

**Secondary Initial Teacher Training
Partnership based on**

**Goldsmiths College, University of
London**

**New Cross
London
SE14 6NW**

**A short inspection report
2005/06**

**Managing Inspector:
Gwen Coates HMI**

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Introduction

Goldsmiths College works in partnership with 120 schools to provide secondary initial teacher training (ITT) courses in art and design, design and technology, drama, English, geography, mathematics, modern foreign languages, music, science (all of which cater for the 11 – 18 age range) and social science (which caters for the 14 – 19 age range). At the time of the inspection there were 392 trainees.

Context

The inspection was carried out by a team of inspectors in accordance with the *Ofsted Handbook for the Inspection of Initial Teacher Training (2005-2011)*.

This report draws on evidence from a short inspection of the provision and an inspection of the management and quality assurance arrangements.

Grades are awarded in accordance with the following scale

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Main inspection judgements

Management and quality assurance: Grade 3

The overall quality of training is at least good.

The provider will receive a short inspection in three years.

Key strengths

- the rigorous selection procedures, which ensure that well qualified and highly committed trainees are recruited
- the very good links between college and school-based subject tutors that result in good coherence between college and school-based training
- the very good coherence between general professional studies and subject training
- the commitment to equality of opportunity for all trainees and the promotion of good race relations.

Points for action

- improving the quality of training in drama and ensuring that accommodation for the subject is adequate
- continuing to improve co-ordination and quality assurance procedures across the training programme, both in the college and in partnership schools
- reviewing the quality assurance role of school co-ordinators and monitoring the effectiveness with which it is carried out
- establishing how school-based trainers can be involved in selection procedures in all subjects.

Points for consideration

- identifying and supporting the development needs of new college tutors more effectively
- improving attendance at subject partnership meetings
- developing the role of the partnership co-ordinator in contributing to the monitoring of school-based training across subjects.

The quality of training

1. The structure and content of training are good, except for drama, where there are significant weaknesses. The centrally taught elements are supported well by work in schools and the programme is enhanced by the provision of study booklets on a range of generic issues. School placements are managed well and are sensitive to the needs of individual trainees. The provision for post-16 experiences is effective. However, for a small number of trainees their experience of the primary school placement is of limited value because opportunities are missed to provide a more systematic understanding of the transition from Key Stage 2 to 3.

2. There is very good coherence between the different elements of the training. In particular, the general professional studies programme is reinforced and exemplified well in subject training, both in the college and in schools. The training provides an effective integration of theory and practice and good opportunities for exploration and reflection. In the large majority of subjects, college tutors model good practice in their own teaching and all college tutors are well qualified and knowledgeable and most have good practical experience. In the larger subject courses, such as art and design, especially good use is made of the particular strengths and expertise of individual tutors in forming effective teams. However, the content and quality of the provision in drama needs to improve and the lack of appropriate accommodation for drama is a serious weakness that remains an outstanding issue from the previous inspection report.

3. College tutors provide detailed guidance on the subject programmes to be delivered in schools and this ensures close links with the central subject programme. Most schools provide suitable whole-school generic training programmes, which are delivered by school co-ordinators.

4. Trainees' subject knowledge is audited early in the course and this is used to set individual targets. Although this practice is effective in the majority of subjects, it is not consistent in all subjects. Training, both in the college and in schools, takes good account of individual needs. The flexible courses provide programmes for many trainees who would not otherwise be able to follow a PGCE course. Very good support is provided for trainees whose first language is not English or who were educated outside the United Kingdom. Good support is available for trainees with learning difficulties such as dyslexia.

5. The progress of trainees is monitored well through formal and informal lesson observations, and the termly review of trainees' progress is thorough and effective. Weekly meetings in schools are used effectively to review progress and set individual targets. The procedures to identify and support struggling trainees are good; they are well understood by all involved, at both the college and school level and are effective in helping trainees to make progress.

6. In all subjects, trainees' progress against each of the Standards is monitored rigorously. In the majority of subjects, trainees' evidence files are carefully cross-

referenced to the Standards. However, in a minority of subjects, some files contain little indication of evidence and trainees appear to assume that exposure to an activity is evidence of achievement against a Standard. In general though, trainees have a good understanding of the Standards, sometimes beyond what their files suggest. With the exception of drama, there is clear evidence that trainees are well prepared to meet the Standards.

7. Assessment of trainees is frequently good and in many subjects they are assessed through imaginative and well planned assignments. There is also sufficient flexibility to enable trainees to work on original approaches, for instance, in more extended cross-curricular assessment tasks.

Management and quality assurance

8. Demand for places on most courses is high because of the reputation of the college. Although in a minority of subjects, partnership schools have not been involved in the selection process, selection procedures are rigorous and ensure the college recruits excellent trainees who are strongly committed to teaching, particularly in London schools. Partnership schools speak highly of the quality of trainees and comment that they have a level of energy and creativity. Many subsequently obtain employment within placement schools.

9. The programme consistently exceeds its ethnic minority recruitment targets as set by the Training and Development Agency. The college is committed to equality of opportunity and this is reflected in the organisation of the whole programme and the way in which it treats potential and successful applicants. Comprehensive and effective policies on equality of opportunity and the promotion of good race relations are a strength of the programme and monitoring arrangements are detailed, clear and effective.

10. Pre-course support and guidance are good. Successful candidates are provided with details of generic and subject-specific tasks and reading. Additional, individualised recommendations for developing aspects of subject knowledge or school experience are also provided, enabling candidates to be well prepared for the course. However, it is not clear that trainees across all subjects receive equivalent pre-course guidance and developmental activities, and there are no procedures for monitoring this.

11. The large majority of subjects are very well led and managed. The college subject teams are experts in their fields and many have high national profiles and are external examiners for other providers. Although induction arrangements for new college tutors provide helpful support from experienced staff, they are not differentiated to meet individual needs. As a result, there is no difference in the support and development activities offered to new tutors who are unfamiliar with initial teacher training and those tutors who have substantial experience of similar initial teacher training courses. In drama, the lack of appropriate induction

arrangements and subsequent professional development has had an adverse effect on subject provision.

12. There are very good relationships and regular contact between the college and school-based subject tutors in all subjects. There is a high level of subject expertise among school-based tutors and the training offered by the college provides very good professional development for them. However, attendance at subject meetings is sometimes poor and there is a lack of consistency between subjects in how school-based tutors are trained and therefore in the quality of their mentoring skills. The college's own self-evaluation recognises this and strategies are in place to improve attendance and consistency.

13. Monitoring of school-based provision is good in some subjects and college tutors intervene promptly where a school cannot provide experiences that meet their criteria. The college monitors the quality of school-based tutor support within subjects however, it needs to develop procedures that will operate across subjects. Joint observation of trainees' teaching takes place in some subjects but it does not occur systematically across all subjects. In addition, the extent to which school co-ordinators carry out their role of assuring the quality of school-based tutors is variable - a point raised in the previous inspection report. The college recognises this and has introduced changes that are beginning to bring about a more significant contribution from school coordinators.

14. There are effective arrangements to ensure that the final assessment of trainees against the Standards is consistent and accurate. The moderation of written assignments is thorough. There is effective internal and external moderation within subjects, although the procedures for the moderation of the assessment of trainees' progress in teaching across subjects are less clear.

15. The evidence base for evaluating the quality of provision is comprehensive. Annual subject review and action planning processes are thorough and are used well to respond quickly and effectively to issues for development in the large majority of subjects. However, in drama the quality of judgements about the course is poor and hence action plans are generated from a weak evaluative base.

16. Weaknesses in the leadership and management of the secondary provision have reduced the effectiveness of monitoring and quality assurance across the programme. This has led to a situation where subjects have been developing their own individual practices leading to a lack of consistency in delivery and assessment. In drama, insufficient monitoring failed to spot weaknesses in subject content. However, the recent appointment of a specialist secondary co-ordinator is already beginning to have a significant impact on the direction of the secondary provision and suggests that there is very good capacity to improve further the management and quality assurance of the provision. The provider's self-evaluation demonstrates a very clear knowledge of present shortcomings. Planned future actions aim to ensure equivalence of experience for all trainees and high quality provision in all subjects, as well as to identify potential or emerging weaknesses in individual subjects and individual partnership schools. In addition, the recent appointment of a

partnership co-ordinator has the potential to contribute effectively to the monitoring of school- based training across subjects.