



Loyne Training and Professional Development

Background

This report provides an overview of participant feedback on a selection of the training and professional development courses delivered during the academic year 2013-14. The results reflect the feedback from participants completing questionnaires and email or verbal feedback. In addition to this evidence there are qualitative comments which are reviewed following each training session, recommendations for future delivery either in respect of aspects to retain or modify through change or expansion, together with ideas for future courses which are noted separately by staff responsible for training. Comparisons with the findings reported in 2013 are provided, but for further details (see Houghton, 2013 BP6).

Building on our previous evaluation (see Houghton, 2013 BP6) we have revised course evaluation sheets to capture additional information regarding the profile of participants and the types of school. External training delivered as part of the MENCAP project (see Briefing Paper 7 Good Practice event page X) used its own evaluation forms, in addition new forms were implemented during the academic year, which prevents universal reporting for all training.

Participation in training courses

In 2013, we reported on training delivered to 269 participants with feedback from 184 (average response rate of 80%), in 2014, following revisions to our data collection methods and the fact that there are no Initial Teacher Training courses that typically have a lower response rate, we obtained an average response rate of 97% with feedback from 170 of the 175 participants. The following tables and graphs are based on feedback from 175 participants attending eleven training courses. The courses included are:

| Title of Training | Participants | Excellent | Very Good |
|--|--------------|-----------|-----------|
| Makaton | 4 | 100.0% | 0.0% |
| Let's Listen & Move | 14 | 71.4% | 28.6% |
| Pre Placement SEN School | 18 | 100.0% | 0.0% |
| Managing Challenging Behaviour | 14 | 76.9% | 23.1% |
| Sensory Integration | 20 | 50.0% | 50.0% |
| ASD | 20 | 82.4% | 17.6% |
| BEAM | 11 | 80.0% | 20.0% |
| Behaviour (nb average % for 4 sessions) | 74 | 64.0% | 36.0% |

The Behaviour course which was delivered on four occasions highlights the diversity of response to the same course. Although all four training sessions received a 100% positive rating the range rating the training as excellent ranged from 57.9% to 72.2%.

Overall rating of the training

The combined evaluation for participants from all courses was very pleasing, with 100% rating the training positively as excellent or very good. Two courses, Makaton and a pre placement SEN school course both received 100% excellent rating. The quality of the training is not a concern, and in future evaluations it is recommended that time is given to capturing planned use and evidence of impact.

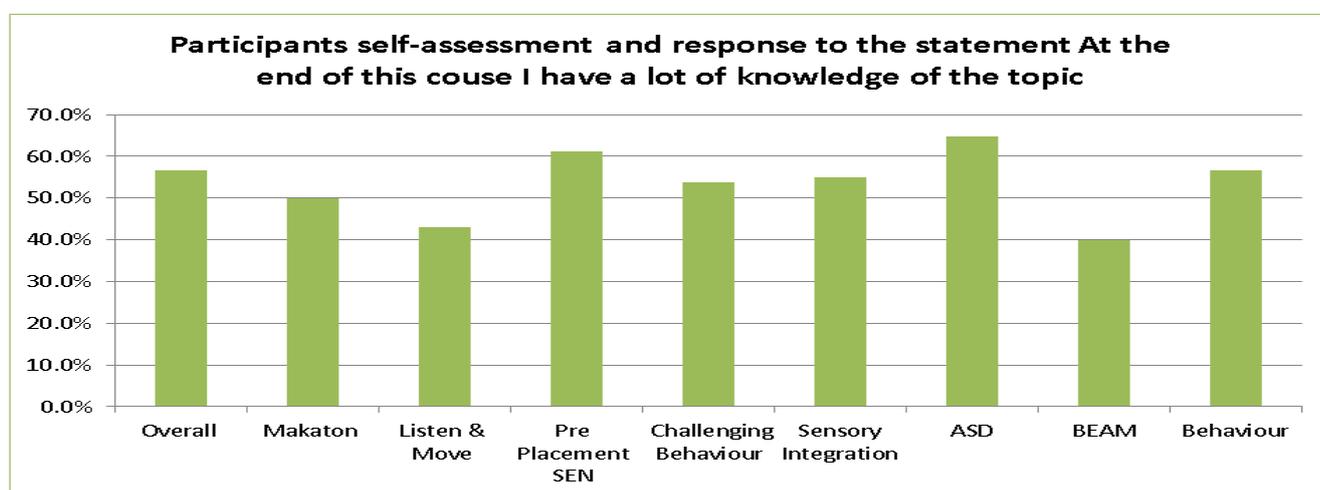
| Year | Excellent | Very Good | OK / Alright | Not very good | Poor |
|----------------|-----------|-----------|--------------|---------------|-------|
| 2012-13 | 59.24% | 38.04% | 2.72% | 0.00% | 0.00% |
| 2013-14 | 71.2% | 28.8% | 0.00% | 0.00% | 0.00% |

Increased knowledge

At the end of each session participants were invited to self-assess their knowledge of the topic before the session and at the end. Again the combined result for the 184 participants shows that there was a shift in knowledge of the topic. By the end of the courses 56.5% considered they knew a lot and 43.5% quite a lot, none left feeling they knew a little or nothing. It is worth noting that the percentage of participants arriving feeling they had quite a lot of existing knowledge was greater than in 2012-13, this may be explained by the fact that in the previous year there were two large events delivered to ITT students, who understandably started with less knowledge.

| Before | A lot | quite a lot | a little | Nothing |
|---------|-------|-------------|----------|---------|
| 2012-13 | 1.1% | 10.9% | 62.0% | 26.1% |
| 2013-14 | 8.8% | 37.1% | 49.4% | 4.7% |
| After | | | | |
| 2012-13 | 39.7% | 59.8% | 0.5% | 0.0% |
| 2013-14 | 56.5% | 43.5% | 0.0% | 0.0% |

Some interesting observations based on closer analysis of the results for individual training sessions. For example, Ten (71.4%) of the participants attending the Listen and Move reported they knew quite a lot at the start of the course, at the end this number dropped to six (42.8%), whilst this could be seen as a negative outcome, qualitative feedback suggests that the training had alerted participants to a more nuanced and detailed understanding of the initiative. This is potentially an important message regarding training materials or interventions which on the surface can be simple to use and explain, the greater benefits of these resources are sometimes missed. For these participants the training helped them to realise that whilst they thought they knew a lot, there was still more to learn. To find out more about the Let's Move initiative see Briefing Paper 5 (Jackson and Houghton, 2013).



| | |
|-----------------------|--------------|
| Overall | 56.5% |
| Makaton | 50.0% |
| Listen & Move | 42.9% |
| Pre Placement SEN | 61.1% |
| Challenging Behaviour | 53.8% |
| Sensory Integration | 55.0% |
| ASD | 64.7% |
| BEAM | 40.0% |
| Behaviour | 56.7% |

One hundred percent of participants reported that at the end of the training they either knew a lot or quite a lot about the topic. As the table on the left shows, there was some variation in the percentage of staff having confidence that they knew a lot about the topic.

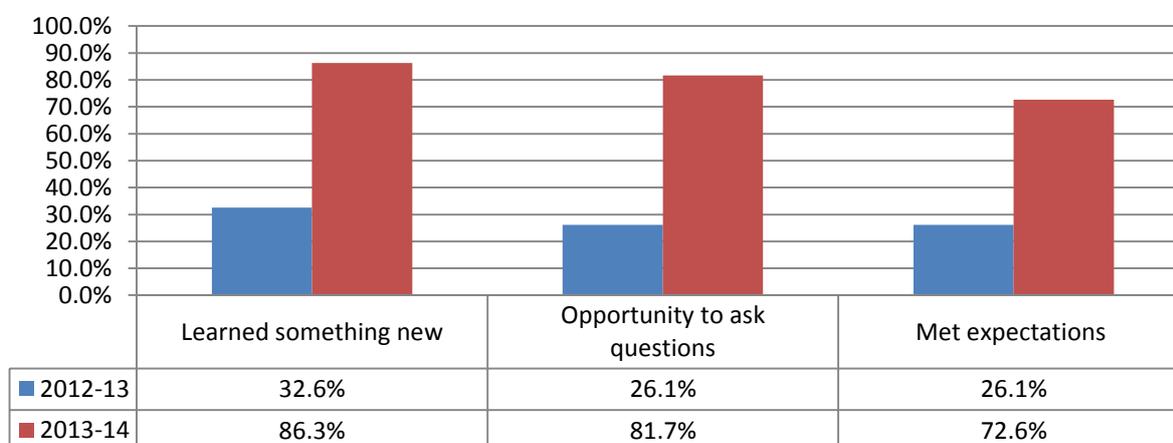
To gain further insight into the knowledge colleagues are taking from the training it is suggested that a sample of participants are contacted after the training to find out what they found to be the most useful messages, and to help identify any further questions which could be included in future training.

Additional impact indicators

To obtain answers to questions which would help with future delivery and provide some indication of initial impact some of the statements were changed, and will be used for all evaluation in 2014-15. The new optional questions added for 2013-14 explored usefulness for current job, networking and value for money. Thirty-three (19%) of participants identified the training as an opportunity to make new contacts, which we believe will be useful for longer term networking and future collaboration. All participants said the training would help them with their work, and 133 (76%) strongly agreed with this statement. Although not relevant to all participants, 41 (24%) confirmed that the training was value for money; this is something we will be exploring as part of our longer term sustainability plan.

Overall improvements were noted for the statements used in both years, in 2012-13 the combined results for positive response to the statements was 97.4%, in 2013-14 this was 100%. We have therefore focused on comparing the participants who strongly agree with each of the statements. With the exception of encouraging participants to ask questions, there was no specific change made to our approach to training. Explanations for the improvement and numbers strongly agreeing are likely to relate to increased use of feedback and awareness of the questions or concerns that participants may have which is based on staff delivering the training having either delivered training before and / or experience of working on school to school support. The qualitative feedback on previous evaluations has been used by staff to help them in preparing the delivery of future training opportunities, and the processes involved in school to school support are providing a valuable source of ongoing feedback. The range of courses offered this year has also changed and it is possible that this may have influenced the very positive outcome.

Bar chart of participant feedback on training comparison 2012-13 and 2013-14 courses



Ideas for improvement

Qualitative statements are reviewed by the CPD co-ordinator who is able to offer feedback to the staff delivering the session and also identify any specific patterns or suggestions for the future. Some of the common features which are transferable across different training courses:

- **Timing** – where this is mentioned there is a general request for longer training;
- **Current resources and new developments** – an increased awareness of *'how strategies change over time'* and an appreciation of the 'facts and latest developments';
- **Accessibility of slides** – for one course several participants noted the slides were 'rather full and the font size was a bit small', the use of additional handout with extra information may be worth exploring;
- **Relevance and practical strategies** – was highly valued for instance, 'practical strategies for the classroom that can be used in any setting' was typical.

Individual School to School Support

School to school support is planned on an individual basis. Following an initial assessment of need a package of support is undertaken that can include: advice for teachers, delivery of training, support for work with parents. At the end of the academic year, schools are invited to summarise the nature of support, and offer feedback on the quality of the support, its relevance to school needs and anticipated impact on provision. Feedback is collected at the end of the academic year, when provided this confirms the impression and anecdotal feedback given to the teachers providing support to support.

All schools describe the support as very good and report it meets the needs of the school. Levels of impact are marked on a 10 point scale, where 1 is no impact and 10 greatest impact, thus far all schools report an impact school of 8 to 10. The positive response from school is attributed to:

- the time taken to negotiate and identify an agreed package of action that is based on careful assessment;
- the quality and experience of the teachers and teaching assistants assigned to provide the support, all of whom are able to draw on previous experience acquired through their teaching in the Loyne;
- the flexible and responsive approach which recognises the working context of the teachers being supported;
- willingness to support at a strategic as well as a practical level, for instance support for an ASD pupil included practical suggestions for IEP targets, advice given during annual statements and follow up work with parents;
- a holistic approach that takes account of the teachers, teaching assistants and parents/carers all of whom have a role to play in providing consistent support for children.

| Flexible, responsive whole school support | Impact on Teaching Assistants and Parents | Training for future cascading within the school |
|---|--|---|
| [Teacher] is very flexible and responds willingly to all our requests for support e.g. putting together specific training packages. She visits school on a weekly basis and her time is well utilised in responding to needs identified by the SENCO & class teachers. She has a wealth of knowledge & is always happy to share this. | Support from [teacher] has had a very positive impact on TAs confidence in supporting children. Relationships with parents have been strengthened also by both the consistency of visits and [Loyne Teacher's] liaison with parents as required. | Now that I have received the training I will be able to assist others in carrying out the BEAM programme. I will also be able to assist in pointing out those children who may need a little help with their movements. ... |

Future Plans for evaluation

To help standardise reporting of Loyne Learning Alliance training we will also review how other schools are monitoring, evaluating and reporting on their training to governors, to the LLA and perhaps more widely. The experience gained from the CPD co-ordinator is clearly enhancing overall quality of training, it is recommended that key messages should be captured and shared amongst the staff involved in delivery. To date additional qualitative data collection from participants with respect to ways they have used the training, or evaluation of the impact on their practice or the learning of their pupils has not been collected. However, this is something that may be explored in future years, either in respect of new courses, or a particular intervention that is being evaluated in more detail, see for example, interventions discussed in Briefing Paper 7 Good Practice event.



Learning Alliance website: <http://www.loynelearningalliance.co.uk/>
 Loyne Specialist School, Sefton Drive, Lancaster, Lancashire LA1 2PZ
 Loyne Website: <http://www.loyneschool.org.uk/Loyne>



Reference this briefing:

Houghton, A. (2014) *Loyne Training and Professional Development Academic Year 2013-14*, Lancaster available at: <http://www.loynelearningalliance.co.uk/Projects.html>