

# Mid Essex Initial Teacher Training

Mid Essex ITT  
Notley High School & Braintree Sixth Form, Notley Road  
Braintree  
CM7 1WY

## Inspection dates

12 to 15 February 2024

## Inspection judgements

Secondary age-phase

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education and training	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

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

Trainees benefit from an ambitious, exceptionally well-planned and sequenced curriculum. Core knowledge, taught by experts, comes alive in high-quality, subject-specific training. Mentors bring practice and theory together carefully. This helps trainees transition their learning into the classroom.

Trainees develop a deep understanding of how all pupils learn, including those with special educational needs and/or disabilities. They have a thorough awareness of the specific barriers to learning some pupils face. Trainees secure the knowledge and skill to promote high standards of behaviour. They learn how to check what pupils understand, and they adapt their practice subsequently. As a result, trainees become highly competent, reflective teachers. They are extremely well prepared for the realities of teaching. Partnership schools hold the provision in high regard. Consequently, many trainees secure jobs quickly.

Trainees flourish because leaders place equal value on their personal well-being and professional development. The relationships with staff are exceptionally positive. Trainees feel valued as part of a close-knit community. Everyone celebrates each other's successes as if they were their own. Mutual support is always there if things get tough. Trainees are proud to study here. This pride stays with them well into their careers.

## **Information about this ITE provider**

- Mid Essex Initial Teacher Training provides teacher training for the secondary phase (11 to 18).
- There are 31 trainees enrolled in the 2023/24 academic year.
- There are 16 schools in the partnership. Not all of these schools host a trainee every year. At the time of the inspection, 14 had received a judgement of at least good and 2 had received a judgement of requires improvement in their last Ofsted inspection.
- All trainees can opt to complete a Postgraduate Certificate in Education through Anglia Ruskin University in Chelmsford. Most trainees opt to do so.
- The provider also provides an option to follow the School Direct (salaried) and assessment only routes into teaching.

## **Information about this inspection**

- The inspection was carried out by two of His Majesty's Inspectors.
- Inspectors met with senior leaders from the SCITT. They also held meetings with members of the strategic board, headteachers from partnership schools, professional tutors, subject leaders, course tutors and school-based mentors.
- Inspectors carried out focused reviews in English, mathematics, science and physical education. Inspectors visited 8 partnership schools in person to conduct the focused review activities.
- Inspectors met with 17 trainees and some early career teachers.
- Inspectors visited eight placement settings across the partnership. Inspectors also met with trainees and mentors from other partnership schools.
- Inspectors reviewed the responses to Ofsted's surveys for staff and trainees.

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

The provider is highly ambitious for all trainees. It takes its responsibility to provide the area with teachers of the highest quality seriously. Partnership schools share the vision. Together, they work to train committed individuals to become highly effective professionals. This starts with the recruitment process, which only accepts the highest calibre candidates to the course.

The provider is committed to the continual development of its programme. It believes that even exceptional provision can be improved. The provider constantly monitors its provision. It has a rigorous quality assurance process, which includes frequent engagement with schools and trainees. They consider the information they gather and

take well-thought-out actions in response. Consequently, every aspect of the provision is of extremely high quality.

The curriculum is highly ambitious. It goes way beyond the expectations of the core content framework. The content has been carefully sequenced so trainees can develop a deeper understanding of important knowledge. The quality of teaching is exemplary. Centre staff are highly knowledgeable. They are expertly supported in delivering the curriculum by staff across the partnership. Core knowledge is carefully bridged by well-crafted, subject specific sessions. These help trainees see what excellent teaching could and should look like in their own classrooms. Carefully designed, school-based tasks enable trainees to put theory into practice, and assess the results. This well-considered process helps trainees evaluate the impact of their own teaching. Over time, important concepts are revisited and new layers of complexity are added. As a result, trainees develop a deep and rich awareness of the knowledge they need to become excellent teachers.

Classroom-based learning is well supported by carefully considered placements. Trainees benefit from a variety of placement schools. They experience diversity both in context and through different approaches to teaching their subject. School-based mentors have a clear and detailed understanding of the curriculum. This means that the theory translates seamlessly into school. Mentors are an integral part of the meticulous assessment process. They provide expert advice and guidance to trainees. Mentors are highly adept at helping trainees identify what they need to focus on. If trainees begin to struggle, mentors quickly spot this. They will work with the centre team to plan and implement effective support strategies. As a result, trainees make excellent and sustained progress throughout their placements.

Trainees benefit from excellent pastoral care. They learn strategies to manage their workload and look after their own well-being. This helps them when they take on their first teaching role.

Almost all the current trainees have secured employment. Many of the programme's alumni have gone on to successful careers. Some have achieved promoted posts within a few years of graduating.

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

The provider meets the DfE statutory compliance criteria.

## ITE provider details

<b>Unique reference number</b>	70086
<b>Inspection number</b>	10313374

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.

<b>Type of ITE provider</b>	SCITT
<b>Phases provided</b>	Secondary
<b>Dates of previous inspection</b>	12 June and 9 November 2017

## Inspection team

Dave Gibson, Lead inspector	His Majesty's Inspector
Steve Woodley	His Majesty's Inspector

## Annex: Placement schools

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phase</b>
Alec Hunter Academy	139402	Secondary
Chelmer Valley High School	137260	Secondary
Honywood School	136729	Secondary
Moulsham High School	136863	Secondary
Sandon School	137240	Secondary
Shenfield High School	137877	Secondary
The Beaulieu Park School	145916	Secondary
Plume, Maldon's Community Academy	137790	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 looked after children, 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 2024