



KNSTE

Evaluation of Key Improvement Priorities

2018/19

Submitted to Strategic Board: –November 2019

This document should be read alongside the KNSTE Self-Evaluation Document and the Summary SED



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Evaluation of Key Priorities identified for 2018/19

Achieved, Partially Achieved, Not Yet Achieved

Key priorities for improvement in relation to quality of outcomes for Associate Teachers.

1. To create meaningful tools for making explicit the significance of the ongoing development of subject knowledge by ATs when on course.
2. To increase the significance of Knowledge Organisers in relation to LOPs and Focus Lessons on ATs' subject knowledge confidence so that ATs are more confident of the key concepts in preparation for meaningful curriculum design.
3. Develop priorities for our Early Years specialism so that we can focus on sharing agreed principles of practice across our partnership from September 2020

Key priorities for improvement in relation to quality of training across the partnership

4. To develop focus groups of TEs, and NQTs to provide opportunities for qualitative feedback in addition to the quantitative feedback mechanisms, including a particular emphasis on TS6, and planning in relation to the workload initiative.
5. To develop a Tier 3 training programme in partnership with NASBTT and SAPERE that further develops our ethos of co-analysis.
6. To develop a new planning tool for sequences of lessons that help to address the workload recommendations for ITE.
7. To develop Teach Meet activities that further develop our support for Philosophy for Children and Communities both as a pedagogy and as a practice. This will include opportunities for Early Career and experienced teacher colleagues alike.

Key priorities for improvement in relation to leadership and management of the partnership

8. To create a new staffing structure that enables KNSTE to realise its ambitions in relation to the Expansion project.
9. To support the Expansion Schools in the recruitment of trainees and development of Teacher Educators
10. To explore opportunities to develop an integrated data and evaluation tool with online dashboard and web-based forms
11. To develop a new Art and Design specialism and revise the English and Connected Curriculum specialism to be English and the Performing Arts. For 2020/21 programme
12. Creation of the Midlands Hub

Improvement in relation to quality of outcomes for Associate Teachers

Key Priority 1: To create meaningful tools for making explicit the significance of the ongoing development of subject knowledge by ATs when on course.

Success Criteria:

- To sustain the increase the % of ATs Graded a 1 in relation to Teachers Standard 3, so that this is at least 65%. To increase the AT evaluation of TS3. In 2017/8 TS3 was ranked 8th by ATs with 86% rating the standard as good or very good. The highest ranking was 96%. This ranking contrasts with TEs and PTs who both ranked this as 5th. As a consequence of improved subject knowledge tools, we are ambitious that ATs feel more confident about their subject knowledge and so as a consequence of these developments ATs will rank TS3 higher than 8th.

Outcome Data

- The average % of final G1s is significantly decreased from 66% in 2017/18 to 43% in 2018/19. It is worth noting however, that the % of G3s has halved again from 2% to 1% after already halving the year before from 4% to 2%. We are very confident having looked in detail at the figures that this is very cohort specific and not a concern related to the quality of the course.
- This cohort was a weaker cohort who received 3 times more support than had been planned for in the budget based on previous cohort need. This was through a higher than average percentage of ATs on S4C and G4G as well as additional nurture and pastoral support required throughout the year. Another potential contributing factor to this shift from G1 to G2 were that ATs were interviewed differently. We are concerned that perhaps this was slightly less robust due to time constraints and we will return to the previous model of a morning session at Keele University followed by an afternoon session in a partnership school.
- It is also worth noting that the DfE guidance prevented us from being able to cite lack of school experience as a reason to reject an applicant, we feel this may have resulted in some ATs starting the course with very little understanding of the realities and complexities of the demands of the profession and therefore underprepared for the rigour of the course.
- We had a higher percentage of ATs declaring a disability in relation to stress and anxiety for this cohort than in previous years and, although support was put in place we feel we have more to do in this area. We are confident that our work around the Ethics and Wellbeing framework will go a long way to address this but we will continue to monitor this closely through our evaluations.
- AT, PT and TE evaluation is less positive as it has been in recent years which is disappointing given the extensive work that has gone into developing KO.

Evaluation of Specific Actions in 2018/19 (Evidence in RAGed Summary)

Whilst our outcome data was disappointing, we have secure evidence that this is likely cohort specific rather than a trend. The PT team carried out all the actions in relation to this KPI. All of which are intended to impact positively on the 2019/20 data rather than 2018/19. We have revised the subject knowledge audits ready for the 2019/20 cohort and we will evaluate the impact of this through AT liaison and our analysis of our 2019/20 outcome and evaluation data. All actions in relation to this priority were achieved as evidenced on our RAG summary. We are ambitious that our 2019/20 data will reflect these endeavours.

Next Steps in 2019/20

- To develop a robust mechanism for monitoring both Fundamental mathematics and English professional capabilities
- To ensure that subject knowledge in relation to English and mathematics is recorded as rigorously as the Foundation Subjects
- To evaluate the impact of the revised Foundation Subject Audits.

These next steps will help to inform our achievement in relation to Key Priority 2 in 2019/20

Improvement in relation to quality of outcomes for Associate Teachers

Key Priority 2: To increase the significance of Knowledge Organisers in relation to LOPs and Focus Lessons on ATs' subject knowledge confidence so that ATs are more confident of the key concepts in preparation for meaningful curriculum design.

Success Criteria:

- To sustain the increase the % of ATs Graded a 1 in relation to Teachers Standard 3, so that this is at least 65%. To increase the AT evaluation of TS3. In 2017/8 TS3 was ranked 8th by ATs with 86% rating the standard as good or very good. The highest ranking was 96%. This ranking contrasts with TEs and PTs who both ranked this as 5th. As a consequence of improved subject knowledge tools, we are ambitious that ATs feel more confident about their subject knowledge and so as a consequence of these developments ATs will rank TS3 higher than 8th.

Outcome Data

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- We had a higher percentage of ATs declaring a disability in relation to stress and anxiety for this cohort than in previous years and, although support was put in place we feel we have more to do in this area. We are confident that our work around the Ethics and Wellbeing framework will go a long way to address this but we will continue to monitor this closely through our evaluations.

Evaluation of Specific Actions in 2018/19

ATs Foundation Subject Presentations were highly evaluated by the PT team and this was directly attributed to the use of knowledge organisers. The team have developed Knowledge Organisers for each of the Teachers' Standards. The Specialism Team continue to develop Knowledge Organisers as a way of making explicit subject knowledge.

Next Steps in 2019/20

We are eager to continue our focus on subject knowledge, this need is in particular as evidenced by a reduction in our Grade 1s for TS3. These next steps will help to inform our achievement in relation to Key Priority 2 in 2019/20

Improvement in relation to quality of outcomes for Associate Teachers

Key Priority 3: Embed priorities for our Early Years specialism so that we can focus on sharing agreed principles of practice across our partnership from September 2020.

Success Criteria:

- To increase the % of EY ATs who achieve a G1 from 64% (2017/18) so that in 2018/19 the % is within 8% of the cohort average and in 2019/20 it is within 5%
- By July 2020 the partnership will have an agreed set of EY principles that will underpin placement experiences.

Outcome Data

- In line with the cohort specific shift from G1 to G2, 38% of EY ATs achieved G1 at the final grading point. There are no significant differences to note in relation to full cohort data. The full cohort percentage is 43% which means we have exceeded our target of being within 8% of the cohort average and have actually met our 2019-20 target.

Evaluation of Specific Actions in 2018/19

Our EY lead created an action plan and revised the handbook. We are now ambitious to draft a set of principles to share with our partnership schools

Next Steps in 2019/20

Mindful of our partnership focus on our EY specialism, we will continue with this emphasis through Key priority 3 in 2019/20 by developing a set of principles of practice for discussion within our partnership. These will be used to help inform our placements for our EY ATs.

Improvement in relation to quality of training across the partnership

Key Priority 4: To develop focus groups of TEs, and NQTs to provide opportunities for qualitative feedback in addition to the quantitative feedback mechanisms, including a particular emphasis on TS6, and planning in relation to the workload initiative.

Success Criteria:

- To increase the % of ATs who achieve a G1 at the end of the course in relation to TS6 from 59% to at least 62%, so that TS6 is no longer one of the relatively poorer TSs in relation to outcomes and evaluation

Outcome Data

- It is pleasing to see a decrease in G3s for TS6 although this shift is based on just 1 AT so this is a negligible increase. The cohort specific data shift from G1 to G2 is evident here as it is in all standards. TS6, along with TS5 has the lowest % of G1s at just 35%. This is a concern because despite a significant amount of thought and consideration going into the programme offer for this standard, we are not seeing the improvement we would like to see. It is likely that the absence of an increase in G1s is attributable to the weaker cohort this year rather than a consequence of the improvements we have made to the programme.

Evaluation of Specific Actions in 2018/19

We were able to gather a group of TEs who were able to provide specific insights and these led to the further development of the knowledge organisers and a more focused approach to TS6 in 2018/19. However our grading data suggests that there is further work to be done here.

Next Steps in 2019/20- Ensure that Form 9 and from 9a are ready on Paragon for January 2019.

- Plan sessions so that ATs are fully aware of the requirements of Form 9 and Form 9a and are ready to use them for their second placement.

Key Priority 4 enables us to make further use of our TEs in relation to TS5,6 and our workload initiative and evidence base.

Improvement in relation to quality of training across the partnership

Key Priority 5: To develop a Tier 3 training programme in partnership with NASBTT and SAPERE that further develops our ethos of co-analysis.

Success Criteria:

- Programme is available for piloting in 2019/20 Placement 2
- Feedback from TEs on Tier 3 value the development of their role
- Feedback from Headteachers and Strategic Board supports the status of TEs and recognises positive impact
- Evaluation data from ATs whose TEs have attended training is higher than the cohort average for TS1.

Outcome Data

- Dates have been agreed for Tier 3 TE training: 27th February, 30th March, 11th June in 2020.
- The Feedback form Strategic Board and the TEs involved in the development of the programme has been overwhelmingly positive

Evaluation of Specific Actions in 2018/19

All specific actions were achieved and are evidenced in the PT, Leadership and Strategic Board Minutes

Next Steps in 2019/20

Key Priority 5 will enable us to evaluate the impact of the programme.

Improvement in relation to quality of training across the partnership

Key Priority 6: To develop a new planning tool for sequences of lessons that help to address the workload recommendations for ITE.

Success Criteria:

- AT evaluation data reflects increased confidence in relation to medium term planning.

Outcome Data

- This was evidenced through the involvement of ATs in the pilot of the sequence and the subsequent revisions made acting on the advice of ATs, TEs and PTs (evidenced through the PT team minutes).

Evaluation of Specific Actions in 2018/19

- All specific actions were achieved and are evidenced in the PT, Leadership and Strategic Board Minutes

Next Steps in 2019/20

Key Priority 6

Improvement in relation to quality of training across the partnership

Key Priority 7: To develop Teach Meet activities that further develop our support for Philosophy for Children and Communities both as a pedagogy and as a practice. This will include opportunities for Early Career and experienced teacher colleagues alike.

Success Criteria:

- Teach Meets focus on practices that are relevant to NQTs/ RQTs and experienced teachers alike so that KNSTE develops a coherent and cumulative offer that develops practice and resists fads and tick lists.

Outcome Data

- The Teach Meets did not prove to be a success in terms of numbers, but were welcomed in terms of quality. We did however secure in year funding from the

Bercow Foundation and worked with 20 teachers on P4C and we have worked with the Societas MAT and schools are now achieving the Bronze and Silver awards and so we feel that we have exceeded this target as our impact went beyond the Teach Meets.

- Evaluation of Specific Actions in 2018/19

All specific actions achieved in relation to P4C. There is further work that we would like to do in relation to transition to employment

Next Steps in 2019/20-

Key Priority 1 and Key priority 4

Key priorities for improvement in relation to leadership and management of the partnership

Key Priority 8: To create a new staffing structure that enables KNSTE to realise its ambitions in relation to the Expansion project.

Success Criteria:

- Staff appointed to Lead Tutor, Specialism co-ordinator and Expansion Project roles
- Leadership team expanded and Administration Team expanded so that successful delivery of projects is facilitated.
- Induction and support of new appointments enabled, so that expansion enables capacity building
- Sustainability of new appointments planned for, so that the team can be maintained.

Outcome Data

- Lead tutor, specialism coordinator and expansion project lead have been successfully appointed and they are in post currently.
- The Leadership team continues to evolve and at the end of the 2018-19 year we had one full time member of staff for the Research School, a colleague working 0.8 and another 0.6 plus a part-time tutor team.- All staff appointed received a full induction and were able to be self-sufficient in their work rapidly. However we have then experienced some transition with an admin colleague being on long-term sick (now returned) another resigned (now replaced) and an assistant director returning to a school-based role. We are also mindful that the Research School contract comes to an end in August 2020.

- Evaluation of Specific Actions in 2018/19

The team are to be congratulated in sustaining the quality of provision during a turbulent staffing period. We achieved all the specific actions despite these changes.

Next Steps in 2018/19- Scoping meeting on the 3rd December to look at what the staffing structure might look like going forward with the changing landscape of The Research School and based on cohort numbers of KNSTE.

Key Priority 8

Key priorities for improvement in relation to leadership and management of the partnership

Key Priority 9: To support the Expansion Schools in the recruitment of trainees and development of Teacher Educators

Success Criteria:

- Lead Expansion tutor and expansion tutor team appointed
- Project actions shared and disseminated
- Expansion schools contacted and updated
- School plans developed and agreed, including project partnership agreement.

- Flexible Route and Apprenticeship opportunities explored
Outcome Data - Sandra Hearson appointed as Lead expansion tutor. - Project aims have been shared with Strategic board (see meeting minutes), partnership schools and ATs. - We have a number of expansion schools who have been contacted, are engaging well and have received training and support already.
Evaluation of Specific Actions in 2018/19 - Identify strong ATs who may have an affinity for working in school in challenging circumstances and ensure that they are placed in these schools. - ensure that any ATs who are placed in expansion schools have any additional support they may need to succeed. - Provide ongoing CPD and support to the expansion schools
Next Steps in 2018/19- Key Priority 9

Key priorities for improvement in relation to leadership and management of the partnership Key Priority 10: To explore opportunities to develop an integrated data and evaluation tool with online dashboard and web-based forms
Success Criteria: - The development of a new online system for use by September 2019 that increases efficiency
Outcome Data - Paragon is in place and up and running with the 2019-20 cohort. - Extensive work has gone in over the Summer break to ensure we are prepared for the beginning of the course so that ATs can use the new system from the very start of their course. - ATs, PTs and TEs have been given their login and are using Paragon to log their work.
Evaluation of Specific Actions in 2018/19 We need to iron out any issues that ATs, TEs and PTs are coming across and will work with Paragon on this. - Interview procedures have been transferred to Paragon and training will be given to all interviewing tutors to ensure they can use Paragon efficiently. - Partnership agreements will include the requirement to use Wifi in schools to ensure that when interviewing or carrying out Progress Point meetings they can be done straight onto Paragon and therefore reduce any associated workload.
Next Steps in 2019/20 - Ruth and Sally to work with Paragon to ensure any issues are dealt with rapidly - Ruth to ensure evaluation includes opportunities for all stakeholders to provide feedback on Paragon. Key Priority 11

Key priorities for improvement in relation to leadership and management of the partnership

Key Priority 11: To develop a new Art and Design specialism and revise the English and Connected Curriculum specialism to be English and the Performing Arts. For 2020/21 programme.

Success Criteria:

- Creation of English and Performing Arts Specialism for first Teaching in September 2020, so programme advertised September 2019
- Creation of Art and Design Programme for first Teaching in September 2020, so programme advertised September 2019.

Outcome Data

- Programmes have been advertised and recruitment has commenced

- Evaluation of Specific Actions in 2018/19

All specific actions achieved, evidenced through minutes, programmes on UCAS and website information.

Next Steps 2019/20

Appointment of Specialism tutor for English and performing Arts.

- Appointment of specialism tutor for Art and Design.
- Course content development sessions.

Key Priority 11

Key priorities for improvement in relation to leadership and management of the partnership

Key Priority 12: Creation of the Midlands Hub.

Success Criteria:

- Midlands Hub opened at Streethay Primary School by September 2020 latest, September 2019 soonest.

Outcome Data

- It became apparent through the course of the year that this was not going to be a viable option for ATs, but rather we can use the school as a training venue. We have also developed further links with the Uttoxeter Learning Trust Teaching School Alliance.

- Evaluation of Specific Actions in 2018/19

N/A

Next Steps 2019/20- N/A