

London South Bank University

103 Borough Rd, London SE1 0AA

Inspection dates

28 June to 1 July 2021

Inspection judgements

Primary age-phase

Overall effectiveness

Requires Improvement

The quality of education and training

Requires Improvement

Leadership and management

Requires Improvement

Overall effectiveness at previous inspection

Good

What is it like to be a trainee at this ITE partnership?

Trainees value the centre-based training and how it prepares them to teach in the primary phase. However, the quality of school-based support for trainees is variable. Some trainees are positive about the guidance they receive during their placements, but some feel that support could be better.

Communication between mentors, tutors and trainees depends on each individual staff member's approach. This leads to inconsistency in trainees' experiences. In a few instances, trainees did not feel that their well-being was fully considered during the COVID-19 (coronavirus) pandemic, but many felt very well supported.

Trainees understand their responsibilities to safeguard pupils' welfare. They are prepared well to manage behaviour and support the learning of pupils who speak English as an additional language. Trainees also learn how to support pupils with special educational needs and/or disabilities (SEND) overcome barriers to learning. This includes optional sessions which aim to deepen trainees' understanding.

The programme develops trainees' confidence in teaching phonics. However, trainees are not provided with specific guidance on how to select reading books which match pupils' phonics knowledge.

Trainees undertake a placement at an alternative setting. They find and organise these placements themselves. Leaders do not check that all placements are suitable to help trainees to develop their knowledge.

Information about this ITE partnership

- The partnership provides training in the primary phase only.
- Trainees follow either the post-graduate certificate in education (PGCE) route or the School Direct (salaried or non-salaried) route. Both routes lead to the award of qualified teacher status (QTS).
- The partnership has 106 trainees. Ninety seven trainees are on the PGCE route and nine are on the School Direct route.
- There are 92 schools in the partnership. The majority of these schools were judged good or outstanding when they were last inspected by Ofsted.

Information about this inspection

- The inspection was carried out by three of Her Majesty's Inspectors.
- Inspectors met with senior leaders of the partnership, members of the partnership group, university link tutors, subject leaders, school-based mentors and newly qualified teachers. Meetings took place either face to face or remotely.
- Inspectors reviewed documentation provided by the partnership, including information on the training programme.
- Inspectors met or spoke remotely with 32 trainees.
- Inspectors visited or met remotely with school leaders, school-based mentors and trainees in nine partnership schools.
- Inspectors carried out focused reviews in early reading and phonics, science, mathematics, religious education and physical education.
- Inspectors reviewed 52 responses to the staff survey and 29 responses to the trainee survey.

What does the ITE partnership do well and what does it need to do better

Partnership leaders want all trainees to achieve QTS and develop strong teaching skills in the primary phase. Many aspects of the centrally delivered programme are planned and taught well. However, leaders have not checked how well the programme supports trainees in their placement settings. Some school-based parts of the programme do not match the ambition of the centre-based training.

Leaders have not ensured that university link tutors have a consistent approach to supporting trainees during their teaching practice in schools. This is behind trainees' varied

experiences of the course. Some trainees praised link tutors' support highly. Others felt that they were not kept as well informed about their training and development.

Leaders' quality assurance of school-based mentors is underdeveloped. They have not made sure that all placement schools and mentors receive specific training and guidance to help them with their roles and responsibilities. The partnership does not routinely update mentors on the content of the central training programme. Consequently, some support from mentors does not fully complement what trainees learn during centre-based training.

Trainees are also responsible for finding a placement at a contrasting setting. Leaders do not check how suitable each placement is to build up trainees' confidence and teaching skills.

The quality of centre-based training is stronger, particularly in English, mathematics and science, where the requirements of the core content framework (CCF) are covered in full. Trainees are well prepared to teach these subjects. University-based subject leaders have appropriate expertise. They design the centre-based training carefully, selecting suitable subject-specific and pedagogical content in a sensible order. However, on occasion, specific training in some other subjects is not as well aligned with the professional studies programme. In a few instances, training does not incorporate the CCF as purposefully and carefully. This gets in the way of trainees deepening their knowledge as they progress through their training.

In English, mathematics and science, subject leaders keep a close eye on how trainees develop their knowledge and skills. They set trainees goals and adapt the programme to help trainees to meet them. This includes additional support for individuals who need it. In some other subjects, leaders' work to check and support trainees' development is less established.

Trainees learn how to teach early reading and phonics. During COVID-19 restrictions, trainees benefited from a range of resources to build up their confidence in teaching reading across primary-age ranges. However, the centre-based programme does not give strong emphasis to ensuring pupils practise reading with books that match their ability.

Training on equalities and supporting pupils with SEND is planned and taught particularly well. However, where parts of this training are optional, some trainees miss out on studying content that would serve them well in their future careers.

What does the ITE partnership need to do to improve the primary phase?

(Information for the partnership and appropriate authority)

- Leaders make sure that the centre-based training develops trainees' understanding of pedagogical practice in the primary phase, including trainees' ability to manage their classrooms. However, leaders' systems to evaluate the quality of school-based training are underdeveloped. As a result, some placements do not help trainees to build fully on what they have learned through the central training programme.

Leaders need to ensure that they evaluate the work of link tutors and mentors rigorously, and that all school-based parts of the programme enable trainees to apply and deepen their knowledge.

- Mentors are keen to support trainees to succeed in their teaching practice. However, mentors are not given specific training and guidance on how the partnership expects them to carry out their roles. Some mentors are not kept fully informed on the content of the centrally delivered curriculum for trainees. As a result, sometimes, mentors are unable to support trainees as effectively as they could. Leaders need to ensure that mentors, including those new to their roles, receive appropriate training. This includes making sure that all mentors are well briefed on the content of the central training programme. This will strengthen mentors' ability to support trainees to develop their knowledge during their teaching practice.
- In a few cases, alternative setting placements do not support trainees' professional development well. Leaders must ensure that all placement schools offer positive experiences for trainees. Leaders must communicate expectations for placements clearly with schools.
- In English, mathematics and science, leaders check carefully how well trainees are progressing through the planned programme of study. However, checks on trainees' readiness to teach some other subjects are not as rigorous. Leaders should strengthen their oversight of the training programme in these subjects. This includes checking trainees' knowledge and skills and making sure that all parts of the course come together to build trainee's knowledge and skills coherently.
- The course ensures that trainees are confident to teach early reading and phonics. However, the centre-based training does not give due attention to developing trainees' understanding of how to select reading books that match pupils' phonics knowledge. Leaders need to ensure that the course prepares trainees fully to choose appropriate books for pupils to practise and develop their reading.

Does the ITE partnership primary phase comply with the ITE compliance criteria?

- The partnership meets the DfE statutory compliance criteria.

ITE partnership details

Unique reference number	70064
Inspection number	10167807

This inspection was carried out by Her Majesty's Inspectors (HMIs) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE partnership	HEI
Phases provided	Primary
Date of previous inspection	16 to 19 June 2014

Inspection team

Ruth Dollner, Lead inspector	Her Majesty's Inspector
Amanda Carter-Fraser	Her Majesty's Inspector
Alison Colenso	Her Majesty's Inspector

Annex: Partnership settings, schools and colleges

Inspectors contacted trainees and staff at the following schools, as part of this inspection:

Name	URN	ITE phase	Date joined partnership	Current Ofsted grade
Chapel End Infant School	103052	Primary	September 2016	Good
Gearies Primary School	133934	Primary	April 2019	Outstanding
Kingswood Primary School	100574	Primary	September 2015	Good
Perseid School	102698	Primary	September 2015	Outstanding
Glenbrook Primary School	100601	Primary	September 2015	Good
Heathbrook Primary School	100566	Primary	January 2015	Good
Grange Primary School	100791	Primary	January 2015	Good
Stockwell Primary School	100582	Primary	April 2018	Requires Improvement
Wendell Park Primary School	100340	Primary	September 2016	Good

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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