

Lampton (London West Alliance) ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 23 June 2018 Stage 2: 19 November 2018

This inspection was carried out by one Ofsted Inspector and two of Her Majesty's 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 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

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

The secondary phase

Information about the secondary partnership

- Lampton (London West Alliance) partnership is a provider of school-centred initial teacher training (SCITT), which provides secondary teacher training for graduates. Successful trainees are recommended for qualified teacher status (QTS).
- The SCITT has provided initial teacher education (ITE) since September 2016. It has offered School Direct, School Direct (Salaried) and Researchers in Schools routes to QTS. It has not been inspected previously. The SCITT works alongside the Lampton Teaching School Alliance and is based on the same site.
- In 2017/18 there were 16 schools in the partnership, with 33 trainees specialising in a range of secondary subjects. Twelve of the trainees were engaged in the Researchers in Schools project, which was outside the scope of this inspection.
- Management systems have been thoroughly reviewed and updated since stage 1 of this inspection. The programme director is now a senior member of staff from the lead school, who has taken over responsibility for the day-to-day running of the programme.
- The organisation, membership and remit of the management structure have also been restructured since stage 1 of the inspection to clarify responsibilities for the governance of the SCITT, and the quality of provision.
- In 2018/19 there are 25 trainees in total. Their subject areas are computer studies, English, history, mathematics, modern foreign languages, physical education, religious studies and science.
- Trainees who successfully complete their training are awarded QTS and gain a postgraduate certificate in education (PGCE) from Roehampton University. Trainees have access to research and library facilities at the university.

Information about the secondary ITE inspection

- Inspectors observed the teaching of seven trainees from four schools during stage 1 of the inspection and the teaching of six newly qualified teachers (NQTs) from six schools during stage 2.
- Meetings were held with individual trainees, senior leaders from the SCITT, the partnership's assessors, school-based mentors, headteachers and members of the partnership's management groups.
- Inspectors scrutinised the partnership's self-evaluation and plans for improvement. They also reviewed the partnership's recruitment and selection procedures, its formal agreement with schools, its external moderator's report and the content and delivery of training programmes.

- Inspectors took into account 27 responses to the trainee online questionnaire.
- Inspectors reviewed the partnership's end-of-programme assessments for trainees and the information given to employing schools. They considered the actions taken by leaders to improve the partnership's management structure, policies and procedures between stages 1 and 2 of the inspection. Inspectors carried out checks to confirm compliance with statutory requirements, including safeguarding and the initial teacher training criteria.

Inspection team

Andrew Maher, Ofsted Inspector, lead inspector

Amanda Carter-Fraser, Her Majesty's Inspector, assistant lead inspector (stage 1)

Brian Oppenheim, Her Majesty's Inspector, assistant lead inspector (stage 2)

Overall effectiveness

Grade: 2

Key strengths of the secondary partnership

- The partnership has a deep understanding of the requirements of a high-quality teacher training programme, and managers are taking action to apply these requirements. Leaders and managers are committed to improving and maintaining the high quality of provision and good outcomes for trainees.
- There is a successful recruitment and selection procedure, which identifies trainees and NQTs who have a strong aptitude for teaching and the ability to become at least good teachers. As a result, trainees progress quickly into employment on successful completion of their training. Many trainees gain employment in local schools.
- Monitoring, reporting and quality-assurance systems are well structured and rapidly improving, which ensures that interventions are speedy and effective and that accountability for the delivery of a high-quality programme is established at all levels and with all stakeholders.
- Trainees demonstrate high standards of personal and professional conduct. They are ambitious and committed. They are reflective about their teaching and maintain a strong focus on improving the quality of their work.
- There is a well-established and very experienced team of assessors, who provide continuous expert support for trainees to help them succeed. Assessors moderate and support the work of mentors and ensure that the teachers' standards are central to the target-setting process.
- The recent training for mentors has been effective and inclusive, and ensures a consistently high quality of mentoring practice across the partnership. Mentors are clear about what is expected of them at every stage of the course, because training and guidance materials are well-defined and rigorous.

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

The partnership should:

- ensure that recent actions taken to improve the quality of provision are embedded in order to increase the proportion of trainees who achieve an outstanding grade in their final assessment
- enhance training to ensure that all trainees have good access to practical expertise in their subject
- improve the quality of information and targets for development contained in transition documents so that trainees make a secure start to their teaching careers.

Inspection judgements

1. Lampton (London West Alliance) SCITT has been in operation for two years. Trainees gain experience in a range of contrasting settings, many of which are in challenging socio-economic contexts. The majority of trainees go on to gain employment in schools where high-quality teaching is needed to raise pupils' achievement.
2. Completion rates exceeded the national benchmark for secondary trainees in 2016/17, when 95% of trainees achieved QTS. A similar outcome was achieved in 2017/18. Employment rates were above the national average in 2016/17 and 2017/18.
3. By the end of training, all trainees teach to a good standard. In 2017, the proportion of trainees judged as demonstrating excellent practice against all or most of the teachers' standards fell from 40% to 33%. Leaders have quickly increased the detailed monitoring of trainees' attainment during the year and managers are making more rapid, targeted interventions to increase the proportion of outstanding teachers, year-on-year.
4. Recruitment procedures are rigorous and effective in selecting candidates with the potential to succeed. A significant majority of recruits are mature graduates, often with higher degrees, who are changing career to become teachers. The majority of recruits are from minority ethnic groups, which mirrors the composition of the local population.
5. Trainees are reflective about their teaching and they strive to improve the quality of their work. Trainees and former trainees demonstrate strong personal and professional qualities. By the time they qualify, former trainees are confident in employing a range of behaviour management strategies to encourage good behaviour in their classrooms.

6. NQTs are typically well regarded by employing schools. School leaders are complimentary about the ability of trainees to adapt to the changing requirements of their subjects. Once they are employed, the NQTs show a strong commitment to extending their own subject knowledge, for example by taking time to become familiar with curriculum and examination requirements.
7. Subject knowledge development is supported by a university partner, which provides several days of subject-specific training for all trainees. Trainees report that they need more advice and support to develop practical aspects of their teaching of their specialist subject.
8. Actions to strengthen subject knowledge development are in the early stages of development and have high priority. Trainees are now selected using strict criteria, including a requirement for candidates to have a good degree qualification in the subject that they want to teach. In the past, some trainees struggled to acquire sufficient subject knowledge during their training year.
9. Trainees meet in subject groups to share experiences and effective practices. Mentors have been made aware of their responsibility to discuss the subject during meetings with their trainees and plans are in place to identify and recruit expert mentors for each subject offered by the SCITT.
10. Centrally provided training has been reviewed and, compared with previous years, is now effective and coherent. An effective programme of quality training in generic teaching skills is now in place. Seminars and talks, which model good practice and provide opportunities for participants to improve their teaching techniques, are particularly valued by trainees. For example, former trainees praised a session focusing on strategies for working with pupils who speak English as an additional language, which had a particular impact on their teaching.
11. Trainees have a comprehensive understanding of their duties to protect pupils from harm and they can identify and describe possible symptoms of abuse. They understand their duties to report any concerns and how to do so. Training at the start of the course gives trainees a good understanding of the 'Prevent' duty, and includes strategies to protect pupils from radicalisation and extremism. Trainees are repeatedly reminded of their duties when they start each school placement, so they are highly versed in this aspect of their teaching responsibilities.
12. Documents to support the transition of trainees as they join the teaching profession as NQTs were too variable in quality. Targets to support professional development in NQTs' first year of teaching often lacked precision. This is because trainees completed the documents without sufficient input or advice from managers or mentors.

13. All mentors are now trained to deliver the high-quality in-school coaching and training required by managers of the SCITT. An effective system for monitoring and moderating mentors' judgements is now in place and managers closely track and evaluate how well mentors support their trainees.
14. A small group of very experienced assessors supports the partnership well by visiting schools to make judgements and measure trainees' progress at assessment points throughout the year. They work collaboratively with mentors to ensure that outcomes for trainees are consistent across the partnership. They provide valuable support for trainees and mentors, for example when interventions are required.
15. Managers responded rapidly to the findings of stage 1 of the inspection by developing and implementing a clear management structure, which delivers greater accountability at all levels. Executive and steering group responsibilities have been clearly defined and strengthened and an academic board has been formed to have oversight of training. Headteachers, university leaders, mentors and assessors have been co-opted to these groups, which act closely together to communicate high expectations and ambition for the partnership.
16. A new programme leader, who has significant management experience in schools and a clear grasp of the requirements of ITE, has been appointed since stage 1 of the inspection. The appointment has made a significant and rapid improvement to the workings of the SCITT. Senior staff who are experienced in teacher training further enhance day-to-day management by leading on recruitment and the Researcher in Schools project.
17. Communication with stakeholders and trainees has greatly improved. For example, a weekly newsletter delivered to mentors contains detailed information on the centrally provided training and specific tasks for trainees to complete in school, before and after central training. Tasks relate directly to the training and trainees benefit by taking strategies and theories from their training and applying them in their classrooms. Mentors and headteachers commend the accessibility of the programme director and the timely fashion in which issues are now resolved and questions answered.
18. An experienced independent external adviser has been appointed to offer an expert's perspective on the attainment of trainees and the structures and systems, which are continuously improved by managers. The role of the partnership's assessors has been extended to include highly effective monitoring of the quality of in-school training to ensure it is consistent across the partnership. Assessors now report their findings to managers to drive further improvements.
19. Policies have been substantially revised, which has resulted in much greater clarity to the processes and procedures that underpin the training programme.

A risk assessment process is now in place, where schools wishing to join the partnership are thoroughly assessed for their suitability as training environments. Clear criteria are now in place for selection and de-selection of schools to the partnership. As a result, the SCITT engages positively with schools that require improvement and is able to place trainees in schools where excellent practice exists in individual departments.

20. With the strong backing of headteachers from the teaching school alliance, the programme director has shown decisive leadership in putting the SCITT on a sound footing. Although some changes made by managers are in the early stages of implementation, the overall improvement in the quality of provision has been rapid and substantial.
21. The rigorous self-evaluation, which took place following stage 1 of the inspection, has brought a strong strategic approach to the development of the partnership. Improvement planning is now detailed, carefully prioritised and accurate. Managers have an ambitious vision for the partnership that encompasses an outstanding programme for high-quality trainees, recruited from the locality to meet local needs. The number and scale of the changes carried out by managers in a short period of time demonstrate a significant capacity to improve.
22. The partnership complies with all requirements relating to the checking of trainees' qualifications and their suitability to work with children, in line with current requirements.

Annex: Partnership schools

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

Brentside High School, Ealing

Featherstone High School, Ealing

Isleworth and Syon School, Hounslow

Lampton School, Hounslow

Regent High School, Camden

Springwest Academy, Hounslow

The Heathland School, Hounslow

Tolworth Girls' School, Surbiton

Marylebone Boys' School, Westminster

UCL Academy, Camden

ITE partnership details

Unique reference number	70363
Inspection number	10040516
Inspection dates	18–20 June 2018
Stage 1	
Stage 2	19–21 November 2018
Lead inspector	Andrew Maher
Type of ITE partnership	SCITT
Phases provided	Secondary
Date of previous inspection	Not previously inspected
Previous inspection report	N/A
Provider address	Lampton School Lampton Avenue Hounslow TW3 4EP



The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2018