

Wandsworth Primary Schools' Consortium

Address: Wandsworth Primary Schools' Consortium, St Mary's RC Primary School, 7 St Joseph's Street, London, Wandsworth, SW8 4EN

Unique reference number (URN): 70080

Inspection report: 9 February 2026

1. Primary

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

 **Compliance, including safeguarding: standards met**

Strong standard 

Achievement

Strong standard 

Trainees gain deep knowledge that enables them to flourish at the start of their teaching careers. Leaders keep a very close eye on how well trainees learn. Trainees' frequent application of centre-based learning alongside constant reflection on their practice means they make significant strides in their learning. For example, trainees regularly revisit, reflect and deepen the knowledge they gain about effective strategies for managing pupils' behaviour.

Trainees routinely and systematically reflect on their own strengths and priorities for improvement. The responsive, tailored support trainees receive means they quickly build confidence and address any gaps in their own knowledge or teaching practice. As a result,

trainees achieve very well, with success in gaining both qualified teacher status and a postgraduate qualification. Trainees are particularly well prepared for the realities of teaching. After completing the training, very high proportions of trainees go on to successfully secure teaching posts.

Curriculum, teaching and training

Strong standard ●

The expertly organised curriculum meets the statutory and non-statutory requirements outlined by the Department for Education. Leaders sequence the essential knowledge and skills in a clear and logical order. The curriculum revisits learning in multiple and interconnected ways. This enables trainees to build on prior knowledge and connect ideas together. For example, in centre-based sessions, trainees learn about the importance of adapting teaching and resources where appropriate so that all pupils can learn well. In subsequent subject-focused training, trainees revisit this content and consider specific approaches to benefit pupils with a range of needs. On school placements, trainees use and apply this knowledge in teaching the curriculum. This deliberate and purposeful approach means trainees are very well prepared to teach pupils who face potential barriers to learning and perceived disadvantage in their lives.

The research-informed curriculum provides trainees with clear and relevant information to teach primary-age pupils. Trainees learn about cutting-edge research on how pupils learn best and develop from the early years onwards. This includes current material about the importance for pupils to secure early reading, writing and mathematical skills for future success.

The curriculum includes well-positioned intensive teaching and practice (ITAP). Each ITAP aligns precisely with the stage of trainees' learning to support future success. For example, the first ITAP focuses on research and strategies for managing pupils' behaviour. Deliberately, this ITAP takes place at the start of the first school placement. This is in order to help trainees embed routines and address low-level disruption so that it does not interrupt learning.

Trainees receive relevant, up-to-date information about their essential role to safeguard pupils. Trainees receive training in line with statutory expectations. They are taught to be professionally inquisitive and to seek out further, specific guidance when on school placement.

Leaders ensure that tutors and mentors know the curriculum content very well. Tutors and mentors understand exactly what trainees should know and be able to do at different stages in the training. They use assessment very effectively to identify what trainees do well and what they need to do to improve their teaching. As a result, trainees benefit from expertly aligned training, mentoring and feedback to support them to be successful in their learning.

Inclusion

Strong standard ●

Leaders have developed a culture of welcoming and valuing trainees, which is now well-established. Trainees feel very welcome and highly valued.

In recent years, leaders have made strategic changes to the way they publicise initial teacher education. This change enables leaders to specifically attract trainees with diverse experiences and backgrounds. Leaders take proactive steps to reduce any barriers trainees may face during the rigorous recruitment process.

Quickly, leaders form professional, supportive relationships with trainees. This creates a climate where trainees are made to feel comfortable to disclose any potential barriers to learning or wellbeing. In close collaboration with trainees, the provider spots where modifications may be necessary. Leaders work with trainees and tutors to put in place well-informed and impactful adjustments to support trainees to be successful. This includes any reasonable adjustments for trainees with special educational needs and/or disabilities.

Leaders offer trainees highly tailored support during centre-based training and on school placements. For example, leaders consider the location of placement schools and accessibility of the premises for trainees with specific needs and circumstances. Trainees value the supportive use of the trainee passport and the way the course leader checks regularly that the adjustments meet their individual needs.

Trainees receive thorough information about the support available to them. Leaders help trainees access external assistance if necessary. Trainees are empowered to develop the confidence to speak up and advocate for themselves.

Leadership

Strong standard 

Leaders have created a highly ambitious, inclusive and supportive culture. Leaders' commitment to providing trainees with robust research-rich training is well understood and realised consistently. Leaders systematically engage with external, nationally recognised experts and organisations. This is because leaders have an unrelenting determination for the curriculum to be informed by the latest educational thinking.

Leaders provide high-quality training and development for those who teach and support trainees. This training and information for tutors and mentors align securely with the initial teacher education curriculum. Leaders keep a close check on the quality of this training and the impact it has on the mentoring that trainees receive. Leaders take swift, appropriate action if necessary to address any issues that may arise.

Leaders create a working environment where staff are treated respectfully and considerately. They take deliberate action to reduce unnecessary burdens on staff workload.

Leaders, including those responsible for the oversight of the provision, have an in-depth understanding of their roles. They have thorough knowledge of the requirements of initial teacher education and have detailed checks that the provision meets its obligations. Consequently, compliance requirements and safer trainee recruitment requirements are adhered to stringently.

Those responsible for the oversight of the provision provide highly effective support and challenge for leaders. Leaders use feedback from trainees and tutors to make informed decisions in trainees' best interests. This includes decisions regarding strengths and areas

for further improvement. Leaders identify priorities and take skilful, timely action to address these.

Professional behaviours, personal development and wellbeing

Strong standard ●

Trainees are extremely well prepared to begin their teaching career. Training on professional behaviours and commitment are embedded in the curriculum. This includes through informative standalone sessions and well-integrated, subject-specific content. The information is replicated in mentor training sessions and course documentation. For example, the pre-course information and handbooks make clear the attendance and punctuality requirements that trainees must adhere to. As a result, trainees are clear about the dedication required and conduct expected to thrive as a teacher.

The course is structured effectively in order to build trainees' responsibilities incrementally. Trainees receive pertinent information and strategies to support them to manage the appropriate and increasingly demanding workload. The knowledge that trainees gain supports them to complete their training successfully and be ready to embark on their teaching career. Leaders ensure that trainees have an early and honest understanding of the demands and realities of the teaching profession.

Trainees receive wide-ranging guidance to help them understand how to secure support for themselves if needed. Trainees know how to report concerns, including those about potential bullying, harassment and intimidation. The provider monitors trainee wellbeing closely. It has clear systems in place to step in quickly where needed to protect trainees.

Next steps

Leaders should continue their high-quality work across all areas of the provision to further enhance the experiences and outcomes for trainees.

What it's like to be a trainee at this provider

Trainees are welcomed and truly valued at this provider. Leaders view trainees' diverse backgrounds and previous experiences as rich contributions to the provision. Leaders foster a supportive, open culture where trainees feel comfortable and confident to share any worries that may arise. Leaders stand shoulder to shoulder with trainees to support them to overcome any barriers to their learning or wellbeing. Trainees sincerely value the highly personalised support, kindness and care that they receive from leaders and school-based trainers.

Leaders prepare trainees very well for a future career as a primary teacher. The skilfully organised curriculum for trainees is underpinned by pertinent educational research about how best primary-age pupils learn and develop from the early years onwards. The timing and focus of in-school placements are strategically arranged to help trainees get the most out of these practical experiences at the start of the programme. For example, centre-based

training focuses on the importance of establishing clear routines and setting behaviour expectations. Then at the start of the school year, trainees visit schools and observe expert teachers implement behaviour expectations and routines. Trainees and teacher educators consider the curriculum to be particularly relevant and focused on what trainees need to know to be successful.

Trainees are very well prepared for the responsibilities and practicalities of teaching. They quickly learn the essential information they need to safeguard pupils' welfare and ways to adapt learning for pupils with potential barriers to learning. The regular opportunities that trainees have to reflect on their learning and practice means this becomes an embedded habit. Trainees receive clear information and encouragement to continue their learning through professional teaching organisations. This supports trainees to flourish in their early teaching careers.

About this inspection

Trainees are undertaking a postgraduate certificate in education (PGCE) primary with qualified teacher status (QTS). The PGCE is offered in partnership with Kingston University.

There are two pathways on the PGCE primary route: primary 3 to 7 and primary 5 to 11.

The provider also offers an assessment-only route to QTS.

The provision is led by a partnership of schools. They make up the senior management group. There is a lead school that has the overarching responsibility for leadership of the provision. The course director leads and manages the provision day to day.

In recent times, there have been changes to the senior leaders are members of the senior management group. This includes the representative of the lead school.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with representatives of the senior management group and the course director during the inspection.

Lead inspector:

Andrea Bedeau, His Majesty's Inspector

Team inspector:

Deborah Walters, His Majesty's Inspector

Facts and figures used on inspection

This data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 February 2026

Number of partners and trainees

Education phase	Number of training partners / partner colleges	Number of trainees
Primary	1	24

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of training. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of training.

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