

# University of Greenwich Initial Teacher Education Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 23–25 May 2016

Stage 2: 8–10 November 2016

This inspection was carried out by seven of Her Majesty's Inspectors and eight 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

	<b>Early years ITT (EYTS)</b>	<b>Primary QTS</b>	<b>Secondary QTS</b>	<b>ITE in FE</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high quality outcomes for trainees?	2	1	2	2
<b>The outcomes for trainees</b>	2	1	2	2
<b>The quality of training across the partnership</b>	2	1	2	2
<b>The quality of leadership and management across the partnership</b>	2	1	2	2

## Overview of the ITE partnership

The overall effectiveness of the ITE partnership is good in early years initial teacher training (ITT); outstanding in primary; good in secondary; good in further education.

Outcomes for trainees, the quality of training and the effectiveness of leadership and management are at least good in all phases. Outcomes, training and leadership and management are all outstanding in the primary phase.

The effectiveness of the university is a consequence of very strong partnerships with schools, teaching school alliances, multi-academy trusts, local authorities and other agencies in the region. They work closely together to raise educational achievement locally, regionally and nationally.

### Key findings

- The overall strategic partnership board for teacher education demonstrates a very strong vision for the future direction of its ITE phases. Members of the board are forward-thinking and proactive in responding to government initiatives such as workforce reforms and ensuring the consistency of mentoring.
- The strategic partnership board has a shared recognition of the changing needs of teachers and is innovatively involving other departments, such as health and social care, to support trainees in their initial teacher training.
- A consistent characteristic of trainees and newly qualified teachers (NQTs) across all phases is their confidence in reflecting critically on their practice. They take the appropriate steps to ensure that they promote the learning and progress of the pupils and students they teach.
- Trainees and NQTs are highly professional in both their personal and professional conduct. They are good role models and expect the very best efforts from their pupils and students.
- Trainees and NQTs in all phases speak very positively about the training and support they receive from the partnership. Personal and academic needs are carefully taken into account and used to personalise and adapt training. Consequently, there are at least good rates of successful completion on all courses, with almost all trainees securing employment.
- All phases of initial teacher training prepare trainees and NQTs very well to meet the diverse needs of both the local and wider community.
- Trainees and NQTs have an impressive understanding of all aspects of safeguarding. In particular, they are acutely aware of the need to be vigilant to keep their pupils and students safe from female genital mutilation, extremism and radicalisation.

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

- improve the quality of all provision and trainees' outcomes further by systematically sharing the best practice from each phase. In particular, it should use the very high-quality approach of the primary quality assurance system and the 'mentor and class toolkit' to support the very best outcomes for trainees.

### **Information about this ITE partnership**

- The ITE programme at the University of Greenwich is largely based at the Avery Hill Campus in south-east London. This site has a history of teacher training which spans more than 100 years.
- The aim of the ITE partnership is 'to have a lifelong learning approach to the development of outstanding teachers and lecturers, who are able to impact on the lives of and outcomes for learners'.
- The partnership provides initial teacher education in the early years, primary, secondary and post-compulsory education phases. There are approximately 365 early years settings, schools and colleges involved in the partnership in the wider London area and as far afield as Wiltshire.
- The partnership offers a number of different undergraduate, postgraduate or School Direct routes towards the award of qualified teacher status (QTS).
- The recruitment of under-represented groups from a wide range of cultural, ethnic, religious, age and social backgrounds is highly promoted.
- The university is involved in a wide range of diverse partnerships which include settings in challenging circumstances, settings judged in their last inspection to be outstanding and those judged to require improvement.
- A strategic board for teacher education oversees policy and strategy and has equal representation from all phases.
- The partnership was previously inspected in 2011.

## **The early years ITT phase**

### **Information about the early years ITT partnership**

- Greenwich University works in partnership with Crofton Schools' Academy Trust, Early Foundations Teaching School Alliance and around 42 settings and schools across 11 local authority areas to deliver early years initial teacher training (EY ITT).
- The first cohort of trainees started in September 2014. The partnership offers three postgraduate pathways to early years teacher status (EYTS): the graduate employment-based (GEB) and the graduate mainstream (GEM) routes. The partnership also works alongside School Direct partners. In addition, the partnership offers an undergraduate option that allows trainees to complete their early years teacher training course alongside an early childhood degree.
- At stage one of the inspection, there were 24 trainees in total. Eight were on the employment-based route, six on the graduate mainstream route and four were on the School Direct route. A further five were undergraduates.

### **Information about the early years ITT inspection**

- One of Her Majesty's Inspectors carried out the inspection at stage one and a different one of Her Majesty's Inspectors carried out stage two.
- At stage one of the inspection, the inspector visited three early years settings, an independent school and a maintained school. Five trainees were observed teaching and receiving feedback from their mentors. The inspector held discussions with trainees, mentors and setting managers. She also reviewed evidence in trainees' files in relation to the early years teachers' standards.
- At stage two, the inspector observed five former trainees in their schools or early years settings. She met with mentors, managers and headteachers. She also spoke with a further former trainee, a former mentor and School Direct partners.
- Across both stages of the inspection, the inspectors met with course leaders and tutors. They reviewed a wide range of evidence, including recruitment and selection procedures, course information, training documents, assessment information, mentor and trainee handbooks, self-evaluation, improvement plans and the partnership's analysis of trainees' outcomes. The inspectors reviewed documentation relating to statutory safeguarding, as well as compliance with the early years ITT requirements.

### **Inspection team**

Lorna Brackstone, Her Majesty's Inspector: lead inspector stage one

Jane Burchall Her Majesty's Inspector: lead inspector stage two.

## **Overall effectiveness**

**Grade: 2**

### **The key strengths of the early years ITT partnership are:**

- the passion and drive of leaders to develop effective early years practice. Leaders provide a clear vision for the programme and their strategic approach has ensured that they have established effective routes for trainees to achieve early years teacher status
- the firm commitment of leaders to meeting the needs of local early years settings and schools by providing skilled early years teachers. They support the improvement of settings which face challenging circumstances and those judged to require special measures
- the carefully designed programme that enables trainees to make clear links between theory and practice. Leaders work collaboratively with all members of the partnership and act effectively on partners' and trainees' feedback to develop the programme
- the deep understanding trainees have of the importance of safeguarding, the 'Prevent' duty and the need to actively promote British values. They confidently demonstrate this in their interactions with the children
- trainees' warm relationships with the children and the high level of care they provide. Trainees understand and take account of children's individual needs, including the most able and those who have special educational needs and/or disabilities.

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

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

- develop the consistency of mentoring by ensuring that all placements and mentors fully understand the expectations of mentoring, including how much time is needed to ensure that each trainee gets the quality of mentoring to which they are entitled
- enhance current arrangements to support trainees as they make the transition into employment as an early years teacher by:
  - making trainees and employers more aware of the support available from the university
  - developing the existing transition document so that trainees and their employers use it more effectively to identify ongoing training and development needs.

## Inspection judgements

1. The overall effectiveness of the partnership in the early years phase is good. The vast majority of trainees exceed the minimum level of practice defined by the early years teachers' standards and demonstrate consistently high standards of personal and professional conduct.
2. The programme is well led and managed by leaders who are committed to providing the highest outcomes for trainees. Alongside the whole programme team, leaders continually evaluate what they do well and where improvements may be needed. They make effective use of information, including data, and swiftly make changes to enhance the quality of training. For example, in response to the local employment market, additional sessions have been added to the programme to better prepare trainees who choose to take on an early years teacher role in schools.
3. There is very clear communication between the university and its partners. Comprehensive documentation and regular visits from knowledgeable link university tutors ensure that trainees and mentors receive effective support in their settings. This enables trainees to make consistently good progress.
4. Recruitment and selection systems are robust and effective. They ensure that trainees are suitable and have the potential to be good or better early years teachers. Changes to recruitment processes have seen a reduction in the numbers of trainees who choose to withdraw from their training before completion. This is because potential trainees now have a better understanding of their future career options.
5. The many strengths in the training have a positive impact on outcomes for trainees. From the outset, trainees are encouraged to reflect on how effective their teaching is and how it could be improved. They take these skills into their employment as early years teachers. Former trainees continue to be highly reflective and committed to ensuring that children get the best possible start.
6. Trainees benefit from carefully managed placements to ensure that they experience working with different age groups within a range of contrasting environments. Rigorous quality assurance processes are securely in place. Close tracking, training and support for mentors have seen the quality of mentoring develop and improve over time. Assessments accurately measure the rates of progress towards trainees' achievements of the standards throughout their training. However, variability in mentoring remains an issue for some trainees whose mentors are not able to commit sufficient time to the role.
7. Trainees and newly qualified early years teachers are positive about their training and the opportunities it opens up for them. By the time they complete their training, all trainees have a thorough understanding of children's learning

from birth to five years of age. They demonstrate a good knowledge of the early years foundation stage. Trainees receive good-quality centre-based training which enables them to develop their knowledge and skills of teaching early mathematics, reading and phonics to babies, toddlers and young children. They particularly understand the importance of modelling with children the key skills of listening and speaking as they play alongside them. Trainees and newly qualified early years teachers also understand the importance that their teaching has on developing children's learning and they keep a careful check on children's progress and achievements.

8. Trainees and newly qualified early years teachers have a good understanding of potential barriers to learning. They understand the needs of different groups of children, including the most able, those who have special educational needs and/or disabilities and those who speak English as an additional language. They also understand how extra government funding is used to support disadvantaged pupils. Overall, trainees and newly qualified early years teachers provide appropriate levels of support and challenge so that children make good progress.
9. Trainees and newly qualified early years teachers fully understand their responsibility to keep children safe and well cared for. Their knowledge about risks that children may face is well developed and they are confident about the signs that might suggest a child is at risk of harm. This is because safeguarding has a high priority throughout their training. Trainees and newly qualified early years teachers are skilled at promoting children's positive behaviour and helping children understand how to keep themselves safe.
10. Trainees and newly qualified early years teachers make a positive contribution to the settings in which they are employed. They confidently share good practice, for example, effectively assessing and planning for children's progress. They willingly take responsibility for supporting other trainees in their settings and are keen to share their knowledge and experience.
11. Almost all former trainees are employed and many have enhanced roles and responsibilities as a result of gaining early years teacher status. A package of support is offered as trainees embark on their new careers. Working with link tutors at the end of their training, trainees identify and record the key strengths of their teaching, as well as areas for development. However, many do not use this information effectively to identify any support they may need in their first year as an early years teacher. The partnership offers a range of opportunities for continued professional development. However, not all former trainees or their employers are familiar with the opportunities on offer from the university.
12. 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/settings**

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

Zoom Nursery, Eltham

Oakfield Independent School, Dulwich

Rainbow Day Nursery, Petts Wood

Crofton Infant School, Petts Wood

Crofton Early Learners, Orpington

Tower Baptist Preschool, Orpington

Lessness Heath Primary School, Belvedere

Trinity Church of England Primary School, Dartford



## **The primary phase**

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

- The University of Greenwich primary partnership works with 214 maintained schools and academies across 19 local authorities in London, Kent, Essex and the south-east of England to provide primary teacher training.
- The primary partnership offers a three-year undergraduate route which leads to qualified teacher status (QTS). Trainees choose to specialise in teaching three- to seven-year-olds or five- to 11-year-olds. At the time of stage one of the inspection, there were 204 trainees enrolled on the undergraduate programme. At stage two, there were 202 trainees enrolled.
- There is also a one-year Postgraduate Certificate in Education (PGCE) route, where trainees choose to specialise in teaching pupils aged three to seven, five to 11 or seven to 11. At the time of stage one of the inspection, there were 131 graduates enrolled in this programme. At stage two, there were 98 trainees enrolled.
- Alternatively, graduates can follow a one-year PGCE mathematics specialist route. At the time of stage one of the inspection, there were 15 graduate trainees enrolled on this programme. At stage two, there were 21 trainees.
- The university offers two School Direct routes. The salaried route leads to QTS only. Those trainees following the non-salaried route are awarded both a PGCE and QTS. At the time of stage one of the inspection, there were 19 School Direct trainees working with nine lead schools. At stage two, this had increased to 31 trainees.

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

- Stage one of the inspection was conducted by three of Her Majesty's Inspectors and one Ofsted Inspector. Two of Her Majesty's Inspectors and two Ofsted Inspectors conducted the inspection at stage two.
- At stage one, inspectors observed 28 trainees teach in 15 schools. They also met with 18 trainees and 10 NQTs. At stage two, inspectors observed 16 NQTs and held discussions with 17 NQTs.
- During both stages, inspectors observed a range of university-based sessions, including training on phonics, early years, employability and reading aloud to pupils. Inspectors also met with school-based mentors, headteachers, class teachers and leaders and managers from the university.
- Inspectors considered a wide range of evidence, including work in pupils' books, trainees' files, course handbooks, development plans, information on trainees' outcomes, completion and employment rates and evidence from the partnership's self-evaluation. Inspectors checked that the necessary statutory requirements for safeguarding and initial teacher training were met.

- Inspectors took account of 140 responses to NQT survey accounts from 2012–2014 and 19 responses to Ofsted’s online questionnaire. Inspectors also reviewed the partnership’s own trainee evaluations of the programme and information on the university’s website.

## **Inspection team**

Lorna Brackstone, Her Majesty’s Inspector: lead inspector stage two

Richard Light, Her Majesty’s Inspector: lead inspector stage one

Jean Thwaites, Her Majesty’s Inspector: team inspector stage one and assistant lead inspector stage two

Jeremy Loukes, Her Majesty’s Inspector: assistant lead inspector stage one

Amanda Gard, Ofsted Inspector: team inspector stage one

Vanessa Ward, Ofsted Inspector: team inspector stage two

Helen Bailey, Ofsted Inspector: team inspector stage two

## **Overall effectiveness**

**Grade: 1**

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

- the programme leaders’ and managers’ innovative approach and relentless drive for continual improvements to the programme and the outcomes for trainees. Ongoing reflections and refinements ensure that the partnership meets the diverse local, regional and national needs for initial teacher training
- the extremely strong relationship between the university and its partner schools that ensures that there is a shared vision for future developments. Consequently, schools are continually involved in making sure that trainees’ outcomes prepare them for the changing landscape in education
- the exceptional rigour and robustness of the quality assurance systems. These are firmly rooted in the forensic analysis of trainees’ outcomes, the effectiveness of mentor support and the detailed scrutiny of internal and externally validated information
- the way in which both university-based and school-based training are extremely well interwoven into both the undergraduate and postgraduate routes. Excellent use is made of specialist expertise within the partnership to ensure that trainees are very well prepared to start their teaching career
- the exceptionally high quality and detail of partnership documentation which is very well understood across the partnership. This enables schools to accurately

track trainees' progress against the teachers' standards, provide detailed feedback and set appropriate targets for development

- consistently high completion and employment rates across all training routes. There are no variations in the outcomes between different groups of trainees or training routes
- the very high expectations of the trainees and NQTs, who are extremely professional, modelling positive and calm behaviours. As a result, pupils behave well and respond to them with eagerness and enthusiasm
- the way in which trainees develop into confident and competent NQTs, who fully understand the impact their teaching has on pupils' progress and learning. They teach phonics, early reading and mathematics accurately and make use of every opportunity in lessons to develop key skills
- the eagerness of trainees and NQTs to contribute significantly to wider aspects of school life, such as extra-curricular clubs and parent workshops
- the very strong support that the partnership offers NQTs during their first year as teachers.

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

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

- ensure that trainees and NQTs are even more confident and competent at addressing the needs of the most able pupils, particularly those who are disadvantaged
- provide additional opportunities for trainees and NQTs to gain greater confidence and competence in teaching across the wider curriculum, such as in the humanities and arts.

### **Inspection judgements**

13. Outcomes for trainees are outstanding. Headteachers unanimously agree that when NQTs from the University of Greenwich are employed 'they hit the ground running'. They are very much the first choice for employers in the local and wider London region. There is a confidence among headteachers that, if they recruit a University of Greenwich NQT, he or she will be highly professional and competent.
14. Pivotal to the successful outcomes of the trainees and to their employability is the exceptional quality of the leaders and managers. They work seamlessly with their school partners to ensure that all trainees become good or better teachers by the end of their training and are well prepared for employment. Outcomes have steadily improved since the last inspection, with at least half of the

trainees completing their training with outstanding grades. Completion and employment rates are consistently above local and national averages.

15. The process of trainee recruitment and selection is rigorous. Since the previous inspection, the university has attracted trainees with higher qualifications and is very successful in recruiting under-represented groups. Alongside judging the qualities necessary to be a successful teacher, subject knowledge in English and mathematics is thoroughly assessed at interview. Any weaknesses noted are carefully tracked, monitored and tackled during training. The partnership is compliant with ITT criteria and meets all statutory requirements, including promoting equality and diversity and eliminating discrimination.
16. Trainees and NQTs have extremely high expectations of themselves and of the pupils they teach. They create interesting and purposeful learning environments which inspire pupils to learn and make good progress. NQTs are very calm and quickly establish routines and procedures that are clearly understood and adhered to by their pupils. Trainees and NQTs model mutual respect exceptionally well and create strong professional relationships with pupils. Guidelines for behaviour are firmly established and, consequently, learning is not interrupted by poor behaviour.
17. Trainees and NQTs know how to deal with antisocial incidents, such as bullying and racism. They have a very good awareness of general child protection procedures in school and a growing knowledge of some of the more complex aspects of safeguarding. For example, they are aware of the need to be vigilant to keep their pupils safe from female genital mutilation, extremism and radicalisation. Online safety is a high priority for training and is revisited throughout all programmes, including training on the personal use of social media.
18. Trainees and NQTs demonstrate an impressive confidence when teaching phonics to the youngest pupils. They also use their knowledge of letters and sounds well to support older pupils whose reading skills are less well developed.
19. In mathematics lessons, trainees and NQTs use practical resources extremely effectively to develop pupils' understanding and to help them solve problems. Trainees and NQTs use explanations and detailed questioning to extend pupils' thinking. They deploy and engage teaching assistants well to ensure pupils' best possible progress.
20. The quality of training is outstanding. It provides an excellent balance between professional studies, developing individual subject knowledge and practical experiences. Specific expertise is capitalised on, such as making use of early years expertise from the Faculty of Education and Health. University tutors model best practice. In one lively, engaging and interactive lecture, Year 1 BA trainees learned how to read aloud to a class using a range of different

techniques. Sessions on employability help to prepare them very well for their future careers.

21. Although trainees receive good training on subjects other than English and mathematics, NQTs report that they feel less confident teaching some of the other curriculum subjects, such as humanities and the arts. The university has already acknowledged the need to develop further trainees' confidence and competence in teaching subjects across the whole curriculum.
22. All trainees and NQTs demonstrate a high degree of confidence in teaching physical education. They spoke about the extensive training they have received which has enabled them to confidently teach the specific skills required for different ball games and physical activities.
23. A broad and varied selection of school placements are used. Trainees gain a rich and varied experience of schools and phases in different contexts, including those in challenging socio-economic circumstances. High-quality and well-targeted additional placements enable trainees to focus on meeting the needs of those pupils who have special educational needs and/or disabilities and those who speak English as an additional language.
24. Trainees and NQTs are knowledgeable about those pupils who are disadvantaged and do not achieve as well as they could in school. However, their understanding of the need to challenge and stretch the most able pupils, including those who are disadvantaged, is less well developed.
25. Trainees and NQTs confirm that they are very well supported by their university staff. Tutors' and mentors' close contact and communication with all trainees help them to identify any possible issues. When concerns arise, the partnership is quick to support the trainees and provide help that is effectively tailored to their needs. Consequently, the completion and employment rates of trainees are consistently high, regardless of the training route chosen.
26. Using feedback and suggestions from trainees, mentors and school leaders, the partnership has introduced its extremely thorough 'mentor and class teacher toolkit'. This has provided consistency, clarity and guidance for school-based training. Prompts for mentors to consult pupils about what they learn with the trainees, coupled with the sampling of their work, are used exceptionally well to assess the impact that trainees have on pupils' learning over time.
27. Assessments of trainees are subject to rigorous moderation processes which involve class teachers, senior teachers, mentors, link tutors and external examiners. As a result, the attainment grades in relation to the teachers' standards are accurate.

28. Trainees and NQTs highly praise the pastoral support they receive from the university-based staff. They refer to a 'real family feel', the tone of which is first set at the interview stage. The term 'welcoming' was reported consistently to inspectors. Many of the mentors in the partnership schools have trained at the university and there is a strong feeling of loyalty towards ITE provision at Greenwich. This supports the positive experience trainees have in schools and contributes to their impressive outcomes.
29. The primary partnership committee, together with university and school leaders, shares a moral imperative to ensure that pupils within the local, regional and wider communities receive the very best opportunities to develop lifelong learning skills. The committee has well-developed plans to use the expertise of other nearby university departments, such as those specialising in mental health and social services. This is one example of the relentless vision to prepare trainees even better for the changing landscape in schools.
30. Leaders and managers are highly innovative in their approach and are involved in a continuum of reviewing and improving provision. As trailblazers for ITE, leaders and managers have wasted no time in responding to the latest government guidance, ensuring that there is a consistent quality and professional stance to the role of school mentors in ITE. The 'accredited school-based mentor status', introduced at the start of this academic year, provides a detailed and robust framework which mentors use to give trainees the best possible support during their placements. Leaders and managers are also working in close conjunction with the Department for Education to produce guidelines to tackle unnecessary workload for teachers.
31. Partnership schools are fully involved and consulted to help steer developments, share ambition and provide continued clarity about their role and responsibilities. The partnership is highly responsive to feedback from the schools, mentors, trainees and NQTs.
32. Working closely with its strategic partner, the Royal Greenwich Teaching School Alliance, the university supports a number of specific local and community initiatives. For example, together they have worked on improving the transition between key stages 2 and 3. This has helped trainees to have a greater understanding of how to meet the needs of primary pupils as they move into the secondary phase of their education.
33. As the only university-accredited training partner for Stonewall, the university is recognised as a centre for excellence in the training of future teachers in dealing with homophobic, biphobic and transphobic bullying. The specialist training received by all primary trainees enables them to be more confident in tackling homophobic issues in school.

34. The partnership is ambitious and has a continuing capacity to maintain excellence. Areas identified at stage one of the inspection were speedily and effectively tackled. For example, in response to some mentors requesting more details about the taught aspects of the university course, information is now sent out prior to the trainees starting their placements. Minor variations to mentoring, to quality-assurance procedures and to the regularity of opportunities for trainees to teach phonics were all addressed before stage two of the inspection.
35. Since stage one, the university has launched its extensive support programme for NQTs. The 'transition document' which accompanies NQTs into their first teaching post provides schools with a clear idea of NQTs' strengths and areas that require improvement. NQTs use this document well with their mentors to support further training and development needs. Access to webinars, a social-media programme and informal meetings have been well received by the NQTs, who report that they feel very well supported.

### **Annex: Partnership schools**

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

Alexander McLeod Primary, Abbey Wood

Coopers Lane Primary, Lewisham

Days Lane Primary, Bexley

De Lucy Primary, Greenwich

Ealdham Primary, Greenwich

Foxfield Primary, Greenwich

Gordon Primary, Greenwich

Haberdashers' Aske's Primary, Crayford

Hawkesmoor Primary, Thamesmead

Heronsgate Primary, Greenwich

Hildene Primary, Romford

Hook Lane Primary, Welling

Hurst Primary, Bexley

Marian Vian Primary, Beckenham

Pelham Primary, Bexleyheath

Plumcroft Primary, Plumstead

Saint Thomas More RC Primary School, Bexleyheath

Sherwood Park Primary, Sidcup

Stewart Fleming Primary, Bromley

Torridon Infants, Catford

Willow Bank Primary, Bexley

Windrush Primary, Charlton



## **The secondary phase**

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

- The University of Greenwich provides ITE in the 11 to 16 age together in partnership with over 72 secondary schools in south-east and north-east London, Essex and Kent. Trainees follow either a core or a School Direct route.
- The partnership offers a one-year Postgraduate Certificate in Education or a Professional Graduate in mathematics, science (biology, physics or chemistry), computing and information communication technology, modern languages (French), physical education and music. The university also offers two School Direct routes, salaried and non-salaried, and an assessment-only route to qualified teacher status. All routes prepare trainees for teaching in their specific subject areas and within an urban multicultural school environment.
- At the time of stage one of the inspection, there were 105 postgraduate trainees and nine School Direct trainees. At stage two of the inspection, there were 90 postgraduates and 25 School Direct trainees, nine of whom were salaried.

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

- Inspectors visited nine schools at stage one of the inspection and observed 12 trainees teaching. A total of 17 trainees were interviewed to examine and discuss their progress in relation to the teachers' standards.
- At stage two of the inspection, inspectors visited eight schools and observed nine NQTs teaching. Inspectors met with a further eight trainees to discuss their reflections on their training.
- Inspectors held discussions with trainees, NQTs, leaders and managers, subject tutors, mentors, heads of department, induction tutors and headteachers.
- Inspectors took account of the responses from 25 trainees to the trainee online questionnaire. This summarised the views of trainees completing their training in 2016.
- Inspectors reviewed a range of documentary evidence, including training managers' self-evaluations, improvement plans, course handbooks, monitoring documentation and trainees' evidence files. Inspectors also accessed trainees' e-portfolios to evaluate how their progress in practical experience was being monitored.

### **Inspection team**

Andrew Maher, Ofsted Inspector: lead inspector stages one and two

David Scott, Ofsted Inspector: lead inspector stage one

Daniel Burton, Her Majesty's Inspector: team inspector stage one and assistant lead inspector stage two

Nasim Butt, Ofsted inspector: team inspector stage two

## **Overall effectiveness**

**Grade: 2**

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

- the high employment rates on both the core and School Direct secondary routes which support local needs
- trainees' and NQTs' breadth of subject knowledge and their ability to reflect on their teaching. This ensures that they clearly focus on promoting pupils' learning
- the value the partnership places on diversity and how it works well with trainees from different backgrounds, reflecting the local community. Trainees and NQTs are well prepared to teach pupils in London schools, including those pupils who are disadvantaged and those who speak English as an additional language
- the strong pastoral role demonstrated by subject leaders and the accessibility and responsiveness to the needs of trainees. This results in confident NQTs who are well prepared to teach
- the partnership's clarity and accuracy in identifying areas for improvement and the innovative ways the partnership has used to secure improvements in trainees' outcomes
- a strong, active partnership forum, which provides challenge and support for the provider and ensures that trainees and NQTs receive good-quality training.

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

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

- ensure that all mentors are trained to provide high-quality coaching by engaging with the new quality standards so that mentoring is more consistently effective and helps all trainees to make rapid progress
- provide a clear and consistent emphasis on behaviour-management training so that trainees and NQTs achieve high standards of pupils' behaviour
- improve the quality of target-setting by making better use of outcomes from lesson observations and work sampling to support trainees as they move from training to employment.

## **Inspection judgements**

36. The overall effectiveness of the ITE partnership in the secondary phase is good. The partnership is compliant with the ITT criteria and meets all the relevant

safeguarding and other statutory requirements for promoting equality and diversity and eliminating discrimination. All trainees exceed the minimum level of practice as defined by the teachers' standards at the end of their training and demonstrate consistently high standards of personal and professional conduct.

37. Completion rates have improved steadily since the last inspection and are currently close to the national average. A small number of trainees who met the teaching standards, but had an interruption to the end of their programme because of personal reasons, are also shortly to complete their final academic assignment.
38. Employment rates are above national norms. Virtually all trainees who completed the programme were employed at the start of the school year.
39. Outcomes for trainees across the partnership are good. The partnership has successfully addressed the previous differences in outcomes between different groups. Effective strategies have improved the attainment of minority ethnic and male trainees, and of trainees in science and mathematics. As a result, there are no major differences in outcomes achieved by different groups of trainees.
40. Trainees demonstrate a good understanding of the requirements of the teachers' standards. Trainees and NQTs are reflective and self-motivated. They set high expectations of pupils and demonstrate the positive attitudes and values which they expect from their pupils.
41. Trainees and NQTs have a strong understanding of how to teach pupils who speak English as an additional language, as well as those pupils who have special educational needs and/or disabilities. Trainees and NQTs make good use of subject-specific vocabulary in their teaching and plan lessons that are well structured. They also make effective use of information technology and additional adults to support pupils' learning. Most trainees and NQTs have well-developed strategies to meet the needs of different ability groups, including the most able. They are developing a better understanding of the need to meet the needs of the most able disadvantaged pupils to ensure that they reach their full potential.
42. Trainees and NQTs contribute to the wider life of the school, becoming engaged with extra-curricular activities and, in some cases, setting up new after-school clubs and societies. This promotes the well-being of pupils and provides opportunities for them to develop new skills.
43. Trainees learn a range of strategies to manage behaviour and this is often integrated into subject and professional studies. Many use behaviour strategies very effectively. However, not all trainees and NQTs are confident in

consistently and relentlessly applying strategies to achieve high standards of behaviour. Although there is much good and some outstanding practice in this aspect, it is not consistently strong enough. Although pupils make progress, learning is not always as rapid as it could be when some pupils lose concentration.

44. Trainees have deep subject knowledge and apply it effectively. Newly recruited trainees take part in subject-knowledge enhancement programmes before their training begins. This helps them to refresh and consolidate their knowledge and understanding of the key concepts in mathematics, science and design and technology. Subject-knowledge audits are revisited at different points in the programme and provide clear evidence of improvements made.
45. The good breadth in subject training informs trainees well and prepares them securely to teach across the age range and scope of their subjects. For example, physical education trainees have good-quality experiences in teaching games, athletics, gymnastics, dance, swimming and outdoor and adventurous activities. Computing trainees gain confidence in programming languages, control technology and electronics. This enables them to have the skills they need to teach across the 11 to 16 age range. All trainees were highly complimentary about the quality of the subject training they receive. Scientists appreciate the enhancement groups where they further build on their subject knowledge by sharing each other's expertise. As a consequence, the trainees' and NQTs' enthusiasm and confidence in the subjects they teach motivate and inspire pupils to learn and make progress.
46. Assignments engage trainees with academic theory which they eagerly apply in their classroom experiences and use to support their practice.
47. Trainees benefit from placements in contrasting settings. In particular, they gain valuable experience when they train in a school in challenging socio-economic circumstances. A proportion of trainees have benefited from alternative placements in special schools, pupil referral units and prisons. Trainees have gained a deep understanding of the different skills involved in teaching in these diverse settings and, as a consequence, feel better prepared for their careers.
48. Trainees have a secure understanding of their professional duties, including a wide range of issues which involve the principles of child protection. These include safeguarding, child abuse and sexual exploitation, the prevention of radicalisation, issues around female genital mutilation and e-safety. They are clear about their statutory responsibilities as trainees and as NQTs.
49. Training across the partnership is good. There is no difference in the quality of training provided centrally for either the core or School Direct routes. Professional studies programmes are valued highly by the trainees because a

wide range of speakers from external sources, and from partnership schools, offer their expertise. Training is often individualised and matched to the needs of the trainees. Subject leaders have a strong pastoral role and are responsive to trainees' and schools' requests. They often tailor placements to meet the needs of individuals. For example, subject leaders work closely with a small number of partner schools where expert school-based mentors work with trainees who require extra support to improve their practice.

50. Most mentors are trained well and make a significant contribution to developing the trainees' skills in teaching their subjects and in meeting the diverse range of pupils' needs. They benefit from joint observations with university tutors to ensure consistency of training across the partnership, to quality-assure and improve mentors' understanding of their role. Where mentoring is of a high quality, trainees benefit from consistent support, effective training and helpful coaching and feedback.
51. The university is fully aware that there are a few inconsistencies in mentoring which hinder the progress of a very small minority of trainees. The partnership has put in place developments to improve mentors' understanding of their role and this has started to impact positively on consistency.
52. Targets are set for trainees after observations of their teaching and meetings with their mentors. These targets are used to support trainees as they move from training to induction and employment. However, occasionally the targets lack precision and fail to provide the clear structure needed to enable trainees and NQTs to improve quickly.
53. Trainees have rapid access to a range of support and development tools through the introduction of online resources and innovative technical developments. Although this is a relatively new initiative, some mentors already make good use of the online resources for monitoring and supporting trainees, describing them as user-friendly and comprehensive. An innovative web-based seminar service is in development to complement these resources and enable mentor training to be delivered online and interactively.
54. The newly upgraded e-portfolio platform is a powerful tool for monitoring and developing trainees' progress. However, it is still in the early stages of development.
55. Leaders and managers have a clear vision. They are innovative, supportive and recognise the individual needs of their trainees. They value diversity and are fully committed to meeting the needs of the local community. This has helped the growth in completion and employment rates.
56. The provider has an active partnership forum, composed of headteachers and senior school leaders and managers. They work closely with the university

leaders, sharing the views of schools, headteachers and trainees and providing challenge.

57. The recruitment procedure is rigorous and aims to select candidates with the appropriate qualities that will enable them to succeed in their training year. As a result, headteachers report that the calibre of trainees and NQTs is improving year on year.
58. Leaders and managers ensure that training in safeguarding and child protection is comprehensive and varied. Lectures, seminars and school-based induction underpin trainees' knowledge of these issues. They also ensure that trainees understand their obligation to promote fundamental British values and to prevent radicalisation and extremism. Trainees and NQTs are well prepared for the current statutory safeguarding arrangements. Good attention is given to ensuring that trainees make safe use of technology and social media. Trainees and NQTs ably transfer their knowledge of safe practice into schools.

### **Annex: Partnership schools**

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

Beth's Grammar School, Bexley

Buxton School, Waltham Forest

Caterham High School, Redbridge

Coopers School, Bromley

Corelli College, Greenwich

Eltham Hill School, Greenwich

Haberdasher's Askes Academy, Crayford

Heathcote School, Waltham Forest

Iford County High School, Redbridge

London Nautical School, Lambeth

Loxford High School, Redbridge

Sir Joseph Williamson's Mathematical School, Rochester

Stationer's Crown Woods Academy, Greenwich

Thomas Tallis School, Greenwich

The Hundred of Hoo Academy, Kent

The John Roan School, Greenwich

Woolwich Polytechnic School, Greenwich

## **Initial teacher education for the further education system (FE)**

### **Information about the FE in ITE partnership**

- The University offers the following qualifications:
  - Professional Certificate in Education (PCE)
  - Professional Graduate Certificate in Education (PGCE)
  - Postgraduate Certificate in Education (PGCE-FE).
- Trainees are offered the opportunity to study full-time, part-time or by distance learning. Training is provided by the university, as well as through seven partner colleges.

### **Information about the FE in ITE inspection**

- Five inspectors carried out 23 observations of trainees and former trainees in partner colleges, placements and independent learning providers. Inspectors also met with trainees and former trainees, mentors, managers and staff responsible for ITE in partner colleges and the university.
- Inspectors interviewed trainees, former trainees and staff from partner colleges. Inspectors examined documentation relating to the trainees' course, work and assessments of the standards they achieved.
- At the time of the inspection, the university had 71 trainees enrolled on pre-service ITE courses, 198 enrolled on in-service ITE courses in 37 partner colleges and 45 enrolled on distance learning ITE courses.

### **Inspection team**

Steven Tucker, Her Majesty's Inspector: lead inspector, stages one and two

John Homewood, Ofsted Inspector: assistant lead inspector, stages one and two

Peter Nelson, Her Majesty's Inspector: team inspector, stages one and two

Alan Winchcombe, Ofsted Inspector: team inspector, stage one and two

Kanwaljit Dhillon, Ofsted Inspector: team inspector, stage two

## **Overall effectiveness**

**Grade: 2**

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

- the high proportion of trainees who successfully complete their training and enhance their careers as a result
- the good use the university makes of the professional standards for teachers and trainers to inform the content of the courses. Trainees and former trainees demonstrate good competence in the standards in their professional practice, values and attitudes
- the good support and encouragement trainees receive to help them evaluate their own practice well. Trainees plan and teach lessons that are innovative and supported by the educational theories they have learned
- the good understanding trainees develop of cultural diversity and of individual learners' needs in the providers where they are placed or employed
- the strong links university staff have with partner colleges and the effective support they provide to them. The university responds well to concerns raised by colleges and continues to strengthen the relationships it has with them as it further improves consistency across the partnership
- the very good procedures the university has to assure the quality of provision. Actions to make improvements are effective and well considered.

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

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

- provide trainees with increased opportunities to gain experience a wider range of settings in the FE and skills sector in order to broaden their opportunities for employment
- develop further the systems to capture and analyse information about the destinations of its trainees in order to ensure that the course is consistently enabling trainees to enhance their careers
- improve the targets for trainees at the end of their course to ensure that they know what to prioritise in their continuing professional development
- ensure that the recent actions to improve consistency in the quality of mentoring are rigorously implemented and evaluated to ensure that they achieve the expected improvement.



## Inspection judgements

59. The proportion of trainees who successfully complete their qualification is high, and has remained high since the previous inspection in 2011. In most partner colleges, all trainees who start a course achieve their qualification. The proportion of trainees who achieve an outstanding grade is very high and has increased over the last three years to nearly half of all trainees. Staff have taken effective action to reduce gaps in attainment between different groups of trainees. This has led to an increase in the proportion of trainees from black or other minority ethnic backgrounds who achieve at an outstanding level. However, the gap has not been fully closed. A higher proportion of white trainees are graded outstanding and a higher proportion of female trainees achieve an outstanding grade than male trainees.
60. A high proportion of trainees on the in-service courses progress into, or retain, relevant employment, gain promotion or take on additional responsibilities at work. The university has carried out a limited amount of research into employment which shows that the training has a positive impact on many former trainees' careers. The amount and quality of the information about the destinations of its former trainees vary considerably across the partnership and are not used sufficiently well by managers to evaluate the impact of training on trainees' careers.
61. By the end of their training, trainees meet the professional standards for FE teachers and trainers as a result of the high-quality training they receive. Trainees are taught the importance of reflecting on their own practice and apply this by continuing to evaluate and improve their teaching once they complete their course. For example, trainees are sufficiently self-critical to recognise that they need further help with planning to meet the needs of individuals when teaching learners with a wide range of abilities.
62. Trainees leave their training with high levels of enthusiasm and make good use of the support and feedback they receive as they continue to develop their skills in the months following their training. They have a determination to improve and are resilient to the challenges faced by NQTs. They recognise that they are still in the early stages of their professional development and are determined to fulfil their potential. They make good use of the support the university continues to provide to former trainees and many study for further qualifications or aim to achieve qualified teacher status.
63. NQTs successfully capture their learners' interests in their subject as a result of their good subject knowledge, coupled with the innovative and wide range of activities they use in lessons. Their training has prepared them well to take steps to protect their learners from radicalisation and extremism and to promote tolerance and respect. NQTs' ability to develop their learners' English skills is mostly good. For example, one NQT focused carefully on developing

learners' academic writing skills and the correct spelling of technical terms in order to prepare them for progression to higher programmes. However, not all NQTs are fully confident when teaching mathematics. However, they are receiving more guidance on how to ensure that all learners take part fully in lessons and develop communication skills.

64. Trainees develop a good understanding of educational theory, supported by the course tutors who clearly explain how different educational theories relate to different parts of the training. NQTs are able to explain how educational theories influence their work and use these well to reflect on their lessons and understand their learners' behaviour.
65. Tutors' support for trainees is good. Tutors provide useful feedback on assessed work and give accurate information, advice and guidance throughout the course. Trainees are very positive about how this guidance contributes to the successful completion of their training. Tutors have a good understanding of the diversity of learners in the FE and skills sector and use this well to ensure that trainees, particularly those on the full-time course, are well prepared for placements and jobs.
66. Mentors provide good support for trainees. They assess their skills well and challenge trainees to improve through good feedback following observations of teaching and in frequent meetings. Following the previous inspection, managers improved the training for mentors across the partnership. Leaders and managers continue to review the effectiveness of mentoring and have recently taken appropriate action to improve further the consistency and quality of mentoring.
67. Staff have taken action to improve the support for trainees by setting targets for their continued development as they complete their training. This includes a clear expectation that trainees should evaluate their work against the professional standards for FE teachers and trainers. Some NQTs have adopted this well to ease their transition into employment but others have not recognised its full value.
68. The university has good arrangements for the quality assurance of partner colleges. This results in a consistently high standard of training and trainees' satisfaction across the partnership. Leaders and managers take effective steps to act on the recommendations from external examiners. Partner colleges take part in frequent, effective moderation events to ensure consistency in standards of work and assessment. Course tutors observe trainees with each mentor to check effectively the quality of mentoring and to provide good guidance to the mentor on how to support their trainees. Staff at the university and in partner colleges work closely together to review the quality and content of courses to ensure that they prepare trainees well. For example, they have successfully

integrated into the training current government priorities, such as English and mathematics, the 'Prevent' duty and fundamental British values.

69. University managers respond well to concerns or advice raised by partner colleges. For example, the process of enrolment in 2015/16 caused unnecessary anxiety for some trainees. In 2016/17, the university provided extra staff with the necessary expertise and this led to a less stressful experience for trainees.
70. University staff evaluate the quality of provision well through a self-evaluation process that uses a wide range of evidence, including the views of trainees, when making judgements. Partner colleges mostly evaluate the content of their courses and their trainees' progress well. However, the quality of evaluations is too variable, with a small number paying too little attention to the views of their trainees.
71. Placements are mostly well organised and provide trainees with very good opportunities to practise and develop their teaching skills. They observe colleagues and benefit from the frequent, supportive advice from peers. However, too few trainees have the opportunity to gain experience of the wide range of provision in the FE sector. The university is developing further opportunities for trainees to experience teaching in a prison or pupil referral unit but it is too early to evaluate the impact of this project.

## **Annex: Partnership colleges**

The partnership includes the following colleges:

Bromley College of Further and Higher Education

Bracknell and Wokingham College

Farnborough College of Technology

Hertford Regional College

Kingston College of Further Education

Itchen College

Wiltshire College

## ITE partnership details

Unique reference number	70027
Inspection number	10010244
Inspection dates: Stage 1	23–25 May 2016
Stage 2	8–10 November 2016
Lead inspector	Lorna Brackstone HMI
Type of ITE partnership	Higher education
Phases provided	Early years, primary, secondary, post-compulsory education and training
Date of previous inspection	May 2011
Previous inspection report	<a href="https://reports.ofsted.gov.uk/user">https://reports.ofsted.gov.uk/user</a>
Provider address	Avery Hill Campus, Mansion Site, Bexley Road, London SE9 2PQ

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