

Context

Associate Teachers	2018/19 66 completed	2017/18 73 completed
Grade 1	43%	66%
Grade 2	55%	32%
Grade 3	2%	2%
Grade 4	0%	0%
Academic Award (Postgraduate Pass)	99%	99%
Academic Award Professional Pass	1%	1%
Assessment deferred	2	2
Withdrew from course before final assessment (at any stage)	4 Retention rate 94%	2 Retention rate 97%
Overall Employment of those who completed the programme	97% (within 3 months of programme finishing)	97% (within 3 months of the programme finishing)
Overall achievement & success rate of those that completed the programme	100%	100%

Recruitment and Selection: Our interview decision forms and records, combined with our databases, evidence our recruitment and selection procedures together with our admissions policy and recruitment of offenders policy. All applications are checked to ensure applicants have secured GCSE grade 4 in English, Science & Maths or an appropriate equivalence and a suitable Honours degree before commencing the programme. Our website clarifies our entry requirements. These are also made clear in an interview information booklet that is sent to all applicants that are invited to attend an interview. Our interview policies and procedures evidence that we have a rigorous selection procedure that is fully compliant with the DfE's (October 2019) requirements. After some external evaluation of this process and in response to the skills tests requirements being removed, we are making some changes to our interview process for the 20/21 cohort recruitment. We will maintain the high levels of integrity and the robust nature of the selection process as we know the importance of this to all of our partnership schools.

Retention Rate: Our high retention rates of 94% is consistent with our year on year data. Our early intervention and support ensures that ATs are able to thrive on the programme. The course is personalised to meet their needs and so ensures their commitment and achievement. This is recognised in both our outcome and evaluation data. In 2018/9 5 of the 8 ATs who suspended study were in the over 25s category and 4 of them were English specialists. Work needs to be done to identify if there is more we can do to support our over 25 cohort, this will become a Key Priority in the coming year, especially as our over 25 cohort is growing. The data around English specialism contradicts the very positive AT evaluation as evidenced in the quote regarding this specialism.

Outcomes for Trainees

Grade 1

Grading: We are very pleased to retain 0% final Grade 4s and only 1% Grade 3s. The 18/19 cohort have represented quite a shift for us in final Grade 1s and as a tutor team we are looking into potential reasons for this. We are confident that this is cohort specific and not reflective of the quality of the course in any way. We know that our partnership schools who work alongside us in making final judgements, trust us to deliver honest, accurate grading and this data reflects that for this cohort.

Success rate: Our employment figure of 97% and completion rate of 100% continue to exceed sector data. These figures have now been sustained across all five years of the SCITT's existence. The two ATs not employed are working in the education sector as TAs.

Particular groups of ATs: Our analysis suggests that there is no bias on our programme. However we are far from complacent and we are very mindful of our ambition to recruit more applicants from ethnic minority populations, and this will be a continuing focus for us. Our analysis across specialisms also demonstrates that

all cohorts perform well, although we are eager to further develop our SEND programme.

Part Two of the Teachers' Standards is significant within the partnership and is assessed and evaluated through the Assessment Points. We will continue our emphasis on TS3 and TS6 and share with TEs our curriculum and assessment approaches. We will have a particular focus on Empathy, Ethics and Well-being in 2019/20 as well as PSHE.

Connecting AT subject knowledge and pupil progress. All our outcome data is strong, achievements in relation to TS1,7,8 remain high. Whilst we have improved our overall achievement in relation to TS6, we are eager to do more. We will continue to focus on TS5, particularly in relation to EAL.

'The assessment assignment really enabled me to develop my understanding of assessment and feedback, being reflective and metacognition. This gave me further support within planning and teaching.'
AT, Summer 2019

'I loved my specialism. I feel that this has enabled me to enjoy teaching English more and to thrive in my teaching. I am very pleased with the progress I feel I have made and the sheer inspiration that my specialism tutor has offered, amazing!'
AT, Summer 2019

Teachers' Standard	Analysis of 2018/19 outcomes by Standard (2017/18 data in brackets)		
	Grade 1	Grade 2	Grade 3
1	59% (73%)	40% (22%)	1% (5%)
2	38% (64%)	59% (33%)	3% (3%)
3	46% (66%)	48% (31%)	6% (3%)
4	43% (69%)	56% (27%)	1% (4%)
5	35% (58%)	59% (40%)	6% (2%)
6	35% (59%)	62% (37%)	3% (4%)
7	57% (73%)	41% (24%)	2% (3%)
8	51% (78%)	48% (19%)	1% (3%)

Quality of Training Across the Partnership

Grade 1

Partnership Schools

Our partnership of schools continues to grow. Over the past three years we have worked with over 120 schools, at least 60 of which are active during any placement period. The expansion project is well underway and we have identified a number of schools that find themselves in challenging circumstances and are very willing to work in partnership with us. We are looking forward to developing opportunities for high quality Teacher Educators within those settings. The special schools who are supporting us on the SEND Pathway have worked very well with the partnership for the 18/19 cohort. We are delighted that not only our SEND specialists but also those who elect to have additional SEND experience are benefiting from their experience and expertise.

The role of the Teacher Educator

As a partnership we continue to invest significant time in developing and celebrating the role of the TE. We are now recognised as a NASTT accredited provider. We have been pleased to offer the Level 2/ Tier 2 Advanced Certificate for Teacher Educators as well as the Tier 3 pilot last year. We are now looking to use Philosophy for Children and Communities more as both an approach to classroom practice but also as an approach to professional learning development. This development is reflected in our key priorities and is based on our evaluation data analysis. We see the role of Teacher Educators as a key middle leadership role and one that is essential to sustaining the future of the profession.

Complementarity

The data set below recognises the strong partnership between SCITT based and school based elements of the programme. This data relates to the extent to which the ATs recognise complementarity between the SCITT and practice based elements of the programme. A difference of greater than 4% was recognised as being significant. We are continuing to develop our behaviour support in relation to TS1 and TS7 and planning is a focus for TS4. The reduction in ATs appreciation for the complementarity in TS5 and TS8 last year is a concern and will inform our development priorities for 2019/20. TS6 continues to be a development priority for us in 2019/20 and we are considering a move towards a stronger connection between the academic module and the SCITT and school-based elements, as the academic achievements in relation to assessment were very strong.

Teachers' Standard	% VG and G rating at the end of Final Practice (2017/18 figures in brackets)	% Change between 2017/18 and 2018/19
1	92% (96%)	-4%
2	96% (96%)	0%
3	92% (92%)	0%
4	96% (96%)	0%
5	90% (96%)	-6%
6	84% (88%)	-4%
7	92% (90%)	+2%
8	88% (94%)	-6%
Overall	91% (94%)	-3%

Leadership & Management

The drive to recruit retain and develop highly effective teachers within the local area is a key feature of the provision

and our data clearly evidences of success. The continuing development of both the SEND pathway and Early Years specialism are welcomed by our partnership, as is our Expansion project. We are developing the use of P4C both within the programme and for TEs. Our drive for a concept informed curriculum is also being sustained and developed through the use of knowledge organisers and a renewed emphasis on curriculum design.

Key Priorities for improvement

An analysis of both our outcomes and evaluation data indicate that we have met or exceeded the ambitious success criteria set for 8 of our 12 KPIs in 2018/9, and partially achieved 3 of the remaining 4. These 3 have been incorporated into our 2019/20 Improvement plan with the 4th; creation of the Midlands hub being discontinued. A summary of our 2019/20 KPIs can be found on our website alongside this document.

TE Development Opportunities

Evaluation data demonstrates that our vision for excellence is shared by TEs, tutors, and strategic board members. Together with revisions to our Forms and Handbooks we are ambitious that all TEs have consistently high expectations of trainees through an appropriate focus on both pupil progress and

the Teachers' Standards.

Quality Assurance Systems

Feedback from both ATs and TEs recognises our strong capability and capacity to act quickly to identify and address mentoring and training needs. We now have revised our TE guidance to reflect this. This is available on the TE area of our website. We are developing a more robust system of peer reviews for tutors so that we sustain our consistent approach.

Programme Developments

We have further developed our specialisms and ATs will have the opportunity to work with children at Middleport Pottery, extending their appreciation of our local context. ATs also engage with Lesson Study. We continue with our focus on subject knowledge development and disciplined thinking. We will increase our emphasis on subject vocabulary and teacher vocabulary as a way of enabling progress. We are ambitious to work with our partnership schools to develop progression models for each of the foundation subjects. This will be a priority for us in 2019/20. It is an ambitious, but worthwhile project.

Independent Teacher Workload Review

All ATs are made aware of the three reports and links to the Ofsted videos about inspection myths are shared. We are introducing our new medium term planning format to help to prepare ATs for many schools' response to the reports. This is also our response to the ITE specific guidance.

Improvement Priorities

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

1. To ensure that we access additional support for our career changer entrants to the profession and those ATs lacking in confidence so as to enable them to make the transition from our programme into employment.
2. Further develop the use of Knowledge Organisers in relation to LoPs and Focus Lessons so that ATs are more confident of the key concepts in preparation for meaningful curriculum design.
3. Embed priorities for our Early Years specialism so that we share agreed principles of practice across our partnership.

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

4. To develop TE and NQT forums to provide opportunities for qualitative feedback in addition to the quantitative feedback mechanisms, including a particular emphasis on TS5, TS6, and planning in relation to the workload initiative.
5. To develop our Tier 3 training programme to ensure that it furthers our ethos of co-analysis as well as an emphasis on professional knowledge.

6. To implement our new planning tool for sequences of lessons as a way of addressing the workload recommendations for ITE.
7. To engage in a small –scale research project work with partnership schools and in collaboration with a group of researchers from the University of Auckland exploring the use of Curriculum Design Coherence (CDC) Model Principles.

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

8. To develop a staffing structure in relation to the changing landscape of ITE, the Research School and the potential for further bids.
9. To support Expansion schools in the recruitment and development of Teacher Educators.
10. To evaluate the impact of Paragon taking into account all stakeholders opinions.
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. To evaluate the impact of the Professional Ethics, Empathy and Well-being strand on AT's capacity to take control of their workloads and the workload implications on PTs and TEs.

Compliance Checks

Pre and Post Key Stage Experience

The practice experience of all ATs is monitored by the leadership team and recommending board to ensure that all ATs have pre and post Key Stage experience. The evidence for this can be found in the KNSTE's placement records and through the ATs professional tasks. This is also monitored by Personal Tutors during tutorials.

The KNSTE timetable is monitored by the leadership team to ensure that a minimum of 120 days school based experience is available to all ATs. This is monitored through the submission to the DfE census. This is checked by the Director, Assistant Director and administration team. Our Expansion programme has been successful in carefully integrating new schools to our programme and we continue to evaluate the impact there.

Teaching experience in two contrasting schools

All placements are monitored by the Assistant Director. Our database of school information is used to underpin appropriate placement settings. Our federations of schools have been visited by our external examiner to assure the partnership of incidences when ATs are placed in two settings with the same executive head-teacher are sufficiently contrasting. The schools' socio-economic circumstances and consequent differences in realising similar policies was recognised (see external examiner reports).

Promoting equality and diversity and eliminating discrimination.

In addition to realising its own Equalities policies and procedures, all ATs are required to provide evidence that they have been inducted into their placement schools and been advised of the Equalities policy.

Safeguarding

All ATs and staff are subject to the required DBS, prohibition checks and records are kept centrally by the administration team and are appropriately secure and accessible. Information is released to schools in line with GDPR and DfE requirements. ATs are asked for their written consent should schools request to be furnished with any further appropriate details. This is evidenced by our administration records and AT files. Checks begin on the day of interview and are regularly updated to ensure compliance. Additionally our Executive Director, Assistant Director and Finance and Office Manager have been Safer Recruitment Trained. Our Assistant Director and our Chair of Strategic Board, who is the headteacher of Seabridge Primary School, are Level 2 Safeguarding trained and the latter is the Safeguarding Officer for the school and the KNSTE. All staff and ATs have been Level 1 trained, certificates are available as evidence.

Enabling teachers to thrive.

Our programme also builds on the ethos that teaching is a privileged profession and that the compliance requirements underpin and enable a profession that can then thrive by transforming children's lives through education. Our Executive Director is currently researching into how the Teachers' Standards can relate to the 'big ideas' of pedagogy and curriculum knowledge and this will result in changes to our approach to enquiries over the next two years.

The distinctiveness of KNSTE

We are focussing on how we can further enrich our programme through our distinctive KNSTE ITE curriculum. We will be more proactive in sharing this, and we will use these principles to underpin our curriculum development work and our expansion programme.