

London Metropolitan University

ITE Partnership

Initial teacher education inspection report

Inspection dates Re-inspection: 3–6 May 2016

This inspection was carried out by one of Her Majesty’s Inspectors and three 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 routes 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.

This was a re-inspection of the early years and primary provision following the inspection in October 2015 that judged both phases to require improvement. It was conducted as a one-stage inspection during one week. The university also has a training route for secondary trainees. The secondary provision was not inspected as part of this re-inspection.

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
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	1	2

Overview of the ITE partnership

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

The improvements, started at the time of the previous inspection in 2015, have continued apace. The quality of training in both phases has undergone significant changes and is resulting in improved outcomes for all groups of trainees. Senior leaders understand the role they want the university partnership to play in the wider educational system. The passion and determination from leaders and managers to deliver on the university's core aim of 'social justice' is pivotal in the drive for improvement.

Leaders and managers have successfully built on the systems and processes started at the time of the previous inspection. Revised documentation for trainees and schools is enabling all to know what is expected of them. Across the partnership, the progress of trainees' teaching is tracked and checked with greater clarity and rigour. Headteachers and mentors are providing increasingly detailed and accurate feedback to set suitable targets for trainees' development. The combined efforts of all leaders and managers are resulting in far greater consistency and accountability across the partnership.

Two key features stand out as characteristics of London Metropolitan trainees and teachers: their professional attributes and characteristics displayed through their willingness to contribute to life beyond the classroom in schools; and their ability to manage pupils' behaviour and amend their approaches to ensure that pupils develop positive attitudes to learning and make good academic and personal progress. The wide range of different kinds of schools and placements, particularly those in challenging socio-economic contexts, ensures that trainees obtain the necessary depth of learning that enables them to exceed the minimum teaching standards.

Key findings

- Concerted and effective actions taken by partnership leaders since the previous inspection in 2015 are improving every aspect of the partnerships' work.
- Outcomes for trainees are improving strongly. Trainees' attainment is rising and employment and completion rates are above the sector average for all routes. The differences in outcomes for trainees on different routes, identified at the time of the previous inspection, have been eradicated.
- The partnership provides good and sometimes outstanding trainees and newly qualified teachers (NQTs), who enhance the quality of teaching and education for pupils in London.

- The university works closely with its partners to raise the achievement of pupils from minority ethnic groups and disadvantaged backgrounds.
- The strong moral imperative, instilled by leaders with passion in their work, permeates all aspects of the partnership. Leaders attract local trainees, who in turn work and learn within the locality, and act as strong role models for the children and young people they teach.
- Trainees and teachers display exemplary professional conduct and high-quality skills in managing pupils' behaviour.
- The primary and early years phases have good or better aspects that could be applied to the other phase. Currently, this is not being undertaken systematically to benefit all phases.

To improve, the ITE partnership should:

- improve the quality of all provision and trainees' outcomes further by systematically sharing the best practice across all phases.

Information about this ITE partnership

- The partnership provides initial teacher education in the early years, primary and secondary phases in London and the close surrounding region. There are approximately 120 early years settings and schools involved in the partnership.
- The university offers a number of different undergraduate, postgraduate or School Direct routes towards the award of qualified teacher status (QTS). The undergraduate Bachelor of Education (B.Ed) in the primary phase is coming to an end. The final cohort of nine trainees is in the second year of a three-year course. Around half of the primary trainees are centrally managed by the university but an increasing number are opting for the School Direct route where London Metropolitan is the appointed higher education partner.

The early years ITT phase

Information about the early years ITT partnership

- London Metropolitan ITE Partnership provides a part-time route over one year for graduates who are employed in a school or early years setting. Trainees who successfully complete this route are awarded the early years teacher status (EYTS).
- The early years ITT partnership consists of 21 schools or settings in nine different local authorities.
- At the time of the re-inspection there were seven trainees following this training route.

Information about the early years ITT re-inspection

- The re-inspection was carried out by one inspector who visited two schools and three pre-school settings. Four trainees were observed teaching and receiving feedback from their mentors.
- The inspector reviewed the trainees' evidence files and held discussions with the trainees and their mentors. She also met with one former trainee and one former mentor. The inspector considered the targets that had been provided for former trainees. In addition to this, she held extensive discussions with the programme leader.
- The inspector reviewed the early years ITT partnership's self-evaluation and improvement planning documents, recruitment and selection procedures, trainee tracking and assessment documentation, the course handbook, training materials and the partnership agreement. Statutory safeguarding and compliance checks were made against the ITT requirements.

Inspection team

Lorna Brackstone, Her Majesty's Inspector

Lead inspector

Overall effectiveness

Grade: 2

The key strengths of the early years ITT partnership are:

- The programme leader has played the key role in the rapid improvements made since the last inspection. She has used her passion for and expertise in early years extremely well to improve the quality and consistency of the training and ensure that trainees complete their training to a good or better standard.
- Trainees are very well prepared to teach across the whole birth to five years age range and display high standards of personal and professional conduct.

- Mentors are rigorously and consistently trained by the programme leader to ensure that all trainees receive high-quality mentoring. Trainees feel thoroughly supported with detailed and pertinent feedback which also provides opportunities for them to reflect on their practice.
- The programme leader makes regular visits to the schools and settings to ensure that the quality of support received by trainees is never less than good.
- Trainees benefit from very high-quality, specialist, centrally based university training. They make very effective use of educational research to improve their practice and share good practice with their colleagues.
- Trainees gain a rich and varied range of experiences in both socially and culturally diverse schools and early years settings. This enables them to feel confident about teaching children locally and within the wider London region.
- Trainees gain good experiences of children with special educational needs or disability and those who speak English as an additional language. The trainees have a very good understanding of the need to work very closely with parents and carers to ensure smooth transitions between home and within the settings.
- The exceptionally strong focus on continually refining all aspects of the partnership indicates an excellent capacity to continue to drive improvements in the quality of training and outcomes for trainees.

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

The partnership should:

- increase the involvement of schools and early years settings in the recruitment and selection process for prospective trainees to ensure that all trainees who start the training are committed to completing it
- refine the criteria for assessing the teachers' standards (early years) to ensure that mentor feedback takes into sufficient account the impact of the trainees' teaching on children's learning over time.

Inspection judgements

1. The overall effectiveness of the early years ITT partnership in securing consistently high-quality training and outcomes for participants is good. The leadership and management of the partnership are outstanding. As the 'linchpin' of the early years ITT partnership, the programme leader has been instrumental in the very rapid improvements made since the last inspection in October 2015. This is because she has exceptional academic and practical expertise, is clearly focused on ensuring the highest-quality outcomes for trainees, and has a continuing drive for excellence.
2. Following the outcome of the last inspection, the programme leader swiftly devised a systematic improvement plan which clearly identified the priorities requiring development. These were set against a realistic timescale which had agreed points against which the success of the actions were monitored and evaluated. This improvement plan, coupled with feedback from current trainees, mentors, placements and external examiners, has been pivotal in securing improvements, assessing the success of initiatives and informing plans for the future.
3. Since the last inspection, the programme leader has carefully built into the training programme opportunities for her trainees to gain teaching experiences in a range of different placements. This has enabled them to gain confidence in working with children aged from birth to five in a diverse range of schools and settings with high levels of social deprivation or affluence, and a wide range of ethnicities and cultures.
4. Centrally based training at the university provides trainees with a good understanding of how young children develop. They know it is essential for children to develop secure relationships with adults, and trainees learn about different ways to manage children and help them cope with ongoing changes as they grow and develop. Trainees are skilled in using a range of strategies to manage children's behaviour.
5. Trainees have a good understanding of age-related expectations and plan well for the differing needs of babies, toddlers and pre-school children. Good use is made of observations and assessments to plan for individuals. They check that all groups of children are making the progress they are capable of and provide extra help when required. For example, trainees use the 'two year progress check' well to identify and develop their understanding of all the children they work with. They are very sensitive to the differing needs of the parents and carers and provide appropriate levels of information on the progress their children are making. For example, trainees share learning diaries with parents and meet with them regularly.
6. Trainees confidently extend the thinking of most-able children by asking

challenging questions or making suggestions for further activities. They demonstrate a good knowledge of the needs of those children who have special educational needs or disability. Trainees work closely with external specialists to ensure that any specific needs are met. For example, in conjunction with the occupational therapists or specialist speech advisors, they plan specific sessions to support individual needs. Trainees also demonstrate a detailed knowledge of supporting those children who require education, health and care plans and those who need extra help because they speak English as an additional language.

7. Trainees develop well children's knowledge and skills in early reading and mathematical skills. This is because they receive high-quality training from the university and are very well supported in their day-to-day work by their mentors. Trainees demonstrate a very secure understanding of the importance of creating an exciting and stimulating environment which makes learning interesting and fun. The basics of learning letters and sounds and mathematical skills are taught well in an age-appropriate manner by using lots of practical activities which engage and stimulate the children. For example, trainees have developed messy play activities in the outdoor learning areas and cosy book areas to support the development of key communication and language skills.
8. Former trainees and trainees make a very positive contribution to the settings in which they are employed. They confidently share good practice and willingly take responsibility for training other colleagues in their schools and early years settings. For example, trainees with particular expertise in using information and communication technology have trained other staff in the use of specialist equipment. Other trainees have taken the lead in their schools and early years settings to set up learning programmes which use nearby woods and forests to help to effectively develop the children's key skills. They have then used their expertise to train and advise other trainees on the early years ITT route.
9. Trainees have an in-depth understanding of their responsibilities regarding children's safety and are very confident about what to do when they have concerns. They are knowledgeable about safeguarding requirements and ensure that children are kept safe from the internet and other social media. Trainees have a clear understanding of the government's strategy to promote fundamental British values and prevent extremism.
10. The quality of training and mentoring in the early years settings has made a significant improvement since the last inspection. The centre-based training at the university is of very high quality because trainers are extremely knowledgeable about children's development from birth to five. The training highlights the importance of securing strong relationships with the children they teach. Trainees develop a good understanding of educational theory, which they effectively adapt when planning practical activities for the children they teach. The research

projects which they undertake for their final course assignment further develop their skills to reflect on practice and refine it to meet the needs of individual children.

11. Although mentor training days are generally organised at the university, the programme leader has very sensitively responded to the needs of the different settings by providing alternative opportunities at their place of work. This has enabled her to deliver bespoke training for the mentor and the trainee which fully meets the needs of the individual setting. Effective use has also been made of very experienced external mentors to support those trainees who are senior managers in their own early years setting.
12. The programme leader is assiduous in her visits to the schools and early years settings. Evidence from trainees' files demonstrates the regularity of her visits and the in-depth evaluation of the impact that the mentor training has on the trainees' quality of teaching over time. The regularity of these visits by the programme leader ensures that trainees receive helpful and developmental feedback. It also enables her to check the consistency of feedback across the partnership.
13. The close working relationship between the programme leader and the mentors is a particular strength of the partnership and is much appreciated by trainees. Nevertheless, if concerns are raised by trainees, the programme leader is quick to take action and is not afraid to withdraw them from a placement which does not provide sufficient training and mentoring opportunities. Trainees speak very highly of the quality of training and the exceptional personal, professional and academic support they receive. This echoes the very positive responses received to the university's own evaluations and to Ofsted's online questionnaire, to which all of the trainees responded.
14. Last year there was an unfortunate delay in sending out the targets for former trainees to support their career development. Despite this, former trainees report that the personal targets they received have been instrumental in their career development. All former trainees are in employment and a high proportion of them have been promoted since qualifying with EY ITT. A good number of current trainees have also been promoted since starting the current training programme.
15. The programme leader has been instrumental in strengthening links with other EY ITT partnerships. In association with other EY ITT programme leaders, detailed criteria for each of the teachers' standards (early years) have been devised to support mentors when assessing their trainees. These descriptors are used well during observations to gauge specific aspects of the trainees' knowledge and understanding. They are also used well by mentors to set targets for trainees to develop their practice further. However, these descriptors focus too heavily on the assessment of individual sessions. This means that mentors do not take into sufficient

account the impact of the trainees' teaching on children's learning over time.

16. Only one trainee left the training at the start of the year and this represents an improving rate of completion since last year when three withdrew. There are no differences in trainee outcomes by gender or ethnicity. Nevertheless, the programme leader has recognised the need to involve schools and early years settings in the recruitment and selection process for prospective trainees.
17. The partnership fully complies with the early years ITT requirements. It meets all the relevant safeguarding and other statutory requirements for promoting equality and diversity, and eliminating discrimination.

Annex: partnership schools and settings

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

Hugh Myddleton Primary School, Islington

Kings Square Community Nursery, Islington

Little Gems Nursery, Hackney

The Minors Nursery School, Kensington and Chelsea

Vicar's Green Primary School, Ealing

The primary phase

Information about the primary partnership

- The primary partnership of London Metropolitan University includes approximately 100 schools across London. Partnership schools are a mix of local authority maintained, academy, trust and special schools.
- The primary partnership offers a three-year undergraduate course in education which leads to a Bachelor of Education (B.Ed) degree; this route will come to an end in 2017. A Postgraduate Certificate in Education (PGCE) is available through a core and a School Direct route. All routes, on successful completion, lead to QTS. Those following the B.Ed route obtain a level 6 professional graduate or level 7 postgraduate certificate in education on the PGCE route. Trainees have experiences of complementary schools in the partnership to enhance their training. At the time of the re-inspection, there were nine trainees enrolled on the B.Ed route and 91 on the PGCE programme.
- School Direct placements follow a salaried or non-salaried route based at key partnership schools. This is a school-led route leading to QTS and a PGCE. During the 2015/16 academic year, there were four trainees enrolled on a salaried route and 46 on a non-salaried route.
- Depending on the route trainees choose, their training programme differs. School Direct trainees work in a school-based model, where schools are responsible for the recruitment and training of trainees. Other schools offer trainee placements for the more traditional core PGCE or B.Ed routes. Trainees are able to opt for two age ranges: three to seven and five to 11.

Information about the primary ITE re-inspection

- The primary re-inspection was conducted by one of Her Majesty's Inspectors and three Ofsted Inspectors.
- Inspectors observed the teaching of 16 trainees in 11 schools, and the teaching of eight NQTs in seven schools. Inspectors met with 40 trainees and 13 NQTs in schools and with nine trainees at the university. Inspectors also met with school-based mentors, headteachers, class teachers, induction tutors and leaders and managers from the university.
- Inspectors considered a wide range of evidence, including work in pupils' books, trainees' files, course handbooks, developments plans, data on trainees' progress and attainment, completion and employment rates, and evidence from the partnership's self-evaluation, including that for 2015/16. Inspectors checked that the necessary statutory requirements for safeguarding and ITT were met.
- Inspectors took account of 91 responses to NQT surveys from 2015 and 97 responses to Ofsted's online questionnaire. Inspectors also reviewed

feedback from the partnership's own trainee evaluations of the programme and information on the university's website.

Inspection team

Richard Light, Her Majesty's Inspector

Lead inspector

Michael Brockett, Ofsted Inspector

Assistant lead inspector

Wayne Stallard, Ofsted Inspector

Helen Wiseman, Ofsted Inspector

Overall effectiveness

Grade: 2

The key strengths of the primary partnership are:

- the professional attributes and characteristics of trainees and NQTs, who are well organised, ready to learn and contribute significantly to life beyond the classroom in primary schools
- the positive relationships that trainees and NQTs develop with staff and pupils and the strategies they use to promote and model good behaviour based on the values of the 'United Nations Rights of the Child'
- the opportunity to work in schools in challenging contexts and settings prepares trainees and NQTs very well for raising the achievement of minority ethnic groups and disadvantaged pupils
- the practical approach to training, combined with the design and structure of the course, prepares trainees and NQTs well to work in schools in challenging socio-economic contexts or with pupils who speak English as an additional language
- determined and effective actions taken by leaders since the previous inspection, which have resulted in significant improvements, based on the strong moral imperative
- high-quality action planning, which is used alongside clear documentation that ensures trainees know how well they are performing and what they need to do to improve
- the inclusive, welcoming and open ethos and culture created by leaders, combined with the tailored and personalised pastoral support trainees receive that enables them to successfully complete their training and confidently go on to gain employment.

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

The partnership should:

- fully embed the new systems for self-evaluation, quality assurance and assessment at all levels; systematically use the findings to refine training,

leadership and management and improve trainee outcomes further

- ensure that records of work scrutiny are given sufficient value and weighting when assessing the quality of trainees' teaching and that records focus on the progress that key groups of pupils are making over time, as identified in the 'School inspection handbook' for section 5 inspections of schools
- continue with its plans to share good practice across the partnership and to enable key stakeholders to contribute more to the design and delivery of training
- improve trainees' ability to check pupils' learning during lessons and adapt their teaching where necessary to ensure that all groups of pupils make at least good progress over time
- ensure that trainees have greater opportunities to teach phonics earlier in their course, so they can frequently review and improve this aspect of their teaching.

Inspection judgements

18. The overall effectiveness of the primary ITT partnership is good. The programme leader and his team have worked tirelessly to bring about the much-needed changes since the time of the previous inspection. Passionate and determined leadership has successfully tackled key weaknesses. As a result, almost all aspects of the partnership's work are now good, with some that are outstanding. The collective capacity for further improvement is strong. The core university mission of 'social justice' runs through every aspect of the partnership's work. The strong moral imperative to actively recruit, train and employ local teachers is universally shared with all partners. Staff and trainees across the partnership model these values through their professional conduct and characteristics. They act as highly effective role models for the children and young people within the communities in which they live and serve.
19. The systematic review of policies, systems and procedures, started at the time of the previous inspection, has continued apace. Headteachers, mentors and trainees all cited the clearer documentation and assessment information which is helping them track more carefully how well trainees are performing against the individual strands of the teachers' standards. Lines of accountability are tighter and expectations higher. The increased frequency of quality assurance checks, aligned with greater rigour on all routes has led to increasingly accurate assessments of trainees' attainment. Leaders are now well placed to refine these procedures further to ensure even greater precision and detail in all aspects of their work.
20. Honest and frank self-evaluation is enabling leaders to tackle any identified weaknesses earlier than in the past. A range of information, data, surveys and feedback is used by the programme leader to analyse

the impact of training on trainee outcomes. Lesson observations, conducted jointly with link tutors from the university and school-based mentors, contribute well to this evidence base. The revised curriculum tracker is ensuring that all trainees are now teaching across all primary subjects well, including physical education. However, not all link tutors and mentors are following the new guidelines with the exacting detail expected by leaders. For example, records of work scrutiny activities do not always focus on the progress of key groups of pupils, such as the most able pupils, or disadvantaged pupils, closely enough.

21. Partnership action planning is of high quality. Actions relate clearly to the areas for improvement from the previous inspection report. Strategies are relevant, purposeful and portray the sense of urgency required to being about the improvements necessary. Success criteria are precise and link carefully with key milestones and targets set. Periodic evaluations are detailed and inform leaders as to the success of planned actions at bringing about improvements to the quality of training, leadership and management or outcomes for trainees. The action plan is a vibrant working document portraying the vision and ambition of the programme leader and is proving the cornerstone to the improvements made.
22. Recruitment procedures have improved because schools are playing a greater role in the selection procedures. School and centre-based staff play an equal role in the selection of trainees on each different route. The interview process is seen as 'welcoming' from the start and sets the tone for the overriding ethos of the partnership. This ensures the right local trainees are provided with the confidence to apply, and successfully complete, their training. NQTs are then supported on entry to their teaching career well. The careful consideration given to finding the right people for the right course contributes strongly to trainees' high completion and employment rates.
23. The quality of training across the partnership is good. Taught aspects of the central training focus sharply on trainees' ability to overcome barriers for pupils growing up and living in London. The carefully considered approach utilises serving school practitioners to deliver taught aspects. Trainees report that combining practical strategies and ideas for classroom practice gathered through cross-phase sessions and tutorials makes training 'real and achievable'. Trainees also develop a good awareness of child protection procedures and a growing knowledge of some more complex aspects of safeguarding such as the 'Prevent' duty. School leaders from across the partnership display a strong willingness and motivation to contribute even more to the design, delivery and evaluation of the training programme.
24. Placement schools are of a high quality and provide trainees with a unique insight into teaching in the London context. The variety and breadth of placements available to trainees is a real strength of the

provision. Trainees gain experiences from a wide range of different socio-economic and ethnic communities or through learning in independent schools. Consequently, trainees are able to plan to meet the needs of pupils in their classes well, including the needs of pupils who speak English as an additional language or who have special educational needs or disability. Many trainees have the opportunity to work in schools where they go on to successfully secure future employment. At the time of the re-inspection, 47% of trainees had secured employment, with 33% of these in partnership schools.

25. Leaders' 'root and branch' overhaul of the training for mathematics is proving very successful. Earlier NQT surveys had identified mathematics as a weaker aspect of training. Current trainees are now highly positive about their experiences, which are rich in relevant research with the new mastery curriculum fundamental to the course delivery and design. Planned lessons develop pupils' fluency and proficiency when using number operations well. Pupils' reasoning skills are emphasised when systematically solving mathematical problems. The recent Ofsted online trainee survey now indicates very high confidence rates in this aspect of training with all historical issues being fully resolved.
26. Effective oral and written feedback from mentors and link tutors is enabling trainees to reach standards that exceed the minimum expected. The best mentors use the new university checklist expertly when probing and challenging trainees to reflect on their teaching. In these instances, the sharp analysis by trainees of the impact of their teaching on pupils' learning is precise and detailed. Trainees are therefore pushed to reach the highest standards. However, on occasions the training received by mentors has provided implicit rather than explicit expectations and led to some inconsistencies in the quality of mentoring. The new, more specific, approach is yet to become embedded practice by all across the partnership as not all mentors are following the explicit guidance and agreed approach set by leaders.
27. Most trainees develop a good range of strategies for teaching systematic synthetic phonics. Interesting activities maintain pupils' interest in lessons and keep them focused on the sounds they are learning. Trainees' perceptions and feedback from school mentors and NQT tutors indicate that most trainees are well prepared for the rigors of daily phonics teaching. Teaching seen on inspection was technically accurate, with careful modelling of the correct enunciation and mouth movements. Trainees receive ample opportunities to observe experienced teachers delivering phonics sessions early in their training. Trainees also plan and teach a sequence of lesson using phonics; however, a few trainees did not undertake this aspect of training until quite late in their course. This limits their ability to refine and improve their teaching more frequently.
28. Outcomes for trainees are good. Almost all trainees exceeded the minimum level of the teachers' standards in 2015. The very small number

of trainees who were graded less than good surpassed the minimum expectations in several strands, including behaviour management and professional conduct. These good outcomes are being sustained and built upon. Grade 3 outcomes have been largely eradicated due to the careful tracking of performance by tutors and the programme leader early in the training programme and more rigorous quality assurance systems.

29. Trainees and NQTs, regardless of the route they are following, display common attributes. Trainees' expert grounding on behaviour management means that they constantly focus on pupils' learning behaviour and refer to the impact it has on pupils' academic and personal development in lessons. Trainees immerse themselves in life beyond the classroom, attending staff training or volunteering to organise charity fundraising events. Without exception, they are quick to form positive relationships with staff and pupils. Professional conduct is universally well received, with trainees and NQTs demonstrating a strong, resilient work ethic. Headteachers, mentors and NQT tutors consistently report that trainees are well organised, prepared, and ready to teach and to learn. They use their good subject knowledge to bring learning alive and effectively ensure that all pupils can succeed.
30. At the time of the previous inspection, employment and completion rates were below the national benchmarks. They are now above the sector average. Historical gaps in attainment, completion or employment rates between different groups of trainees, regardless of the route followed, have been closed. Any trainee who defers their training for individual reasons is provided with close support and guidance to adapt their training where possible. The personalised support that trainees receive is successful in helping them return to complete their training and go on to exceed the minimum standards required.
31. Trainees become at least good teachers by the end of their training. A priority for the partnership is to further raise the proportion of trainees who attain the higher levels in teachers' standard 6 (make accurate and productive use of assessment). Over time, trainees' performance in this strand has lagged behind other aspects of the teachers' standards. During the course of their training, trainees become well versed in adapting their teaching between lessons to ensure that pupils' progress is maintained. However, few trainees routinely use a range of assessment strategies to check pupils' learning within lessons, adapt their teaching accordingly and ensure that pupils' progress is maintained throughout all parts of a lesson.
32. The partnership fully complies with the ITT requirements. It meets all of the relevant safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination.

Annex: partnership schools

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

Abingdon House School, Independent

Colverstone Primary School, Hackney

Crowlands Primary School, Hackney

Daubeney Primary School, Hackney

Highgate Primary School, Haringey

Islamia Primary School, Brent

Lloyd Williamson School, Kensington and Chelsea

Mission Grove Primary School, Waltham Forest

Noel Park Primary School, Haringey

Princess May Primary School, Hackney

Risley Avenue Primary School, Haringey

St Mary's CofE Infants, Haringey

Tyssen Primary School, Hackney

West Green Primary School, Haringey

ITE partnership details

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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