

Essex Primary SCITT ITE Partnership

Initial teacher education inspection report

Inspection dates Stage 1: 26 June 2017 Stage 2: 13 November 2017

This inspection was carried out by three of Her Majesty's Inspectors, in accordance with the 'Initial teacher education inspection handbook'. This handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2015.

The inspection draws on evidence from each phase within the ITE partnership to make judgements against all parts of the evaluation schedule. Inspectors focused on the overall effectiveness of the ITE partnership in securing high-quality outcomes for trainees.

Inspection judgements

Key to judgements: Grade 1 is outstanding; grade 2 is good; grade 3 is requires improvement; grade 4 is inadequate

	Early years ITT (EYTS)	Primary QTS
Overall effectiveness How well does the partnership secure consistently high quality outcomes for trainees?	3	1
The outcomes for trainees	3	1
The quality of training across the partnership	3	1
The quality of leadership and management across the partnership	3	1

Overview of the ITE partnership

The overall effectiveness of the ITE partnership requires improvement in early years ITT and outstanding in primary. This is because the highly effective systems, training, monitoring and support that result in outstanding outcomes in the primary phase have not been replicated in the early years phase.

Key findings

- Trainees in the primary phase are very effectively trained, through a rich programme of school-based and central training. There is a great deal of consistency in the quality of the trainees' experiences because the partnership's quality assurance processes are well established and very secure.
- Trainees in the early years phase have not benefited from the same quantity or quality of training experienced by primary trainees.
- Until recently, when the early years was brought under the control of the primary course lead, the leadership of the SCITT had a much less clear understanding of the requirements for early years training than they had for primary training.
- Between stages 1 and 2 of the inspection, there have been significant improvements in the provision for early years trainees. These improvements are beginning to bridge the gap between the quality of provision in the early years and the primary phases, but came too late to have sufficient impact on the 2016/17 early years cohort.

To improve, the ITE partnership must:

- make sure that the consistency and quality of mentoring in the early years phase matches those found in the primary phase.

Information about this ITE partnership

- Essex Primary SCITT is a school-based initial teacher training (ITT) scheme. Trainees undertake their training in Essex schools. Central training is provided within premises at Moulsham Infant School in Chelmsford, Lyons Hall Primary School in Braintree and for the 2016/17 cohort in Stebbing and Felsted Primary Schools in Uttlesford. The training is accredited through Newlands Spring Primary School Academy Trust in Chelmsford. The programme was established and previously run by Essex County Council.
- Essex Primary SCITT offers a postgraduate ITE course which leads to the award of qualified teacher status (QTS) in primary education (3–11). Trainees complete a one-year full-time programme, which includes central training and placements in two different schools. The SCITT works in

partnership with approximately 50 primary, infant and junior schools within the Essex local authority area. At the time of the inspection, there were 57 trainees on the course.

- In 2016, the partnership introduced a part-time employment-based route to early years teacher status (EYTS). At stage 1 of the inspection, the early years provision was delivered in partnership with Anglia Ruskin University. By stage 2, the partnership had been dissolved. By stage 2 of this inspection, the primary programme manager at stage 1 had been given the newly created role of strategic director covering primary and early years training. Two new lead consultants have been appointed to oversee the quality of the ITT training in early years since stage 1 of this inspection.

The early years ITT phase

Information about the early years ITT partnership

- In 2016/17, 32 trainees undertook the training. The partnership has recruited 24 trainees in 2017. Trainees who successfully complete the training are awarded EYTS.
- All of the trainees are employed in early years settings or schools across five local authorities.
- The training programme was established in 2016 and is currently training its second cohort of trainees.

Information about the early years ITT inspection

- The inspector observed the teaching of five trainees, in four early years settings, during stage 1 of the inspection. At stage 2 of the inspection, the lead inspector and one inspector from the primary team observed the teaching of five former trainees in three early years settings and one primary school.
- At stages 1 and 2, the inspector met with groups of trainees. The inspector also met with mentors, trainers, partnership leaders, leaders of early years settings and members of the steering group. At stage 2, the inspector met with the two newly appointed lead consultants responsible for quality assurance.
- The inspector considered a wide range of evidence, including trainees' files, course handbooks, development plans, data on trainees' progress and evidence of the partnership's self-evaluation. The inspector reviewed a wide range of documentary evidence, including information on recruitment and selection, statutory safeguarding requirements, compliance with the early years ITT criteria, tracking of progress, assessment and summary reports, records of trainees' teaching and evidence of how well trainees meet the teachers' standards (early years).

- The inspector took account of 46 responses to recent former trainee surveys, and the partnership's own evaluations of the programme by trainees and settings.

Inspection team

Michelle Winter HMI (early years phase lead inspector, stages 1 and 2)

Overall effectiveness

Grade: 3

Key strengths of the early years ITT partnership

- Leaders of the partnership have acted swiftly to rectify significant weaknesses identified at stage 1 of the inspection.
- The partnership recruits trainees who are very committed to the programme and who are determined to make a difference for children in the early years.
- Trainees and former trainees are highly reflective and demonstrate high standards of professionalism. They are self-motivated and keen to learn.
- Trainees value the aspects of the central training that help them to gain a deeper understanding of child development. Trainees demonstrate their understanding in the assignments they complete.
- Many former trainees have a significant impact on improving the quality of teaching and learning in their settings.

What does the early years ITT partnership need to do to improve further?

The partnership must:

- embed and consolidate the many improvements made to the programme since stage 1 of the inspection, to ensure that:
 - training and mentoring is of consistently high quality across the partnership
 - the assessment of trainees is robust and clear to all
 - trainees have appropriate targets to improve their teaching
- improve the outcomes for trainees so that more of them exceed the minimum expected in relation to the teachers' standards (early years) by ensuring that:
 - trainees are well prepared to improve the progress of the most able children consistently

- trainees have a deep understanding of the continuum of learning into key stage 2
- trainees are supported to continually consider the impact of their teaching on the progress children make
- provide former trainees with the feedback and targets they need to support their continual professional development after their training programme
- develop the role of placement mentors so that they have a good input into the training and assessment of trainees' progress in meeting the teachers' standards (early years)
- draw further on the expertise in the sector to support the design and delivery of the training programme, and the recruitment and selection of trainees
- track trainees' progress carefully and ensure that trainees have a clear understanding of how they are assessed and what they need to do to improve their teaching.

Inspection judgements

1. The overall effectiveness of the partnership requires improvement. Many significant weaknesses in the training programme were identified at stage 1 of the inspection, including failure to meet all of the early years ITT requirements. Leaders have acted swiftly and decisively to improve the programme and to meet the requirements.
2. Some of the improvements that leaders have made to the programme came too late for the 2016/17 cohort of trainees. Former trainees have yet to receive the clear feedback and targets they need to support their continual professional development as early years teachers. Leaders have ensured that the required arrangements are in place for the current cohort of trainees.
3. The roles and responsibilities of leaders in the partnership have been made clear since September 2017. There are now much sharper lines of accountability. The partnership has taken direct responsibility for providing the training. The training programme is now fit for purpose. Leaders have begun to use the excellent arrangements for the primary training programme to inform the early years ITT programme in order to ensure equality of provision between the two programmes. The two new lead consultants are committed to high standards of training and support. They have begun to implement robust quality assurance processes.
4. Leaders of the partnership have a clear understanding of the strengths and weaknesses of the partnership. Leaders have reviewed the outcomes for former trainees to check and improve the training programme. Plans to improve the programme further are wide-reaching and proceeding well. Leaders demonstrate that they have the capacity for this improvement because the

impact of some of the recent improvements is clear. The quality of external mentoring from the partnership has improved. This is demonstrated by the much clearer developmental feedback that trainees receive during mentor visits.

5. At stage 1 of the inspection, placement settings were insufficiently involved in shaping and influencing the design and delivery of the programme. The partnership has introduced a steering group which includes leaders of settings and trainees. The steering group has quickly begun to make a positive difference. Members of the steering group are committed and enthusiastic. They appreciate the openness with which the partnership leaders engage with them. There is clear determination of all concerned to improve the programme.
6. All of the former trainees awarded EYTS met the minimum level of practice expected and the majority exceeded this minimum level. There are no differences in outcomes between groups of trainees. Three of the 32 trainees have been granted extensions in order for them to demonstrate that they have achieved the teachers' standards (early years).
7. The moderation of former trainees' final assessments was robust and several of the grades awarded were moderated and changed. Although this calls into question the accuracy of some assessments, it does attest to the robust systems in place to ensure that no trainee is awarded EYTS unjustly.
8. All of the trainees and former trainees visited during the inspection demonstrated that their teaching over time is effective. They were almost universally positive about the training programme and would recommend it to others.
9. Several of the trainees did not achieve the grades predicted by their mentors. Some of the former trainees are unclear about the criteria for each of the grades awarded by the partnership. The grading of trainees was introduced part-way through the training programme and did not have the desired impact of tracking trainees' progress across the programme. The partnership has introduced much clearer processes for the assessment of trainees for the 2017/18 cohort. The criteria for each grade awarded by mentors is now clear to all.
10. The partnership leaders are now compiling good practice exemplars drawn from former trainees' portfolios. These are helpful in demonstrating the high standards expected of trainees and are useful to mentors when assessing trainees.
11. Former trainees undertook their centre-based training in two separate groups and by different trainers. The partnership did little to ensure that the quality of training was consistent between the two groups. For the 2017/18 cohort, this system has been reviewed and all central training takes place as one group. In

this way, the partnership can more easily ensure the quality of training. Additional training sessions have been introduced to ensure that trainees have the knowledge and skills they need to succeed. This is appropriate.

12. The partnership is now drawing on experts within the sector and from the primary programme to deliver some of the central training. The feedback from the first training sessions, for the new cohort of trainees, is highly positive. Former trainees are also positive about the availability of partnership staff to answer questions and to provide pastoral support.
13. Almost all of the former trainees continue to work in the setting where they completed their training; consequently, employment rates are high. Several of the former trainees have leadership roles in their settings and make very positive contributions to the development and improvement of the learning experience for children.
14. All of the trainees and former trainees visited during the inspection create a positive climate for learning. The environment in their settings provides children with good opportunities to explore and extend their learning through focused teaching and purposeful play activities.
15. Former trainees show good understanding of how children and babies develop and learn. They are clear that this knowledge improved as a result of their training.
16. Former trainees are able to identify children's barriers to learning, including those who have special educational needs (SEN) and/or disabilities. They consider appropriate strategies to overcome the barriers to ensure that children and babies make good progress. However, former trainees are less clear about how to challenge the most able children they teach.
17. Former trainees appreciated the opportunity to build networks with their trainee colleagues in other settings when they meet for centre-based training. They see the value in sharing good practice to improve teaching and learning in their locality. Former trainees are keen for these networking opportunities to continue. Leaders of the partnership are committed to supporting this, with regular events held centrally.
18. The training programme did not take into account the needs of former trainees, based on their experience. Expectations of trainees and mentors were too low and some trainees stated that the course was not challenging. This has changed for the new cohort of trainees. Expectations are much higher now and the training programme has been enhanced for the new cohort of trainees.
19. Towards the end of their training programme, former trainees did not have the necessary knowledge of early mathematics, systematic synthetic phonics in early reading, or the continuum of learning into key stage 2. The partnership

rectified this by delivering well-received additional centre-based training. As a result, former trainees have a secure understanding of early mathematics and phonics. They have some understanding of the continuum of learning into key stage 2, but this understanding is not deep.

20. All of the former trainees extended their learning by completing a key stage 1 placement. However, trainers did not make the very best of this opportunity, for example to build on trainees' knowledge of phonics. The partnership has made the expectations for the key stage 1 placements much clearer and higher for the 2017/18 cohort of trainees. It also ensures that key stage 1 placements now take place after trainees have their training in phonics. This is to ensure that trainees can take this knowledge with them to inform their observations and teaching. Trainees are now expected to track the progress of a small group of key stage 1 pupils, thus ensuring that trainees sharpen their focus on the impact of teaching on learning and progress.
21. The partnership has added a requirement for trainees to visit key stage 2 classes and has set tasks to develop trainees' understanding of the curriculum and learning for older pupils.
22. At stage 1 of the inspection, the quality of partnership-based mentoring was too variable. The feedback some of the trainees received was not focused on identifying the next steps to improve teaching. The targets that mentors set for trainees following their visits to settings varied in their usefulness in improving teaching and learning. Mentor visits too often concentrated exclusively on the evidence trainees need to show that they were meeting the teachers' standards (early years), rather than on improving teaching and learning.
23. Last year, the partnership's external mentors did not fully consider the impact of trainees' teaching on the progress children made. Too often, their assessments of trainees did not consider a wide enough range of evidence. This has changed for the current cohort of trainees. The partnership has now made very clear to trainees and mentors that they should always consider the impact of teaching on children's outcomes. This represents a sea-change in the partnership's focus, from the collection of evidence to improving teaching and learning, and is highly appropriate.
24. The partnership has provided clear guidance and training for partnership mentors. Leaders have introduced more robust quality assurance of mentoring for the current cohort of trainees. Where feedback to trainees falls short of the partnership's high expectations, leaders intervene to support mentors to improve their work. There is clear evidence that the quality of mentoring has improved quickly.
25. Initial quality assurance visits now take place to ensure that all of the necessary conditions are in place to ensure that trainees have the support they need and

to ensure that key stage 1 placements are appropriate. Lead consultants visit placement settings to discuss the requirements of the placement and the role of placement mentors. This is a helpful step in developing the role of the mentors. However, more development is needed to ensure that placement mentors fully contribute to the training programme and to the assessment of trainees.

26. The partnership ensures that robust procedures are in place to check trainees' qualifications and their suitability to work with children, in line with current requirements. Recruitment and selection procedures are effective and robust. All statutory requirements and early years ITT criteria are met.

Annex: Partnership schools/settings

The following schools were visited to observe trainees' and former trainees' teaching:

Bell Day Nursery, Saffron Walden

Clavering and Arkesden Preschool, Clavering

Hail Weston Pre-school Activity Group, Hail Weston

High House Nursery, Takeley

St. Mary's Church of England Primary Academy, St Neots

The Colourwheel Montessori Nursery, Braintree

The primary phase

Information about the primary partnership

- Essex Primary SCITT is a school-based ITT scheme. Trainees undertake their training in Essex schools.
- Central training is provided within premises at Moulsham Infant School in Chelmsford, Lyons Hall Primary School in Braintree and for the 2016/17 cohort in Stebbing and Felsted Primary Schools in Uttlesford. The primary programme was established by, and previously run by, Essex County Council.
- Essex Primary SCITT offers a postgraduate ITE course which leads to the award of QTS in primary education (3–11). Trainees complete a one-year full-time programme, which includes central training and placements in two different schools. The SCITT works in partnership with approximately 50 primary, infant and junior schools within the Essex local authority area. At the time of the inspection, there were 57 trainees on the course.

Information about the primary ITE inspection

- Inspectors observed the teaching of seven trainees in five schools during stage 1 of the inspection and six newly qualified teachers (NQTs) in five schools during stage 2. During stage 1, inspectors met with trainees in schools and at the centre. They also met with mentors, headteachers, class teachers and professional tutors, members of the partnership executive committee and observed a small amount of central training. At stage 2, inspectors met with NQTs, senior leaders and headteachers of employing schools.
- Inspectors considered a wide range of evidence, such as trainees' files, course handbooks, development plans, data on the progress, completion rates and employment rates of trainees, and evidence of the partnership's self-evaluation.
- Inspectors took account of the 46 responses to recent NQT surveys. Inspectors also took account of the partnership's own trainee evaluations of the programme.

Inspection team

Adrian Lyons HMI (lead inspector, stages 1 and 2)

Ruth Brock HMI (assistant lead inspector, stages 1 and 2)

Overall effectiveness

Grade: 1

Key strengths of the primary partnership

- There are consistently high employment rates, because the well-established provider is recognised by local headteachers as providing well-trained trainees who can help schools to raise standards.
- Trainees make strong progress from their different starting points as a result of highly effective school-based and central training.
- The very well-regarded and effective operational leadership of the partnership constantly seeks to improve upon already strong practice.
- There is highly effective quality assurance of training, mentoring and assessment.
- There is a range of highly effective mentors and expert central trainers who train, observe and advise trainees, and to whom trainees can refer if they have questions or concerns.
- Trainees' and NQTs' management of pupils' behaviour is strong, resulting from very positive working relationships established quickly between trainees and their pupils.
- Trainees and NQTs are confident in the subject knowledge for teaching English, mathematics and a broad range of subjects.
- Trainees and NQTs have high levels of professionalism. They continually reflect on their practice and are hungry to improve.

What does the primary partnership need to do to improve further?

The partnership should:

- ensure that the recently improved arrangements to promote subject-specific pedagogy across foundation subjects have the required impact.

Inspection judgements

27. Headteachers of local schools are keen to employ trainees from Essex Primary SCITT because of the reputation it has rightly established for producing very well-trained teachers. Many of the NQTs are employed in schools in which they did at least some of their training. All but one of last year's trainees are now NQTs in schools in the East of England. Over the previous three years, all trainees have secured teaching posts. The provider has judged the majority of trainees to be outstanding in relation to what could reasonably be expected of a trainee teacher at the end of their training. Throughout both stages of the inspection, inspectors agreed with the provider's judgements of trainees. The

assessment of trainees is rigorous and robust. There are no variations in the outcomes of different groups of trainees. The proportion of trainees completing the course each year is very high. The partnership is rightly regarded highly for training teachers to meet the needs of local schools.

28. A rigorous programme of training, combined with high-quality complementary school placements, equips trainees with the skills and knowledge to become successful, skilful and reflective teachers.
29. As a result of the highly effective recruitment, training and support for mentors, trainees in turn receive excellent support, advice and guidance over the course of their training. A typical example of a comment from an NQT was about how one of the course tutors 'has made me love teaching maths'. Another said, 'Our course tutors have been incredibly supportive and approachable the whole year, giving us very constructive feedback and building our confidence.'
30. Inspectors observed NQTs, who are very confident, in their classrooms. Pupils' books and the comments of school leaders confirm trainees' positive impact on pupils' progress during the training year, and inspectors' observations of NQTs confirms this. By the end of the training, all trainees at least meet the teaching standards and all are particularly strong in part two of the standards, which are concerned with professional behaviour.
31. Trainees are very positive regarding the quality of their central training. The clear impact of their training was seen in the teaching observed, for example in the effective strategies for behaviour management used by trainees and NQTs. Classroom management was nearly always a strength of those observed.
32. All trainees and NQTs spoken with felt that they had been well prepared to teach phonics in early reading and early mathematics. Inspectors' observations confirmed that the belief is well founded. NQTs value the training they are given to support early reading and mathematics and, in particular, science. As a result, inspectors saw reading, mathematics and science taught well by trainees and NQTs. Trainees have also benefited from courses on foundation subjects. For example, courses about music and physical education (PE) were found to be very helpful.
33. Several trainees spoke enthusiastically about having to organise an athletics event for 200 children. In 2016/17, an additional PE day was introduced to give four training days in total. For the last four years, trainees have also been given access to a three-day sports coaching programme in the summer holiday, run in partnership with Active Essex. This year, trainees did half-day sessions in volleyball, football, tennis, cricket and inclusive PE. A 'follow football' session enables trainees to gain a football coaching qualification. All NQTs have had opportunities to apply the training in school.

34. Lessons observed show that NQTs have a secure understanding of pedagogy and how primary-age pupils learn best. Trainees and NQTs plan well to incorporate links with other subjects and demonstrate good subject knowledge for what they are teaching.
35. Trainees are highly positive about the quality of the central training days. School trainers build on the central training and provide trainees with opportunities to put their training into practice quickly across the full range of national curriculum subjects. Trainees particularly appreciate trainers' current expertise: 'As the tutors were very knowledgeable in their area the days were all so informative. The abundance of resources and ideas that they supplied have been really useful and will be things I go back to.'
36. At stage 1 of the inspection, trainees had fewer opportunities to develop skills in teaching foundation subjects than in English, mathematics and science. Although teaching foundation subjects was required, the monitoring was less systematic than in English and mathematics. Between stages 1 and 2, leaders acted quickly and decisively to rectify the situation. As a result, NQTs are more confident in teaching foundation subjects, having had relevant experience in the latter part of their training. The partnership's assessments arrangements now require a formal observation in each of the core and foundation subjects. Headteachers say that NQTs appear to be confident and resilient, and able to teach most areas of the curriculum.
37. The central trainers are a real strength of the partnership. The NQTs are full of praise for the impact the central trainers have had on their teaching. As one said: 'trainers are very knowledgeable and always delivered the course days to the highest quality. If there was anything I was unsure about, I always felt I could contact them and their response was always prompt.'
38. Trainees spoken to and observed talk confidently about planning to meet the needs of pupils who speak English as an additional language and those who have SEN and/or disabilities. The impact of the trainees' actions on pupils' progress is central to both the training and trainees' assessment.
39. School-based training is of consistently high quality. Mentoring targets have been clear and can be tracked from the lesson in which they were identified, through to the following week, when they were reviewed. Trainees were encouraged, for example, 'to consider how you can challenge pupils, in particular the most able'. Support given by a plethora of colleagues has been very much welcomed by trainees and they feel this has greatly enhanced their practice.
40. Trainees value the second placements and the experience this gives them to teach across the age range. All trainees and NQTs spoken to were overwhelmingly supportive of the model the centre uses. They all felt that the

liaison between mentors in placements one and two helped them to ensure continuity and progression against targets, and to improve rapidly in their practice.

41. Mentors speak highly of the quality of support from the provider and of the opportunities to meet with other mentors during transition meetings, for example from one placement to the next. Mentors are careful to ensure that this high level of care is extended to NQTs, many of whom were highly appreciative of the ongoing contact and support from the partnership.
42. Leaders ensure that potential trainees not only have appropriate and high academic qualifications, but are also equipped with the personal qualities, resilience and enthusiasm to complete the course successfully and then have fruitful careers in teaching. Recruitment arrangements involve potential trainees having to perform in front of pupils as part of the interview process. Examples were presented of trainees being rejected, trying again after gaining relevant experience and making excellent progress through the training. Leaders from partnership schools are engaged well in the selection process. Leaders are able to give clear examples of trainees making very strong progress from their different starting points due to very effective training targeted at individual needs.
43. The quality assurance arrangements are robust, with judgements being arrived at through the involvement of a range of role-holders. Communication between the centre and the school-based trainers is clear and frequent. The strategic director and office staff are quick to respond to any issues or questions that emerge.
44. The strategic director is passionate about the programme and knows the trainees well. She ensures additional support is given when needed. She is very well regarded by trainees, mentors and school leaders. Operational leaders monitor the training and respond positively to suggestions for improvement from mentors and trainees.
45. Trainees are very well prepared for the safeguarding and pastoral aspects of the role of the teacher. Several trainees commented favourably on the 'Prevent' training they had received. The headteachers' strategic group has ensured that this takes place centrally to ensure that everyone gets the same high-quality training.
46. The result of the highly effective training is that NQTs are highly reflective practitioners who are very confident in the classroom. They have quickly become skilled at developing purposeful working relationships in the classroom. As a consequence, pupils in their classes often make good or better progress.

47. Trainees demonstrate excellence in the majority of the standards for teaching. There are no significant variations in attainment between different groups of trainees over time. NQTs understand how to teach a wide range of subjects, are respected by their pupils and seen as an authority from whom pupils are keen to learn.
48. The range of contributors to the accurate self-evaluation includes leaders, headteachers, mentors and trainees. This informs appropriate priorities contained within the partnership's development plan. Where feedback suggests provision is in danger of falling below the excellence demanded by leaders, there is a swift response. At stage 1, there was some lack of clarity regarding responsibilities at the highest level of the partnership. This did not disadvantage trainees. However, by stage 2, clear structures were fully in place, for example the programme manager becoming the strategic director. This, together with improvements in the assessment arrangements in foundation subjects, resulted in the development areas becoming strengths of the partnership by stage 2.
49. The partnership has been responsive to changes in the primary school curriculum. Leaders and tutors have responded positively to the increased demands of the current primary national curriculum, and an increased focus on a broad and balanced curriculum.
50. The partnership is fully compliant with all the criteria for ITT. All statutory requirements in relation to safeguarding, the promotion of equality and diversity and the elimination of discrimination are met well. Having quality-assured the suitability of schools, leaders involve schools that cover a range of socio-economic contexts and Ofsted's overall effectiveness grades, including those requiring improvement.
51. All trainees and NQTs met by inspectors or responding to questionnaires would recommend the course. Typical of their comments was one trainee who said the training programme is 'the best thing that I have done in my life'.

Annex: Partnership schools

The following schools were visited to observe trainees' and NQTs' teaching:

Braiswick Primary School, Colchester

Brightlingsea Primary School, Brightlingsea

Brinkley Grove Primary, Colchester

Hamilton Primary School, Colchester

Larkrise Primary School, Great Baddow

Lawford Mead Primary School, Chelmsford
Moulsham Infant School, Chelmsford
St John's Church of England Primary School, Colchester
St Luke's Church of England Primary School, Tiptree
Westlands Primary School, Chelmsford
Woodville Primary School, South Woodham Ferrers

ITE partnership details

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Provider address	Essex Primary SCITT Moulsham Infant School Princes Road Chelmsford CM2 9DG



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