

London South Bank University

Initial Teacher Education inspection report

Provider address	103 Borough Road London SE1 0AA
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Inspection dates	10 – 14 May 2010
Lead inspector	Harriet Harper HMI

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Introduction

1. This inspection was carried out by Her Majesty's Inspectors supported by a team of specialist inspectors in accordance with the Framework for the Inspection of Initial Teacher Education (2008-11).
2. The inspection draws upon evidence from all aspects of the provision to make judgements against all parts of the inspection evaluation schedule in the framework. Inspectors focused on the overall effectiveness of the training in supporting high quality outcomes for trainees and the capacity of the partnership to bring about further improvements. A summary of the grades awarded is included at the end of this report.

Key to inspection grades

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

Explanation of terms used in this report

Attainment is defined as the standard reached by a trainee at the end of their training.

Progress is judged in terms of how well a trainee has developed professionally from their starting point to the standard reached at the time of the inspection or at a suitable review point.

Achievement is judged in terms of the progress made and the standard reached by a trainee at the time of the inspection or at a recent assessment review point.

The provider

3. London South Bank University (LSBU), with its partners, provides initial teacher education (ITE) programmes for the early years and primary age ranges, through full-time, part-time, flexible and employment-based courses. The provider also offers university-based and employment-based ITE courses in mathematics for the secondary phase, as well as training for teachers in further education (FE). LSBU's part-time, in-service FE courses are offered at Lewisham College and through a department of the university, entitled LLU+.

A commentary on the provision

4. Provision is good across all ITE phases and leads to high quality outcomes for trainees. Rigorous recruitment and selection arrangements are in place to ensure that LSBU and its partners attract those trainees who have the capacity to benefit from, and contribute to, the different ITE courses. With high quality training and assessment, effective use of resources and very supportive tutors and mentors, trainees make good progress, whatever their starting point.
5. LSBU's capacity to secure further improvements, through very effective quality assurance and careful analysis of outcomes, is strong in all phases, and is outstanding in the primary, employment-based and secondary provision.
6. Through its ITE provision, the university plays an important regional role in meeting the needs of local schools, colleges and other settings. In addition, it has a national role in influencing policy and practice in the FE sector in relation to the teaching of literacy, numeracy and English for speakers of other languages (ESOL).
7. The following is a particular feature of the provider and of its initial teacher education programmes:
 - the strong emphasis on equality that permeates all aspects of provision and plays a key role in challenging trainees' attitudes and values, as well as establishing a secure foundation to influence others.

Provision in the primary phase

Context

8. LSBU works in partnership with over 100 schools and settings to provide three primary programmes in ITE, leading to the award of qualified teacher status (QTS). Through successful completion of academic assignments, trainees are able to gain either the award of a professional graduate certificate in education or a postgraduate certificate in education, which includes academic credits at Master's level. LSBU offers standard and flexible programmes in primary (5 to 11) and a standard early years programme (3 to 7). At the time of the inspection, there were 178 trainees on the different programmes. The university also offers foundation degrees for support staff in schools and settings and continuing professional development for practising teachers.

Key strengths

9. The key strengths are:
 - excellent attention to equality and diversity that leads to trainees' highly developed inclusive practice
 - the provider's commitment to continuous self-improvement, resulting in excellent self-evaluation and outstanding improvement planning
 - the extensive range of opportunities for trainees that extends their understanding of education in alternative settings, within the United Kingdom and abroad, which impacts directly on trainees' values, practice and professional development
 - the careful attention paid to meeting trainees' individual needs to ensure the majority progress to achieve their potential
 - the quality and diversity of partnership schools and settings that enable trainees to make good progress and to be well prepared to teach in a culturally diverse society
 - the provider's clear commitment to workforce development that effectively meets the need of local schools, settings and communities.

Recommendations

10. In order to improve trainees' progress and attainment the partnership should:
 - make more effective use of available recruitment and selection data to inform initial university and school-based training so that all trainees make rapid progress from the start of the course

- improve the quality of target-setting to ensure that all trainees are set appropriate levels of challenge to achieve their potential.

Overall effectiveness

Grade: 2

11. The overall effectiveness of LSBU in securing high quality outcomes for trainees is good. All aspects of the partnership's work are judged to be good other than equality and diversity which is judged to be outstanding. This confirms the accuracy of the provider's own self-evaluation.
12. The overall attainment of trainees is good. Inspection evidence corroborates the accuracy of the provider's assessment procedures and confirms that most trainees make good progress from their starting points. Trainees become creative and innovative practitioners who are willing to take responsibility for their own professional development. They are enthusiastic, well organised and respond readily to feedback and advice. Trainees demonstrate their highly developed skills in inclusive practice through their very positive classroom relationships and detailed planning for the needs of different learners from a wide range of backgrounds. The use of collaborative learning techniques, during university-based sessions and a paired first placement, together with their high quality experiences in a range of alternative educational settings, ensure trainees develop a variety of teamwork skills and are able to work effectively with a range of adults.
13. Recruitment and selection arrangements are good, meet all statutory requirements and promote equality and diversity very well. Training and Development Agency (TDA) allocations have been consistently met. The provider works hard to widen participation from groups that are currently under-represented in the teaching workforce as well as encouraging applications from those with non-standard entry qualifications. The proportion of trainees recruited from minority ethnic backgrounds is higher than that of other London providers and national norms. The proportion of male trainees is in line with London and sector norms and the proportion of trainees with a disability is in line with, and in some years above, sector norms. The provider undertakes a careful analysis of the reasons why trainees fail to complete and offers extensive support for trainees at risk of non-completion. As a result, completion rates have improved and are now consistently in line with national averages.
14. The provider demonstrates a clear commitment to workforce development that effectively meets the need of local schools, settings and communities. Employing headteachers and representatives from local authorities indicate they are impressed with the calibre of trainees entering their induction year and with trainees' specific experience and understanding of local schools and the needs of London boroughs. Employability rates are, however, below that of other London ITE providers and the sector. The provider is aware of this and is working hard to ensure trainees receive support with job applications,

interviews and complete the QTS skills tests in a timely manner so as to avoid delays in entering the employment market.

15. Careful attention is paid to meeting trainees' individual needs to ensure the majority progress to achieve their potential. Selection information is used well by personal tutors to track trainees' progress and identify any additional support and individual learning needs. For example, the pre-course assignment is used very effectively to identify those trainees who need additional support with study skills and academic writing. However, this information is not shared as effectively as it could be with school-based trainers and university tutors to enable trainees to make rapid progress from the start of their ITE programme.
16. University-based training is very good and places a strong emphasis on creativity, reflective pedagogy and educational issues which relate theory to practice. The programmes are well planned and structured so that school placements and training build effectively on trainees' knowledge and understanding, developed as part of university-based training. The combination of curriculum modules in professional studies, the core and foundation curriculum and equality inclusion and citizenship, together with a three-week alternative educational setting experience between their two teaching placements, ensures that trainees are well prepared to make very effective contributions to the all-round development of learners.
17. Trainees receive regular feedback on their professional development and targets from their personal tutors. The majority of trainees make good progress because of the provider's flexible approach to meeting individual needs and providing appropriate support when necessary. The quality of school-based training is good. Trainees are appropriately placed, mentored and supervised in schools. They feel well supported on these placements. Although mentors and supervisors provide high quality feedback, there is too much variability in the quality of target-setting. This means that some trainees do not make the progress they should to achieve their potential. Weaker trainees do not always receive sufficient guidance on their next step improvements and more-able trainees are occasionally not provided with the challenge they need to raise their attainment levels from good to outstanding.
18. Assessment systems are of good quality and are applied accurately and consistently to ensure the large majority of trainees receive detailed and helpful feedback on their academic assessments. In addition to assignments, directed tasks undertaken in school, school-based research projects and subject knowledge development tasks, trainees are also assessed on their performance in presentations and group work. Trainees benefit from this range of assessment options that allows them to present their findings in ways that suit their individual needs.
19. The quality, deployment and use of resources across the partnership are good and have a positive impact on trainees' progress and trends in improving attainment. Trainees confirm that they have good access to the resources they need from the university's learning resource centre in the new building and via the virtual learning environment. Allocations are driven by identified priorities

for improvement. For example, considerable investment has recently taken place to develop further the partnership's quality and capacity and to invest in a database with the potential to track each aspect of the trainees' experience from recruitment and selection to employment.

20. The quality of provision across the partnership is good. A strong common sense of purpose has been created as a result of clear partnership communication and positive relationships. A wide variety of schools and settings, including those in challenging circumstances, provide appropriate venues for training. The quality and diversity of partnership schools and settings enable trainees to make good progress and to be well prepared to teach in a culturally diverse society. Schools describe the partnership as 'cooperative and responsive' and indicate that the documentation provided is 'clear and purposeful'. Schools greatly appreciate the mutual benefits gained from working collaboratively with the provider.
21. LSBU and its partners value and respect diversity and show an exemplary commitment to promoting inclusion, equal opportunities and ensuring equality of access to high-quality training for all trainees. Trainees are provided with an extensive range of opportunities that extend their understanding of education in alternative settings, within the United Kingdom and abroad. The compulsory, specialist subject module 'equality, inclusion and citizenship' transforms trainees' values and enables them to gain a deep appreciation of diversity issues and how equality is promoted through education. There have been few incidents of harassment or discrimination and when these have occurred they have been effectively dealt with. There are no discernible differences between the outcomes for different groups of trainees.

The capacity for further improvement and/or sustaining high quality Grade: 1

22. The provider's own self-evaluation grades its capacity to improve as good but inspectors judge it to be outstanding. This is because the provider has demonstrated the capacity to sustain high quality outcomes for trainees where they already exist and to take the necessary actions to secure further improvement. Leadership and management at all levels are excellent. There is a convincing track record of improvement in trainees' levels of attainment and a corresponding decrease in the numbers of trainees withdrawing from the programmes over the last three years. Very effective quality assurance processes and a rigorous analysis of trainees' outcomes result in excellent self-evaluation and outstanding improvement planning.
23. Marked improvements to the quality of partnership provision since the last inspection demonstrate an outstanding capacity for further improvement. Leaders and managers at all levels have worked very hard to develop the quality and capacity of the partnership at a strategic and operational level. This investment has resulted in greater consistency across the three primary programmes and the range of schools and settings used for placements; a

reduction in the number of late placements; the development of local authority-based cluster groups and greater numbers of mentors seeking initial training and accreditation for their work. Since the last inspection, greater use is made of subject-specific feedback by mentors and supervisors, the links between university and school-based training have been strengthened in all schools and settings and mentors now have a clear understanding of their training role.

24. LSBU has a very accurate understanding of its strengths and the aspects it needs to improve. This is because there is a comprehensive system of evaluating in depth all aspects of the university's practice and assessing the impact of planned changes on outcomes for trainees. This is achieved through the rigorous use of evaluations from a range of stakeholders, internal case studies, impact studies, moderation and sampling exercises and visits by external examiners. Constant and thorough evaluation ensures that provision meets the need of trainees, schools and settings very well. Trainees and former trainees are extremely positive about their training experiences and have nothing but praise for the provider and the schools and settings they have visited and worked in. Very effective systems are also in place to monitor and track trainees' progress across assessment points and to ensure the final assessment against the QTS Standards is accurate.
25. Leadership at all levels anticipates and makes changes which have a positive impact on improving trainees' outcomes and practice. As a result, provision is constantly adapted to take a range of initiatives and priorities into account. The provider has developed particular strengths in equality, inclusion and citizenship training and the use of an extensive range of well chosen alternative educational settings. Programmes have been successfully adapted to offer Master's level provision and there is an emphasis on sustainable development and global citizenship. Provision has been modified to take account of the creative curriculum and the Rose Review on early reading and phonics. The provider is well informed about local and national developments because tutors attend regional and national network meetings and are active members of subject and professional associations. They engage in research and scholarly activities, and funded projects which benefit provision, improve trainees' practice and support the wider partnership well.
26. LSBU's effectiveness in planning and taking action for improvement is outstanding. There is a very strong link between the robust evaluation and review process and priorities and targets in improvement plans. Improvement planning is extremely detailed and thorough. Success criteria link to the impact on trainees' progress and achievement and are specifically linked to resource requirements. All partners are informed about the key priorities for improvement and their role in securing them. Improvement planning reflects the provider's strong leadership, commitment to widening participation, equality and diversity and a tireless drive towards continuous self-improvement.

Employment-based routes to qualified teacher status

27. LSBU, working in partnership with primary and secondary schools, offers routes to QTS through employment-based initial teacher education. The partnership includes schools predominantly in Greenwich, Lambeth, Lewisham, Kensington and Chelsea, Southwark and Westminster. At the time of the inspection, there were 39 trainees working towards QTS in primary schools and 5 secondary trainees were being trained to teach mathematics.

Key strengths

28. The key strengths are:

- the excellent promotion of diversity and equality that prepares trainees well to teach in culturally diverse school settings
- the commitment and high level of motivation of trainees who put their background experience of working in schools to full effect and make good progress
- high quality support for trainees to ensure their good professional development, personal well-being and high level of attainment
- the provider's highly effective quality assurance processes that lead to excellent self-evaluation and improvement planning
- the coherence of the training that equips trainees well to apply theory to their own practice in school.

Recommendations

29. In order to improve training and assessment, the partnership should:

- refine tracking and target-setting systems to ensure that more trainees make rapid progress to achieve high levels of attainment.

Overall effectiveness

Grade: 2

30. Inspection evidence confirms the provider's own judgement that trainees make good progress and by the end of the programme over half reach outstanding levels of attainment. This represents good achievement given the relatively high starting points of trainees when they commence the programme. Trainees are highly committed to their chosen career and rise to the challenges presented by the employment-based route. A key element in the success of the trainees is their strong commitment to their professional development. Trainees have good relationships with their pupils and have high expectations of what learners can achieve. The employment within a base school enables trainees to be fully immersed in the life of the school. This, together with the rich experiences of school life they bring to the programme, contributes strongly to the trainees' in-

depth understanding of the professional duties, roles and responsibilities of teachers. As a result, they have an appreciation of the contributions of colleagues and parents to learners' achievements and well-being. Trainees prepare comprehensive lesson plans and willingly adapt practice to meet pupils' individual needs. Trainees use a variety of teaching styles to capture the interest and imagination of their pupils and the effective use of information and communication technology (ICT) enhances their delivery.

31. Recruitment and selection processes are good. The involvement of local authority recruitment officers in the partnership enables the provider to meet local needs. The programme is oversubscribed which allows the provider to recruit high calibre trainees who have considerable experience in schools. At each stage of the process, procedures are applied robustly, consistently and fairly. LSBU is particularly successful in recruiting trainees from minority ethnic backgrounds and has also recently increased the number of males on the programme. Through a comprehensive recruitment campaign, the numbers of trainees accessing the secondary mathematics programme has increased significantly. Trainees have suitable personal and professional characteristics which support high completion and employment rates.
32. The provision for training and assessment is good and contributes to trainees making good progress from their starting points. Trainees interviewed during the inspection were overwhelmingly positive about the quality of the school and centre-based training. Trainees are made aware of the demands of the course from the start and consider the high level of pastoral support from centre-based tutors fundamental in helping them to make progress.
33. Since the last inspection, the provider has successfully improved the coherence between the centre and school-based training. Trainees consider the strength of the programme is the link between theory and practice. Central training sessions are interactive and presented by well-qualified and capable professionals who model good practice. For example, at the start of every mathematics session, trainees present a mental and oral mathematics starter to the rest of the group. This increases trainees' skills and confidence in delivery and the trainees can build up a portfolio of activities for future use in school.
34. Schools ensure that trainees have ready access to a good range of planned opportunities within the school and, for their part, trainees take full advantage of the chances to improve their practice. For example, in developing their subject knowledge, trainees observe expert school staff teaching a particular subject and are then observed by the experts. Initial needs analysis, together with subject knowledge audits, informs personalised plans.
35. The quality of feedback to trainees benefits significantly from the high quality of professional dialogue that ensues, both formally and informally, between tutors and trainees, rooted in everyday classroom practice. However, the use of developmental targets is not currently being maximised in order to promote rapid progress for trainees. Inconsistencies occur in terms of whether targets for development are defined with sufficient precision and whether they are

directly linked to specific QTS Standards. While tutors and trainees discuss together ways in which targets might be addressed, the blend of strategies that are most fit for purpose are not always defined and recorded clearly enough. Also, the timescales required for a trainee to address certain targets are not established, especially when the area for development will take longer to complete. Success criteria, making explicit how the trainee will know when the target has been met, are not routinely defined.

36. The progress trainees make towards the Standards is regularly assessed and tracked accurately. Through the process of dual observations between university tutors and school-based mentors, secure judgements are made. However, the provider recognises that the system and criteria, for profiling each trainee's emerging strengths and areas for development as a future teacher, could be sharper and embedded in school documentation at all times when assessments are being made. At present, trainees do not always have a sufficiently incisive picture of where their strengths and relative weaknesses lie and the next steps they need to take to improve further.
37. Resources are carefully prioritised in reference to improvement planning aims. For example, in order to strengthen the coherence between the centre and school-based elements of the training, monies have been allocated to facilitate increased use of external expertise as part of centre-based teaching. The investment in the virtual learning environment is used well to support trainees.
38. Schools in the partnership are effective venues for training and trainees are placed in diverse settings. Headteachers, mentors and class teachers have a very good understanding of their roles and responsibilities in the training and assessment of trainees. Lines of communication between the school, trainee and the university are very good. Tutors' swift response to any concerns contributes to the good progress trainees make. Many schools have worked with the university for several years, which means the university has a detailed and thorough understanding of the sort of training the school is able to provide.
39. Inspection evidence confirms that the promotion of equality and diversity is outstanding. There is a highly diverse range of schools within the partnership. The trainees' second school placement is chosen very carefully to complement their first. Trainees have in-depth opportunities to prepare themselves for teaching pupils of differing faiths, ethnicities, disabilities and ages. As a consequence, trainees have a highly developed appreciation of the needs of individual pupils. Trainees demonstrate a keen appreciation of the theory and practice involved in supporting pupils for whom English is an additional language. The provider takes action to prevent incidents of unlawful discrimination or harassment through high expectations, training and appropriate guidance.

The capacity for further improvement
and/or sustaining high quality

Grade: 1

40. The capacity of the partnership to improve and sustain high quality outcomes is outstanding, although LSBU judges it to be good. This is reflected in the fact that the attainment of trainees overall has been outstanding for the previous three years. Over that time, completion and employment levels have remained high; there are high levels of expertise within the partnership; self-evaluation is accurate and improvement planning systems are focused on action with the aim of enabling more trainees to reach higher standards.
41. Leaders and managers have an excellent understanding of the strengths and areas for development in all aspects of provision. Monitoring and evaluation processes are rigorous and lead to an accurate and incisive analysis of the quality of provision and trainees' outcomes. Through the processes for evaluating trainees' outcomes, trainees' perceptions of the training, schools' views on the training and consideration of the information that link tutors glean about schools from their visits, the university establishes its improvement priorities.
42. Trainees benefit from the expertise of tutors who are well informed about local and national developments. Tutors attend regional initial teacher education meetings, Training and Development Agency conferences and act as external examiners. They make good use of research, reports about initial teacher education and regional networks. All those involved in the programme are clear about their roles and responsibilities. Internal moderation is rigorous, with dual lesson observations of trainees in school and dual marking of module papers. LSBU has a clear process for monitoring the quality of schools within the partnership and applies the same level of rigour when trainees secure their own sponsor school. The development of the partnership database has led to a more systematic canvassing of the views of former trainees.
43. Leadership at all levels has been highly successful in responding to emerging issues in the local and national context. A clear example is the use of local data which identified the need to recruit more secondary mathematics teachers. The range of initiatives to tackle this challenge has resulted in a significant increase in the number of successful applicants. Timely action is taken to incorporate key initiatives into the training for centre- and school-based trainers. For example, the university has worked in partnership with a school-based tutor to develop a model to improve trainees' understanding of literacy. Trainees visit a Leading Literacy School and receive guidance on the teaching of early reading from school-based practitioners; they observe lessons in different age classes and complete a follow-up assignment. This has led to a significant improvement in trainees' confidence in teaching phonics for reading and spelling.
44. Programme leaders ensure that the training reflects current developments, for example the Williams Review for primary and secondary trainees, the 14 to 19 curriculum and revised GCSE specifications for secondary mathematics trainees. Through the equality, inclusion and citizenship module, trainees attend a very good central programme of lectures and seminars, often led by leading edge speakers and practitioners. They have placements in schools with diverse pupil populations and the opportunity to engage in action research, aligning the theories explored at the centre with their practical in-class experience.

45. Inspection findings confirm that improvement planning is outstanding. Planning is focused on key priorities to improve outcomes identified from a wide range of sources. Tutors evaluate carefully the effectiveness of their modules which enables them to amend the provision accordingly. Action plans have success criteria against which to evaluate performance and progress is frequently reviewed. For example, when the numbers of trainees attaining at an outstanding level dropped in 2008/2009, leaders investigated the reasons and this led to further work on developing subject knowledge. Staff understand the important role they play in improving provision and the impact this has on trainees' attainment.

Provision in the secondary phase

Context

46. LSBU offers a one-year full-time postgraduate certificate in education in secondary mathematics which leads to the award of QTS. The university works in partnership with 17 schools in Southwark and other neighbouring inner London boroughs. At the time of the inspection there were 19 trainees, around 40% of whom were from minority ethnic backgrounds.

Key strengths

47. The key strengths are:
- the well-articulated principles of equality and diversity that prepare trainees well for teaching in a culturally diverse society
 - the highly effective quality assurance, robust self-evaluation and determined improvement planning that are all focused on securing continuous improvement
 - the rigorous recruitment and selection procedures that lead to high completion rates and improving levels of attainment
 - the coherent programme of university and school-based experiences that supports trainees to become reflective practitioners.

Recommendations

48. In order to improve trainees' progress and attainment, the provider should:
- refine systems for measuring trainees' progress and attainment so that challenging targets are identified and methodically tracked
 - share strengths and areas for development identified at interview with partners so that initial needs are addressed quickly
 - use audits and action plans to identify and develop trainees' subject knowledge more systematically.

Overall effectiveness

Grade: 2

49. The overall effectiveness of LSBU in securing high quality outcomes for trainees is good. Confirming the accuracy of the provider's own evaluation, all aspects of the partnership's work are judged to be good other than equality and diversity which is judged to be outstanding.
50. Trainees make good progress to achieve challenging targets. The level of their attainment is good and has improved over the last three years. Trainees are

highly professional in their approach to the course. They are well organised, quickly establish a rapport with their students and prepare detailed lesson plans to ensure that they meet the needs of all students, including those with learning difficulties and/or physical disabilities. However, trainees are not consistently planning to meet the needs of the highest attaining students in their classes.

51. Trainees are increasingly focused on the impact of their teaching on students' learning. They use to good effect well-considered resources and carefully constructed worksheets. They are adept at using their ICT skills in the classroom. For example, in a Year 9 lesson, a trainee was observed using a computer-based presentation particularly well to help students to learn how to draw lines of best fit.
52. Trainees are familiar with levels of attainment and examination grades and demonstrate an appropriate understanding of formative assessment. The best trainees make good use of a range of strategies in the classroom to test students' understanding. In the main, trainees use question and answer well in class but, on occasion, they fail to involve all students.
53. Rigorous recruitment and selection procedures are effective in identifying those trainees who have the intellectual capacity to benefit from, and contribute to, the course. Suitable arrangements are made for trainees with disabilities, including those with sight impairment. The proportion of trainees from minority ethnic backgrounds is in line with that of other London providers. Trainees find helpful the informative pre-interview booklet that provides a useful overview of the selection process, along with the tasks they need to prepare. Trainees' strengths and areas for improvement are accurately identified at interview. However, this information is not shared as effectively as it could be with school-based trainers to ensure that trainees to make rapid progress from the start of their programme.
54. All elements of the course combine together well to support trainees' critical-thinking abilities as well as helping them to improve their skills as reflective practitioners. Trainees benefit from the links between the university's professional and subject sessions, the content of which is comprehensive and responsive to recent changes in education. Sessions are enhanced by the expertise of outside speakers who give trainees the opportunity to explore best practice.
55. Subject mentors, who are committed and enthusiastic practitioners, build very effectively on what trainees learn in university-based sessions. Training from subject mentors, together with the trainees' reflection on sessions and tasks, is suitably documented in the 'School Experience Learning Journal'. Constructive and detailed feedback helps to ensure that trainees are clear about what they do well and what they need to do to improve.
56. Trainees are set challenging and developmental targets which are reviewed regularly by subject mentors. Progress towards these targets and achievement of the Standards for QTS are understood by trainees but not rigorously

documented. There is some variability in the consistency of the grading for measuring trainees' progress and attainment as a result of differing interpretations of the criteria, although this does not have an impact on the final assessment, which is accurate especially at the pass/fail borderline.

57. Trainees continue to develop their subject knowledge as the course progresses. Gaps in their mathematical knowledge are identified through the completion of past examination papers and, where necessary, trainees are supported sensitively to ensure that they are sufficiently competent to teach everything they need to at each key stage. However, detailed audits and subsequent action plans are not used at an early stage to identify and further develop trainees' subject knowledge in a systematic and timely manner.
58. The quality, deployment and use of resources are good. Trainees benefit from the move to a new building in the university and all are provided with a comprehensive set of teaching resources. They have access to the loan of laptops, upgraded interactive whiteboards, appropriate software and a good range of relevant literature in the university library.
59. Trainees speak highly of the strong professional and pastoral support they receive to help them make the most of their training. They confirm that support from their university tutor and subject mentors plays a key role in ensuring they make good progress to achieve their targets. Partnership schools provide good learning environments for trainees, offering contrasting establishments and a breadth of experience, with the opportunity to teach across the age and ability range. Opportunities to work with students in Year 11 are less evident.
60. The provision across the partnership is of a consistently high quality. There is a strong commitment to the university by all partnership schools. The professional development of those involved in training is a high priority, although poor attendance at mentor meetings is problematic. The university addresses these difficulties well through the provision of additional training sessions in school.
61. The promotion of equality of opportunity and valuing of diversity is exemplary and is embedded in all aspects of the programme. The module on equality, inclusion and citizenship is pivotal in changing attitudes and encouraging trainees to reflect on the promotion of equality in their own classroom practice. The high quality training results in high completion rates for all groups of trainees. Trainees value highly the inclusive ethos of the programme and the high level of support they receive. The programme gives them the knowledge, confidence and skills to challenge discrimination and stereotypes.

The capacity for further improvement
and/or sustaining high quality

Grade: 1

62. LSBU's own self-evaluation grades its capacity to improve as good, but inspectors judge it to be outstanding. This is because there is a solid track record of improvement in trainees' levels of attainment, a decrease in the number of trainees withdrawing, and necessary actions have been taken to secure further improvement. Since the previous inspection, the provider has raised trainees' expectations of students' achievement and behaviour, and has improved the quality of trainees' planning and assessments of students. Very good use is made of internal and external scrutiny which leads to a sharp and accurate view of strengths and areas for improvement.
63. Highly effective quality assurance, robust self-evaluation and determined improvement planning contribute to LSBU's capacity for further improvement. All those involved in the training respond positively and with enthusiasm to new initiatives and understand their roles and responsibilities in this process. Strong leadership has ensured improvements to provision and outcomes for trainees since the previous inspection.
64. Evidence for self-evaluation is gathered from a wide range of sources, including detailed reports from external examiners, regular trainee course boards and the views of trainees and mentors. Former trainees and employers have only recently been included in the process. Trainee satisfaction surveys confirm year-on-year improvements to the quality of the programme. Self-evaluation takes account of trainees' performance and progress over time including the outcomes for different groups, enabling trends to be identified and monitored, even though numbers on the course remain low. TDA recruitment targets have not been met in recent years, but high completion rates confirm the effectiveness of the selection procedures.
65. The outcomes of self-evaluation lead to key priorities in the following year's improvement plan including success criteria which take account of the impact on trainees' progress and achievement, while maintaining a commitment to equality, diversity and widening participation.
66. The university is well placed to respond to a range of initiatives and ensures that these are adequately reflected within the programme. On the secondary mathematics course this has included a focus on the Rose Review, the Williams Report and, more recently, the Byron Review on e-safety. Trainees are particularly well supported in terms of forthcoming changes in the mathematics curriculum including problem-solving initiatives and the introduction of functional mathematics.
67. LSBU has an outstanding record of taking actions for improvement in response to evaluations and reports from examiners including, for example, the restructuring of assessments. Improvements over time indicate a consistent and well-evidenced record of evaluation and action.

Initial teacher education for the further education system

Context

68. LSBU's post-compulsory education and training provision is organised through LLU+. It offers on- and off-site Skills for Life ITE provision for about 30 trainees, plus a generic ITE programme operated through Lewisham College for about 70 trainees. On-site trainees, who form the majority of trainees at LLU+, attend training sessions at LSBU and teach on courses either at LLU+ or at other institutions across London. Trainees at Lewisham College receive their training at the college and teach either at the college or in a range of further and adult education settings across London. Programmes include two-year part-time specialist diploma courses in teaching literacy, numeracy and ESOL at level 5, and vocational certificate and diploma courses in teaching in the lifelong learning sector at levels 4 and 5.

Key strengths

69. The key strengths are:

- the outstanding modelling of good practice that equips trainees successfully to rigorously promote equality and diversity
- the significant role played by the university in driving change to influence national policy in literacy, numeracy and ESOL teaching, enabling trainees to apply best practice
- the high quality feedback on trainees' observed lessons and assignments that ensures they make good progress
- the strong emphasis on vocational teaching that enables those with industrial and commercial experience to become good teachers.

Recommendations

70. In order to improve trainees' progress and attainment, the partnership should:

- share good practice more systematically across the university and Lewisham College so that trainees benefit from consistently high quality training
- increase the emphasis on information and learning technology in the training programme so that all trainees are confident in its use.

Overall effectiveness

Grade: 2

71. The overall effectiveness of the partnership in securing high quality outcomes for trainees is good. Standards attained by trainees are high, with most making good progress as a result of the high quality specialist and vocational training that ensures trainees model best practice in their teaching. As a result of highly effective mentoring and coaching support, rates of successful completion are consistently high across the partnership with no significant variations between different groups of trainees.
72. The very large majority of trainees demonstrate good use of strong subject expertise and develop highly productive relationships with their learners. They plan lessons skilfully, securely understanding the reasons behind their choice of a particular teaching method or assessment technique. Most are confident to take risks with new approaches and ideas, learn quickly from their mistakes and develop as good reflective practitioners as a result. For the benefit of their learners, they apply the findings of recent educational research well to enhance the quality and impact of their teaching, taking care to ensure learning is relevant and supported by real life examples. On ESOL courses, trainees make very good use of real documents and leaflets to present and reinforce new vocabulary or grammar structures from contexts that their learners understand. In a foundation construction theory lesson, the effective use of highly innovative and appropriate learning resources ensured that learners understood well technical terminology relating to painting and decorating.
73. The very small minority of trainees who achieve less well do not always allow sufficient time in lessons for learners to solve problems or to reflect on their learning. They do not routinely plan how teaching assistants will be used in lessons. They do not ensure that all learners understand what they have to do to complete learning activities. Lesson planning does not always include sufficient reference to the development of learners' functional skills in vocational lessons and in literacy and ESOL lessons, the planning does not always include the explanation of difficult concepts. Few ESOL and literacy trainees make sufficient use of information and learning technology in their lessons.
74. The recruitment and selection of trainees is good, leading to the recruitment of high calibre trainees with the potential to achieve high quality outcomes. Retention rates are consistently high across the partnership. At LLU+, the recruitment of minority ethnic trainees, and trainees below the age of 40, is higher than sector averages. Over half of the trainees on the vocational programme are now recruited from the wider learning and skills sector. Selection ensures that all trainees benefit from the full support of their employer and that all meet the requirements to have a workplace mentor. As a result of the good initial assessment arrangements across the partnership, all trainees clearly identify their individual subject-specific or functional skill developmental needs and this leads to a range of personalised pre-course activities. Due to the prompt allocation of teaching practice groups, trainees at LLU+ benefit from an early and supportive assessment of their teaching that

leads to the setting of targets that concentrate on subject specific classroom practice.

75. Training and assessment are good, resulting in trainees making good progress in achieving high standards. The strong emphasis on vocational teaching enables those with industrial and commercial experience to become good teachers. The programme at Lewisham College ensures that new teachers with considerable vocational expertise can transfer these skills to the workshop, salon or catering kitchen, applying relevant theory to their vocational practice. The training places a strong focus on developing reflective practice through the oral recording of trainees' evaluations on lessons and on using a range of assessment methods to ensure trainees have more choice in how their skills are assessed, including professional discussion. The LLU+ trainers act as particularly effective subject-related models of best practice and encourage their trainees to develop similar skills through their own teaching. They expect trainees to develop high quality materials and present topics that are meaningful for learners, as well as discouraging the use of prepared worksheets that are not contextually relevant.
76. As a result of the strong mentoring and good tutoring, trainees receive high quality feedback on their observed lessons and assignments that ensures they make good progress. Feedback sets high expectations from the start and leads to high quality discussion on subject teaching skills, focusing closely on the key steps to learning. Trainees benefit from highly informative and constructive commentary on their observed lessons that identifies key points for improvement and provides insightful suggestions on delivery technique. Feedback also identifies how trainees can apply either the specialist skills for life knowledge or vocational skills to their teaching. The monitoring of trainees' progress is good with thorough tracking systems that ensure targets for improvement are reviewed regularly. In a few cases, especially on the vocational programme, the setting of targets lacks specificity and detail. A few trainees have not improved their literacy or numeracy skills in accordance with the targets identified on their development plans.
77. Trainees make good progress partly as a result of the highly effective use of resources. Overall trainers bring significant expertise to both programmes. The knowledge and experience of staff at LLU+ is outstanding, securing for trainees a strong foundation on which to build their future teaching skills. Trainees benefit from good access to virtual learning environments (VLE), up-to-date bibliographies and the latest research findings. The training of vocational mentors is highly effective and supported by a comprehensive handbook that ensures trainees understand clearly the role of mentoring and its link to continuous professional development beyond the training programme. Mentor training has recently been complemented by a certificated module, and the outcomes of this have added value to the already high standards of support trainees receive. In a few cases, where trainees work across a range of settings, especially in Skills for Life, the partnership has experienced difficulties in finding suitable mentors, resulting in tutors providing mentoring support.

78. Trainees across the partnership receive training that is of a consistently high quality. Good arrangements are in place to assure the quality and consistency of outcomes across two very different programmes. Information and data are used effectively to support and improve trainees' progress and to assist the setting of targets. As a result of the joint lesson observations between mentors, tutors and external examiners, trainees benefit from high levels of consistency in the feedback and judgements on their teaching practice. Inspectors agreed with the accuracy of the judgements on trainees' achievements across the partnership.
79. The outstanding modelling of good practice successfully equips trainees to rigorously promote equality and diversity. Teacher trainers use models of training in which aspects of equality and diversity are integrated throughout the training programme and form part of all assignments. They encourage trainees to arrive at an understanding of equality and diversity in a range of different ways. For example, trainees on numeracy courses explain how, when looking at barriers to learning, they had come to a greater awareness of issues related to gender and race, exploring the impact of stereotyping and the negative impact of low expectations. This work had helped them to plan their sessions more effectively and explore ways in which they could better deal with some of the barriers that their learners face. Mentors work closely with trainees to discuss equality and diversity problems that may arise in the workplace, seeking ways to eliminate problems occurring in the first place. Trainees readily share their experiences in dealing with potentially conflictual incidents in lessons and use their tutors' and peers' advice and guidance to work out solutions to future problems.

The capacity for further improvement and/or sustaining high quality Grade: 2

80. The partnership has good capacity to sustain high quality outcomes for trainees and to take the actions required to secure improvements where needed. Since the previous inspection, LLU+ has maintained its strengths and made significant improvements to the areas identified as needing attention, especially in raising the professional competencies of trainees and broadening the range of trainees' teaching experience through both the teaching practice group and the combination of literacy and ESOL. In addition, Lewisham College commissioned a review of the first two years of its new teacher education programme, the eight recommendations of which it has included in its action planning.
81. Good, well-established procedures are in place to assure the quality of both training programmes. Continuous improvement has contributed to improved outcomes for trainees on both programmes since 2007/08. Both LLU+ and Lewisham College conduct a thorough and accurate annual self-evaluation of the quality of the teacher education provision, resulting in a detailed action plan to secure improvement. Both make good use of data to analyse trends over time and to identify and successfully reduce gaps in recruitment and trainees' outcomes. As a result of very good analysis of trainees' outcomes in relation to

their starting points, the partnership, through increased additional support and coaching, has reduced the achievement gap between males and females and those from minority ethnic backgrounds, especially on the vocational programme.

82. The partnership is alert to the views of trainees and employers and adept at making changes as a result of the feedback received. Feedback is used to improve provision both formally and informally, concentrating primarily on improving trainees' progress. As a result of the feedback from trainees on the vocational programme, Lewisham College made significant changes to its course handbook, course structure, assessment arrangements and timings of some sessions. LLU+ changed the timings of the programme so that training takes place over one day each week. The recently established employers' forum, a direct consequence of the commissioned review, provides a good opportunity to review trainees' progress, share vocational practice and to identify barriers to completion. However, the university recognises that it needs to share good practice more systematically across LLU+ and Lewisham College so that trainees benefit from consistently high quality training. Many areas of mutual strength and development exist that have not been shared, including mentoring arrangements, the development of functional skills, target-setting, assessment and the use of information and learning technology.
83. The extent to which the partnership anticipates change and prepares for, and responds to, national and local priorities is outstanding. Both LLU+ and Lewisham College work to pioneer new approaches to teacher education. LLU+ uses its national and regional leadership role in convening professional development networks and training teachers and trainers of teacher trainers throughout the country to gather intelligence and formulate practice. It has led the developments on the training of teachers in combined literacy, ESOL and numeracy and taken the lead on developments in mentoring in the Skills for Life sector, shaping national policy, ensuring that best practice is rooted in provision. Trainees benefit significantly from this national overview in that they make informed choices about their range of specialism and apply the latest research and practice in their own teaching.
84. The vocational programme at Lewisham College was established specifically to meet the needs of teachers with a vocational, adult and community learning or voluntary training background. As a result, the college has built the capacity of its trainers, redesigned the programme delivery and paid close attention to the subject-related and functional skills-related training needs of this new group of trainees. It has pioneered alternative forms of assessment and reflection, working with national bodies to shape the new teacher education qualification.

Summary of inspection grades¹

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is satisfactory; grade 4 is inadequate.

Overall effectiveness

		Primary	employment-based routes	Secondary	ITE for FE
How effective is the provision in securing high quality outcomes for trainees?		2	2	2	2
Trainees' attainment	How well do trainees attain?	2	1	2	2
Factors contributing to trainees' attainment	To what extent do recruitment / selection arrangements support high quality outcomes?	2	2	2	2
	To what extent does the training and assessment ensure that all trainees progress to fulfil their potential given their ability and starting points?	2	2	2	2
	To what extent are available resources used effectively and efficiently?	2	2	2	2
The quality of the provision	To what extent is the provision across the partnership of consistently high quality?	2	2	2	2
Promoting equalities and diversity	To what extent does the provision promote equality of opportunity, value diversity and eliminate harassment and unlawful discrimination?	1	1	1	1

Capacity to improve further and/or sustain high quality

		Primary	Employment-based routes	Secondary	ITE for FE
To what extent do the leadership and management at all levels have the capacity to secure further improvements and/or to sustain high quality outcomes?		1	1	1	2
How effectively does the management at all levels assess performance in order to improve or sustain high quality?		1	1	1	2
How well does the leadership at all levels anticipate change, and prepare for and respond to national and local initiatives?		2	2	2	1
How effectively does the provider plan and take action for improvement?		1	1	1	2

¹ The criteria for making these graded judgements are in the Grade criteria for the inspection of ITE 2008-11; Ofsted November 2009; Reference no: 080128.

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