

Tribal
Kings Orchard
One Queen Street
Bristol
BS2 0HQ

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 311 5309
Direct F 0117 315 0430
Hannah.Parry@Tribalgroup.com

26 February 2015

Somerset SCITT
Somerset Centre for Integrated Learning
Taunton Academy
Cheddon Road
Taunton
TA2 7QP

Dear Mr Whiteley

Evaluation of the quality and effectiveness of behaviour training in the Somerset School Centred Initial Teacher Training Consortium

Thank you for the help which you and your colleagues, trainees, newly qualified teachers (NQTs), schools and settings gave when I conducted a monitoring inspection of your primary Initial Teacher Education (ITE) partnership on 25 February 2015. The focus of the inspection was to evaluate the quality and effectiveness of behaviour training.

Having considered all of the evidence I am of the opinion that, at this time, the quality and effectiveness of behaviour training are good.

Context

Somerset School Centre Initial Teacher Training Consortium (SCITT) works in partnership with 80 schools and five local authorities. The partnership comprises of infant, first, junior, middle and special schools. The SCITT works with academies, independent providers and children's centres. There are currently 57 primary trainees: nine following an Early Years and Key Stage 1 programme and seven a specialism in special educational needs. On successful completion of the one year course, trainees are awarded a post graduate certificate in education (PGCE) and qualified teacher status (QTS). Somerset SCITT also has two trainees who are following the School Direct route into the teaching profession.

During this focused monitoring inspection three schools were visited. Two trainees and two NQTs were observed teaching parts of lessons or learning sessions. Discussions were also held with seven trainees and two NQTs. A telephone conversation was held with a headteacher from a partner school. Short meetings

FMI monitoring inspection letter



were held with senior leaders and professional tutors at the schools visited. Meetings were also held with senior leaders of the SCITT and those responsible for delivering behaviour management training. A range of documents were reviewed, including self-evaluation documents, improvement plans and responses to the findings of both internal and external surveys. No centre-based training took place during the monitoring visit but slide presentations and handbooks relating to behaviour management sessions were considered.

Outcomes for trainees

Trainees and NQTs are well prepared to become confident and effective managers of classroom behaviour. They are crystal clear about the link between effective learning and good behaviour management. Trainees and NQTs are very clear about the importance of making sure they know the behaviour policies, systems and routines of the schools they go to for placement or employment. They know that their classrooms must be well organised with routines and layouts that meet the needs of the pupils they teach. For example, trainees showed a good understanding of how to organise classroom furniture in a way that avoids bottlenecks and queues with young children. Trainees also emphasise the importance of ensuring that the learning environment they create is calm and purposeful.

Most trainees and NQTs show a good understanding of the importance of using their voice in different ways to manage the behaviour of the pupils in their classes. Good examples of variations in pitch, clarity, and volume were observed. Trainees and NQTs have a secure understanding of the need to establish high expectations of behaviour. Trainees and NQTs spoke knowledgeably about the reasons why some pupils displayed particular behavioural tendencies. They understand that certain behaviours can be linked to a lack of challenge in the classroom or to circumstances at home. The trainees spoken to during the inspection were all very clear that it was important to understand fully any issues affecting the children in their classes and ensure they met their learning needs. They also explained the importance of ensuring that there was never any low level disruption in the classroom which interrupted learning for all the pupils.

Effective behaviour management systems observed included the ringing of bells or shakers and the singing of short rhymes. These ensured that the pupils gave their immediate attention to the trainee or to the teacher. Less effective ways of gaining attention observed were when adults 'shh'ed, talked over the pupils, or when body language was clinical and lacked engagement. Not all of the trainees and NQTs observed were able to manage and organise the time between activities skilfully. For example, movement from a class activity on the carpet to an individual task at a table was noisy and took too much time out of the session to complete. The end of teaching sessions was not always managed well and the expectations of good behaviour were lost.

The quality of training across the partnership

Trainees and NQTs are very positive about their behaviour management training and this is reflected in the SCITT's own internal surveys. All 100 trainees from the 2013–14 cohort completed an internal survey, with 88% considering that they were either well or very well prepared to manage behaviour in school. This is in marked contrast with the most recent NQT survey data published by the National College for Teaching and Leadership (NCTL) in November 2014, when only 17 (16%) responses were returned. The results of this survey indicated that only 62% of trainees were happy with the behaviour management training they had received and this represented a significant dip to below the sector norm.

Centre-based training is good and is provided by a team of strong practitioners who are committed to ensuring that their trainees receive high quality training in behaviour management. By completing a pre-course task which focuses on 'the role of a teacher as a facilitator rather than an instructor', trainees quickly gain an understanding of the importance of behaviour management in the classroom. Trainees and NQTs also highlight how the first module of the course, 'Creating the conditions for learning', prepares them effectively for their first placement. A behaviour conference held each year, early in the autumn term, is highly valued by both trainees and NQTs. They appreciate learning about the theories of behaviour management and welcome all the practical tips offered by the speakers involved. Trainees and NQTs have found the experience they gain in special schools extremely valuable. This is because it helps them understand how pupils with more complex needs can be managed. A conference on 'narrowing the gap' in achievement between those who are disadvantaged and those who are not, also highlights key factors which need to be considered when managing different groups of pupils. Trainees and NQTs also report that the training they receive to support conflicts between pupils helps them deal with such situations.

The quality of leadership and management of the ITE partnership

Although leaders and managers recognise that the external NQT survey is not representative of the views of the majority of its trainees, they are always seeking ways to improve their training. Leaders and managers have a continuing focus on behaviour management in their current improvement plan and this has been skilfully linked to the focus on 'narrowing the gap'. As a direct response to the external NQT survey, leaders and managers have introduced a grade for behaviour management. This is given to trainees every time they are observed. Trainees received six observations on each of three placements during their training. As a result, the SCITT gathers a strong picture of how well each trainee is managing behaviour in the classroom. Any inadequacies are quickly supported by additional visits, individual coaching sessions and counselling where appropriate.

The very recent creation of a 'toolkit', containing a collection of links and resources for all areas of behaviour management, has been designed to support both trainees and NQTs. This provides them with links to national guidance on radicalism and bullying issues, such as homophobia. It enables trainees to have easy access to Ofsted survey reports and guidance from NCTL. It also provides a forum for debate with other trainees and tutors.

I hope that you have found the inspection helpful in promoting improvement in your ITE partnership. This letter will be posted on the Ofsted website.

Yours sincerely

Lorna Brackstone
Her Majesty's Inspector