



## University of Brighton

### INITIAL TEACHER EDUCATION PRIMARY PARTNERSHIP

#### SELF EVALUATION: 2017/18

##### Our Vision

Across all phases and routes our partnership aims to train teachers who are:

- *Highly committed to their pupils' learning and progress, and ambitious in what they want to help them to achieve;*
- *Inquisitive, critically reflective and motivated to keep learning and improving their own practice;*
- *Quick to adapt to different learning contexts and confident to challenge inequalities;*
- *An asset to the profession, willing to share their knowledge and experience and to collaborate with others;*
- *Well prepared for the realities of teaching, with the confidence, resilience and skills to be innovative, to take risks and be creative.*

<b>Primary Initial Teacher Education Partnership 2017/18: Composition</b>	<b>No.</b>
Schools in the Primary ITE Partnership	<b>310</b>
Local Authorities in the Primary ITE Partnership	<b>60</b>

<b>Primary Initial Teacher Education Partnership 2017/18: Programmes &amp; Routes</b>	<b>Final Year trainees</b>
Postgraduate Certificate in Education Primary General (PGCE Primary (G))	<b>89</b>
Postgraduate Certificate in Education Primary 3-7 (PGCE 3-7)	<b>18</b>
Postgraduate Certificate in Education Primary General School Direct Training (PGCE SDT Primary (G))	<b>16</b>
Postgraduate Certificate in Education Primary 3-7 School Direct Training (PGCE SDT 3-7)	<b>1</b>
BA (Hons) Primary Education with QTS (5-11 Years) (BA Primary 5-11)	<b>105</b>
BA (Hons) Primary Education with QTS (3-7 Years) (BA Primary 3-7)	<b>15</b>
BA (Hons) Primary English Education with QTS (BA Primary English)	<b>9</b>
BA (Hons) Primary Mathematics Education with QTS (BA Primary Maths)	<b>8</b>
BA (Hons) Primary Education with Advanced Studies and QTS (3-7 Years) (BA Primary AS 3-7)	<b>1</b>
School Direct Salaried Primary (SDS Primary)	<b>13</b>
BA (Hons) Primary Education Studies with QTS (5-11 Years) (Troops Primary) (Cohort 4)	<b>40</b>
<b>All Primary Initial Teacher Education</b>	<b>315</b>

# Self-Evaluation Document Summary

Headlines from data are summarised below referenced to the related improvement plan priorities.

## 1. Outcomes for Trainees

Headlines	Priorities for Improvement
<p><b>1.1 Attainment</b></p> <ul style="list-style-type: none"> <li>All Primary ITE trainees exceeded the minimum level of practice as defined by the Teachers' Standards. 99% of trainees achieved an overall Grade 1 or 2 and 64% Grade 1. A majority of trainees on each Primary ITE Programme have achieved overall Grade 1 each year for the preceding three years;</li> <li>Grade 1 and 2 performance across all primary programmes is consistently very high. Only seven trainees (from 904) have not achieved an overall Grade 1 or 2 across the last three years;</li> <li>There are no significant differences in Grade 1 and 2 attainment across any Primary ITE programmes or for any identified trainee characteristics including under-represented groups. Male and BAME overall Grade 1 attainment rose in 2017/18. Some variance in overall Grade 1 attainment is evident for With Disability and Over 25 trainees. In these cases, levels of attainment will continue to be monitored and acted upon.</li> </ul>	<p><i>Improvement Priority 2:</i></p> <p>To ensure trainees are enabled to meet all the standards for QTS across the age range of their training</p>
<p><b>1.2 How Well Trainees Teach</b></p> <ul style="list-style-type: none"> <li>All trainees were judged as demonstrating consistently high performance in relation to Part Two of the Teachers' Standards (personal and professional conduct);</li> <li>Strong improvements achieved since 2012/13 in levels of Grade 1 and 2 attainment across the Teachers' Standards were maintained in 2017/18;</li> <li>Significant increases of 10% or more in Grade 1 attainment have been achieved in TS1, TS2, TS3, TS3b, TS5, TS6, TS7 and TS8 following the introduction of the new Standards. These improvements have been maintained in 2017/18;</li> <li>Attainment of either Grade 1 or Grade 2 shows no significant differences between any programme or groups of trainees across the Teachers' Standards;</li> <li>Based on the analysis of Grade 1 attainment, a focus for further improvement in 2018/19 is on TS3a, TS5 and TS6.</li> </ul>	<p><i>Improvement Priority 3, 7 &amp; 8:</i></p> <p>To enhance trainee confidence and competence in delivering the English curriculum</p> <p>To further support trainees to make accurate and productive use of assessment (TS6)</p> <p>To ensure trainees respond effectively to the strengths and needs of all pupils (TS5)</p>
<p><b>1.3 Completion (including retention)</b></p> <ul style="list-style-type: none"> <li>At 91% in 2017/18, the overarching Primary ITE completion rate remains at a level equal to or above the long-term UK Sector benchmark;</li> <li>The most recently available national data highlights the strength of UoB Primary ITE retention of final year trainees, at a sector high of 97% in 2016/17;</li> <li>The most recently available national data shows that UoB has outperformed both the UK Sector and its comparator HEI Group in relation to completion rates for all groups of trainees over the preceding six years since the last Ofsted inspection;</li> <li>The most recently available national data shows that retention rates for all groups of trainees, including under-represented groups, are aligned with the UK Sector benchmark.</li> </ul>	<p><i>Improvement Priority 4:</i></p> <p>To improve the consistency of mentoring</p>
<p><b>1.4 Employment Rates</b></p> <ul style="list-style-type: none"> <li>Internal tracking and the HESA DLHE survey confirm UoB Primary ITE employment rates, at 90% and 97% respectively, equivalent to or above the UK Sector and that there are no differences in levels of employment between any groups of trainees;</li> <li>The most recently available national data shows the Primary ITE employment rate higher than or equal to both the UK Sector and its comparator HEI Group in five of the six years since the last Ofsted inspection;</li> <li>Improvements in tracking employment destinations captures live employment data for the most recent cohort of graduates and has resulted in more accurate national data;</li> <li>Strong employment outcomes are grounded in the UoB Partnership's strong links with partner schools, the high quality of training and the support provided by school and university-based colleagues in preparing for interviews and employment.</li> </ul>	<p><i>Improvement Priority 1:</i></p> <p>To further improve the transition from training to the NQT year</p>

## 2. Quality of Training across the Partnership

Headlines	Priorities for Improvement
<p><b>2.1 The overall consistency, coherence and quality of all aspects of the training</b></p> <ul style="list-style-type: none"> <li>The quality of our ITE Partnership training is high, consistent and coherent across all aspects of provision. Trainees receive individualised support and ambitious targets; 96% of trainees evaluated the overall quality of training as 'very good/good' while 97% of school-based trainers agreed that, 'Overall the quality of initial teacher education delivered by the University of Brighton Partnership is <b>very good</b>'; in the National Student Survey 2018 87% of undergraduate trainees expressed satisfaction with their experience while 91% of postgraduate trainees did so in the Postgraduate Trainee Experience Survey 2018;</li> <li>Trainees benefit from an extensive partnership receiving individualised support and ambitious targets from an expert and experienced staffing base in school-based and university-based training.</li> </ul>	<p><i>Improvement Priority 5:</i></p> <p>To provide information about the location of school-based placements to trainee in a more timely way</p>
<p><b>2.2 High quality training and support that prepares trainees with the skills they need</b></p> <ul style="list-style-type: none"> <li>Feedback from trainees, partners and external examiners confirms the range and quality of training experiences underpinning trainees' success in meeting the Teachers' Standards;</li> <li>Trainees feel confident about working within the current and new curriculum, examination and assessment arrangements: 88% of trainees rated the quality of training as 'very good/good' in this area;</li> <li>University-based and school-based training enables trainees to utilise a range of teaching methods that promote pupils' learning: 96% of trainees rated their training as 'very good/good' in this area;</li> <li>Training enables trainees to assess pupil progress and use data to support learning: 96% agreed 'The SBT helped develop my skills in adapting teaching to meet the needs of all pupils';</li> <li>Trainee outcomes in both TS3a early reading and TS3b primary mathematics continues to be strong across all primary provision (97% of trainees were awarded Grade 1 or 2 in both sub-standards). Further improving trainee confidence and competence in delivering the English curriculum is an improvement priority following partnership feedback in 2018.</li> </ul>	<p><i>Improvement Priority 6:</i></p> <p>To improve trainee confidence and competence with lesson planning at early stages of their training</p> <p><i>Improvement Priority 3:</i></p> <p>To enhance trainee confidence and competence in delivering the English curriculum</p>
<p><b>2.3 The Quality of Placements</b></p> <ul style="list-style-type: none"> <li>The Primary ITE Partnership comprises over 300 schools providing trainees with appropriate, high quality, rich and contrasting school-based experiences that build on trainees' previous experiences;</li> <li>Trainee feedback provides examples of the high quality of placements: 89% of trainees agreed that the quality of their school-based training was <b>very</b> good and 94% agreed that 'Opportunities to observe outstanding practice enabled me to develop strategies to enhance their my own teaching';</li> <li>School-based trainers' feedback highlights this area of strength: 98% of school-based trainers agree that 'The Partnership's handbooks and guidance support the progress of trainees'.</li> </ul>	<p><i>Improvement Priority 5:</i></p> <p>To provide information about the location of school-based placements to trainee in a more timely way</p>
<p><b>2.4 High Quality Subject and Phase Specific Mentoring</b></p> <ul style="list-style-type: none"> <li>A comprehensive schedule of mentor training ensures that all trainees have a trained mentor: 99% of mentors agree that 'Our Partnership's mentor training and briefings are informative and helpful';</li> <li>Feedback from trainees provides evidence of the high quality of mentoring: 93% of trainees agreed that they had received effective verbal and written feedback from their mentor and 95% that 'Advice from my mentor and/or class teacher helped to improve the way my teaching promoted pupil progress';</li> <li>Further improving the consistency of mentoring is an improvement priority in 2018/19 following partnership feedback in 2018.</li> </ul>	<p><i>Improvement Priority 4:</i></p> <p>To improve the consistency of mentoring</p>
<p><b>2.5 The accuracy of assessments</b></p> <ul style="list-style-type: none"> <li>Rigorous moderation processes and an independent external examiner system ensure that the award of final attainment grades against the Teachers' Standards is accurate, robust and aligned with national standards;</li> <li>External examiners confirm the accuracy of final assessments across all primary provision;</li> <li>99% of school-based trainers agree 'The grading descriptors and supporting documentation enable me to assess trainees accurately and set appropriate targets in discussion with trainees'.</li> </ul>	

### 3. Leadership and Management of the Partnership

Headlines	Priorities for Improvement
<p><b>3.1 Vision for excellence</b></p> <ul style="list-style-type: none"> <li>The Partnership's Vision Statement sets out the aspirational and distinctive features that characterise UoB trainees informing practice and improvement priorities across the Partnership. This statement was developed with a range of school and setting partners;</li> <li>Evidence of the success of the Partnership can be seen in excellent results in the latest The Sunday Times/The Times Good University Guide as well as the award of three-year allocations by the NCTL/DfE from 2018;</li> <li>The leadership and management of the Partnership is structured to ensure the consistent application of policies and procedures;</li> <li>To further develop our response to local, regional and national concerns related to teacher quality, supply and retention, our improvement priorities include further strengthening the support for former trainees during the NQT year.</li> </ul>	<p><i>Improvement Priority 1:</i></p> <p>To further improve the transition from training to the NQT year</p>
<p><b>3.2 The Engagement of Schools in the Partnership</b></p> <ul style="list-style-type: none"> <li>Schools are effectively involved in the strategic leadership and management of the Partnership through Partnership in Education Strategic Committee (PIESC);</li> <li>Schools in the Partnership are also actively involved in the review, evaluation and development of provision as well as recruitment and admissions;</li> <li>Our drive to further engage with schools in the Partnership can be seen in our recent developments to offer apprenticeships routes into teaching.</li> </ul>	<p><i>Improvement Priority 2:</i></p> <p>To ensure trainees are enabled to meet all the standards for QTS across the age range of their training</p>
<p><b>3.3 The Rigour of the Recruitment and Selection Process</b></p> <ul style="list-style-type: none"> <li>The impact of rigorous recruitment and selection can be seen in ongoing improvements to trainee outcomes related to part 1 and part 2 of the Teachers' Standards;</li> <li>The partnership engages in a wide range of targeted activity to encourage applications from suitable applicants include events, online support and support for the skills tests;</li> <li>Following changes to the ITE Criteria in February 2018 processes and marketing materials have taken into account the need to recruit on potential to train to teach.</li> </ul>	
<p><b>3.5 Compliance with ITT Criteria and Requirements</b></p> <ul style="list-style-type: none"> <li>We ensure that all courses are fully compliant with statutory ITT criteria and supporting advice;</li> <li>Rigorous background checks, including enhanced DBS and occupational health checks, ensure that all entrants are suitable to teach;</li> <li>Trainees are given clear advice on professionalism with particular reference to the use of social media. The impact of this is reflected in every completing trainee being assessed as demonstrating high standards of personal and professional conduct.</li> </ul>	<p><i>Improvement Priority 4:</i></p> <p>To improve the consistency of mentoring</p>
<p><b>3.5 Compliance with ITT Criteria and Requirements</b></p> <ul style="list-style-type: none"> <li>We have achieved demonstrable improvements since our last Ofsted inspection;</li> <li>The Partnership is characterised by strong leadership and clear processes with flexibility to meet and adapt to individual needs;</li> <li>Strong achievement against 2017/18 priorities reflects a coherent approach to improvement planning;</li> <li>Our continued ability to recruit high calibre applicants evidences a strong reputation locally and nationally.</li> </ul>	<p><i>Improvement Priority 2:</i></p> <p>To ensure trainees are enabled to meet all the standards for QTS across the age range of their training</p>
<p><b>3.6 Capacity to Improve Further</b></p> <ul style="list-style-type: none"> <li>We have achieved demonstrable improvements since our last Ofsted inspection;</li> <li>The Partnership is characterised by strong leadership and clear processes with flexibility to meet and adapt to individual needs;</li> <li>Strong achievement against 2017/18 priorities reflects a coherent approach to improvement planning;</li> <li>Our continued ability to recruit high calibre applicants evidences a strong reputation locally and nationally.</li> </ul>	<p><i>Improvement Priorities 1-8:</i></p> <p>(as above)</p>