

## Context

Associate Teachers	2017/18 73 completed	2016/17 56 completed
Grade 1	66%	72%
Grade 2	32%	23%
Grade 3	2%	5%
Grade 4	0	0
Academic Award (Postgraduate Pass)	99%	98%
Academic Award Professional Pass	1%	2%
Assessment deferred	2	3
Withdrew from course before final assessment (at any stage)	2 Retention rate 97%	1 Retention rate 98%
Overall Employment of those who completed the programme	97% (within 3 months of the programme finishing)	98%
Overall achievement & success rate of those that completed the programme	100%	100%

### KNSTE Ethos

The KNSTE aims to build and develop a community of teachers who work together collaboratively, critically, creatively and carefully to understand and improve the positive impact that they have on pupil progress and achievement.

### 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 our interview information section on our website that applicants are given access to when they 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 2018) requirements.

'The SCITT sessions have really allowed me to develop my own practice and be critical and reflective. The writing of assignments definitely helped my development and understanding through research.' AT, Summer 2018

'The placements were very successful in developing my subject knowledge especially in relation to my specialism, foundation subjects and maths.' AT, Summer 2018

## Outcomes for Trainees

Grade  
1

**Retention Rate:** Our very high retention rate of 97% 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 2017/8 100% of ATs felt that they had been prepared to become an effective teacher, one who was appropriately self-aware of their own strengths and areas for development. The rigorous three-part interview process (review of application, group and individual tasks and school-based teaching episode and interview) underpins our sustained retention and outcome data.

**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 four years of the SCITT's existence.

**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 Early Years 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 teachers as curriculum designers.

**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.

Teachers' Standard	Analysis of 2017/18 outcomes by Standard (2016/17 data in brackets)		
	Grade 1	Grade 2	Grade 3
<b>Overall</b>	<b>66% (75%)</b>	<b>32% (21%)</b>	<b>2% (4%)</b>
1	73%(75%)	22%(21%)	5%(4%)
2	64%(59%)	33% (38%)	3% (3%)
3	66%(63%)	31% (34%)	3% (3%)
4	69% (71%)	27% (23%)	4% (6%)
5	58%(50%)	40%(45%)	2% (5%)
6	59%(52%)	37%(43%)	4% (5%)
7	73% (68%)	24% (30%)	3% (2%)
8	78% (75%)	19% (20%)	3% (5%)

## Quality of Training Across the Partnership

Grade  
1

Our partnership of schools remains consistent. Over the past three years we have worked with over 80 schools, at least 50 of which are active during any placement period. We are pleased to be expanding our partnership to work with schools that find themselves in challenging circumstances and we are looking forward to developing opportunities for high quality Teacher Educators within those settings. We continued to expand our partnership in 2017/18 to include a number of special schools who are supporting us on the SEND Pathway. We are delighted to welcome them and to benefit from their experience and expertise.

### The role of the Teacher Educator

As a partnership we are investing significant time in developing and celebrating the role of the Teacher Educator. We are now recognised as a NASBTT accredited provider. We have been pleased to offer the Level 2 / Tier 2 Advanced Certificate for Teacher Educators. We are looking forward to realising our ambition of offering a 3 tier training approach. 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.

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. In relation to TS4 we recognise that we are asking our ATs to work in a different way to experienced colleagues and that we need to communicate the rationale for this move explicitly. We are confident that requiring rigorous planning from ATs is not to be shied away from. TS6 is also a development priority for us in 2018/19 and we are considering a move towards scenario-based learning.

Teachers' Standard	% VG and G rating at the end of Final Practice (2016/17 figures in brackets)	% Change between 2016/17 and 2017/18
1	96% (100)	-4%
2	96% (96)	0
3	92% (92)	0
4	96% (92)	+4%
5	96% (98)	-2%
6	88% (92)	-4%
7	90% (96)	+6%
8	94% (92)	+2%
Average	94% (95)	-1%

**Leadership & Management** Grade 1

**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 Bid. We are looking to develop a Midlands Hub so that we can further support local schools. We are also 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 2017/8, and partially achieved the remaining 4. These 4 have been incorporated into our 2018/19 Improvement plan. A summary of these 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 both 2018/19 and 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 working on a 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 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. To develop priorities for our Early Years specialism so that we can focus on sharing agreed principles 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 quantitative feedback mechanisms, including a particular emphasis on TS5, 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 the 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 support for Philosophy for Children and Communities both as a pedagogy and a practice.

**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 Expansion schools in the recruitment 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.
12. The Creation of the Midlands Hub.

**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, Associate Director and administration team. Our Expansion programme is ambitious to carefully integrate new schools to our programme.

**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 and prohibition checks. 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 and Finance and Office Manager have been Safer Recruitment Trained. Our Chair of Strategic Board is the headteacher of Seabridge Primary School and is Level 2 Safeguarding trained and is the Safeguarding Officer for the school and the KNSTE. All staff and ATs have been Level 1 trained (September 2016 2017 & 2018), 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.