

# Goldsmiths College, University of London

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Department of Educational Studies  
New Cross  
London  
SE14 6NW

A secondary initial teacher training  
short inspection report  
2007/08

Managing inspector  
Gwen Coates HMI

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## Introduction

Goldsmiths, University of London works in partnership with 109 schools to provide secondary initial teacher training (ITT) courses. It offers courses in art and design, design and technology, drama, English, geography, mathematics, modern foreign languages, music, and science, all for the 11–18 age range. At the time of the inspection there were 294 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 2

The overall quality of training is at least good.

The next inspection of this provider will take place in accordance with the Initial Teacher Education Inspection Framework.

## Key strengths

- the high level of coherence between the different elements of the training
- the effectiveness of the training in meeting trainees' individual needs
- the highly collaborative partnership that ensures high quality training in both schools and the university
- the comprehensive evaluation procedures and the responsiveness of the provider to both internal and external evaluation
- the rigorous selection procedures, which ensure that well qualified and highly committed trainees are recruited
- the commitment to equality of opportunity for all trainees and the promotion of good race relations.

## Point for action

- ensuring that the quality of trainees' experience of planning, teaching and assessing in Key Stage 5 in all subjects is raised to that of the best.

## Points for consideration

- developing further the quality assurance role of school coordinators
- developing a more rigorous culture of self-evaluation within partner schools to improve further the quality of school-based training.

## The quality of training

1. The structure and content of the standard and flexible training routes are designed well to ensure trainees meet the Standards. School placements are planned carefully and include a good balance of serial and block experience. Trainees have a valuable short experience in a primary school to help them develop their understanding of issues in pupils' transition from Key Stage 2 to 3. Most trainees have sufficient opportunities to plan, teach and assess in Key Stage 5. However, there is significant variability in the breadth and depth of trainees' experience in this key stage.
2. The general professional studies course in both routes provides good analysis and exploration of key educational topics. Training in *Every Child Matters*, assessment for learning and personalised learning features prominently in it. Optional courses within general professional studies enable trainees to develop a depth of knowledge and understanding in an aspect of cross curricular teaching and learning. All subject studies courses address general professional studies topics well within a subject context; this contributes to the very good coherence of the training routes. Subject training is comprehensive and very effectively planned in all subjects: significant improvements have been made to the drama course since the last inspection. Training in both routes is regularly reviewed and revised to ensure that trainees are up-to-date with national initiatives.
3. There are clear links between central and school-based training, which enable trainees to apply knowledge from the general professional studies and subject training to classroom practice. School coordinators and mentors play an important role in building on central training. General professional studies programmes in schools complement central training well. The university provides clear and detailed guidance for subject mentors to ensure that the content of their weekly meetings with trainees is closely linked to the requirements of the subject courses. Course assignments are designed effectively to develop and assess trainees' understanding of key subject and professional studies topics and are closely linked to school-practice.
4. Central training sessions are planned and delivered very effectively and good use is made of partnership school staff and other visiting lecturers. Most trainees evaluate the quality of all aspects of the training as at least good and a significant proportion rate all aspects as very good. The central training is enhanced by additional activities such as trainees' attendance at professional subject associations' conferences or training days in schools where provision is particularly innovative or effective.
5. Good quality mentoring in schools assists trainees well in attaining the Standards. Mentors are conscientious in providing effective guidance to trainees, giving them constructive and practical suggestions for improvement. Lesson observation feedback is well considered and suitably subject focused and related to the Standards.

6. Support for trainees' individual needs is very good and begins at interview when pre-course development activities are identified for successful applicants. Well-designed subject knowledge audits are used at the start of both routes to plan trainees' subject enhancement and trainees' progress in doing this is regularly reviewed both at the university and in schools. Individual tutorials in the university effectively monitor and steer trainees' development and subject training is often adapted to meet common needs of groups of trainees. Suitably contrasting schools are used for the trainees' two placements. Some school coordinators develop their training programmes directly in response to trainees' needs, particularly in the second placement. Mentors provide suitably individualised training and support which is well regarded by trainees. In central training, peer group teaching is used extensively to capitalise on the different backgrounds of trainees in order to extend the expertise of the whole group.

7. Procedures for monitoring and assessing trainees' progress in meeting the Standards are well devised. Trainees' attainment of the Standards is tracked very clearly and thoroughly in their progress records and profiles; this results in the compilation of robust evidence that draws on all aspects of the trainees' work. Judgements on trainees' teaching are made regularly and systematically by university and school mentors who are steered by clear guidance and grade descriptors which trainees also receive. These judgements are monitored and moderated very effectively, both internally, for example, through subject tutors' joint observations with mentors, and externally, by external examiners, to ensure that the assessment of trainees is rigorous, consistent and accurate.

## Management and quality assurance

8. Good management and quality assurance procedures are effectively supporting and promoting high quality training and ensuring good quality outcomes for trainees.

9. Rigorous and challenging selection activities ensure that well qualified and committed trainees are recruited; the low percentage of trainees who subsequently withdraw from the course supports this. The involvement of mentors in all elements of the selection process ensures that selection activities in each subject reflect current educational issues and good school practice. The university is committed to equality of opportunity and there is active encouragement of applications from minority ethnic and under-represented groups.

10. Management of the partnership involves a high degree of collaboration between schools and the university. Each group of stakeholders (trainees, mentors, school coordinators and university tutors) has its own highly effective forum where it can discuss and contribute to decisions about the planning and delivery of the whole programme and its constituent parts. This process results in good outcomes. Central management is ensuring greater consistency across subjects than was reported at the time of the last inspection. This ensures good quality provision for all trainees

including drama trainees. Good management also results in more direct links at whole school level within the partnership, leading to more coherent provision and support for trainees between the university and its partner schools.

11. Individual subjects are well managed resulting in good quality training across all subjects. University tutors are highly qualified both academically and in relation to appropriate teaching experience. Induction processes for new university tutors are very effective and tailored well to meet the individual needs of those from a higher education teacher training background as well as those from a school background.

12. Very good communications and relationships exist between university and school-based staff. Partnership meetings, where mentors and subject tutors meet six times per year in subject groups are a real strength of the partnership. They provide excellent training, plenty of opportunities to share good practice, to raise concerns and to contribute to course developments and decision making. This contributes to mentors' confidence in their ability to support and assess trainees. School coordinators are effective in ensuring consistency in the support for trainees across subjects within schools. However, their quality assurance role is not yet fully embedded.

13. Monitoring of policies on equal opportunities and the promotion of good race relations is very effective. The equal opportunities statement of intent is prominent in all handbooks and there is clear guidance on how to register concerns. Improved mechanisms have been developed to monitor the quality of training and, in particular, the consistency across subjects. However, monitoring of trainees' experience of teaching in Key Stage 5 is not sufficiently rigorous to ensure that all trainees receive their full entitlement to this.

14. There is a comprehensive and robust process for evaluating the provision both at particular points during the year and as situations arise. Internal evaluation takes very good account of the views of mentors and school coordinators. In addition, the programme monitoring committee, which consists of trainee representatives from each subject area, meets regularly and contributes very effectively to improvements to provision. External examiner reports are challenging and robust and good use is made of benchmarking data to review provision. While this rich evaluative evidence base is used effectively to identify and develop priorities for improvement, it is not yet used as effectively as it might be to encourage self-evaluation by partner schools and thus to contribute further to the review of provision across the partnership.

15. The cyclical process of monitoring and quality assurance leads to very effective subject action plans and an annual programme review, which in turn form the basis of future improvement planning. The quality and impact of improvement planning is evident in the very successful way in which issues raised in the previous inspection report have been addressed.