

Teach West London Teaching School Hub

Address: Park View Road, Ealing, London, W5 2JX

Unique reference number (URN): 2783594

Inspection report: 22 June 2026

1. Primary

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

 **Compliance, including safeguarding: standards met**

Exceptional 

Achievement

Exceptional 

Trainees develop deep, precise and securely embedded knowledge of the primary phase. They reflect critically on their progress across the year, identifying with clarity what they have learned, remembered and applied. This reflective culture is a highlight of the provision and acts as both an anchor and catalyst for trainees' professional growth. This strengthens trainees' readiness to meet the demands of the classroom and fills them with a palpable pursuit of excellence. For instance, trainees demonstrate a compelling drive to pinpoint and rectify any areas in which their teaching could be improved. They listen carefully to one another and challenge ideas respectfully.

Across their contrasting school placements, trainees apply taught theory about primary-phase teaching with complete confidence. Day-to-day practice in the classroom exemplifies trainees' mastery of adaptive teaching approaches and how to make best use of these in

different national curriculum subjects. Trainees skilfully refine their modelling, explanations and use of assessment based on pupils' needs and barriers. They teach with accuracy and clarity and identify misconceptions accurately.

During trainees' time at the provider, the support they receive secures a pattern of rapid progression in their knowledge and skills. All trainees, including those with additional barriers to their learning, are remarkably well prepared for their teaching careers. This is reflected in their very high completion rates.

Curriculum, teaching and training

Exceptional 

Every layer of the curriculum mirrors leaders' tenacious focus on guiding trainees to be the very best teachers they can be. Leaders reflect extensively on the knowledge and skills that trainees will need to master. They deliberately seek out the very highest degree of expertise, whether that be internally, from the wider sector or through the most relevant academic research. Leaders then ensure that this permeates every aspect of the initial teacher education curriculum. The curriculum synthesises pedagogical theories and practical application precisely and with impressive agility. At every point in the development of trainees, teaching practice, engagement with academic research and mentoring coordinate in absolute alignment to enhance trainees' expertise. This includes the organisation and delivery of intensive training and practice. Nothing is left to chance with the planning and delivery of the curriculum, whether this takes place centrally or at partnership schools.

Leaders have made the astute decision to bring the quality of subject expertise and specificity from their secondary phase into the primary curriculum. This has resulted in training that supports trainees to acquire a level of subject-specific understanding not routinely seen in primary teacher training programmes. Subject and pedagogical training is precise, ambitious and responsive, with inclusion and safeguarding seamlessly interwoven throughout. Through the programme's expert fusion of subject- and phase-specific content, trainees are continually supported to develop and deepen their understanding of what it means to be an expert teacher of the primary curriculum.

Mentoring is strategically and precisely aligned to curriculum content. Mentors understand very well how each part of the curriculum serves to advance trainees' readiness to teach. As a result, expert mentoring provides timely and specific guidance linked directly to the curriculum components. For example, mentors' sophisticated use of deliberate practice and scripted feedback empowers trainees to enact improvements based on what they have studied. This sharpens trainees' modelling, questioning and task design and improves the quality of their teaching.

Assessment and feedback are purposeful. Both are carefully interlaced within the programme to check that trainees learn the taught content and make the ambitious progress that leaders expect. For example, assessment adeptly draws together trainees' learning from across the curriculum, incorporating a particular focus on mastering professional behaviours. Any gaps in understanding or practice are rapidly identified and closed, with teaching and mentoring customised skilfully to trainees' needs. This serves to expedite trainees' progress even further.

In founding the initial teaching training programme, leaders have been driven by their mission to ensure that pupils in local primary schools receive an education defined by teaching excellence. Leaders have deliberately designed the curriculum with this aim firmly in mind, building on and complementing the trust's existing work on developing teaching expertise across the local community in West London and beyond.

Leaders' work is grounded in research and strengthened by credible external partnerships and rigorous quality assurance. Partnership working is universally cohesive and purposeful. Every decision is made with a clear intention to optimise the quality of the programme. This is not only for the benefit of trainees but also to ensure sustained and wider impact across partnership schools and the teaching profession. Leaders have created a unified programme where pedagogy, mentoring and quality assurance operate in purposeful alignment, coming together to have a transformational impact on trainees.

Professional learning for staff and mentors is precisely aligned with the provider's mission and the content that trainees will learn. For example, leaders have designed and embedded a multi-layered curriculum for mentors, in order to sustain the highest of standards in observation, feedback and target setting. Mentors speak highly about how this curriculum helps to sharpen their feedback and ability to support trainees' progress. A vibrant professional community has formed, where mentors feel confident, supported and able to enact their role with confidence. Leaders do not rest on their laurels, ensuring that insights from quality assurance feed intelligently into continual enhancement of the programme. They continue to enrich professional learning to ensure that tutors and mentors remain in the best possible position to understand and meet trainees' needs. For example, leaders have supplemented the mentoring curriculum with additional content on neurodiversity and how that can impact trainees' progression.

Workload and wellbeing are carefully considered. Leaders respond sensitively when staff need additional support. For example, wellbeing plans and adjusted expectations are greatly appreciated by staff.

Professional behaviours, personal development and wellbeing

Exceptional ●

The provider's transformational offer enables trainees to 'hit the ground running' from their very first days in school. An innovative application process creates the platform for trainees' success, with extensive investment in trainees' professional behaviours and wellbeing prior to the programme's official start date. For example, trainees are deliberately recruited to a particular school within the partnership. Through this, trainees quickly establish a positive rapport with staff who are instrumental to their development. It also enables trainees to become steeped in the professional behaviours expected of them before they even start in the classroom. Crucially, by establishing relationships so early on, leaders anticipate and address any early anxieties trainees may have about managing the expectations and realities of teaching, including workload.

Once trainees commence the programme, the curriculum continues to develop and embed exemplary professional behaviours into their practice. Trainees learn deliberately selected content on what it means to be a teacher, including the challenges and rewards this can

bring. Trainees are kept abreast of how and when to seek out additional help, appreciating the importance of doing so for the benefit of their wellbeing and professional success. Leaders' decisions about how to teach content on professional behaviours are equally deliberate, ensuring that expectations, such as those related to attendance and professional dress, are revisited on a weekly basis. This enables leaders to respond swiftly to even the smallest of potential issues, such as slight changes in a trainee's demeanour. Crucially, the strength of leaders' rapport with trainees means that any follow up is conducted with care, and in a manner that is proportionate and sensitive. For example, for some trainees, one-off adjustments are made to deadlines, while for others, wellbeing plans set out a range of pastoral support to ensure they rapidly reengage with the programme.

Strong standard ●

Inclusion

Strong standard ●

Promoting fairness, success and equality of opportunity for all are intrinsic to everything that leaders do. Inclusion starts at the recruitment stage, with deliberate choices and collaboration on where trainees are placed based on their needs, all-round suitability and what is best for the trainee. For example, some trainees are placed at a school geographically close to them so that, from the outset, barriers linked to caring responsibilities or childcare are reduced.

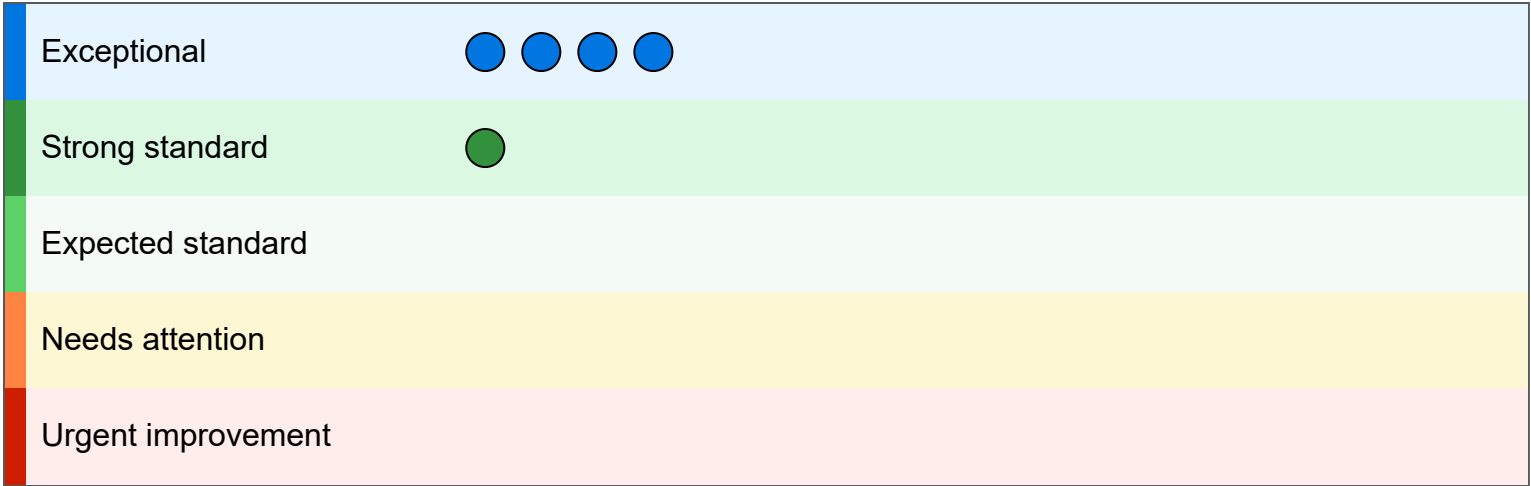
This precision with recruitment closely involves placement schools, meaning that school leaders and mentors are also extremely knowledgeable about the barriers their trainees may face. Leaders ensure that mentors have all the information they need to provide tailored support and act quickly if or when further barriers emerge.

Trainees with special educational needs and/or disabilities or those who face additional barriers to their learning benefit from tailored programmes of support. These break the curriculum into manageable steps for each trainee, leading to clear gains in their knowledge and confidence. These trainees also benefit from a range of planned practical adjustments to enable their full participation, including for example, being sent course materials in advance or making use of caption-enabled software. Trainees who speak English as an additional language are signposted to specialist resources and supported to build their technical vocabulary when needed. This serves to further strengthen their engagement with training.

Next steps

The provider should sustain excellence in its inclusive practices in the primary phase, and where appropriate, make any enhancements to its work to identify and reduce trainees' barriers so that actions have a transformational impact on trainees' experiences.

2. Secondary



 **Compliance, including safeguarding: standards met**

Exceptional

Achievement

Exceptional 

Trainees are extremely well prepared for the realities of teaching, both within the local community and beyond. This is clearly demonstrated by trainees’ classroom practice, which expertly harnesses their cumulative learning about how to promote the best possible outcomes for every pupil. Trainees are held in the highest of regard by partnership schools. The proportion of trainees who secure a teaching post attests to this. Trainees excel when they begin their teaching careers.

Trainees develop a precise knowledge of teaching by the end of the course. Right from the start, they build and apply a depth of knowledge and skills at a remarkable pace. Key to trainees’ success is their ability to apply knowledge in the classroom fluently. This includes seamlessly incorporating their subject-specific appraisals of research. As a result, trainees’ classroom teaching is assured and highly confident. For example, they present new information carefully so that pupils understand it, enforce tight classroom routines and consistently check for understanding, all in a manner optimised to their subject specialism.

Trainees are highly reflective. For example, they demonstrate a particularly nuanced understanding of the effectiveness of support that they provide for pupils with special educational needs and/or disabilities. This subsequently impels trainees to realise meaningful improvements in their practice.

Curriculum, teaching and training

Exceptional 

Leaders have meticulously sequenced the curriculum, ensuring that the content is wholly coherent across all aspects of the course. The curriculum builds trainees’ knowledge of high-quality teaching impressively. Leaders’ skilful and intentional alignment of the

curriculum and school-based practice allows trainees to quickly translate every point of learning into effective classroom teaching. All components of teaching and learning, including assessment, mentoring, subject sessions, and intensive training and practice are integrated with rigorous attention to detail. This results in seamless continuity in how trainees' knowledge and skills are developed and then embedded. This includes, for instance, detailed and practical training on how best to support pupils experiencing vulnerability as well as the risks that pupils might face in the local community.

A distinctive feature of the taught curriculum is how it supports trainees to learn, refine and apply professional behaviours, emphasising how such professional behaviours are inherently connected to and promote effective classroom practice. For example, trainees are assessed against the Nolan principles, including objectivity and accountability. They are guided on how to use these principles to enhance the effectiveness of their teaching. This supports trainees to thrive within a professional school context right from the beginning of the course.

As a result of this highly consistent application of the curriculum across all areas, trainees' learning is accelerated. Every opportunity to improve trainees' knowledge is maximised. This is supported by intricately designed assessment throughout the course. Assessment adeptly draws together trainees' learning and quickly identifies any gaps in trainees' knowledge that are closed quickly. Mentors in school are subject experts. Combining a dextrous blend of challenge and support, they guide trainees' development astutely, including through setting precise and pertinent targets for trainees. This is consistent across all subjects.

All teaching principles are interpreted expertly thoroughly through a subject-specific lens. This enables trainees to master general and subject-specific pedagogical ideas. Subject experts deliver engaging and informative sessions for trainees. These sessions exemplify how effectively the curriculum marries together staff's command of contemporary teaching practice, curriculum expertise, scholarship, and the nuances of teaching in the local area.

The curriculum frequently includes opportunities for trainees to critically analyse research. For example, in History, trainees consider the benefits of retrieval practice and how it contributes to pupils' recall of important curriculum content. Alongside this, trainees consider the risks of misinterpretations, such as those that can arise from teaching pupils isolated historical facts removed from important historical context.

Leadership

Exceptional 

Channelling the trust's moral mission, the initial teacher education offer has been established to realise leaders' unequivocal drive for educational excellence in the community it serves. Every decision and action taken, from trainee placement to school partnerships, considers how pupils, particularly disadvantaged pupils, will be best served. For example, in designing and executing the programme, leaders consider each partnership school's specific needs alongside the needs and prior knowledge of trainees. This targeted and considered approach ensures that trainees are in the right school, on the correct route into teaching and able to flourish. Equally, when choosing curriculum content, leaders deliberately prioritise knowledge that enables trainees to not only become expert teachers of their subject, but also glean powerful insights into how to remove any contextual obstacles to pupils' success.

Leaders have ensured that every aspect of the course is delivered to the highest standard. Quality assurance at all levels is consistent and robust. All leaders and provider staff receive purposeful training and supportive professional coaching in order to carry out their roles highly effectively. Where appropriate and beneficial, this expertise and support comes from experienced professionals drawn from the wider trust. For example, subject leaders are trained to ensure that they deliver training for subject mentors in line with the provider's values and expectations. They are also supported by, and work well with other national subject experts from within and beyond the trust.

The mentoring curriculum is subject specific and tightly tailored to mentors' prior knowledge and skills. Mentors receive pertinent and proportionate feedback that they value and find empowering. This ensures that trainees' learning experience is highly consistent across schools. All teaching staff are enthusiastic and highly motivated. Leaders regularly make sure that staff are valued and their workload is sustainable.

Professional behaviours, personal development and wellbeing

Exceptional 

Leaders have taken a distinctive approach to developing trainees' professional behaviours, with leaders explicitly and deliberately building trainees' professional identity from recruitment onwards. For example, trainees are recruited to a particular partnership school, allowing them to become familiar with and confident about the expectations and routines that lie ahead. This lays the foundation for developing trainees' wellbeing and resilience, which is then enhanced by highly intentional teaching about professional behaviours as trainees progress through the course. For example, trainees are taught how to seek out support, independently manage their own workload and safeguard themselves personally in the workplace. They learn, remember, revisit and apply this knowledge very securely. All of this learning and development are aligned with specific mentor development training. This ensures that mentoring is tuned in to and corresponds with trainees' needs, including supporting trainees to deal resiliently with any setbacks that arise in managing day-to-day school life.

Trainee wellbeing is a priority for all provider staff. Staff closely monitor trainees to identify any emerging concerns quickly and provide a plethora of support for trainees should they need it. For example, trainees are connected with alumni 'buddies' to provide them with a valuable source of informal or practical support.

Leaders use their close relationships with placement schools to ensure that trainees' professionalism is nurtured from interview onwards. By the end of the course, all trainees are professional, punctual and highly motivated to be the best teachers they can be for their pupils. Placement school leaders describe this behaviour as 'habitual', noting that trainees' positive professional behaviours are engrained as a result of the teaching and guidance they receive.

Leaders successfully encourage equality of opportunity and champion inclusion. This sits alongside the provider's vision to empower all trainees to succeed and to promote fairness. For example, trainees are guided sensitively through the recruitment process, from application through to selection. As a result, on commencing the programme, trainees have already begun to benefit from the support that they need to thrive.

The provider's practice, supported by clear policies, ensures that trainees feel fully confident to disclose any learning needs that they may have at any point during the course. Leaders respond to any emerging needs from trainees quickly, including those with identified special educational needs and/or disabilities. They ensure that any barriers to trainees' learning are reduced throughout training sessions and when trainees are on placement. Where necessary, this includes reasonable adjustments and adaptations for trainees. School mentors and all provider staff have the expertise that they need in order to address any barriers to learning that trainees disclose as they arise.

Trainees, no matter their background, have overwhelmingly positive experiences throughout the programme. They are complimentary of the overall effectiveness of the support that they receive. They note that this is down to a combination of many small actions taken by those who support them. This includes compassionate support from mentors and leaders that accumulate to ensure that trainees succeed.

Next steps

The provider should sustain excellence in its inclusive practices in the secondary programme, and where appropriate, making any necessary enhancements to its work to identify and reduce trainees' barriers so that actions have a transformational impact on trainees' experiences.

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

Trainees thrive here. They speak compellingly about how the training ignites their potential and ensures that they 'get to be the best teacher they can be'. Whether they select the primary or secondary phase, trainees experience a curriculum that enables them to become deeply familiar with both subject and pedagogical knowledge. They are empowered to apply this learning with aplomb in the classroom, including deft use of inclusive practices which are attuned to contextual barriers pupils may face. Trainees particularly relish being able to learn from the truly expert practice of their tutors, mentors and peers. This spurs trainees on in critiquing and refining their own practice. They are extremely well prepared for a career in teaching.

Trainees experience a deeply connected and highly supportive programme where they feel and are known as individuals. Each trainees' unique strengths and needs are profoundly respected, resulting in them feeling fully included in the Teach West London community. Trainees value the provider's open culture and how they can ask for help without hesitation. Those trainees who face additional barriers to their learning are meticulously supported, including through practical, individualised adaptations. These adaptations successfully reduce the barriers these trainees face, meaning that they too thrive.

The programme is intentionally structured to optimise how efficiently trainees assimilate and demonstrate new learning in their everyday practice. For example, trainees appreciate how weekly routines, such as the Monday training sessions, have been designed explicitly to help them maintain full focus on their professional growth.

Trusting relationships with highly competent mentors form the cornerstone for trainees' swift transformation from novices to accomplished teachers. Trainees receive precise guidance that reflects their circumstances, enabling them to build a remarkably deep understanding of what effective teaching looks like. Trainees commend how the personalised support from mentors galvanises their understanding and builds their confidence in the classroom. Trainees recognise, for example, how frequent reflection sessions with their mentors are central to their development, helping the trainees to refine and practise the most pertinent content they have learned. This includes building assured and perceptive practice in managing behaviour, establishing routines and meeting the needs of pupils with special educational needs and/or disabilities. For example, trainees are highly knowledgeable about how to apply and adjust adaptations, such as visuals, routines and different communication strategies. They know such approaches strengthen pupils' engagement and enable them to sustain meaningful progress over time. Trainees are also well versed in how to keep pupils safe.

About this inspection

Teach West London Teaching School Hub is based within Ada Lovelace CofE High School and is part of the Twyford CofE Academies Trust. The provider works with a range of local partnership schools but does not have any training partners.

This is the provider's first inspection. It has been operating since September 2024 and this is the second year the provider has been delivering the programme.

Trainees in the primary and secondary phases all undertake a postgraduate route into teaching. In the primary phase, the programme prepares trainees to teach pupils aged 5 to 11. The primary phase also includes a specialist route for teaching pupils with special educational needs and/or disabilities.

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 the head of Teach West London Teaching School Hub, the directors for the primary and secondary programmes and the chief executive officer of the trust during the inspection. They also spoke to a range of staff, school leaders, mentors and trainees.

Lead inspector:

Samantha Ingram, His Majesty's Inspector

Secondary phase lead inspector:

Guy Forbat, His Majesty's Inspector

Team inspectors:

Janet Hallett, Ofsted Inspector

Karen Kent, His Majesty's Inspector

Lisa Smith, 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 22 June 2026

Number of partners and trainees

Education phase	Number of training partners / partner colleges	Number of trainees
Primary	N/A	36
Secondary	N/A	76

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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