

# Kent and Medway Training

Initial teacher education inspection report

Inspection dates      Stage 1: 21 May 2018      Stage 2: 19 November 2018

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This inspection was carried out by Ofsted Inspectors in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase and separate route within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

## Inspection judgements

Key to judgements: grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	<b>Primary and secondary QTS</b>
<b>Overall effectiveness</b> How well does the partnership secure consistently high-quality outcomes for trainees?	2
<b>The outcomes for trainees</b>	2
<b>The quality of training across the partnership</b>	2
<b>The quality of leadership and management across the partnership</b>	2

## Primary and secondary routes

### Information about this ITE partnership

- Kent and Medway Training is a school-centred initial teacher training (SCITT) provider for graduates. Trainees who successfully complete their training are recommended for qualified teacher status (QTS) and may also gain a postgraduate certificate of education from the University of Brighton or Leeds Beckett University.
- Kent and Medway Training was established in September 2002 as a result of a merger between two Dartford-based SCITTs. It offers School Direct salaried and non-salaried training routes for primary and secondary trainees. Secondary trainees in 2017/18 specialised in English, mathematics, biology, chemistry, physics, art, business, computing, dance, technology, drama, economics, geography, history, modern foreign languages, psychology, physical education or religious education.
- The SCITT is based at Leigh Academy in Dartford. The partnership works in close collaboration with 31 primary and 41 secondary schools across Kent and Medway. Both local authorities operate selective school systems, so the provider works with a range of schools, including single sex, mixed sex, comprehensive and grammar schools. Training schools are grouped together in regional hubs based in Dartford, Medway and West Kent.
- At the time of stage 1 of the inspection, there were 34 primary trainees and 88 secondary trainees. In September 2018, 41 primary trainees and 123 secondary trainees began their training. The partnership was previously inspected in April 2012 and found to be good overall.

### Information about the primary and secondary ITE inspection

- During stage 1 of the inspection, inspectors observed the teaching of 18 trainees, in 11 schools. At stage 2, inspectors observed the teaching of 20 newly qualified teachers (NQTs) in 11 schools. Seven trainees were observed at both stages of the inspection. Inspectors conducted the majority of observations jointly with school staff at both stages of the inspection.
- Inspectors also met with the director of ITT, the primary director and the hub directors as well as the education improvement officer, professional tutors, lead mentors, mentors and headteachers at both stages of the inspection. Inspectors took account of 65 responses to Ofsted's trainee online questionnaire, which trainees completed between May and July 2018.
- At both stages of the inspection, inspectors evaluated a range of evidence, including improvement plans, self-evaluation, training documents, trainees' files and transition documents, as well as information on the attainment and progress

of trainees. They considered employment and completion rates from 2014 onwards.

## **Inspection team**

Paul Metcalf OI, lead inspector

Wayne Stallard OI, assistant lead inspector

Caroline Walshe OI, team inspector (stage 1)

Suzanne Bzikot OI, team inspector (stage 2)

## **Overall effectiveness**

**Grade: 2**

### **Key strengths of the primary and secondary partnership**

- Leaders, in close cooperation with the hub schools, work very hard to attract quality trainees. Selection processes are thorough and demanding. Employment rates are above sector averages, with the majority of trainees staying on in partnership schools.
- Trainees and NQTs have strong subject knowledge. They demonstrate positive attitudes and contribute considerably to the wider life of the school. They are skilled at developing purposeful and productive working relationships in the classroom and across the school community.
- Trainees and NQTs are committed, reflective, resilient and determined to be the best they can. They are confident in implementing effective behaviour management strategies and ensuring that the pupils they teach have positive attitudes to their learning.
- Schools and mentors ensure that trainees receive strong support throughout their training year. Mentors are determined and committed to ensuring that trainees develop to the best of their potential. The programme is tailored so that trainees benefit from a wide range of professional and subject-focused support.
- Training takes good account of trainees' starting points. Centre-based and school-based training is personalised and makes extensive use of effective teachers from partnership schools. Trainees' attainment across all the teachers' standards is tracked; the provider's judgements of outcomes are accurate.
- The quality of care, concern and support which the partnership offers for trainees' welfare, health and well-being is a particular strength. This enables trainees to complete their training successfully, and many go on to take up management positions. Centre-based staff's support for partner schools, trainees and NQTs was widely acknowledged.

## **What does the primary and secondary partnership need to do to improve further?**

### **The partnership should:**

- ensure that there is greater consistency in setting precise targets to improve trainees' teaching during training and on transition to their first posts
- improve monitoring and quality assurance practices to pick up and remedy any relative weaknesses in provision quickly
- ensure that available data is analysed critically to better inform development planning and support self-evaluation
- review the length and timing of the second placement so that it better complements and enhances trainees' first placements.

### **Inspection judgements**

1. The overall effectiveness of the partnership is good. Leaders in partnership schools and NQTs themselves are positive about the quality of training provided. Course leaders are committed and dedicated to maintaining high standards of training, support and outcomes for trainees. The course director capably manages an effective team who work very well together.
2. The quality of outcomes is good. Leaders, managers, tutors and mentors have worked purposefully and persistently to develop, establish and advance the partnership's core principles of quality teacher training. Primary and secondary trainees awarded QTS at the end of their training exceed the minimum level of practice expected of teachers at that point in their career. They demonstrate consistently high standards of personal and professional conduct.
3. Completion rates are in line with sector and regional averages, but there are some minor variations by phase, subject and gender. Completion rates in the primary phase are higher than in the secondary phase. They are above the national average in English, chemistry and geography, but below in biology, history and modern foreign languages.
4. In other subjects, small numbers of trainees do not make comparisons possible. Leaders are meticulous in evaluating the reasons why trainees have left the course but have not sufficiently analysed data well enough to appreciate that the large majority of trainees who withdrew in 2017/18 were young and male.
5. Trainees and NQTs are valued and appreciated by their placement and employing schools. Employment rates are above average overall, with most trainees being employed in partnership schools. Employment rates are above the national average in English, biology, geography and physical education, but below in chemistry and modern foreign languages. Many mentors and middle managers in schools are former trainees from the partnership. Former trainees

spoke highly of the partnership and the support given in their teaching and their careers.

6. Trainees and NQTs have strong subject knowledge and make good use of resources in their classrooms. For example, in a Year 8 science lesson on the digestive system, the NQT made good use of his knowledge of the subject to show how food was processed through the body. Resources such as a plastic bag for the stomach and a stocking for the gut were used very well to illustrate the organs of digestion and the breakdown of food. As a result, pupils appreciated how digestion worked as well as learning the associated subject-specific vocabulary.
7. In lessons observed, trainees and NQTs enjoyed positive and productive relationships with their pupils. In the primary phase this was evident in the manner in which trainees and NQTs developed a supportive learning environment where pupils felt happy to take risks. In the secondary phase particularly, trainees and NQTs willingly and enthusiastically contributed to the wider life of their schools through organising visits and extra-curricular activities. These opportunities allowed them to establish positive relationships with pupils outside and inside the classroom.
8. Trainees' and NQTs' appreciation of how to manage classrooms is particularly strong. Responses to the trainee online questionnaire confirm that trainees feel they know how to promote good behaviour and implement a range of behaviour management strategies. Behaviour management, seen across a range of schools, was a strength of trainees and NQTs. Trainees and NQTs value the training offered across their placement schools to develop a wide range of behaviour management strategies.
9. The partnership is working to further strengthen trainees' understanding of the use of available assessment information to support the learning of all groups. This includes pupils with special educational needs and/or disabilities, those who speak English as an additional language and those of high ability. Feedback from trainees has been used well to identify these areas, and the programme for 2018/19 gives an even greater focus to these aspects.
10. Good-quality training develops trainees and NQTs into reflective and confident teachers who are committed to their own professional development. High-quality personal and academic support enables trainees to develop the resilience necessary to meet the demands of teaching. Their willingness to seek and act on advice enables them to continue to develop their practice.
11. The partnership offers a coherent programme of training that considers trainees' starting points and develops their strong subject knowledge. Centre-based and school-based training align well to ensure that trainees quickly develop an extensive range of teaching skills. Centre-based training is of a very

high quality and makes extensive use of teachers from partnership schools. These arrangements strengthen the relationship between the provider and the schools as well as offering useful professional development for the teachers who are involved.

12. In the primary phase, all trainees have a strong understanding of early mathematics due to the high-quality training. The provider has strengthened the arrangements to ensure that all primary trainees have sufficient experience teaching in key stage 1 and key stage 2. Similarly, all primary trainees now have multiple opportunities to teach systematic synthetic phonics and physical education. The primary programme is well designed to ensure that all trainees are well supported to teach the breadth of the primary curriculum.
13. In an area of selective education, leaders take great care to organise contrasting placements, which ensures that trainees gain experience of working with pupils from a wide range of backgrounds. However, trainees raised concerns about the length of this placement, which for salaried trainees is only three weeks long. Although data does not highlight any significant differences in outcomes between salaried and non-salaried routes, trainees are adamant that the longer time allows them to better develop their skills in a contrasting placement and improve their confidence overall.
14. Well-focused training sessions enable all trainees to be confident and competent, especially in planning engaging lessons and supporting behaviour management. Mentors are ambitious for their trainees. They evaluate trainees' performance accurately, although written targets sometimes lack precision and clarity in identifying next steps. All mentors have attended training and say this has been very useful in supporting their own professional training and development. A certificated mentor training programme has just been introduced and has received high take-up from mentors across the partnership.
15. Leadership and management are good. The provider, in close cooperation with the hub schools, works very hard to attract quality trainees. The selection process is thorough but, trainees say, fair. Interview tasks are well designed to identify suitable trainees and carefully match them to the requirements of the partnership school. The effectiveness of the selection process is reflected in the high completion and employment rates.
16. Leaders effectively and regularly track trainees' attainment across all of the teachers' standards. They identify when there is any underachievement and offer remedial support accordingly. However, shortfalls in provision are not always picked up quickly enough. Trainees' health, welfare and well-being are supported particularly well by the partnership. National priorities, including managing workloads and developing resilience, are taken into account throughout the course.

17. Emerging areas for improvement from stage 1 were quickly and robustly addressed. For example, the reformatting of subject knowledge audits has had a positive impact by raising the profile of subject knowledge development for trainees and mentors. Additional training in phonics is being provided, along with a reflection activity that requires trainees to explore phonics in their setting and critically reflect on their teaching of it.
18. The partnership's improvement plan addresses the areas of improvement well. The partnership demonstrates good capacity to make further improvement. School leaders demonstrate determination to take any actions required to secure further improvements. Since the last inspection, the provider has maintained completion and employment rates, although target-setting is still variable across the partnership.
19. The transition document is welcomed by schools receiving NQTs, especially where the NQT is new to the school. In a small number of cases, transition documents lack clarity in terms of targets for the NQT year. For example, general targets such as 'PE subject knowledge and teaching strategies' were not found to be particularly helpful. Non-partner schools, in particular, found the documents helpful in deciding priorities for the induction year but would still welcome more information about trainees' strengths and areas for further improvement.
20. Headteachers, mentors and trainees appreciate the approachability of the partnership team. Many commented on the very good communication and the additional support offered for trainees and NQTs. Schools, including non-partner schools, trainees and NQTs, all reported a very high degree of satisfaction with the SCITT. Schools were happy with the high calibre of their NQTs. Trainees and NQTs spoke highly of the provision. One NQT commented, 'They know you really well and make you feel important'.
21. The SCITT is fully compliant with the criteria for initial teacher training (ITT). The partnership meets all statutory requirements in relation to safeguarding, the promotion of equality and diversity, and the elimination of discrimination. All trainees and NQTs consistently demonstrate high standards of personal and professional conduct in all areas of school life. Trainees and NQTs spoken to also confirmed that they have been well trained in the 'Prevent' duty, cyber bullying, female genital mutilation, child sexual exploitation and the dangers of extremism. They demonstrate a good understanding of how to promote British values and are well aware of the risks of radicalisation.

## **Annex: Partnership schools**

The following schools were visited to observe trainees' and NQTs' teaching:

Dartford Grammar School, Dartford  
Dartford Science & Technology College, Dartford  
Fleetdown Primary School, Dartford  
Howard School, Rainham  
Hundred of Hoo Academy, Rochester  
Leigh Academy, Dartford  
Manor Community Primary School, Swanscombe  
Maplesden Noakes School, Maidstone  
Mascalls Academy, Tonbridge  
Palace Wood Primary School, Maidstone  
Robert Napier School, Gillingham  
Rochester Grammar School, Rochester  
St Botolph's Church of England Primary School, Gravesend  
Strood Academy, Strood  
Thomas Aveling School, Rochester  
Wentworth Primary School, Dartford  
Wilmington Academy, Dartford



## ITE partnership details

Unique reference number	70055
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Inspection dates	21 May 2018
Stage 1	
Stage 2	19 November 2018
Lead inspector	Paul Metcalf OI
Type of ITE partnership	SCITT
Phases provided	Primary and secondary
Date of previous inspection	April 2012
Previous inspection report	<a href="https://reports.ofsted.gov.uk/provider/41/70055">https://reports.ofsted.gov.uk/provider/41/70055</a>
Provider address	c/o Leigh Academy Green Street Green Road Dartford Kent DA1 1QE



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