

# BEC Teacher Training

The Bomfords School, Grange Avenue, Wickford SS12 0LZ

## Inspection dates

13 June to 16 June 2022

## Inspection judgements

Primary and secondary age-phase combined

### Overall effectiveness

**Good**

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The quality of education and training

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

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

Primary and secondary trainees receive a good quality of education and training. The partnership creates an environment in which trainees are expected to work hard. Trainees are provided with excellent pastoral support. They form positive working relationships in lessons and with colleagues in placement schools.

Trainees develop into reflective and confident practitioners, informed by relevant research. They become increasingly impressive role models for the pupils they teach. Trainees become proficient at supporting pupils with a wide range of behavioural needs. Trainees have many opportunities to practise their behaviour management strategies across different school placements.

All trainees secure their knowledge and skills to teach reading. They gain a strong understanding of the importance of teaching systematic synthetic phonics so pupils learn to read. Trainees become confident and proficient in teaching pupils to read and secure literacy skills.

Leaders have strong partnership links with a wide range of specialist providers. Trainees develop a good understanding of a range of pupils' needs, including pupils with special educational needs and/or disabilities and those with behaviour concerns.

Leaders' high expectations mean that trainees develop appropriate professional behaviours. They know how to keep themselves safe and how to identify potential safeguarding risks to pupils in their care.

Trainees highly value the support the partnership provides. They greatly appreciate the providers' quick responses to feedback, such as minimising workload and streamlining course documentation. Trainees praise all those involved in the course programme. They demonstrate that they are well prepared for their first year of teaching.

## **Information about this ITE provider**

- The provider provides training for 31 primary and 26 secondary trainees.
- The provider provides training in the 5 to 11 primary age range and in the 11 to 16 and 14 to 19 secondary age ranges.
- The partnership also offers part-time and assessment-only routes to qualified teacher status (QTS).
- There are 45 schools in the partnership.
- Trainees undertake the school-centred initial teacher training non-salaried routes leading to QTS. Most trainees complete the Postgraduate Certificate in Education with the University of Suffolk.

## **Information about this inspection**

- The inspection was conducted by three of Her Majesty's Inspectors.
- Inspectors met with the interim course director, the primary and secondary course directors, course tutors, professional tutors, class mentors and lead mentors. Inspectors also met with representatives of the University of Suffolk and spoke with headteachers at the schools visited.
- Inspectors met with representatives of the strategic board.
- Inspectors spoke with groups of trainees, mentors and early career teachers (ECTs).
- In the primary phase, inspectors completed focused reviews into early reading and foundation subjects as a whole. They spoke with 15 trainees and three ECTs. In the secondary phase, inspectors undertook focused reviews in history, science, mathematics and modern foreign languages. They spoke with 18 trainees and five ECTs.
- Inspectors visited four primary schools and five secondary schools to meet with trainees, mentors and headteachers. Inspectors visited some trainees' teaching.

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

Partnership leaders have designed and implemented an ambitious curriculum that ensures trainees build resilience and are well prepared for their first year of teaching. There are rigorous recruitment processes in place. Leaders make sure that trainees know what to expect to consistently meet the high standards set within the course programme. Leaders identify strengths and gaps in trainees' knowledge and skills. They adapt relevant aspects of the course to meet individual trainees' needs. Trainees learn and achieve well. They

remain in the profession for many years, developing their practice further within partnership schools and beyond.

Expert centre-based tutors deliver high-quality training that links closely with school-based training. Leaders ensure that subject-specific training and generic principles are purposefully integrated alongside the DfE's core content framework. Throughout the course, trainees revisit important content, building on their practice and subject knowledge. Trainees develop a detailed knowledge and understanding of the partnership's curriculum, the subjects and the phases that they teach.

Trainees are highly reflective. They develop a rich understanding of pertinent education theories and research and use these to inform and adapt their pedagogical choices. Trainees' journals show that they reflect and act upon important aspects of centre-based training, alongside current research. Trainees have used the training they received on equality and diversity to improve their own practice and pupils' learning and well-being.

Trainees learn to adapt teaching appropriately to meet differing pupil needs. They learn through training and visiting a range of providers how to support pupils with social and emotional needs.

Primary trainees are adept at teaching phonics. They receive expert training from course tutors and class mentors. Trainees gain a good understanding of the foundations needed for early reading. They have many opportunities to observe and work alongside skilled and knowledgeable colleagues.

Leaders have very effective systems in place to check trainees' knowledge and understanding routinely throughout the year. Strong communication between course tutors and class, lead and professional mentors mean that trainees are well supported and on track to meet the teachers' standards. Leaders seek external validation to ensure their judgements about trainees' learning are accurate.

Mentors value the training they receive. In most instances, they provide appropriate guidance to help trainees build skills and knowledge effectively. However, the targets some mentors set are not as precise as they could be. On occasions, targets are not broken down sufficiently enough. Therefore, trainees cannot plan effectively to meet the targets.

That said, very many trainees demonstrate that they have a very clear understanding of their next steps and what they need to do to continue making strong progress over time.

## **What does the ITE provider need to do to improve the primary and secondary combined phase?**

### **(Information for the provider and appropriate authority)**

- Some mentors set trainees targets which are too broad. This means trainees, at times, lack clarity about the most effective steps to take to improve their teaching. Leaders

should ensure that all mentors are trained to set targets that are precise, purposeful and strategic and reflect the trainees' journey towards the teachers' standards.

**Does the ITE provider's primary and secondary combined phase comply with the ITE compliance criteria?**

- The provider meets the DfE statutory compliance criteria.

## ITE provider details

<b>Unique reference number</b>	70094
<b>Inspection number</b>	10244308

This inspection was carried out in accordance with the 'Initial teacher education inspection framework and handbook'.

This framework and handbook sets out the statutory basis and framework for initial teacher education (ITE) inspections in England from September 2020.

<b>Type of ITE provider</b>	School-centred initial teacher training
<b>Phases provided</b>	Primary and secondary combined
<b>Date of previous inspection</b>	14 November 2013 and 12 February 2014

## Inspection team

Cindy Impey, Lead inspector	Her Majesty's Inspector
Christine Dick	Her Majesty's Inspector
Adam Cooke	Her Majesty's Inspector

## **Annex: Placement settings, schools and colleges**

Inspectors visited the following schools as part of this inspection:

<b>Name</b>	<b>URN</b>	<b>ITE phases</b>
Anglo European School	137727	Secondary
Beauchamps High School	115322	Secondary
Buttsbury Junior School	136734	Primary
De La Salle School & Language College	115237	Secondary
Eversley Primary School	114999	Primary
Great Berry Primary School	137226	Primary
Ingrave Johnstone	115154	Primary
The Billericay School	136861	Secondary
The Bromfords School & Sixth Form College	139181	Secondary

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