

St Mary's University ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 30 April 2018 Stage 2: 3 December 2018

This inspection was carried out by Her Majesty's Inspectors (HMI) and Ofsted Inspectors (OIs) in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Primary QTS	Secondary QTS
Overall effectiveness How well does the partnership secure consistently high-quality outcomes for trainees?	1	1
The outcomes for trainees	1	1
The quality of training across the partnership	1	1
The quality of leadership and management across the partnership	1	1

Overview of the ITE partnership

The overall effectiveness of the ITE partnership is outstanding in both the primary and secondary phases. This is because outcomes, training and leadership and management are outstanding in both phases.

Key findings

- Leaders ensure that St Mary's University's ethos and values of inclusivity, generosity of spirit, respect and excellence underpin their work with trainees. They prioritise trainees' well-being, which ensures that trainees and newly qualified teachers (NQTs) are exceptionally well cared for and valued by the partnership. As a result, trainees have high expectations of themselves and achieve outstanding outcomes. A special feature of St Mary's is the bespoke support given to individuals before, during and after they gain qualified teacher status (QTS).
- The structure and processes put in place when the Institute of Education was formed have enhanced cohesion between the primary and secondary phases. Leaders of both phases work in harmony together to ensure that the partnership reflects St Mary's values. As a result, the outstanding provision is sustained and successfully built upon.
- Recruitment and selection procedures are carefully devised and rigorous to so that trainees' potential is evaluated accurately. Leaders successfully select trainees who have the right attributes, values and dispositions to be reflective practitioners and, ultimately, good and outstanding teachers.
- High-quality training ensures that trainees demonstrate excellent subject knowledge and teaching skills. They evaluate their skills effectively with guidance from mentors and link tutors. Trainees and NQTs are committed to becoming the best teachers they can possibly be, and constantly deepen their knowledge and improve their skills. This has a positive impact on the progress of the pupils they teach.
- The partnership has made a significant impact on building capacity in schools both locally, regionally and nationally. Headteachers and leaders in school hold St Mary's in high regard as their preferred ITE provider. Many schools have built up their workforce over time with teachers who were trained successfully by the partnership.
- The partnership's work on trainees' and NQTs' well-being is a distinctive feature of the ITE provision.

To improve the ITE partnership should:

- fine-tune transition documentation to ensure that it fully supports leaders in schools to swiftly build on NQTs' existing skills
- strengthen primary trainees' skills in planning for the needs of all learners

- review and improve the efficiency and organisation of primary placements, so that these are confirmed in a timely manner.

Information about this ITE partnership

- St Mary's University is a long-established and large provider of ITE. Its Institute of Education was created in September 2018, when a considerable re-structuring took place across the university.
- The partnership covers London and the South East, across a large number of local authorities. It works with over 450 primary schools and over 150 secondary schools, as well as several teaching school alliances and groups of schools.
- The partnership offers ITE leading to QTS in primary and secondary education.
- The primary partnership offers a BA in Primary Education with QTS and a BA Primary Education (Work-Based Route) with QTS (including special educational needs and/or disabilities (SEND) specialism), covering the five to 11 age range.
- The primary partnership also offers full-time and part-time postgraduate certificates in education (PGCE), including PGCE Primary with PE specialism, covering the five to 11 age range.
- The secondary partnership offers a PGCE in English, history, geography, mathematics, modern foreign languages, physical education (including PE with EBacc subject), religious education, science (biology, chemistry and physics).
- The partnership offers School Direct routes into teaching in both the primary and secondary phases. Trainees who successfully complete their training are awarded QTS and gain a PGCE qualification from the university.
- The partnership also provides the assessment-only route into primary and secondary teaching.
- The university also provides programmes for the continuing professional development of practising teachers, including a range of education-related MA programmes and an educational doctorate programme.

The primary phase

Information about the primary partnership

- The university works in partnership with over 450 primary schools, including several teaching alliances and groups of schools, across a large number of local authorities in London and the south east of England.
- The primary partnership offers a BA in Primary Education with QTS and a BA Primary Education (Work-Based Route) with QTS (including SEND specialism), covering the five to 11 age range.

- The primary partnership also offers full-time and part-time postgraduate certificates in education (PGCE), including PGCE Primary with PE specialism, covering the five to 11 age range.
- The partnership offers School Direct routes leading to PGCE and an assessment-only route into primary teaching.
- At the time of the inspection, there were over 600 trainees.
- These included 225 PGCE trainees, of which 14 trainees were on the School Direct (tuition fee) route, 35 on the School Direct (salaried) route, and 32 on the primary PGCE with PE specialism.
- For BA Primary Education with QTS, there were 99 trainees in undergraduate year 1, 101 trainees in year 2 and 124 in year 3, as well as 61 trainees on the undergraduate work-based route into primary teaching with QTS.

Information about the primary ITE inspection

- Inspectors visited 28 schools across the two stages of the inspection. Inspectors observed 26 trainees during stage 1 of the inspection and 24 NQTs during stage 2 of the inspection. Leaders in schools and school-based mentors accompanied inspectors for some observations during both stages of the inspection.
- During stage 1 of the inspection, inspectors met with groups of trainees, mentors, link tutors and trainers. Inspectors also observed a sample of training sessions for trainees.
- During stage 2 of the inspection, inspectors met with groups of NQTs, mentors, and headteachers in addition to those who were available for discussion in schools.
- Throughout both stages of the inspection, inspectors met regularly with programme directors, heads of department and the director of the Institute of Education to feed back and to gather evidence.
- During stage 2 of the inspection, the director of the Institute of Education and the head of the primary department shadowed inspectors on visits to schools
- In both stages of the inspection, inspectors evaluated a range of evidence, including evidence files, the work in pupils' books and trainees' and teachers' planning documents. Inspectors considered a wide range of documents provided by the partnership, including information on the attainment and progress of trainees. They evaluated employment and completion rates over time. Inspectors reviewed the 189 responses to the online questionnaire.
- Inspectors checked the partnership's compliance with statutory requirements, including safeguarding arrangements and the initial teacher training (ITT) criteria.

Inspection team

Ruth Dollner HMI, overall and phase lead inspector

Michael Brockett OI, assistant phase lead inspector

Christopher Crouch OI, team inspector (stage 1)

Wendy Hanrahan OI, team inspector (stage 1)

Helen Wiseman OI, team inspector (stages 1 and 2)

Sarah Murphy Dutton HMI, team inspector (stage 2)

Jude Wilson HMI, team inspector (stage 2)

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- The newly structured Institute of Education provides outstanding leadership of the primary partnership. The head of the primary department has been highly successful in building on past success and has secured a cohesive, committed and highly effective team.
- Recruitment processes are rigorous and secure trainees with the potential to become good and outstanding teachers. The partnership's work to support applicants and trainees with SEND is exceptional. Their work to safeguard trainees' well-being is exemplary; it has been recognised as best practice locally and regionally.
- Trainees and NQTs emulate the approach that their trainers, link tutors and mentors take with them. Trainees and NQTs are therefore relentlessly reflective, highly committed professional colleagues who care deeply about providing the best quality of education they can for their pupils. They are vigilant and understand their role in keeping the children in their care safe from harm.
- Training is of the highest quality. Headteachers and leaders in schools confirm that NQTs are exceptionally well prepared to take on their teaching roles when they gain QTS.
- Trainees and NQTs demonstrate very strong subject knowledge and teaching skills across the primary curriculum, which equip them admirably for planning for the demands of the national curriculum. They attain highly in most of the teachers' standards.

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

The partnership should:

- fine-tune transition documents to ensure that they consistently support leaders in schools to swiftly build on NQTs' skills
- strengthen primary trainees' skills in planning for the needs of all learners

- review and improve the efficiency and organisation of primary placements, so that these are confirmed in a timely manner.

Inspection judgements

1. The quality of leadership, management and training is outstanding. Leadership has gone from strength to strength with the creation of the Institute of Education. The director of the institute has brought together a highly effective primary team, which has secured outstanding training, leading to outstanding outcomes for trainees.
2. Leaders work proactively and sensitively to support all potential trainees to succeed during the recruitment process. Their moral imperative is to improve the quality of life for trainees who have had complex and challenging barriers to previous success. The provision and support for applicants who have specific needs is exemplary. Leaders plan carefully how best to secure candidates who are representative of the diverse British community, and who have the right aptitude, attitudes and skills to become successful teachers. Their constant focus on excellence is fundamental to this process.
3. The quality of advice and support for trainees is outstanding. Trainees always receive prompt and helpful guidance from their link tutors, mentors and leaders. Partnership staff care deeply about individual trainees' progress and success and ensure that they are part of a close and supportive community. They express confidence that the university staff care about their success and want them to achieve well. Link tutors provide a highly personalised approach which ensures that all trainees achieve the very best that they can. In particular, the partnership is acutely aware of trainees' workload and their health and well-being. Leaders keep a very careful track on NQTs during their first year of teaching and offer strong and continuing contact and support, which is hugely valued by the NQTs
4. Trainees benefit from outstanding training. The primary head of department and the primary programme directors strive constantly to improve provision. For example, they have recently committed to ensuring that all trainers teach within each route to teaching. This helps to share the very best practice. Trainees' specific subject knowledge is underpinned by high-quality professional studies which filter through all subjects, as well as being taught discretely. This has a strong impact on trainees and NQTs, who quickly set up purposeful classrooms and establish clear routines for pupils. NQTs and trainees manage behaviour very well. NQTs are extremely well prepared to transfer their teaching skills to new year groups, different key stages and to new schools. They value and care for their pupils, and set high expectations for their progress and development.
5. Trainees demonstrate strengths in their subject knowledge and in planning and resourcing lessons which help them to meet the differing needs of learners.

Mathematics, English, science and physical education were strengths identified during observations and discussions with trainees and NQTs. Trainees are given a good grounding in understanding their role in supporting pupils who have SEND. This serves them well when they start their teaching career. Some NQTs go on to specialise in this area and are highly successful in doing so. The partnership ensures that trainees develop strong skills in teaching systematic synthetic phonics. Well-designed online workshops support trainees and NQTs to further refine their skills. As a result, trainees are confident and well equipped to teach this aspect of the national curriculum.

6. Completion rates for trainees are high and above the national average. Trainees who have to temporarily withdraw from courses due to life events or illness are supported to return and eventually complete their courses. As a result, completion rates have improved over the past two years.
7. Trainees attain highly in most of the teaching standards. They attain slightly less well in the standards relating to assessment and to meeting the needs of all learners. Inspection evidence confirmed that most trainees and NQTs have strong and developing skills in these areas. Leaders recognise that in order to increase the proportion of trainees who achieve an outstanding grade in teachers' standards 5 and 6, more work needs to be done to share the best practice which exists across the partnership.
8. Leaders are rightly focused on enhancing trainees' skills of assessment on their action plans for improvement. For example, they have devised an assessment package which helps trainees focus on assessment within three specific subject areas. NQTs fed back that this was of great benefit to them in equipping them well to assess the needs of their first classes.
9. The primary partnership has recently implemented a management information system to support their precision tracking of trainees' attainment and progress. The secondary partnership shared their experience of using this with the primary team, which is an example of their collaboration and partnership working. The system is significantly enhancing tutors' and leaders' precision in identifying any areas which trainees need support with. Leaders can instantly access trainees' progress and adapt the bespoke support and provision accordingly.
10. Employment rates are consistently high; NQTs gain successful employment locally, regionally and internationally. Trainees who have withdrawn for short periods also gain employment when they successfully complete their training and gain QTS. As a result, St Mary's has contributed significantly to the supply of good and outstanding teachers across London and the South East, with hundreds of these teachers confidently progressing in their careers over time. For example, inspectors met highly successful, experienced teachers and

leaders in schools who continue to be enthusiastic about their time at St Mary's and consider themselves still to be 'Simmarians'.

11. Trainees benefit from placements in widely differing schools that often face challenging socio-economic circumstances. Trainees have a good understanding of the phases before and after those they teach. The complexities of organising placements for hundreds of primary trainees have occasionally led to issues regarding the timing or changing of placements at late notice. Leaders recognise this situation must be improved as it can be unsettling for some trainees.
12. Headteachers and leaders in the schools visited during both parts of the inspection are extremely positive about the training at St Mary's, which provides them with NQTs who can 'hit the ground running' on their appointment. However, they do not always fully make use of the transition documents provided. Leaders have been proactive in seeking their own and external evaluation of why this is the case. They agree that transition documents could be streamlined and fine-tuned so that they provide succinct, easily accessible information about trainees, to support leaders in schools to swiftly meet the needs of their NQTs.
13. Leaders have been successful in addressing the areas for improvement identified during stage 1 of the inspection. They have strengthened the training provided to trainees on safeguarding to deepen their understanding of potential risks. They have strengthened their plans to ensure that NQTs fully understand the potential risks in the diverse range of communities which they serve.
14. The provider is fully compliant with the ITT criteria and with the assessment-only criteria.

Annex: Partnership schools

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

Ashford Park Primary School, Surrey
 Ashford C of E Primary School, Surrey
 Collis Primary School, Richmond
 Cranford Primary School, Hounslow
 Downe Manor Primary School, Ealing
 Gifford Primary School, Harrow
 Hagbourne Church of England School, Oxfordshire
 Hamsey Green Primary School, Surrey
 Hampton Hill Junior School, Hounslow

Horsenden Primary School, Ealing
Hounslow Heath Junior School, Hounslow
Hounslow Town Primary School, Hounslow
Pakeman Primary School, Islington
Queensmill Primary School, Hammersmith and Fulham
Riverbridge Primary School, Surrey
Sheen Mount Primary School, Richmond
Springfield Primary School, Surrey
St Elizabeth Catholic Primary School, Richmond
St Gregory's Catholic Primary School, Ealing
St Ignatius Primary School, Surrey
St John XXIII Catholic Primary School, Hammersmith and Fulham
St Monica's Roman Catholic Primary School, Islington
St Raphael's Catholic Primary School, Ealing
The Echelford Primary School, Surrey
The Minster Junior School, Croydon
Thomson House School, Richmond
Wraysbury Primary School, Surrey
Yeading Junior School, Hillingdon

The secondary phase

Information about the secondary partnership

- St Mary's University, through its Institute of Education, works with over 150 secondary schools, including several teaching alliances and groups of schools, across a large number of local authorities across London and the South East.
- The partnership offers secondary teacher training leading to QTS. Trainees also gain a PGCE in secondary education.
- The partnership offers School Direct and assessment-only routes into secondary teaching. The School Direct (tuition fee) route leads to QTS and trainees also gain PGCE qualifications from the university.
- The secondary partnership offers a PGCE in English, history, geography, mathematics, modern foreign languages, physical education (including PE with EBacc subject), religious education, and science (biology, chemistry and physics) for the 11 to 16 age range.
- At the time of the inspection, there were 206 trainees. This included 156 core PGCE trainees, 43 School Direct (tuition fee) and seven School Direct (salaried) trainees.

Information about the secondary ITE inspection

- Inspectors observed the teaching of 15 trainees in 10 schools during stage 1 and the teaching of 10 NQTs in 10 schools during stage 2.
- Inspectors had discussions with the director of the Institute of Education, the heads of department for secondary and partnership, and programme directors during both stages of the inspection. They also met or held telephone conversations with trainees, NQTs, tutors, mentors, induction tutors, heads of department and headteachers.
- Inspectors observed training and feedback on lessons, as well as looking at work in trainees' files. They examined the course handbook and took account of evidence from the partnership's self-evaluation, as well as external examiner reports. Inspectors reviewed the 189 responses to the online questionnaire.
- Across both stages of the inspection, inspectors evaluated a range of evidence, including trainees' programme files, and pupils' assessment information, showing their attainment and progress. Inspectors considered a wide range of documentation provided by the partnership, including information on the attainment and progress of trainees. They considered employment and completion rates for the last five years.
- Inspectors checked the partnership's compliance with statutory requirements, including safeguarding arrangements and the ITT criteria.

Inspection team

Stage 1

Amanda Carter-Fraser HMI, secondary phase lead inspector

Brian Oppenheim HMI, assistant phase lead inspector

Paul Jones OI, team inspector

Stage 2

Brian Oppenheim HMI, secondary phase lead inspector

Amanda Carter-Fraser HMI, assistant phase lead inspector

Andrew Maher OI, team inspector

Overall effectiveness

Grade: 1

Key strengths of the secondary partnership

- St Mary's University Teacher Training Partnership makes a strong contribution to the quality and supply of secondary teachers. It turns out well-qualified and committed NQTs across the South East, including London.
- Trainees are well prepared for the demands and vicissitudes of teaching. They have strong subject knowledge and use a range of approaches to motivate pupils and help them learn. NQTs are confident and make strong progress in developing their teaching skills by building on the positive outcomes at the end of their training.
- Trainees and NQTs are reflective practitioners and open to advice and guidance. This ability to be reflective is nurtured from the earliest stages of the training programme.
- The training is highly effective in giving trainees and NQTs the skills and knowledge they need to gain employment. This ensures that they continue to improve their practice over time.
- The subject knowledge enhancement programmes, which are provided for all secondary subjects, have a positive impact on trainees' outcomes. They enable trainees to fill gaps in their subject knowledge and deepen their understanding.
- The partnership's personal approach to all aspects of the trainees' experiences, including at the recruitment and selection stage, adds effectively to trainees' well-being and outcomes.
- Leadership is strong and is evident across the partnership's work. For example, the management information system is used most effectively to monitor trainees' progress and identify where to target interventions. As one school noted, the

system ensures that it is 'impossible to fall behind' with the monitoring and tracking information available.

- The partnership continues to support trainees once they gain employment and become NQTs. This includes regular newsletters, and invitations to courses and events.

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

The partnership should:

- ensure that the final grading for trainees is clearly cross-referenced to NQT targets, particularly in relation to teaching standards 5 and 6.

Inspection judgements

15. Trainees achieve very well. Over the past four years the proportion of trainees completing the training successfully has been above the national rates. Of those who complete the course, over 50% achieve an overall outstanding grade and the great majority are graded as at least good. Outcomes for teachers' standards 1 and 8 are particularly strong. In some other standards, a minority of trainees attain the highest grade. Leaders recognise the need to increase further the proportion of trainees who attain outstanding in each standard, especially in teachers' standards 5 and 6.
16. The proportion of trainees who gain employment as NQTs is consistently strong. Around 95% have taken up a teaching post in a partnership school, or in other schools in England or overseas. This means that the St Mary's partnership makes a highly positive contribution to the supply and quality of teachers.
17. A particularly outstanding characteristic of trainees and NQTs is their ability to establish highly positive relationships with their classes. Trainees' and NQTs' behaviour management skills are well-developed, ensuring that learning is rarely disrupted. This has a positive impact on pupils' engagement and motivation. They behave well and enjoy learning.
18. A common thread running through the work of the partnership is that trainees and NQTs are encouraged to reflect on their practice. As a result, they identify accurately where they could improve their practice or do things differently to enhance pupils' progress. Trainees and NQTs are also quick to respond positively to feedback and act on the suggestions for improvement.
19. Trainees' understanding of safeguarding is secure. They have an excellent awareness of local issues and are confident in their understanding of schools' safeguarding procedures. For example, several NQTs have referred concerns about pupils to their school's designated safeguarding lead.

20. The partnership's training programme for all trainees, whether following the core or School Direct routes, is wide-ranging. It covers teaching pupils with SEND and those who speak English as an additional language. While this gives trainees a good knowledge of how to cater for these pupils, leaders recognise that trainees' outcomes for teachers' standard 5 needs further improvement.
21. Placements provide trainees with an excellent range of contrasting and often challenging schools. This gives trainees thorough experience of teaching pupils from very different social and economic backgrounds, and in different types of school. The great majority of trainees felt that their placements gave them contrasting experiences.
22. The training develops trainees' subject knowledge extremely well. Subject knowledge enhancement courses are used effectively to boost trainees' subject knowledge. For example, there is face-to-face pre-course subject knowledge enhancement training. This is one of the reasons that NQTs have a secure knowledge of their subject. Consequently, NQTs are outstandingly well-prepared to teach their subject and ensure that all pupils learn well.
23. Stage 1 of this inspection identified the need to ensure that intervention sessions helped even more trainees to attain an outstanding grade. The partnership now monitors the impact of intervention sessions very carefully and effectively. Trainees who received specific inputs, for example about asking target questions or behaviour management, made clear progress in improving their practice to become/move to outstanding.
24. The excellent preparation that trainees receive from the partnership means that the vast majority of NQTs take up their full-time teaching role very effectively. The training strongly supports trainees' behaviour management skills, enabling them to create a positive climate in their classrooms that encourages pupils to learn. For example, former trainees, now NQTs, use well-established routines to promote positive attitudes among pupils and have improved their classroom management skills further.
25. Employing schools confirm that NQTs are extremely well prepared for their teaching roles. They are especially positive about NQTs' subject knowledge and their commitment to the wider life of the school. Many, for example, run after-school activities or take on additional roles such as booster classes for pupils on Saturdays. NQTs have become successful members of staff in a wide range of schools across London, reflecting the high quality of training received at St Mary's. The continuing support that the partnership provides to NQTs continues to have a positive impact on their careers. For example, newsletters, courses and events support NQTs' further development effectively.
26. The quality of mentoring for trainees is highly effective in developing their subject pedagogy as well as their broader understanding of education. Stage 1

of this inspection identified the need for greater consistency in the quality of mentoring. The partnership has acted quickly to provide additional training for mentors, especially for schools new to the partnership. As a result, the partnership sets clear expectations and provides excellent support for all school-based mentors.

27. Trainees confirm that the quality of mentoring is highly effective. This has been significant in developing their subject pedagogy as well as their broader understanding of education.
28. While training and mentoring are of high quality, the partnership is aware that a few aspects could be enhanced further. For example, the partnership is determined to increase trainees' ability to adapt their teaching to the needs of all pupils, and use assessment more productively. In addition, the targets for NQTs' and trainees' final grading are not always cross-referenced, particularly teaching standards 5 and 6. This means that some employing schools do not always have an accurate picture of NQTs' strengths and areas for improvement.
29. Leaders have high expectations for the training and the outcomes trainees achieve. A strong characteristic of the partnership is the high quality of pastoral care it provides for trainees. This begins at the very start of a trainees' journey. For example, trainees noted the highly personal approach to the interview and selection process, while others said that link tutors were always available to provide support.
30. Leaders have done much to improve the way they monitor and evaluate the quality of the programme and its impact on outcomes. The new management information system is enabling leaders to monitor trainees' progress and provide timely interventions most effectively. Leaders also use data to assure the quality of its processes and make prompt adjustments where necessary. For example, leaders quickly adjust placements where trainees or schools identify any concerns.
31. The partnership has been particularly successful in increasing the numbers recruited to the programme. This year, the partnership has recruited 206 trainees to the secondary programme, up from 167 in 2017/18. This is a significant achievement and shows the strong commitment of leaders, including the recruitment team, to the supply of qualified teachers to meet local and national needs.
32. Since stage 1 of the inspection, leaders have acted decisively to reduce further the proportion of trainees who take a leave of absence, often for personal reasons, and do not complete their programme. As a result of the additional support provided, the proportion of trainees withdrawing reduced from 22% in 2015/16 to seven per cent in 2017/18. So far this year, only two trainees have taken a leave of absence.

Annex: Partnership schools

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

Bishop Challoner Catholic Federation Boys School, Tower Hamlets

Chelsea Academy, Kensington and Chelsea

Fulham Cross Girls School, Hammersmith and Fulham

Isleworth and Syon School, Hounslow

Nightingale Academy, Enfield

Park Academy, Hillingdon

Queen Elizabeth's Girls School, Barnet

Raynes Park School, Merton

School 21, Newham

St Richard Reynolds Catholic College, Richmond

St Thomas More Catholic School, Haringey

St Ursula's Convent for Girls, Greenwich

The Bishop Wand Church of England School, Surrey

The Sacred Heart Language College, Harrow

Uxbridge High School, Hillingdon

Vyners School, Hillingdon

Waldegrave School, Richmond-upon-Thames

Woodbridge High School, Redbridge

ITE partnership details

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