

Inspection of Harris Federation

Inspection dates: 23 to 25 January 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Apprenticeships	Good
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

The Harris Federation is a multi-academy trust of 54 primary and secondary schools in and around the London area. The federation started teaching apprenticeships as an employer-provider in 2019. It provides the level 3 team leader or supervisor and the level 5 coaching professional standards-based apprenticeship programmes. Apprentices are school-based leaders or work across their trust supporting schools.

At the time of the inspection, there were 24 apprentices in training. Most apprentices study the level 5 coaching professional apprenticeship programme.

What is it like to be a learner with this provider?

Apprentices study an ambitious curriculum, which has a very positive impact on their development. Their training extends beyond the requirements of the apprenticeship programme. For example, they work towards additional professional coaching accreditation and participate in supervision sessions. These sessions provide apprentices with a safe space to share and learn from each other's experiences and help them develop the confidence to provide coaching to others successfully.

Apprentices are motivated at work and in learning because of the good quality of education that they receive. Tutors create learning environments that are supportive and respectful. Apprentices develop their self-awareness and critical thinking skills. They become reflective practitioners because of their training. They enthuse about the power of coaching and champion the coaching philosophy in their settings.

Apprentices quickly become skilled practitioners. For example, they develop their approaches to coaching and move from a mentoring to a coaching approach, apply coaching tools and use questioning effectively in their roles.

Apprentices have sound knowledge of the dangers and risks associated with radicalisation and extremism. They consolidate what they already know about these topics from their roles in schools via the online training modules they study. Apprentices know who to turn to if they have a concern about their own or others' welfare or safety.

What does the provider do well and what does it need to do better?

Since the monitoring visit in July 2022, leaders have taken effective actions to make improvements to the provision so that apprentices remain on programme and receive good education and training. In the first cohort of apprentices, too many did not achieve their apprenticeship within the planned time and too many withdrew from the programme. Leaders now make sure that, from the start, apprentices and their line managers have a sound understanding of the requirements and demands of an apprenticeship programme. Of current apprentices, most remain on their programme and make good progress.

Programme leads work well with external experts to design the curriculum. They make sure that topics are sequenced effectively so that apprentices develop highly relevant skills and knowledge. For example, level 5 coaching professional apprentice tutors first teach apprentices the foundation knowledge they need, such as the principles of coaching and theory relating to psychology and neuroscience. They then teach practical coaching techniques and how to apply these in practice.

Leaders and managers make sure that apprentices are taught by highly skilled and experienced tutors and programme leads. Leaders support tutors to keep their industry knowledge up to date through relevant professional development such as

advanced coaching practitioner training. This helps tutors to introduce new and relevant content to the curriculum, such as coaching techniques.

Tutors use a range of effective strategies to make sure that apprentices remember what they are taught. They provide developmental feedback to apprentices from observations of their coaching sessions. They affirm for apprentices what they know and can do and identify well the areas for further development. Apprentices appreciate the constructive feedback they receive.

Line managers provide effective support for apprentices at work. They make sure that apprentices have good opportunities to consolidate, practise and develop their coaching skills. Line managers take an active part in reviewing the progress that apprentices make by, for example, attending apprentices' reviews with their tutors. At these reviews, tutors focus well on identifying the knowledge, skills and behaviours that apprentices develop, as well as the areas in which they can make further improvements.

Tutors create good opportunities within the programme for apprentices to prepare for their final assessments by integrating assessment methodology into the training. For example, they carry out frequent observations of, and provide feedback to, apprentices on coaching sessions. Apprentices are confident to talk about their coaching and the strategies they use.

Line managers value the positive contribution that apprentices make at work. However, leaders and managers do not always make sure that all apprentices develop all of the required professional behaviours for work. Leaders do not place sufficient priority on apprentices keeping up-to-date records of their training, progress and coaching sessions. This means that apprentices' training records are incomplete and, as they come to the end of their training, apprentices have much work to complete before they can take their final assessments.

Tutors give apprentices suitable careers advice and guidance. They do this through discussions with apprentices throughout their apprenticeship. As a result, apprentices are aware of future career and professional development opportunities. The majority of level 3 team leader or supervisor apprentices gain promotions to more senior roles or take on additional leadership responsibilities within the academy schools and within the federation when they complete their apprenticeship.

The board of governors has thorough oversight of the provision. Leaders and managers provide the board with good-quality information at their regular board meetings. This means that board members are well informed and, for example, are able to monitor leaders' implementation of their quality improvement plan. They challenge leaders and managers effectively and hold them to account to make improvements to the provision.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Make sure apprentices keep their training records and work up to date so they are ready to take their final assessments.
- Make sure that apprentices complete their training and achieve within the planned time.

Provider details

Unique reference number	2630966
Address	4th Floor, Norfolk House 15 Wellesley Road Croydon CR0 1LH
Contact number	0203 893 7737
Website	www.harrisfederation.org.uk
Principal, CEO or equivalent	Sir Daniel Moynihan
Provider type	Independent Learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	N/A

Information about this inspection

The inspection team was assisted by the lead for apprenticeships, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Joanna Walters, lead inspector

His Majesty's Inspector

Jon Bowman

His Majesty's Inspector

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