

Red Kite Teacher Training

Pannal Ash Road, Harrogate HG2 9PH

Inspection dates

5 to 8 February 2024

Inspection judgements

	Primary age-phase	Secondary age-phase
Overall effectiveness	Outstanding	Outstanding
The quality of education and training	Outstanding	Outstanding
Leadership and management	Outstanding	Outstanding
Overall effectiveness at previous inspection	Good	Good

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

Trainees at Red Kite Teacher Training aspire to be the best teachers they can be. Staff communicate and model high expectations for trainees. Trainees develop into confident and well-informed practitioners.

Trainees experience high-quality training underpinned by well-chosen age and subject-specific practice. They benefit from training that is intelligently aligned across the centre and placement schools. For example, mentors help trainees deepen their understanding of central training on early reading in their evolving classroom practice.

Trainees develop strong practice through the intelligently sequenced and expert-led training on offer. They build their knowledge of behaviour and safeguarding through deftly selected training that is continually revisited.

The programme carefully introduces trainees to common barriers to learning that pupils may face. They quickly gain knowledge of strategies to support the needs of pupils with special educational needs and/or disabilities (SEND) or those with English as an additional language. They successfully develop the practice to support these pupils to learn as well as others.

Knowledgeable staff and mentors support trainees extremely well. Carefully focused discussions with staff and mentors help trainees to critically reflect on their developing practice.

Trainees benefit from exceptional professional relationships with staff. Staff expertly guide trainees to look after their own well-being. Trainees are supported to build the resilience they need to manage their workload. Staff provide timely support for trainees when they face professional or personal challenges. Trainees quickly develop a long-lasting sense of belonging at Red Kite Teacher Training.

Information about this ITE provider

- Red Kite Teacher Training is a School-Centred Initial Teacher Training (SCITT) provider. It is part of the Red Kite Learning Trust.
- The SCITT has been providing teacher training in the primary and secondary age-phases since September 2016
- In the 2023/24 academic year, the partnership provided training for 184 trainees over two phases: primary and secondary.
- In the primary age-phase, there were 109 trainees in 2023/24. All trainees follow provider-led postgraduate programmes. Trainees train to teach on either the three to seven, five to 11 or seven to 11 age ranges. Some trainees in the five to 11 age range elect to specialise in SEND.
- In the secondary age-phase, there were 75 trainees in 2023/24. All trainees follow provider-led postgraduate programmes. The subjects offered in 2023/24 were art and design, biology, chemistry, computing, English, geography, history, mathematics, modern foreign languages, physical education, physics and religious education. Some trainees training to teach English, mathematics and science elect to specialise in SEND.
- All trainees gain qualified teacher status. Trainees also work towards a Postgraduate Certificate in Education accredited by the University of Leeds.
- The partnership offers assessment-only routes. In 2023/24, there were a small number of trainees following assessment-only routes.
- The provider works with a wide range of schools and other settings. The majority of these partners are inspected by Ofsted. In 2023/24, this included settings graded outstanding, good or requires improvement by Ofsted.
- In the primary phase, the provider works with approximately 89 schools across seven local authorities.
- In the secondary phase, the provider works with approximately 23 schools across seven local authorities.

Information about this inspection

- This inspection was carried out by three of His Majesty's Inspectors and four Ofsted Inspectors.

- During the inspection, inspectors met with the director of the SCITT, programme leaders and other staff. Inspectors met with members of the SCITT's governance board. Inspectors also spoke with representatives of the Red Kite Learning Trust.
- Inspectors met with staff in partner schools. This included headteachers, senior leaders, professional mentors and class/subject mentors.
- Inspectors sampled a wide range of documentation relating to the ITE training programmes. This included: subject and phase curriculum plans; trainees' assignments and their records of target-setting and mentoring; and information relating to Department for Education's (DfE) ITE criteria and supporting advice.
- Inspectors also reviewed a wide range of information relating to the leadership and management of the partnership. These documents included leaders' self-evaluation and improvement planning documents.
- The inspection was carried out through face-to-face meetings, virtual meetings and on-site visits to partner schools.
- In the primary phase, inspectors carried out focused reviews in early reading, English, history, mathematics and music.
- In the secondary phase, inspectors carried out focused reviews in English, history religious education and science.
- In the primary phase, inspectors spoke with 37 trainees and 10 early career teachers (ECTs), either face to face or remotely.
- In the secondary phase, inspectors spoke with 19 trainees and 11 ECTs, either face to face or remotely.
- During the visit, primary-phase and secondary-phase inspectors visited 10 schools.
- Inspectors considered the responses to Ofsted's trainee online survey. This comprised the views of trainees in the primary and secondary age-phases. Inspectors also considered the responses to Ofsted's staff survey.

Primary phase report

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

Trainees flourish at Red Kite Teacher Training. They experience an exceptional ITE curriculum that regularly exceeds the minimum expectations of the DfE's core content framework. For example, the core curriculum is supplemented by additional conferences where expert speakers support trainees to deepen their knowledge about a wide range of teaching practices, including meeting the needs of pupils with SEND.

Leaders have meticulously designed the ITE curriculum to develop trainees' depth and breadth of knowledge across the full range of primary subjects. Trainees are introduced to carefully ordered content that is systematically revisited. They develop a deep understanding of how to teach early reading, including systematic synthetic phonics. Trainees are well prepared to teach the range of phonics programmes used by different schools. Leaders ensure that trainees confidently understand curriculum and pedagogy across all of the subjects they might teach. Trainees are exceptionally well prepared to assume their role as ECTs.

Leaders ensure that all centre-based training, including that provided by external partners, is delivered to the same exacting standard. Trainees are taught by phase and subject specialists who are immersed in relevant and up-to-date research. Trainees are empowered to think deeply about their learning and its practical application. They quickly become highly reflective practitioners.

Leaders carefully select partner schools to ensure that trainees benefit from rich and contrasting experiences. They consider trainees' needs and context when making decisions about placements. Trainees are enthused by these experiences and by the programme as a whole. They are truly excited about embarking on their teaching careers.

Communication between leaders, trainees and mentors is extremely strong. Leaders diligently ensure that the curriculum is fully aligned with the school's own practice. Mentors know precisely what trainees are learning in centre-based training. They carefully structure school-based training around this content. This enables trainees to make strong connections between their centre- and school-based training.

Leaders place great importance on the role of mentors. Mentors receive exceptionally well-designed training. They are further supported by early career leaders who play a crucial role in identifying any mentors and trainees who may need extra support. Robust quality assurance systems enable all trainees to receive high-quality mentoring. In this way, leaders ensure that they respond rapidly to concerns on the rare occasions that they arise.

Leaders have clear and carefully designed systems for assessing the progress of trainees, including those on assessment-only routes. Mentors skilfully use these systems to gauge trainees' progress through the ITE curriculum. They provide well-informed feedback that allows trainees to identify what they have learned and to develop their practice effectively.

The governing board models the SCITT's ambition to provide the best experience for trainees. They draw on a carefully selected range of proven expertise to maintain an accurate and up-to-date oversight of ITE provision in the primary phase. The governing board skilfully considers a comprehensive range of appropriately detailed, relevant and insightful reports to inform its support and challenge of the SCITT.

Does the ITE provider's primary phase comply with the ITE compliance criteria?

The provider meets the DfE statutory compliance criteria.

Secondary phase report

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

Leaders, including members of the governance board, ensure that training is driven by a strong vision of excellence that is shared and exceptionally well realised. Together, they ensure that all stakeholders contribute to creating high-quality trainees and teachers through collegiate working across the partnership.

Leaders have meticulously designed an ambitious curriculum that extends beyond the DfE's core content framework. The content of the curriculum is ordered carefully so that trainees build their knowledge and skills with exceptional security and confidence.

Trainees benefit from high-quality training that is tailored to their needs and starting points. All aspects of the centre- and school-based training are coherently sequenced and seamlessly linked. Trainees build on their professional knowledge with subject-specific training and meaningful opportunities to apply their practice in their placements. They learn how to apply generic pedagogy to their own subjects. This helps them to rapidly develop a firm grounding of pedagogical and subject knowledge which they can build on throughout their career.

The ITE curriculum is skilfully underpinned with relevant and pertinent research. Trainees read, explore and critically debate this research on a weekly basis. They successfully strengthen their teaching by applying what they have learned to their own classroom practice. For example, trainees use research to develop strategies to support the learning of older pupils who struggle to read.

Leaders make exceptional use of the skills and expertise across the partnership. They draw on partners' expertise to provide trainees with additional masterclasses focused on specific barriers to learning such as unmet behaviour or safeguarding needs. Trainees develop an acute understanding of pupils' needs and the strategies that they might consider to support pupils' learning.

Leaders build strong links across the wide range of partner schools. They ensure that mentors fully understand the ITE curriculum and the contribution that they should make to this. Mentors access extensive training to fulfil their roles. Consequently, they are knowledgeable and highly skilled. They expertly model professional behaviours and set high-quality targets for trainees. Trainees have a clear understanding of strengths and weaknesses in their practice. This support helps trainees to develop professional resilience and constructive working habits, for example when managing their workload.

Leaders' assessment systems are tightly linked to the ITE curriculum. Trainees, including those on assessment-only routes, benefit from well-placed formative assessment opportunities that are designed around clear and appropriate milestones. This helps trainees reflect thoughtfully on their own practice and identify their own strengths and areas of development.

Leaders make continuous improvement a priority. They check the design and delivery of the curriculum across all components of training. Leaders skilfully use feedback to make adaptations to maintain and develop high-quality provision.

Leaders provide exceptional pastoral support and care for trainees. This impacts strongly on trainees and ECTs who proudly describe themselves as distinctive graduates of Red Kite Teacher Training. Many are keen to return to act as mentors and collaborators of the training programme throughout their career.

Does the ITE provider's secondary phase comply with the ITE compliance criteria?

The provider meets the DfE statutory compliance criteria.

ITE provider details

Unique reference number	1222545
Inspection number	10166766

This inspection was carried out in accordance with the [initial teacher education inspection framework and handbook](#), which sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

Type of ITE provider	School-centred initial teacher training
Phases provided	Primary Secondary
Date of previous inspection	4 June and 26 November 2018

Inspection team

Michael Pennington, Overall lead inspector	His Majesty's Inspector
Jackie Stillings, Phase lead inspector (primary)	His Majesty's Inspector
Amanda Downing, Phase lead inspector (secondary)	His Majesty's Inspector
Aly Spencer	Ofsted Inspector
Emily Beach	Ofsted Inspector
Janet Keefe	Ofsted Inspector
Sonja Oyen	Ofsted Inspector

Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

Name	URN	ITE phases
Cookridge Primary School	107894	Primary
Highfield Primary School	107914	Primary
Rossett Acre Primary School	143613	Primary
St James' CofE Primary School	107995	Primary
Western Primary School	142220	Primary
Allerton Grange	108058	Secondary
Harrogate Grammar School	136497	Secondary
Lawnswood School	108055	Secondary
Prince Henry's Grammar school	137704	Secondary
Temple Moor High School	146247	Secondary

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