

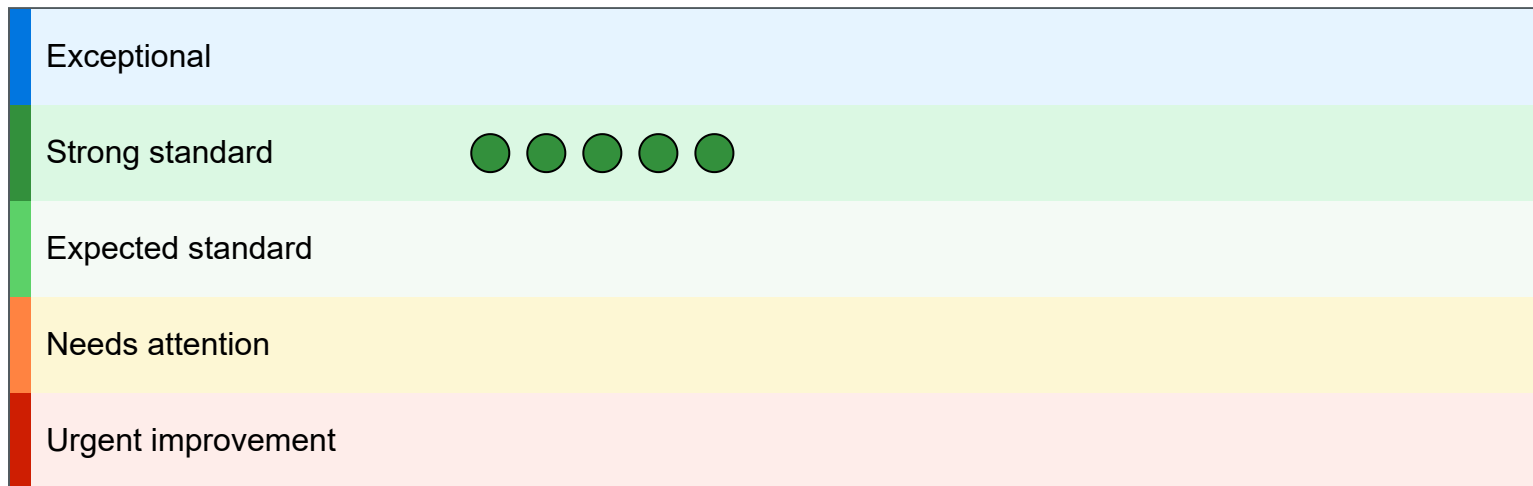
REAch Teach Primary Partnership

Address: Henhurst Ridge Primary Academy, Henhurst Ridge, Burton-on-Trent, Staffordshire, DE13 9TQ

Unique reference number (URN): 2785314

Inspection report: 2 March 2026

1. Primary



✔ Compliance, including safeguarding: standards met

Strong standard ●

Achievement Strong standard ●

Trainees consistently learn valuable knowledge and practical teaching skills that they need for the phases and subjects that they teach. They apply evidence-informed strategies successfully in classrooms to help pupils learn. For example, trainees use questioning techniques effectively to check pupils' understanding. School leaders appreciate that trainees arrive well prepared to teach key aspects of the curriculum, including phonics and behaviour routines.

Trainees understand how well they are progressing through the programme. The provider's assessment framework and regular mentor discussions ensure that trainees often reflect on their strengths and identify clear steps to swiftly improve their practice. Trainees talk confidently about how their understanding of research and teaching methods informs their classroom practice.

Trainees are very well prepared for the next stage of their teaching careers, including knowing how to support pupils with a range of needs. Completion rates are high. Recent outcomes indicate that all trainees achieve qualified teacher status, including trainees with additional needs.

Curriculum, teaching and training

Strong standard 

Leaders have designed a curriculum that is ambitious, intellectually rigorous and evidence-informed. It prepares trainees well for the phases and subjects that they will teach. Leaders' curriculum thinking draws on a wide range of sources, including feedback from school leaders and mentors. Leaders are attentive to emerging needs in schools and adapt the curriculum accordingly. They make sure that the programme gives trainees a secure grounding in foundational knowledge and current sector thinking.

Trainees benefit from helpful guidance and support so they can make the most of their new learning. For example, access to interesting and up-to-date research material and subject-specific guidance allows them to make insightful observations of expert teachers. The curriculum enthuses trainees and encourages them to take ownership of their learning. For example, trainees work steadily through a plan of subject knowledge enhancement to deepen their expertise.

Leaders sequence the curriculum carefully so that trainees move, step-by-step, from observing expert teaching to planning and teaching a series of lessons. The content of the training aligns closely with placement practice. Trainees appreciate how the intensive training and practice programme is integrated effectively with the wider curriculum so they can practise using important techniques. Different pathways are also designed thoughtfully. Trainees' placements on the 3 to 7 pathway, for example, help them to gain a secure understanding of children's development and how this supports future learning. Additional experience weeks broaden trainees' understanding of a variety of different provisions, including nursery and specialist settings.

A thorough system of assessment yields detailed and precise insights into trainees' progress. Clear practice statements help trainees track the knowledge, skills and professional behaviours they are expected to develop.

The curriculum prepares trainees well to meet the needs of pupils who may face barriers to learning. Trainees learn how to create an inclusive classroom environment and how to prioritise foundational knowledge. Leaders ensure that trainees learn the difference between adaptation and differentiation, and how inclusive practice supports pupils' learning. From the outset, trainees learn how to keep pupils safe and they uphold these principles throughout the course.

Leaders ensure that lead mentors work closely with school mentors and trainees. Trainees and mentors appreciate this approach because it facilitates strong professional relationships and opens up channels of communication between schools and the provider. As a result, trainees benefit from consistently high-quality mentoring.

Inclusion

Strong standard 

From recruitment to course completion, trainees experience the provider's highly inclusive culture. As a result, they feel welcomed, valued and able to share their needs. Leaders are committed to widening participation. They recognise the potential of trainees from all walks of life. Trainees appreciate how the course is delivered in an inclusive way. For example, explanations and tasks are structured so that trainees with no prior experience can engage confidently.

Leaders and mentors model empathy and professionalism. This gives trainees the confidence to ask for support, including from the wide range of external options available. When trainees request extra help, leaders act swiftly and follow this up carefully. As trainees build their confidence and resilience, they take increasing ownership of their own development and move successfully into early career teaching roles.

Frequent communication with mentors and placement schools helps leaders identify and respond appropriately to trainees' needs. Leaders maintain a clear and precise overview of trainees' progress. They use this information to provide trainees with targeted and effective support. Leaders respond systematically to any challenges faced by trainees, stepping in when difficulties arise. For example, leaders give careful consideration to school placement arrangements so that trainees can continue to progress.

Leadership

Strong standard 

Leaders systematically translate their ambitious vision for high-quality teacher education into reality for every trainee. They draw on their extensive experience in the sector and prioritise quality over rapid expansion. Leaders' meticulous planning has established a coherent training programme in a relatively short space of time. Each facet of the programme has been considered through the lens of, 'How can we set people up for success?'. This includes providing excellent guidance and training to staff and mentors who, in turn, feel fully supported and valued. Strong communication and relationships across the partnership ensure that trainees receive a consistent experience. This includes collaborating closely with the provider's chosen post-graduate certificate in education (PGCE) provider to ensure that trainees' PGCE studies synchronise well with their school- and centre-based training experiences.

The provider's quality assurance framework is, like its systems of communication and assessment, detailed and precise. It covers all aspects of the provision, including placements, training and mentoring. Lead mentors play a deliberately central role. For example, they gather useful intelligence from schools so that leaders, and those responsible for overseeing the provision, have a clear understanding of what is working well and where improvements are needed. Lead mentors also make sure that transition arrangements between placements are managed carefully through structured handover meetings. Leaders respond quickly to feedback from schools, mentors and trainees, refining systems and training so that the programme continues to be of high quality.

Leaders provide comprehensive training, guidance and support so that mentors and lead mentors can carry out their roles successfully. Close monitoring of the quality of mentoring means that leaders address any variations quickly.

Leaders ensure that all statutory duties are met securely. Trainee recruitment processes meet the necessary requirements. Leaders maintain clear systems for meeting the initial teacher training mandatory criteria and their safeguarding responsibilities. Leaders responsible for overseeing the provider understand the provision well and provide appropriate challenge and support. School leaders and mentors value leaders' clear communication and responsiveness, and the unwavering focus on preparing trainees to become successful teachers.

Professional behaviours, personal development and wellbeing

Strong standard ●

The provider uses its expertise to promote high standards of professional behaviour, attendance and commitment. These high expectations of trainees are taught explicitly from the start of the programme. For example, trainees receive clear guidance about professional communication and their safeguarding responsibilities as part of their training agreement. Trainees understand that behaving as a professional is central to their role. The provider's uncompromising approach and its inclusive culture, alongside the intellectual rigour of the programme, ensures that trainees feel part of the teaching profession. As their training progresses, trainees take increasing ownership of their professional conduct and demonstrate strong commitment and motivation. They are proud of the contribution they will make to children's education.

Leaders and mentors prioritise wellbeing and ensure that trainees are supported closely. This open and trusting culture helps trainees manage their workload and feel confident that bullying, harassment and discrimination are not tolerated. Mentoring meetings routinely include discussions about trainees' wellbeing. Leaders' work with placement schools ensures that trainees' protected time is respected. Trainees know who to go to if concerns arise and, when necessary, leaders respond quickly and effectively. This joined-up approach helps trainees cope with the growing demands of the course and develop sustainable work habits, in readiness for their career as a teacher.

Next steps

The provider should sustain its high standards, while continuing to develop and evaluate its innovative work, including initiatives to strengthen mentoring and broaden participation in teaching, for the benefit of all trainees.

What it's like to be a trainee at this provider

Trainees are overwhelmingly positive about all aspects of their training with this provider. They benefit significantly from the meticulous way that the curriculum is planned and the clarity of its delivery. Trainees thrive due to the consistently high standards of mentoring that they receive. They enjoy engaging with up-to-date, interesting research. They have plenty of opportunities to apply this in practice and reflect on the outcomes. Trainees gain an in-depth understanding of how to adapt learning and how to manage behaviour effectively, including for pupils with special educational needs and/or disabilities. Trainees also take their

safeguarding responsibilities seriously. While they are wide spread geographically, trainees all benefit from a consistently rich experience.

Trainees are very well-prepared for their first teaching roles. This is because the well-planned and carefully constructed curriculum gives trainees the necessary subject knowledge of the primary phase, particularly in relation to reading and mathematics. Trainees benefit from the high expectations that leaders have for them to become competent teachers of phonics, for example. Trainees appreciate that the programme is designed so that they gain quick and effective experiences of the realities of teaching. This builds their teaching stamina and ensures that they know how to conduct themselves as professionals. Trainees are proud to represent the profession and are keen to make a difference in the classroom.

Trainees who have any barriers to being able to access the programme fully are identified swiftly. The 'team around the trainee' works effectively and relentlessly to overcome these barriers. No stone is left unturned. Trainees appreciate the very high standard of care for their wellbeing. While they benefit from reasonable adjustments, they also know that they will be supported to cope with the realities of teaching. The provider strikes this balance incredibly well. In every aspect, the support, guidance and encouragement experienced by trainees at this provider prepares them remarkably well for a successful career in the profession.

About this inspection

All trainees undertake the PGCE postgraduate primary route. They follow 1 of 2 pathways: primary 3-7 or primary 5-11.

Trainees at this provider are based in a wide variety of local authorities.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with senior leaders, including the National ITT Lead, as well as members of the strategic board and the provider's assessment and quality assurance committee, during the inspection.

Lead inspector:


Hannah Stoten, His Majesty's Inspector

Team inspector:

Sara Boyce, His Majesty's Inspector

Facts and figures used on inspection

This data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 2 March 2026

Number of partners and trainees

| Education phase | Number of training partners / partner colleges | Number of trainees |
|-----------------|--|--------------------|
| Primary | 1 | 43 |

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of training. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of training.

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