

Wandsworth Primary Schools' Consortium

St Mary's RC Primary School, 7 St Joseph's Street, London SW8 4EN

Inspection dates

24 to 27 April 2023

Inspection judgements

Primary age-phase

Overall effectiveness	Outstanding
The quality of education and training	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

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

Trainees are extremely proud to be part of this high-quality programme. They are dedicated to their placement schools and have exceptionally strong relationships with both the course director and consortium staff. The close-knit nature of the partnership means that all those involved are committed to its continual development and success.

Trainees receive exceptionally high levels of support. Regardless of where placements are completed, all trainees experience the same rich curriculum and support for their professional development. This contributes to their success. Many secure jobs across the consortium.

Trainees are very well prepared for the realities of a career in teaching. The curriculum has been thoroughly designed to equip them to become highly knowledgeable in different areas, including safeguarding and managing pupils' behaviour. The programme is sequenced to ensure that trainees' workload, and well-being, are carefully managed. For example, important aspects such as early reading are prioritised so that trainees are well prepared for their initial placements.

The curriculum is designed to help trainees meet the needs of all pupils, including those with special educational needs and/or disabilities. Placements and reflection tasks ensure this remains a high focus so that trainees revisit and embed their understanding.

Information about this ITE provider

- Wandsworth Primary Schools' Consortium provides an initial teacher education programme in the primary-phase.
- Trainees follow the school-centred (non-salaried) route. This leads to the award of qualified teacher status (QTS) and a Postgraduate Certificate in Education validated by Kingston University. The provider also offers an assessment-only route to QTS.
- The partnership currently has 18 trainees. Trainees follow either the early years (three to seven) or primary (five to 11) routes. The partnership also offers the assessment-only route for a small number of candidates.
- The provider has 20 partnership schools within the consortium. Almost all were judged good or outstanding when they were last inspected by Ofsted.

Information about this inspection

- The inspection was carried out by two of His Majesty's Inspectors.
- Inspectors met with the course director and the provider's senior leadership team, as well as subject leaders and professional tutors. Some discussions took place remotely.
- Inspectors met with 16 trainees. They also spoke with early career teachers and a recent candidate from the assessment-only route.
- Inspectors carried out focused reviews in early reading, science, history and art and design. Other aspects of the initial teacher education (ITE) curriculum were considered as part of this inspection.
- Inspectors visited seven consortium schools. They met with school leaders, school-based mentors and trainees. Inspectors also met remotely with school-based mentors and trainees from four other partnership schools.
- Inspectors reviewed the responses to the online surveys for staff and trainees.
- Inspectors considered a wide range of documents, including records of safeguarding checks and information related to the provider's compliance with the requirements of the ITE criteria.

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

Leaders across the consortium have very high aspirations for all trainees. The ITE curriculum has been meticulously designed to build confident, knowledgeable and reflective practitioners in the primary phase. The course director and the subject tutors have produced an exceptionally ambitious curriculum. Each aspect is well sequenced to support each trainee to realise these ambitious goals. The careful selection of taught content, alongside the school-based placement tasks, ensures that trainees are thoroughly prepared for their future careers as teachers. The full scope of the core content framework is used purposefully to shape and refine the training.

The centre- and school-based curriculum has been logically sequenced to prepare trainees for each placement. Important concepts are revisited throughout the programme. This approach supports trainees to successfully secure and deepen their knowledge over time. In addition, careful consideration is also given to trainees' specific needs. Appropriate support is offered, enabling each trainee to get the very best that they can from the programme.

Programme leaders have ensured that early reading is prioritised. Trainees learn the importance of providing pupils with structured practice to secure fluency in reading. Trainees are taught thoroughly about systematic synthetic phonics (SSP). Regular training, in-school tasks and mentor discussions ensure all trainees feel confident and fully prepared to teach early reading using SSP.

Subject tutors are experts in their fields. They have identified the most pertinent and credible research to support the delivery of the taught programme. Key messages from this research are woven through the weekly newsletter and placement handbooks. This helps to ensure that up-to-date and credible research informs mentor–trainee discussions and the target-setting process. These documents are valued. Mentors and trainees spoke very positively about the help, guiding the placements, and reducing workload. School leaders also greatly appreciate it helping to keep their staff up to date with curriculum thinking and pedagogy.

Leaders make sure that all trainees benefit from high-quality mentoring. Detailed training is provided for mentors to help them fully understand their role. The detailed cycle of quality assurance, led expertly by the provider's leaders, plays a key role in maintaining and strengthening high-quality practice. Leaders work closely with a range of stakeholders, including headteachers and a local university, to support their work to secure continuous improvement. This work is done with rigour. It is highly effective in maintaining a first-rate experience for trainees.

Stakeholders across the consortium are committed to the programme's ongoing success. Headteachers talk highly of the calibre of trainees that they receive. A significant number of trainees secure positions in consortium schools.

All requirements are met for candidates on the assessment-only route.

Does the ITE provider's primary phase comply with the ITE compliance criteria?

- The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	70080
Inspection number	10286750

This inspection was carried out 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 provider	School-centred initial teacher training
Phases provided	Primary
Date of previous inspection	22 May and 9 October 2017

Inspection team

Samantha Ingram, Lead inspector	His Majesty's Inspector
Aliki Constantopoulou	His Majesty's Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase
Alderbrook Primary	100995	Primary
Allfarthing Primary	100996	Primary
All Saints' CofE Primary, Putney	102663	Primary
Beatrix Potter Primary	100997	Primary
Belleville Primary	137563	Primary
Brandlehow Primary	101001	Primary
Earlsfield Primary	101005	Primary
Griffin Primary	145060	Primary
Hotham Primary	101013	Primary
Our Lady Queen of Heaven RC Primary	101051	Primary
Penwortham Primary	101016	Primary

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

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 children looked after, 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.reports.ofsted.gov.uk.

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.gov.uk/ofsted

© Crown copyright 2023