in all phases.

Key findings

- The structure of university-based training and school placements provides a good blend of theory and practice. Trainees benefit from the expertise of both tutors and current professionals.
- As a result, by the time they complete their training, trainees' teaching is mostly good and sometimes outstanding. New teachers are keen to continue to improve and to be the best they can.
- Trainees' and new teachers' personal and professional conduct is commendable. They have a well-developed understanding of their responsibility to safeguard children and young people.
- Professional and pastoral support from tutors helps trainees who need it to overcome difficulties and to improve their attainment or complete their training, and sometimes both.
- Leaders are ambitious for the partnership. They reflect well on what works and what needs to improve, welcome external feedback and are determined the partnership will be of the highest quality.

To improve the ITE partnership should:

- Ensure that training produces a greater proportion of highly effective new teachers whose teaching ensures that individuals and groups of learners make good or better progress over time.
- Realise the potential of the new leadership and management arrangements to share and build on good practice across the phases.

Information about this ITE partnership

- The partnership is a long-standing provider of teacher training in primary and secondary education. Training leading to early years teacher status (EYTS) began in September 2014.
- All three phases offer postgraduate courses. There is also an undergraduate programme for primary trainees.
- The partnership works with schools and teaching school alliances to deliver the school direct and school direct (salaried) training routes for primary and secondary education.

- The leadership and management of the partnership has recently been through a period of change, including some interim arrangements. A new head of school joined the partnership in February 2015. A new management structure has been in place since the beginning of September 2015. This includes the newly created role of Director for ITE and combining the leadership of primary and early years teacher training. A number of course directors are also new in post.
- The primary partnership committee is well established. Leaders are in the process of setting up similar arrangements for the secondary phase, to replace membership of the South West London Teacher Education Consortium (SWELTEC), and for early years.

The early years ITT phase

Information about the early years ITT partnership

- Kingston University works in partnership with 14 early years settings in the Surrey and Greater London area to deliver early years initial teacher training.
- The first cohort of trainees started in September 2014. The partnership offered two postgraduate pathways in 2014/15: the graduate employment-based (GEB) and the graduate mainstream (GEM) routes. The university also worked in partnership with Bright Horizons Family Solutions Ltd to offer a school direct (SD) route. The graduate mainstream and school direct options are no longer running. At stage one of this inspection, there were 21 trainees on the employment-based route, seven on the mainstream route and four school direct trainees.
- An employer forum was set up prior to offering early years initial teacher training to consult with the sector on the design and development of the programmes. Leaders are in the process of establishing a partnership committee.

Information about the early years ITT inspection

- There was one inspector at both stages of the inspection. She visited three settings at stage one, jointly observing with their mentor one trainee from each of the three routes. The inspector observed the mentors giving feedback to the trainees, held discussions with the trainees, mentors and setting managers, and looked at the trainees' files. She also met with a further four trainees, two from each of the employment-based and mainstream routes. The inspector held discussions with three representatives from the partnership who helped to develop the training and spoke to two setting managers on the telephone.
- At stage two the inspector visited three settings to observe three early years teachers (EYTs), one from each of the training routes, and to look at their induction targets. She held discussions with four EYTs, managers and mentors in the settings, and met with two former trainees and a manager from the Employer Forum.
- The inspection took a wide range of evidence into account, including: recruitment and selection procedures; evidence of compliance with statutory safeguarding and early years initial teacher training (EYITT) requirements; training documentation; tracking and assessment information and induction targets. The inspector also reviewed the partnership's analysis of trainee outcomes and its self-evaluation and improvement plans and took account of trainees' responses to Ofsted's online questionnaire.

Inspection team

Ann Henderson, HMI

Early years phase lead inspector

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- The strong emphasis on developing trainees' understanding of young children's development, through the Masters-level modules and by drawing on the expertise of a range of professionals.
- Trainees' and EYTs' effective promotion of children's learning across the different areas of learning.
- The high-quality support provided by university tutors which enables trainees to make good progress across the different training routes.
- The high proportion of trainees that have secured employment as teachers in early years settings.
- Trainees' and EYTs' good personal and professional conduct and commitment to safeguarding children.
- The responsiveness of leaders and managers in swiftly amending and adjusting plans in order to secure high-quality provision; demonstrating their good capacity to bring about further improvement.

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

The partnership should:

- Improve the quality and consistency of mentoring and target setting to ensure that a higher proportion of trainees become outstanding early years teachers.
- Ensure that all trainees gain sufficient training and experience of teaching systematic synthetic phonics and early reading skills to enable them to teach early reading skills effectively.
- Improve completion rates by further strengthening recruitment procedures.

Inspection judgements

1. The overall effectiveness of the early years initial teacher training (EYITT) partnership is good. The partnership meets statutory requirements for delivering EYITT and for promoting equality and diversity and eliminating discrimination. Leaders and managers have effectively established the new EYITT programme to enable all trainees to exceed the minimum level of practice as defined by the teachers' standards (early years).
2. A very large majority of trainees secured employment as early years teachers at the end of their training. Trainees from all routes are teaching in settings within and beyond the training partnership. Early years setting managers have welcomed the higher level of expertise of early years teachers.
3. The proportion of trainees successfully completing their training varies from route to route. It was lower on the school direct route and two former trainees have yet to secure employment. The reasons for non-completion are twofold. Recruitment tasks were not all sufficiently demanding in the first year. In the early days the tracking of trainees' performance was not rigorous enough. Leaders took effective action to remedy this between the two stages of the inspection. It is now clear how trainees' progress should be recorded and how ongoing analysis will trigger intervention where necessary.
4. The quality of training is good. Trainees and EYTs have a well-developed understanding of the teachers' standards (early years) and how to promote children's learning effectively. They provide stimulating and interesting activities for children, know how to assess their learning and help them to make good progress. This is a result of high-quality centre-based training leading to Masters-level credits in Early Years: Principles, Curriculum and Practice and Early Years: Development and Management.
5. Trainees and EYTs are mainly positive about the quality of training. They welcome the opportunity to delve deeper into educational theory alongside the more practical aspects of training covering babies' and children's learning and development. Trainees make good, and sometimes outstanding, progress from different starting points. As EYTs they have a good understanding of high-quality early years practice, including early reading and mathematics; safeguarding; equality of opportunity and diversity. Employment-based trainees, many of whom have years of experience in early years and a strong understanding of keeping children safe, feel that their expertise is not always recognised or training sufficiently differentiated. They are not used to supporting the development of trainees with more limited experience.

6. Trainees and EYTs develop supportive and positive relationships with children and manage their behaviour well to support their learning. Most can adapt their teaching to meet a range of needs, including children with special educational needs. Both trainees and EYTs engage well with other colleagues in the settings. As new teachers they provide effective support and guidance for other staff in their roles as room leaders.
7. All trainees experienced placements covering the whole birth to five years age range in different settings. In a few instances, the contrast between placements was limited because their experience was at a different setting managed by the same provider. Some placements did not provide trainees with sufficient exposure to high-quality phonics teaching. As a result, some did not have sufficient opportunities to put their theoretical knowledge into practice and were less confident about teaching phonics and early reading skills.
8. Trainees are positive about the support provided by their university link tutors. Regular meetings with, and visits from, tutors to observe trainees during their placement, help trainees to know what they do well. However, the quality of mentoring support in the settings varies. Although mentors have studied to degree level, they are not qualified teachers. This is mainly because, at present, in most placements there are no other teachers. Although mentors have strong expertise in early years practice, most are less familiar with the evidence required for trainees to meet and exceed the minimum level of the teachers' standards (early years). They rely on support from tutors.
9. Feedback from mentors and tutors is not always precise enough to help trainees understand what they need to do to improve their practice to become outstanding early years teachers. At the end of their training, induction targets are devised by the trainees and agreed by their tutors. The quality of these targets is variable. Some need sharpening to enable setting managers to understand exactly what skills and knowledge the EYT needs to continue to develop as a new teacher.
10. The partnership recognises that high-quality support from mentors and tutors is essential to build on the successes of the first year and improve outcomes for trainees further. Leaders have acted decisively to address and overcome issues. Changes have been made to the structure of tutor support, so now all are employed within the partnership. Further training and development is in hand to provide greater consistency in the guidance tutors give to trainees. Plans are in place to increase the effectiveness of mentoring, for example by utilising the skills of some newly qualified EYTs to mentor current trainees across a range of settings.

11. Leadership and management of the partnership are good. The partnership has made effective use of feedback from providers and sought the views of trainees and mentors during the development of the programmes and throughout the year. The decision to develop a partnership committee to include managers from outstanding settings and to utilise the skills of former trainees demonstrates leaders' commitment to further improvement.
12. The new leadership structure for ITE has brought about a synergy in improvement planning and greater alignment of priorities. The quality of EYITT plans has improved. They have been refined following stage one of the inspection. Further analysis of information from trainees, external examiners, partnership settings and outcomes for trainees has been used to devise a succinct set of priorities for the coming year. The inclusion of benchmarks to measure success has strengthened the planning, which aims to increase the proportion of outstanding teachers at the end of their training.

Annex: Partnership settings

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

Cisco Early Years and Pre-School
Norbiton Children's Centre
Round and Round the Gardens Childcare
Kids Unlimited
Aspire Day Nursery
Dicky Birds Nurseries

The primary phase

Information about the primary partnership

- Kingston University works in partnership with over 200 local authority maintained schools, academies and independent schools across 23 local authority areas to provide primary teacher training. Most of the schools are in London boroughs and the surrounding area.
- The primary partnership offers three-year undergraduate and one-year postgraduate routes to qualified teacher status (QTS). To date, undergraduate trainees have been recruited to an English, mathematics, history and geography, or science specialism. Trainees joining the course from September 2015 will opt to follow English, mathematics or science as a specialist subject from their second year. Trainees on the postgraduate route can follow pathways in one of three modern foreign languages or in early years. At stage one of the inspection there were 211 undergraduate trainees, 76 in their final year, and 146 postgraduates.
- A smaller number of trainees follow the school direct and school direct (salaried) routes. Forty-six such trainees were training at stage one, including 16 on a specialist physical education (PE) pilot route.

Information about the primary ITE inspection

- There were five inspectors on the primary team at each stage of the inspection.
- During stage one inspectors visited 13 schools. They observed the teaching of 19 trainees across all the primary routes, in most cases jointly with the school-based mentor or university tutor. Inspectors looked at the evidence in trainees' files to evaluate how well they met the teachers' standards. They held discussions with trainees, mentors, tutors and headteachers in schools, and with partnership leaders at the university. Inspectors met with another 26 trainees in schools and at the university and observed one university-based training session. The team also took into account the findings from recent newly qualified teacher (NQT) surveys and 79 responses from trainees to Ofsted's online questionnaire.
- During stage two of the inspection inspectors visited 11 schools, including six involved at stage one. Three were schools outside the partnership. They observed 14 NQTs teaching, half of whom had been observed at stage one, and held discussions with them and another eight NQTs, induction tutors and headteachers. Inspectors also met with partnership leaders to discuss actions taken between the two stages of the inspection. They took account of the final total of 96 responses from trainees to the online questionnaire.

- At both stages, inspectors looked at pupils' work to determine the quality of trainees' and NQTs' teaching over time. The team also looked at a range of documentary evidence provided by the partnership, including leaders' analysis of outcomes and evaluation of training and plans for improvement.

Inspection team

Alison Bradley, HMI	Primary phase lead inspector
Amanda Gard, HMI	Primary phase assistant lead inspector (Stage 2)
John Menendez	Primary phase assistant lead inspector (Stage 1)
Deana Holdaway, HMI	Team inspector
Louise Adams, HMI	Team inspector (Stage 2)
Michael Brockett	Team inspector (Stage 2)
Michelle Williams, HMI	Team inspector (Stage 1)
Ramesh Kapadia	Team inspector (Stage 1)

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- The coherent blend of university lectures, school placements and academic assignments provides effective training which ensures trainees have the knowledge and skills they need to be a good teacher.
- The overall support for trainees, particularly those who for whatever reason experience difficulties, is highly valued and successful in ensuring most trainees complete their training.
- The high quality of NQTs' teaching, particularly in English and mathematics.
- Trainees' and NQTs' high levels of professional and personal conduct. They are committed to pupils' achievement and well-being and to their own professional development.
- High employment rates on all routes.
- Ambitious leaders who are determined that the partnership will be of the highest quality, welcome external feedback and take prompt and decisive action to remedy potential weaknesses.

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

The partnership should:

- Increase the proportion of trainees whose teaching is outstanding by the end of their training by ensuring that assessment criteria:
 - take greater account of the impact teaching has on pupils' progress over time
 - are applied rigorously and consistently.
- Ensure that all trainees are fully prepared and able to meet a wide range of pupils' abilities and needs, particularly those at risk of underachieving.
- Make certain that mentoring is of a consistently high quality by ensuring all mentors are trained and regularly updated and their work monitored.
- Increase the rigour of analysis of the impact of training by formally surveying employing schools and tracking new teachers into their first year of teaching and beyond.

Inspection judgements

1. Trainees' confidence that their training will make them a good or better teacher, and that they will be able to demonstrate they meet the teachers' standards, is well founded. All trainees who complete the course exceed the minimum standards for qualified teacher status. Mostly their teaching is good and sometimes outstanding. The proportion of Kingston trainees successfully completing their course compares favourably with the sector and employment rates are high.
2. Schools are pleased with the former trainees they appoint. A recurring comment from headteachers was that Kingston prepares trainees for what it is like to be a teacher. Trainees and NQTs demonstrate consistently high levels of personal and professional conduct. Their understanding of their responsibilities for safeguarding pupils, ability to reflect on how well they are doing as a teacher, and commitment to being even better are notable strengths.
3. Partnership leaders model the reflective practice and commitment to improvement that they encourage in trainees. Prompt and decisive actions have been taken to improve aspects of training and assessment since stage one of the inspection. For example, introducing exemplification statements for part two of the teachers' standards helped trainees completing their training in summer 2015 to understand what the standards look like in practice. Mentors and tutors are also now better able to assess how well trainees meet these standards.

4. The strategic leadership of the partnership has been strengthened by the recent reorganisation. Self-evaluation analyses recent outcomes for trainees in depth. Emerging differences between groups are picked up before they become established patterns. Priorities for improvement are clearly linked to self-evaluation findings. Targets set out the improvements in outcomes the partnership is aiming for.
5. In some instances, the partnership's assessment of trainees at the boundary between a good and outstanding judgement was too generous. It tended to be where mentors had not had recent training from the partnership. As a result, assessments had not taken enough account of the impact trainees' teaching had on pupils' progress over time.
6. Inspectors observed many strengths in trainees' teaching. They established positive relationships with pupils and managed behaviour effectively. Trainees planned well-structured lessons and used a range of strategies to capture pupils' interest. Nonetheless, they did not always fully appreciate the direct correlation between the quality of their teaching and the impact on pupils' progress over time. While they understood the importance of regularly checking pupils' knowledge and skills, some were not routinely using assessment in, and between, lessons to adapt their teaching. Trainees had a good understanding of the range of needs in their class, but did not always assume enough responsibility for pupils with special educational needs or provide enough challenge for more-able pupils.
7. NQTs understanding of the link between their teaching and pupils' learning over time is much better. In part, this is because they continued to develop as teachers during their final school placement. It is also a result of changes leaders introduced as a result of both their own analysis of trainees' attainment, and following stage one of the inspection. For example, trainees now track the progress of a group of pupils over time. A new proforma also requires mentors, tutors and trainees to consider carefully the progress pupils make in lessons.
8. Building on their training, NQTs establish good relationships and routines with their new classes and manage behaviour well. They plan lessons thoroughly and continue to use a range of strategies to motivate and engage pupils. NQTs take account of what they know about pupils' previous learning and what they did, or did not, understand to plan the next lesson. Sometimes they adapt teaching during lessons, for example when they realise some pupils do not fully grasp an idea.
9. NQTs understand how to meet the needs of a range of abilities in their class. The best lessons stretch more-able pupils and support lower attainers. Occasionally, there is insufficient challenge for those who need

it, or an over-reliance on other adults to provide support. Unsurprisingly, NQTs who opted for special educational needs modules and placements are better equipped to meet the needs of those pupils. The same can be said for those who have had experience of teaching pupils who speak English as an additional language. While most NQTs felt they had contrasting placements, their knowledge of pupil premium funding and how, as class teachers, they can help to close the gap for disadvantaged pupils on a day-to-day basis varies.

10. The quality of training is good overall. Trainees find the links between lectures, practical experience and assignments logical. They value the blend of knowledgeable tutors, expert guest lecturers, and school placements. Professional development weeks spent in school looking at one aspect of teaching deepen trainees' understanding and broaden their experience of different schools. Return days midway through school placements allow trainees to select from a menu of activities tailored to meet common emerging needs.
11. NQTs spoke highly of small-group training in the core subjects that develops their subject knowledge and prepares them well with practical ideas for teaching. Trainees complete their course confident to teach mathematics and phonics. The teaching observed by inspectors confirmed NQTs' secure knowledge and skills in teaching both subjects. Their explanations were clear and accurate and they questioned pupils thoroughly to check their understanding. Where in some cases pupils did not understand, NQTs were confident to approach things in a different way. NQTs generally feel well prepared to teach the full range of National Curriculum subjects, although they are occasionally less confident with regard to music and religious education.
12. Trainees are much less confident in their ability to teach PE as they come to the end of their training. The NQTs inspectors met did not lack confidence to the same extent, although they often felt there was not enough centre-based training. NQTs with previous experience of teaching sport were more confident, but still felt there was insufficient focus in their training on how pupils develop skills over time. While trainees are required to teach PE, including a formal observation, the extent to which they have opportunities to teach it regularly varies considerably, depending on schools' use of coaches to deliver sessions.
13. NQTs benefit from spending time during their training studying their specialist subject, or an aspect of teaching, in more depth and alongside relevant research. Combined with learning about the role of a curriculum leader in a school, NQTs feel well equipped to take on such roles in future. The partnership knows through informal feedback that headteachers value this and university staff often come across former trainees in leadership roles in schools. Leaders do not, however, know

exactly how successful this aspect of training is because they do not routinely track NQTs in to their first year of teaching and beyond. Nor do leaders formally survey headteachers in, and beyond, the partnership.

14. Recruitment and selection processes are thorough. The partnership is successful in recruiting trainees with the potential to exceed expectations by the end of their training and attracting trainees from under-represented groups. Trainees from groups at risk of performing less well are monitored carefully so as to ensure prompt intervention or additional support where necessary. As a result, over time, there are no significant variations in outcomes for different groups of trainees or between the various routes into primary teaching.
15. A few trainees do not complete their course in a timely manner. Some encounter difficulties along the way with their studies or school placements, or in dealing with personal or health issues. University staff are quick to pick up any problems. The pastoral care and personalised support they put in place is effective in getting trainees back on track. Occasionally, a break from training is agreed or trainees who are not going to succeed as teachers are helped to change course. Although leaders are rightly proud of the impact of this support in the short term, they do not track if these individuals stay in teaching and are successful teachers.
16. Individual support from university tutors does not come to a halt when trainees leave. Several NQTs appreciated that advice from tutors was only an email away. A formal programme of support for NQTs is still in its earliest stages.
17. Leaders are not complacent. They continually review training and welcome external feedback as to how it can be improved. For example, leaders are currently researching the quality and equality of school experience over time to inform planning school placements. The criteria for assessing trainees have been reviewed, to include a much greater emphasis on the impact of teaching on pupils' progress over time. While NQTs intuitively uphold British values in their classrooms they find it difficult to explain how they will promote them through the curriculum. Their understanding of schools' role in tackling extremism and radicalisation is limited. Leaders are considering how they can better prepare trainees in this respect, including delivering 'Prevent' training.
18. Headteachers are committed to helping to train good-quality teachers and know that they benefit from being able to identify potential recruits for their own schools. Around a third of trainees completing their course in 2015 are employed in partnership schools. Many have former trainees on their staff. School direct partners choose to work with Kingston

because the partnership gives them the right blend of support and autonomy.

19. All schools have the opportunity to contribute to strategic decision making through an open invitation to the primary partnership committee. Leaders recognise that the numbers who attend formal meetings are small. To ensure that important decisions take account of the views of the majority, they regularly consult with schools on proposals for change via email or through university tutors.
20. Appropriate arrangements are in place to check trainees' qualifications and their suitability to work with children in accordance with the most recent requirements. The partnership complies with the criteria for initial teacher training.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Stage 1

Wimbledon Park Primary School
Oriel Academy
Fern Hill Primary School
Salisbury Primary School
Perseid School
St John's CofE Primary School
Latchmere School
Coombe Hill Infant School
The Federation of Tolworth Infant and Nursery School and Tolworth Junior School
Castle Hill Primary School
St Andrew's and St Mark's CofE Junior School
The Smallberry Green Primary School
St Mary's CofE (Aided) Primary School

Stage 2

Dorchester Primary School
Tolworth Junior School
Fern Hill Primary School
Great Hollands Primary School
Muschamp Primary School
The Smallberry Green Primary School
Perseid School
Burlington Infant and Nursery School
Burlington Junior School

Castle Hill Primary School
Latchmere School

The secondary phase

Information about the secondary partnership

- Kingston University works in partnership with around 50 schools across south-west London to provide secondary teacher training. The partnership offers a one-year postgraduate course with qualified teacher status.
- Training is offered in modern foreign languages, science and mathematics. The first two routes cover the 11–18 years age range; mathematics covers 11–16 years.
- In 2014/15, 54 trainees completed their training. Most trainees followed the core training route. Five followed the school direct, school-led, route.

Information about the secondary ITE inspection

- Inspectors visited a total of 12 secondary schools over the two stages of the inspection. They observed the teaching of three trainees at stage one and 12 newly qualified teachers (NQTs) at stage two. They held discussions with individuals and groups of trainees and NQTs from across both the routes and the subjects offered.
- The team met with course and programme leaders as well as subject mentors, induction tutors and leaders from schools in the partnership and beyond. They took account of responses to Ofsted's online questionnaire for trainees, the most recent NQT survey outcomes and the partnership's own survey of trainees and mentors.
- Inspectors scrutinised a range of documentary evidence, including the partnership's self-evaluation and improvement plan, information about recruitment and selection, and statutory safeguarding and compliance information.
- Inspectors reviewed trainees' files, their targets and tracking information to show how well trainees meet the teachers' standards. They analysed attainment data, completion rates and employment outcomes over time.

Inspection Team

Paul Metcalf	Secondary phase lead inspector (Stage 2)
Sue Collier	Secondary phase lead inspector (Stage 1)
Gwen Coates HMI	Secondary phase assistant lead inspector (Stage 2)
Sarah Hubbard HMI	Team inspector (Stage 2)
Simon Hughes HMI	Team inspector (Stage 2)

The key strengths of the secondary partnership are:

- Trainees' and NQTs' strong specialist subject knowledge and their ability to plan and teach well-structured lessons that promote pupils' enthusiasm and engagement, and enable them to make good progress.
- NQTs' use of a range of different teaching and learning strategies, and the creative and innovative ideas they have for activities and resources to support learning.
- The positive and productive relationships that trainees and NQTs enjoy with their pupils, and their secure understanding of safeguarding and how to keep pupils safe.
- The coherence of university-based and school-based training and blend of generic professional and subject-specific provision which ensures new teachers are well prepared to promote pupils' progress and contribute well to the life of their schools.
- The high-quality training and support provided by university tutors and partnership schools, which enables trainees to develop their teaching skills and understand and influence how pupils learn.
- The partnership's commitment to meeting local recruitment needs by selecting trainees who have the potential to become good or better teachers and want to work in the Kingston area.

What does the secondary partnership need to do to improve further?**The partnership should:**

- Ensure that more trainees become highly effective teachers who meet the needs of a range of individuals and groups, including the most-able pupils and those who are disadvantaged.
- Develop trainees' understanding and use of assessment further, in particular effective questioning and marking to check pupils' understanding and show them how they can improve.
- Make sure that the schools employing former trainees have detailed information about NQTs' strengths and areas for further development to support their ongoing development as a teacher.
- Undertake a more forensic analysis of available data about trainees' performance over time to improve action planning.

Inspection judgements

1. Leaders and managers take effective action to ensure that the quality of training and the outcomes for trainees are consistently good and improving. There are no significant variations in outcomes between groups of trainees, beyond those typically seen in the sector. There are no differences between trainees following the postgraduate course and those on the school direct route. The attainment of trainees was, however, higher in science and modern foreign languages than it was in mathematics.
2. The partnership works hard to ensure that all trainees are well supported and that their individual needs are effectively met. As a result, completion rates are consistently high, particularly for males and minority ethnic trainees. The proportion of trainees successfully securing employment compares favourably with the sector.
3. Trainees and NQTs visited by inspectors were particularly positive about the university-based training and the high quality of support offered by partnership schools. Trainees completing the online survey agreed.
4. There is a strong commitment across the partnership to produce high-quality teachers to meet local recruitment needs and contribute to wider school improvement. Schools are very supportive and fully engaged in the recruitment and selection process and in the delivery of training. Leaders have worked closely with partners to develop the school direct route and the university is seen by schools as a valuable resource to support the ongoing professional development of NQTs and more experienced staff.
5. The course handbook provides useful information about entry requirements and assessment so that potential candidates are able to make well-informed choices. Selection procedures ensure that trainees have strong subject and curriculum knowledge or an aptitude and commitment to develop this during the course. Their potential to be good or better teachers is rigorously tested through interviews and selection tests.
6. Lesson observations identified many strengths in teaching, including an enthusiastic approach that engages pupils. Trainees and NQTs are confident classroom practitioners. They make effective use of their very good specialist subject knowledge to plan interesting lessons, ensuring that content and resources are appropriate to enable pupils to make good progress. Very occasionally, however, common errors and misconceptions are not fully anticipated or addressed.

7. NQTs use a wide range of teaching strategies which generally motivate pupils. These include individual, paired and group work as well as opportunities for pupils to lead discussions and contribute to whole-class discussions. When given the opportunity, pupils are keen to demonstrate their knowledge and understanding.
8. Trainees' use of assessment needs further development. As new teachers, NQTs do not always use questioning effectively to check that pupils fully understand what they are learning. In a few instances, scrutiny of pupils' work in lessons revealed limited evidence of well-marked written work that would help pupils understand how they might improve.
9. NQTs' positive relationships with their pupils and the high expectations they have of them help to promote good behaviour. NQTs have a good understanding of behaviour management techniques and mostly apply them effectively. Occasionally, by not dealing with individuals who are off task, they condone low-level disruption.
10. Trainees reflect on their teaching thoughtfully and honestly. In most cases they consider the learning and progress of pupils. By the time they are NQTs they are able to discuss the impact of their teaching on pupils' progress and what they need to do to improve the impact of their teaching. They understand the importance of monitoring pupils' learning over time.
11. The university-based training programme is highly regarded, particularly subject-specific training. The programme is carefully structured, draws on experts from partnership schools and links effectively with school-based training to develop trainees' teaching skills and understanding of how pupils learn.
12. Trainees and NQTs develop a good understanding of their responsibility for developing pupils' literacy and numeracy skills through their subject, although this is not always reflected in their practice. For example, opportunities to highlight subject-specific vocabulary were planned but not always pursued. Trainees and NQTs are less confident about how to develop pupils' numeracy skills.
13. School-based training is strong. A very small number of trainees indicated there were inconsistencies in mentoring and mentors themselves are concerned about the time they have to support trainees well. Inspectors found that mentoring was of good quality and relevant to trainees' needs. Mentors have high expectations of trainees and a secure knowledge of the teachers' standards. They appreciate the support received from university tutors and the majority feel that

mentoring has provided good professional development and had a positive impact on their own practice.

14. Carefully considered school placements enhance subject development, although securing post-16 experience has, at times, been problematic. As a result, the partnership has redesignated all courses to cover the 11–16 age range with post-16 enhancement from 2015/16.
15. Not all trainees have the opportunity to experience schools in challenging circumstances and those judged as 'requires improvement'. Nonetheless, contrasting and complementary school placements help trainees and NQTs understand how to adapt their teaching to meet the needs of different pupils. They apply their training to meet the needs of pupils with special educational needs and those who speak English as an additional language. However, NQTs do not always consider what they can do to help close the gap for disadvantaged pupils or plan sufficiently challenging tasks for the most able. They are not always clear as to how to promote British values through their teaching.
16. Transitions between placements are planned effectively. Information from the first school experience is used well to plan for the move to the second school. The transition from training to the first year of teaching is more variable. Some targets are detailed and helpful, but others are too brief and generic.
17. The provider tracks and monitors trainees' progress in meeting the teachers' standards effectively. There is a strong focus on developing trainees' knowledge and understanding of how to keep pupils safe. NQTs are very confident about safeguarding procedures and what to do if they have concerns. Assessment of trainees is accurate. External examiner reports verify the accuracy of judgements for each of the subject areas. Inspection evidence confirms these judgements.
18. Partnership schools are very impressed by trainees' and NQTs' personal and professional conduct, in particular their willingness to become involved in the wider life of the school. During training and in the early days of teaching they make valuable contributions both within their departments and more widely through extra-curricular clubs, trips and visits.
19. The partnership draws widely and regularly on the views of trainees, centre- and school-based staff, external assessors and surveys to identify strengths and areas for improvement. This qualitative information is used well to evaluate effectiveness and identify priorities for improvement. Key priorities in the provider's self-evaluation mirror the recommendations of this inspection. However, the partnership's analysis of the significant amount of data collected about trainees and

NQTs is too superficial. Leaders make basic comparisons but do not always identify trends or compare the partnership's performance with the sector. For example, in identifying that the outcomes for males and females were similar they failed to recognise that it was because males did significantly better than sector averages.

20. Since the last inspection the partnership has improved the rigour of monitoring and subject-level action planning and now involves partners more effectively in evaluation and improvement. Strengths in training and outcomes have been maintained, as has the recruitment of trainees from under-represented groups and the success of these groups in gaining employment. The positive response to issues identified during stage one of this inspection and the development of a partnership committee to provide more local leadership demonstrate the partnership's good capacity to improve further.
21. The partnership complies with the initial teacher training criteria and meets all the statutory requirements for safeguarding and for promoting equality and diversity.

Annex: Partnership schools

The following schools were visited to observe trainees' and newly qualified teachers' (NQTs') teaching:

Wallington County Grammar School
Dr Challoners Grammar School
Tolworth Girls' School & Sixth Form
Southborough High School
Denefield School
Isleworth & Syon School for Boys
Teddington School
Overton Grange School
Woking High School
St Paul's Catholic College
Coombe Boys' School
Hinchley Wood School

ITE partnership details

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Lead inspector	Alison Bradley HMI
Type of ITE partnership	HEI
Phases provided	Early years ITT, primary and secondary
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Provider address	School of Education Faculty of Health, Social Care and Education Kingston University Kingston Hill Campus Kingston Hill KT2 7LB
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