

University of Greenwich

Fry Building, Southwood Campus, Avery Hill Road, Eltham, Greenwich SE9 2UG

Inspection dates

12 to 15 June 2023

Inspection judgements

	Early years ITT	Primary age- phase	Secondary age-phase	Further education age-phase
Overall effectiveness	Good	Good	Good	Good
The quality of education and training	Good	Good	Good	Good
Leadership and management	Good	Good	Good	Good
Overall effectiveness at previous inspection	Good	Outstanding	Good	Good

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

Trainees benefit from the university's commitment to inclusivity, diversity and serving disadvantaged communities. The well-structured curriculums and placement-based training prepare trainees well to enter the world of teaching. Former trainees speak glowingly about the university and are keen to give back to the education sector by training as a Greenwich mentor. Many still think of themselves as part of the 'Greenwich family'.

Leaders' clear moral purpose shines through each phase and imbues trainees with feelings of purposefulness and motivation. Trainees receive high-quality training from the university. They make effective use of pertinent research in their practice and the strong pastoral and learning support team ensures that trainees feel amply supported. Leaders' approaches promote trainees' positive mental health and they offer appropriate and wide ranging support for any trainees who struggle. Supporting trainees' well-being is a central part of the university's offer and helpful advice to manage their workload is woven throughout all courses.

Trainees' experience of mentoring is typically good, although on some placements it is not as strong because the targets set for trainees lack precision. Nevertheless, trainees are equipped with the right tools to manage pupils' behaviour and understand how to meet the needs of pupils with special educational needs and/or disabilities (SEND). Trainees receive particularly strong guidance on how to support pupils who speak English as an additional language. Trainees develop a keen understanding about their responsibility to safeguard pupils and protect pupils' welfare and well-being.

Information about this ITE provider

- In the 2022/23 academic year, the University of Greenwich had 534 trainees and apprentices across the early years, primary, secondary and further education and skills phases of training.
- There were five trainees in the early years phase, 384 trainees in the primary phase, 40 trainees in the secondary phase and 91 trainees in the further education and skills phase. In addition, there were 12 primary teaching apprenticeships and two secondary teaching apprenticeships.
- The early years training programme offers trainees three postgraduate pathways to early years teacher status: the graduate employment-based and the graduate mainstream routes. In addition, the partnership offers an undergraduate option that allows trainees to complete their early years teacher training course alongside an early childhood degree.
- In the secondary phase, trainees follow either the Postgraduate Certificate in Education (PGCE) route, or the level 6 apprenticeship route with qualified teacher status (QTS) which is delivered through the university. In 2022/23, secondary trainees were enrolled on the following subject courses: mathematics, physical education (PE), science with biology, science with chemistry and science with physics.
- The primary phase has the greatest number of trainees and the majority are undergraduate trainees. Trainees have the opportunity to gain a Bachelor of Arts Honours degree in primary education with QTS. Graduates have the option to take a PGCE in primary education or primary mathematics. There is also the option to enrol on a level 6 apprenticeship route with QTS.
- In the further education and skills phase trainees follow the PGCE, Professional Graduate Certificate in Education or level 5 Certificate in Education.
- At the time of the inspection, there was one candidate on the Assessment-only route.
- In the early years phase, the partnership covers four schools, ranging from outstanding to good, across four local authorities.
- In the primary phase, the partnership covers 250 schools, ranging from outstanding to requires improvement, across 15 local authorities.
- In the secondary phase, the partnership covers 59 schools. With respect to inspection grades, these range from outstanding to good and span 21 local authorities.
- In the further education and skills phase, the partnership covers 13 colleges, ranging from outstanding to good, across seven local authorities.

Information about this inspection

- The inspection was carried out by 13 of His Majesty's Inspectors and two Ofsted Inspectors.
- Inspectors met with a range of university leaders, including the pro-vice-chancellor; the head of the school of education; the head of partnerships; the head of initial teacher education; the associate dean; early years, primary, secondary, further

education and skills phase leads; apprenticeship leaders; and members of the educational board committee.

- Inspectors held meetings with trainees, school and college mentors, subject tutors, professional tutors and early career teachers.
- Inspectors reviewed a wide range of information, which included documentation relating to the ITE curriculums across all phases, documentation in relation to safeguarding arrangements, training materials from across all phases, assessment materials and course handbooks. Inspectors also reviewed a wide range of information relating to the leadership and management of the partnership. These documents included leaders' self-evaluation and improvement planning documents.
- In the early years phase, focused reviews were conducted in early reading, mathematics and physical development. Inspectors spoke with four trainees and two teachers in their first year of teaching in four schools.
- In the primary phase, focused reviews were conducted in early reading, art, computing, geography, history, mathematics, music, PE and science. Inspectors spoke with 39 trainees and 17 early career teachers (ECTs) in 11 schools.
- In the secondary phase, focused reviews were conducted in mathematics, PE, physics, biology and chemistry. Inspectors visited seven schools, with two visits being carried out remotely. Inspectors spoke with 14 trainees and eight ECTs in nine schools.
- In the further education and skills phase, focused reviews were conducted in mathematics, English for speakers of other languages and SEND. Inspectors visited two further education providers, with four visits being carried out remotely. Inspectors spoke with 23 trainees in six further education providers.

Early years phase report

What works well in the early years phase and what needs to be done better?

Leaders passionately believe in early years initial teacher training (EYITT). They have designed an ambitious programme which prepares trainees successfully as 'inspiring' early years teachers. The EYITT curriculum is carefully crafted into three distinct age phases. This begins with birth to three content which is of high quality. Here, trainees gain an excellent understanding of early child development in babies and toddlers. Leaders ensure trainees undertake baby placements early to complement the centre-based training.

Throughout the EYITT programme, leaders use 'field experts' to impart wisdom and experience to trainees. However, in covering Nursery and Reception Years, some areas of the EYITT curriculum lack precision in identifying what subject-specific content trainees need to teach to children. Some of the 'areas of learning' modules weigh heavily on pedagogical practices rather than curriculum planning and sequencing. Therefore, leaders cannot be fully assured of trainees' subject knowledge. Nevertheless, trainees are well versed in the characteristics of effective teaching and learning and enabling environments. They learn to think critically about research and confidently act as reflective practitioners.

Reading aloud to children every day is prioritised. Trainees ensure the re-reading of picture books, nursery rhymes and singing are part and parcel of children's experiences. Trainees receive a good grounding in communication and language and phonological awareness. They know to sound out words orally before a child learns to read words. Even so, leaders recognise that they need to strengthen trainees' skills in teaching a systematic synthetic phonics programme in Reception Year.

Mentors receive clear expectations and support for their roles. However, quality assurance measures are not making as much impact as they could. The work to improve mentoring is not focused enough on assessing how well trainees are remembering the EYITT curriculum. Therefore, feedback and target setting are too broad in scope. Positively, the provider's weekly bulletins inform mentors of trainees' curriculum journey, but this guidance is not focused enough on trainees' knowledge and skills in teaching each area of learning.

Relationships with partnership settings are exceptional. Leaders and mentors are kindred spirits in working and learning from each other. Partnership staff are involved in recruitment and help shape the EYITT programme so it remains relevant to the early years workforce. Trainees are fortunate to learn in a wide range of placements with specialist provisions. These prepare trainees very well for their first teaching role.

What does the ITE provider need to do to improve the early years phase?

(Information for the provider and appropriate authority)

- Leaders have not identified all the component knowledge within some elements of the EYITT curriculum. Consequently, trainees do not acquire comprehensive knowledge about what children should learn and how they learn to read in the Nursery and Reception Years. Leaders should strengthen the EYITT programme to ensure that trainees acquire a complete knowledge of the early years curriculum, including how to teach a systematic synthetic phonics programme, for three- to five-year-olds.
- There are inconsistencies in the quality of mentoring. Some mentors do not check how well trainees are remembering the planned EYITT curriculum. As a result, trainees do not always receive clear enough guidance about how to improve their curriculum subject knowledge. Additionally, feedback and target setting for trainees can be generic at times. Leaders should make quality assurance of mentoring practices more effective in evaluating the implementation of the EYITT programme.

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

- The provider meets the DfE statutory compliance criteria.

Primary phase report

What works well in the primary phase and what needs to be done better?

Leaders have established an ambitious and research-informed curriculum. They have carefully sequenced and interlinked the subject-specific and professional knowledge that they intend trainees to learn. Subject-specific sessions are rooted in what children learn in primary school. Leaders support trainees to critically evaluate pertinent research about how pupils learn and remember, and they confidently use this learning to influence their practice. Inclusion is a golden thread throughout the curriculum. Trainees study the key principles of adapting their teaching for individual pupils and build on this learning over time. The curriculum complies in full with the core content framework and surpasses it in some key aspects.

Most notably, trainees benefit from excellent training in early reading and in particular about reading for pleasure. They are motivated to inspire pupils to develop a passion for reading and become avid readers of children's literature themselves. Leaders prepare trainees well to teach early reading by maintaining a sharp focus on decoding using systematic synthetic phonics. Trainees value carefully structured opportunities to refine their practice in schools, including how to support weaker readers.

Trainees' pedagogical understanding is thoroughly assessed. Their progress is reviewed continually, which supports them to develop expertise as they move through different phases of the course. Leaders' checks to assure themselves that trainees are developing sufficient subject-specific knowledge are less comprehensively planned.

Schools warmly welcome the genuine partnership with the provider. One headteacher reflected upon how they 'work together to train new teachers of the future who remain in teaching'. Tutors are experts in their field, and they draw upon knowledgeable practitioners from the partnership to deliver aspects of the training. Headteachers value how their own staff benefit from the collaboration.

Leaders ensure that trainees' school experience aligns with the centre-based training. Skilled mentors support trainees effectively to successfully build on their university sessions. They proficiently support them to reflect on their developing practice, although some weekly targets lack precision. Leaders have taken some useful action but are continuing their work with mentors to refine targets to help trainees understand exactly what expertise they are aiming to master and how.

Leaders' work to continually improve the provision is a key strength. They make effective use of feedback, including from trainees, which helps them feel listened to and well supported. Leaders make meaningful changes to the programme so that trainees are well prepared for their future careers to help every pupil learn well. One mentor echoed this ambition reflecting upon how the partnership inspires 'confident teachers who strive to do their best for children'.

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

(Information for the provider and appropriate authority)

- Leaders' quality assurance of trainees' targets lacks rigour. As a result, trainees are not consistently sharply focused on the most important content to be mastered. Leaders should ensure that they maintain close oversight of target setting by mentors to ensure that they are precise and focused on the key knowledge and skills that trainees need to develop from the ITE curriculum and that targets contain the agreed actions to swiftly bring about these improvements.
- The assessment of trainees' progress needs refining. Leaders have a strong overview of how effectively trainees are learning pedagogical aspects of the programme. However, they do not have a sufficiently clear understanding of how well trainees are developing subject-specific knowledge. Leaders should strengthen their oversight to assure themselves that trainees are learning the intended knowledge and skills relating to subject-specific dimensions.

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

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's primary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the primary phase.

The well-organised apprenticeship provision was established in response to local demand. Leaders have ensured that it is effective in preparing apprentices to gain the knowledge, skills and behaviours to complete their apprenticeship and become successful teachers.

The course is well sequenced with a sharp focus on pedagogical aspects of teaching. Staff use a robust approach to the assessment of apprentices from their initial assessment and throughout their training. Staff check that apprentices are gaining and able to apply sufficient knowledge, skills and behaviour. Apprentices benefit from protected time to attend their off-the-job training which is delivered by credible experts.

Secondary phase report

What works well in the secondary phase and what needs to be done better?

The secondary phase is well led. Leaders have carefully designed an ambitious and demanding curriculum that is well informed by academic research. Their vision to equip trainees with the knowledge and skills they need to be effective secondary school teachers shines through. The different elements of the centre-based training dovetail so that what is learned in professional studies supports learning in the subject-specific training. The core content framework is embedded well.

Subject tutors are credible and knowledgeable in their fields. Additionally, an extensive range of expert colleagues, many of whom trained at the university themselves, contribute to the delivery of the programme. Trainees are given ample opportunity to put their learning into practice through the ongoing school-based element of their course. This ensures that trainee teachers make a highly confident start to their careers in teaching.

Trainees are taught to understand how pupils learn, as well as how to support pupils to remember knowledge in the long term. Trainees reflect on how to adapt their teaching to cater for the needs of pupils with SEND and pupils who speak English as an additional language.

Leaders constantly review the effectiveness of the course. They know its strengths and areas for development well. As a result, they continue to make considered changes to develop and improve the training programme.

Leaders are working hard to improve the quality of mentoring. They have high expectations for the quality and commitment of mentors across the partnership, and attending mentor training is non-negotiable. Mentors value the support and training they receive. For instance, the weekly newsletter helps most mentors have a clear understanding of the focus of learning for that week, including the reading and research that underpins it. Overall, the mentoring programme provides trainees with effective support. However, some mentors do not set targets that are linked to the intended curriculum sufficiently well.

Leaders assess what trainees know in a variety of ways. Evidence of trainees' progression is accumulated and checked purposefully over the course of the programme. Effective communication between university staff, mentors and professional coordinating mentors (PCM) means that trainees are well supported and on track to meet the teachers' standards.

Right from the start, leaders place a suitable emphasis on ensuring trainees develop high standards of professional conduct. Programme leaders have thought carefully and sensibly about the issues of workload for trainees, PCMs and mentors. Trainees speak very positively about the pastoral support they receive. Leaders make sure that reasonable adjustments are made for individuals if needed.

What does the ITE provider need to do to improve the secondary phase?

(Information for the provider and appropriate authority)

- Leaders have not ensured that mentors routinely set highly effective targets for trainees. Where this happens, some trainees do not apply their knowledge of the curriculum as effectively as they could in their practice. Leaders should ensure that the processes and procedures that they have recently introduced are embedded consistently and securely to ensure that all trainees receive a high-quality experience.

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

- The provider meets the DfE statutory compliance criteria.

Do apprenticeships in the ITE provider's secondary phase satisfy the principles and requirements of apprenticeship provision?

- The provider meets the principles and requirements of apprenticeship provision in the secondary phase.

Further education and skills phase report

What works well in the further education and skills phase and what needs to be done better?

Leaders' ambitions are for their trainees to become innovative teachers and future leaders in further education and skills. They successfully recruit trainees who represent diverse communities and who act as role models for learners in a wide range of settings, including colleges and schools.

University leaders have carefully designed the curriculum. However, the placement tutors responsible for delivering the content of courses do not implement it as well as they could in some providers. Leaders do not always quality assure provision well enough to identify this. Nevertheless, most trainees build their knowledge, reflective practice and professional behaviours securely and in a logical order.

University staff provide trainees with high-quality support. Staff working with trainees take the time to get to know them exceptionally well. Trainees benefit from personalised academic and pastoral support that is well matched to their needs. Trainees greatly appreciate the support that they receive from university and placement staff. This enables them to manage their workloads and well-being, including their mental health, while they study and prepare to teach.

Tutors and mentors support trainees well to develop the academic skills, knowledge and resilience that they need for their roles. For example, staff work successfully with the university's English and mathematics departments to integrate these key skills into teacher training courses. As a result, trainees become more adept at academic writing and numeracy, confidently embedding these in the lessons that they teach.

Most trainees benefit from centre-based training that provides them with insightful knowledge about teaching learners with SEND and using a range of adaptive teaching strategies effectively. As a result, trainees are able to plan teaching, learning and assessment that is inclusive for all learners. Trainees develop their ability to ensure that learners know and remember more and can apply their learning to new concepts and theories.

Trainees are assessed through an appropriate mix of written assessments, self-reflection and observations. Suitably experienced tutors and mentors provide feedback from lesson observations that support trainees to recognise their progress and aspects of their teaching practice that need strengthening.

Almost all mentors are experienced subject-specialist teachers that use their knowledge and experience well to support trainees. Mentors value the support and training that they receive to understand their roles and responsibilities. However, in a small number of placements, mentors do not follow the university's high expectations closely enough.

What does the ITE provider need to do to improve the FES phase?

(Information for the provider and appropriate authority)

- Leaders do not have consistently strong oversight of the quality and effectiveness of mentors. Although leaders provide training, not all mentors participate in it. Consequently, in a few instances, mentoring is not as strong as it is in most placements. Leaders should ensure that their quality assurance in this area strengthens and that mentors live up to the high expectations of leaders.
- Leaders have planned an appropriate curriculum and prepared course materials outlining the overarching topics trainees will learn, with links to professional standards. However, leaders do not ensure that the agreed curriculum is implemented consistently well. This means that some trainees experience training that is not as strong as in the best placements. Leaders should ensure that trainees experience the same high-quality curriculum across all placements.

ITE provider details

Unique reference number	70027
Inspection number	10278286

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	Higher education institution
Phases provided	Early years Primary Secondary Further education and skills
Date of previous inspection	23 May and 10 November 2016

Inspection team

Harry Ingham, Overall lead inspector	His Majesty's Inspector
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Emma Leavey	His Majesty's Inspector
Hanna Miller	His Majesty's Inspector
Laura James	His Majesty's Inspector
Liz McIntosh	Ofsted Inspector
Peter Cox	His Majesty's Inspector
Sue Cox	His Majesty's Inspector
Sue Keeling	His Majesty's Inspector

Annex: Placement settings, schools and colleges

Inspectors visited the following settings, schools and colleges as part of this inspection:

Name	URN	ITE phases
Clyde Nursery School	100667	Early years
Smartstarts Day Nursery	EY341501	Early years
St Bartholomew's C of E Primary School	100726	Early years
St Joseph's Roman Catholic Primary School	149346	Early years
Brooklands Primary School	143210	Primary
Deansfield Primary School	143599	Primary
Discovery Primary School	131109	Primary
Elmstead Wood Primary School	140533	Primary
Eltham CoE Primary School	100167	Primary
Heronsgate Primary School	100158	Primary
Middle Park Primary School	130921	Primary
Orchard Primary School	134185	Primary
St Michael's East Wickham C of E Primary School	144889	Primary
St Vincent's Catholic Primary School	141481	Primary
Tubbenden Primary School	137930	Primary
Heathcote School	103097	Secondary
Kemnal Technology College	136281	Secondary
Langdon Park School	100966	Secondary
Ravens Wood School	136517	Secondary
Ravensbourne School	136540	Secondary
Robert Clack School	101245	Secondary
Stone Lodge School	147059	Secondary
Trinity Church of England School	136538	Secondary
Woolwich Polytechnic School for Boys	141163	Secondary
Farnborough sixth form	130689	FES
Horizon Academy	144407	FES
NCG (Lewisham College)	130552	FES
New City College	130418	FES
Stationers' Crown Woods Academy	141309	FES

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