

# Kent and Medway Training

Leigh Academies Trust – Strood Academy, Carnation Road, Rochester, Kent ME2 2SX

## Inspection dates

3 to 6 May 2022

## Inspection judgements

	Primary age-phase	Secondary age-phase
<b>Overall effectiveness</b>	Good	Good
The quality of education and training	Good	Good
Leadership and management	Good	Good
Overall effectiveness at previous inspection	Good	Good

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

Trainees choose Kent and Medway Training (KMT) because of its commitment to ensuring that trainees emerge fully prepared for the profession and equipped to continue to develop and thrive. Good communication between centre-based leaders and school-based staff mean that trainees experience a consistently high level of training and support.

Trainees feel empowered and confident because they get to gradually develop their knowledge. The course carefully combines training with meaningful school experiences. It allows trainees to observe and learn from experts in schools, to try new things and learn from mistakes in a supportive environment. The new curriculum is, however, still being refined to further develop subject specificity.

The pedagogical aspect of training is strong. Trainees learn the importance of well-sequenced learning and purposeful assessment, how to create an inclusive classroom and understanding why some pupils may struggle to learn and how to support them. Safeguarding pupils is woven in from the word go. Of particular note is how trainees learn how good behaviour is rooted in positive relationships and high expectations.

Trainees know that teaching is a rewarding, but demanding profession. They appreciate the various strands of support leaders put in place to help them look after their own well-being and manage their workload.

## Information about this ITE provider

- KMT works with close to 200 primary and secondary schools across Kent, Medway and the London boroughs of Bexley and Greenwich to offer different routes to qualified teacher status (QTS). The partnership operates through a hub model in secondary, covering East Kent, North Kent, West Kent, and Medway and Maidstone. Most of the schools in the partnership were graded good or outstanding at the time of their last inspection.
- Leigh Academies Trust (LAT) is the accredited entity for the provider. The chief executive officer (CEO) of the trust chairs the strategic board and line manages the senior director of initial teacher training (ITT). Thames Gateway teaching school hub also sits within the trust.
- In both the primary and secondary phases, most trainees, or associate teachers as they are known, follow either the School Direct or School Direct (salaried) routes. A very small number follow the Assessment Only or, for some secondary mathematicians or physicists, the Future Teaching Scholars routes.
- Primary training covers the five to 11 years age phase. Secondary training covers either 11 to 16 years or 11 to 18 years. All trainees have the option to study for a Postgraduate Certificate in Education (PGCE) awarded by Leeds Beckett University.
- In 2021/22, secondary trainees were training to teach the following subjects: art and design, biology, business studies, chemistry, citizenship, classics, computing, dance, design and technology, drama, economics, English, French, geography, German, health and social care, history, mathematics, media, music, psychology, physical education, social science, and religious education.
- Over recent years the number of trainees has increased year on year. At the time of the inspection, there were 70 primary and 164 secondary trainees. The majority were following the School Direct route into teaching.

## Information about this inspection

- This inspection was carried out by eight of Her Majesty's Inspectors (HMI).
- Inspectors met with the CEO and the people director from LAT, members of the strategic board, the senior director of ITT, the hub directors and their deputies, the primary director and deputy primary director, the head of recruitment and operations and director of professional learning and development for the teaching school hub.
- The inspection team conducted focused reviews in a sample of subjects. In the primary phase, these were in: early reading, mathematics, science, history and physical education. Inspectors looking at the secondary phase covered: art, chemistry, design and technology, English, history and modern foreign languages.
- To carry out the focused reviews, inspectors met with leads for the subject, scrutinised course documents and, in some instances, observed training. Inspectors visited schools to talk with trainees, mentors and senior leaders. They looked at evidence of trainees' learning and, where possible, observed them teaching the subject under review.

- Inspectors visited 13 schools as part of the focused reviews, meeting with 20 trainees in person and four online. During the course of the inspection, they spoke with another 17 trainees and groups of early career teachers, mentors, subject leads and headteachers online. The inspection team also took account of trainee and staff views through responses to Ofsted's surveys.

# Primary phase report

## **What works well in the primary phase and what needs to be done better?**

Leaders have carefully designed a curriculum that equips trainees with the knowledge and skills they need to be effective primary school teachers. Trainees learn to appreciate and understand effective approaches used in primary education to help pupils to develop solid foundations in learning. Leaders work effectively with a range of expert trainers to continually improve and refine the curriculum. They are guided by the core content framework and have used this well to focus their curriculum development.

Placement schools are carefully chosen to help trainees make the most of their experience. Strong links and communication between partnership leaders and schools mean that trainees benefit from focused and supportive mentorship. Mentors use their knowledge of what trainees have learned during training well to help them to deepen their understanding in school. Ongoing training for mentors is ensuring consistency in assessing trainees' learning as the new curriculum beds in.

In most instances, trainees learn a subject's foundational knowledge and develop their understanding gradually. They hone their skills in school and build on their learning in subsequent tutorials. For example, trainees studied theories of early mathematics and observed teaching in school. They then learned how to support pupils who struggle in mathematics and designed plans to help these pupils.

In a small number of subjects, trainees do not learn content as effectively because training does not revisit what they have previously studied to build their understanding. Across the curriculum, targets for trainees are not always precisely focused on enhancing trainees' knowledge of curriculum subjects and how best to teach these.

Trainees gain a clear understanding of how to teach early reading. They learn how to teach phonics effectively and build on their theoretical understanding through focused observation and meaningful experiences in school. Trainees know how to identify and support any pupils who are not readily grasping early reading skills. The focus on how to support pupils with special educational needs and/or disabilities is a particular strength of the course.

Schools are delighted to be part of the partnership. Headteachers appreciate the support they receive from partnership leaders and benefit from the fresh knowledge and ideas that trainees bring. Partnership leaders ensure they have a clear understanding of how well mentors are supporting trainees and use this to provide additional guidance and training when needed.

Trainees are taught to manage their workload and maintain their mental health. The 'Bounce Forward' programme helps trainees to understand their emotions, strengths and weaknesses, meaning they can recognise snags and get support at an early stage.

## **What does the ITE partnership/provider need to do to improve the primary phase?**

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

- In a small number of subjects, training is delivered in isolated sessions, which hinders trainees building their knowledge over time. More generally, trainees' targets do not sharply focus on their subject knowledge. Leaders should ensure that trainees build their subject-based learning gradually across all subjects and that mentors use this as a basis to check trainees' knowledge and inform next steps.

## **Does the ITE partnership/provider primary phase comply with the ITE compliance criteria?**

- The partnership meets the DfE statutory compliance criteria.

# Secondary phase report

## **What works well in the secondary phase and what needs to be done better?**

Leaders have designed an ambitious curriculum that embeds the core content framework well and is informed by relevant academic research. They have ensured that the partnership's vision to provide high-quality education for trainees shines through their curriculum design. Leaders maintain consistent standards in training, trainee support and monitoring across the four geographical hubs within the partnership. Trainees are well prepared to enter the teaching profession when they finish the programme.

In September 2021, leaders introduced refinements to the training course. Although they have made considerable changes, the curriculum content does not go into enough depth in some respects. While trainees develop their own subject knowledge well, they do not always have a deep enough understanding about how pupils learn within subjects. Leaders are aware of this and are already reviewing subject-specific content ahead of the next training year.

There are strong and purposeful links between centre-based training and school-based training, particularly in professional studies. Subject leaders ensure that learning from taught sessions is built on in trainees' schools effectively. For example, the training session 'the inclusive classroom' teaches trainees about meeting the needs of pupils with special educational needs and/or disabilities. Trainees use learning from this training to plan and reflect on lessons taught at their school placement. Trainees also experience frequent opportunities to observe teachers' expert practice. Trainees are supported well to plan, teach and review their own lessons.

Leaders have a firm grasp on the quality of mentoring across the hubs. Hub directors visit schools, meet with mentors and check the content and regularity of meetings between trainees and mentors. Leaders ensure that mentors have strong subject knowledge and considerable expertise. If a mentor's performance is not consistent with the partnership's high standards, leaders intervene effectively. Those new to the mentor role are supported in getting to grips with the demands of the programme quickly.

Leaders assess trainees' progress through the intended curriculum accurately. Assessment opportunities throughout the year encourage trainees to reflect on their learning and teaching. However, the assessment of trainees' understanding about how pupils learn within subjects is less well developed.

Trainees learn the intended curriculum well. They retain knowledge from their training and use pertinent research to improve their practice. Trainees evaluate their strengths and areas for development with their mentors and professional tutors frequently.

Leaders prioritise trainees' welfare and workload. Trainees benefit from training sessions on managing their own workload and well-being. Trainees and early career teachers comment

on the high-quality provision in this respect. Leaders deal with trainees' well-being concerns sensitively and proactively.

## **What does the ITE partnership/provider need to do to improve the secondary phase?**

### **[Information for the partnership and appropriate authority]**

- Subject-based aspects of the curriculum do not address how pupils learn in individual subjects in enough depth. Furthermore, trainees are not assessed fully on how well they develop their knowledge in this area. Leaders should further strengthen the curriculum and assessment so that trainees deepen their understanding of their specialist subjects.

## **Does the ITE partnership/provider secondary phase comply with the ITE compliance criteria?**

- The partnership meets the DfE statutory compliance criteria.

## ITE partnership/provider details

<b>Unique reference number</b>	70055
<b>Inspection number</b>	10230353

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

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

<b>Type of ITE / Provider</b>	School-centred initial teacher training
<b>Phases provided</b>	Primary Secondary
<b>Date of previous inspection</b>	21 May and 19 November 2018

## Inspection team

Alison Bradley, Overall lead inspector	Her Majesty's Inspector
Daniel Lambert, Phase lead inspector (primary)	Her Majesty's Inspector
Harry Ingham, Phase lead inspector (secondary)	Her Majesty's Inspector
Aimee Floyd	Her Majesty's Inspector
Julie Sackett	Her Majesty's Inspector
Laurie Anderson	Her Majesty's Inspector
Matthew Haynes	Her Majesty's Inspector
Shaun Jarvis	Her Majesty's Inspector



## Annex: provider settings, schools and colleges

Inspectors visited trainees and staff at the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phase</b>
Barnsole Primary School	144423	Primary
Cherry Orchard Primary Academy	142517	Primary
Herne Bay High School	136465	Secondary
Milestone Academy	137883	Primary
Oaklands School	148117	Primary
Snodland Church of England Primary School	118846	Primary
St George's Church of England School	137609	Secondary
The Brent Primary School	140592	Primary
The Judd School	118843	Secondary
The Leigh Academy	135297	Secondary
The Leigh UTC	140987	Secondary
The Maplesden Noakes School	137833	Secondary
The Robert Napier School	138511	Secondary

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/publications/complaints-about-ofsted](http://www.gov.uk/government/publications/complaints-about-ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.reports.ofsted.gov.uk](http://www.reports.ofsted.gov.uk).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022