

# The Kemnal Academies Trust School Centred Initial Teacher Training

The Atkins Centre, Sevenoaks Way, Sidcup DA14 5AA

## Inspection dates

21 to 24 March 2022

## Inspection judgements

Primary and secondary age-phase combined

### Overall effectiveness

**Good**

The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

## What is it like to be a trainee at this ITE partnership?

Trainees rate the Kemnal Academies Trust School Centred Initial Teacher Training (TKAT SCITT) highly. Everyone involved, from trainees through to professional mentors and headteachers, confirms that well-being is a high priority. Trainees feel well supported by their placement schools and by the TKAT central team. Trainees' responses to the online questionnaire were equally positive, with nearly all saying that they would recommend the provider to others.

Communication between trainees, mentors, programme leads, lead subject tutors and schools is strong. This includes the clarity with which the partnership's expectations are set out in the wide range of documents, including the trainees' handbook. This ensures that everyone knows who is responsible for what. Roles and responsibilities are well defined and understood.

The central training prepares trainees effectively for the rigours and realities of the classroom. The training programme includes specific sessions about behaviour management, and the needs of pupils with special educational needs and/or disabilities, and those who speak English as an additional language. Trainees' understanding of safeguarding develops securely.

The partnership's work to enable trainees to understand the pedagogy of their subject and phase is effective. Trainees are knowledgeable about current research into teaching. For example, work on the retrieval of information and cognitive overload is a key aspect of the training. Trainees use this information well to develop their classroom practice.

## Information about this ITE partnership

- The TKAT SCITT is a consortium that opened in September 2012. It provides primary and secondary teacher training in south-east London, Essex, East Sussex, West Sussex, Hampshire and Kent. The SCITT is based at The Kemnal Academies Trust, The Atkins Centre, Kemnal Technology College, Sevenoaks Way, Sidcup DA14 5AA.
- The TKAT SCITT provides programmes for the School Direct (SD) route into teaching.
- Trainees who complete the course are recommended for qualified teacher status. Trainees can choose to also complete the Post Graduate Certificate in Education (PGCE) with Leeds Beckett University.
- During the inspection, 91 trainees were on the SD programme. The subjects being studied were:
  - art and design
  - biology
  - chemistry
  - computing
  - dance
  - design and technology
  - drama
  - English
  - history
  - mathematics
  - modern languages
  - music
  - physical education (PE)
  - primary
  - religious education (RE).
- During the inspection, there were 36 primary-phase trainees and 55 secondary-phase trainees.
- The partnership uses 17 secondary and 29 primary schools to provide placements for trainees.

## Information about this inspection

- The inspection was carried out by four Her Majesty's Inspectors (HMI).
- The inspectors visited schools to talk to trainees, mentors and professional tutors. They also carried out remote discussions with trainees and leaders from other schools.
- Inspectors held meetings with five SCITT leaders and 25 trainees. They also spoke to early career teachers, lead subject tutors, professional mentors and mentors, school leaders and one of the directors of education for the trust.
- Inspectors carried out focused reviews in secondary mathematics, science (biology and chemistry), history and dance. In the primary phase, focused reviews were carried out in early reading, mathematics and PE.

- Inspectors considered a wide range of documentation, including details of the central training programme, subject and primary programmes, the SCITT's self-evaluation document, published information and the SCITT's records about trainees' development.
- Inspectors visited or spoke with staff and trainees from 17 partnership schools.
- Inspectors considered the results of surveys completed for the inspection by 35 trainees and 18 members of staff.

## **What does the ITE partnership do well and what does it need to do better?**

Leaders have developed their curriculum considerably since the previous inspection in 2014. The provision has been extended to include the primary phase, and the central course has been comprehensively revamped. The training programme incorporates fully the core content framework requirements. Leaders have designed an ambitious curriculum. It is both realistic and flexible. This ensures that the curriculum takes full account of trainees' needs, and supports them well in preparing for their careers in teaching.

The structure of the programme has a clear rationale, and includes a strong focus on trainees' well-being. Each element of the programme slots together well. Consequently, the course is sequenced effectively, enabling trainees to develop their expertise and to work towards meeting the professional standards required by the end of their training.

The subject and phase programmes are also well sequenced. In primary and secondary mathematics, for example, the programme uses the national curriculum as its framework, but is adjusted to meet each trainee's prior experience. The content taught in most other aspects of the programme is equally well selected. In history, for instance, leaders have thought carefully about the essential elements they want trainees to know, experience and apply.

Leaders have ensured that early reading is given proper attention throughout the course. This includes a clear focus on systematic synthetic phonics and the importance of matching reading books to the sounds that pupils are learning. Trainees who teach mainly in key stage 2 get full access to the training and guidance on early reading. Where mentors identify gaps in knowledge, trainees receive additional input and support.

The link between the central training and the school-based programme is explicit and purposeful. School mentors give trainees weekly objectives based closely on the ideas and concepts taught in the centre-based training. School-based work focuses sharply on helping trainees to put into practice what they learn.

The processes to assure the quality of the programme, including trainees' progress, are thorough. Regular visits to trainees by programme leads help to ensure that the quality of school-based mentoring is strong. Areas for improvement are clearly identified. The assessment of trainees is equally rigorous. The partnership's criteria have been thought through carefully and are used effectively to develop both the programme as a whole and trainees' learning. For example, where necessary, trainees receive bespoke input to fill gaps and firm up their understanding of essential ideas and concepts.

Lead subject tutors have a suitably high level of subject expertise. Leaders check carefully that the phase programmes delivered in schools align with, and reinforce, the central training. However, in some subjects, leaders' checks on the subject-specific content being delivered are not as thorough. In some of the secondary subject training, full consideration has not been given to the enhancement of trainees' expertise in, and knowledge of, their own subject. This means that, on occasion, the programme does not pinpoint and address aspects of secondary trainees' subject knowledge that need to be strengthened.

## **What does the ITE partnership need to do to improve the primary and secondary combined phase?**

### **(Information for the partnership and appropriate authority)**

- In some of the secondary programmes, especially in foundation subjects, the subject specificity element is not as well defined as the generic pedagogical knowledge. As a result, there are inconsistencies in how well trainees are supported in enhancing their own subject knowledge. Leaders need to sharpen their oversight of the secondary subject programmes. They need to check carefully that all trainees are able to deepen their own subject knowledge, and in turn be fully prepared for the demands of teaching.

## **Does the ITE partnership combined primary and secondary phase comply with the ITE compliance criteria?**

- The partnership meets the DfE's statutory compliance criteria.

## ITE partnership details

**Unique reference number** 70276

**Inspection number** 10216357

This inspection was carried out by Her Majesty's Inspectors (HMI) in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook set out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

**Type of ITE partnership** School-centred initial teacher training

**Phases provided** Primary  
Secondary

**Date of previous inspection** 12 May 2014

## Inspection team

Brian Oppenheim, Lead inspector Her Majesty's Inspector

Jasper Green Her Majesty's Inspector

Samantha Ingram Her Majesty's Inspector

Sophie Welch Her Majesty's Inspector

## Annex: Partnership settings, schools and colleges

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phase	Date joined	Current Ofsted grade
Cleeve Park School	138686	Secondary	September 2012	Requires improvement
Debden Park High School	136555	Secondary	September 2012	Outstanding
Gray's Farm Primary Academy	139639	Primary	September 2015	Good
East Wickham Primary Academy	136599	Primary	September 2015	Good
King Harold Business & Enterprise Academy	136342	Secondary	September 2012	Good
Old Bexley Church of England School	142228	Primary	September 2015	Good
Prendergast Ladywell Primary School	100747	Primary	September 2015	Good
Royal Park Primary Academy	142723	Primary	September 2015	Good
Seymour Primary School	138645	Primary	September 2015	Good
St Paul's Cray Church of England Primary School	146842	Primary	September 2015	Good

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