



University of Brighton

INITIAL TEACHER EDUCATION SECONDARY 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.*

Secondary Initial Teacher Education Partnership 2017/18: Composition	No.
Schools in the Secondary ITE Partnership	239
Local Authorities in the Secondary ITE Partnership	70

Secondary Initial Teacher Education Partnership 2017/18: Programmes	Final Year Trainees
Postgraduate Certificate in <Subject> Education (PGCE <Subject>)	102
Postgraduate Certificate in <Subject> Education School Direct Tuition (PGCE <Subject> SDT)	30
BA (Hons) Secondary Maths with QTS (2BA)	10
BA (Hons) Physical Education with QTS (BA PE)	46
School Direct Salaried Secondary (SDS Secondary)	10
BA (Hons) Secondary Education Studies with QTS (Troops Secondary) (Cohort 4)	34
All Secondary Initial Teacher Education	230

Self-Evaluation Document Summary

Headlines from data are summarised below with links to the related improvement plan priorities for 2018/19.

1. Outcomes for Trainees

Headlines	Priorities for Improvement
<p>1.1 Attainment</p> <ul style="list-style-type: none"> In 2017/18 all UoB Secondary ITE trainees recommended for the award of QTS exceeded the minimum level of practice as defined by the Teachers' Standards (TS). 98% of trainees achieved an overall Grade 1 or 2. 61% achieved an overall Grade 1. At least half of trainees have achieved an overall Grade 1 across the last three years across all Secondary ITE programmes; Grade 1 and 2 performance across all programmes and subject areas is consistently very high. Only eight trainees (from 697) have not achieved an overall Grade 1 or 2 across the last three years; There are no significant differences in Grade 1 and 2 attainment across any Secondary ITE programmes or for any identified trainee characteristics including under-represented groups. Some variance in overall Grade 1 attainment is evident. In these cases, levels of attainment will continue to be monitored and acted upon. 	<p><i>Improvement Priority 3:</i></p> <p>To strengthen trainees' ability to make accurate and productive use of assessment (TS6). In particular: marking and feedback; differentiation designed by use of prior attainment data, especially for those who are most able; checking pupils' progress and/or understanding over time</p>
<p>1.2 How Well Trainees Teach</p> <ul style="list-style-type: none"> All trainees were judged as demonstrating consistently high performance in relation to Part Two of the Teachers' Standards (personal and professional conduct); Improvements achieved since 2012/13 in levels of Grade 1 or 2 attainment across the Teachers' Standards were maintained in 2017/18; Grade 1 or 2 performance across different programmes and subjects areas and groups of trainees is consistent across the Teachers' Standards; In 2017/18, higher levels of Grade 1 attainment were achieved in each of the four Teachers' Standards targeted in 2016/17 (TS2, TS5, TS6 and TS7). 	<p><i>Improvement Priority 5:</i></p> <p>To enhance trainees' confidence and competence in effective classroom management (TS7) (with a particular focus on managing low-level disruption, rules and routines and classroom presence)</p>
<p>1.3 Completion (including retention)</p> <ul style="list-style-type: none"> At 91% the 2017/18 overarching completion rate is equivalent to 2016/17 and higher than in two of the last three periods of available national data; The most recently available national data shows the Secondary ITE completion rate, at 93% in 2015/16, 2% above the UK Sector and 1% above the HEI comparator group; The most recently available national data shows the Secondary ITE retention rate rising year-on-year for the last three years to 95% in 2016/17; In the most recently available national data the Secondary ITE withdrawal rate has been lower than the UK sector in each of the six preceding years and lower than the HEI Group in five of the preceding six years. 	<p><i>Improvement Priority 4:</i></p> <p>To explore, evaluate and eradicate the differences in perceptions of their programmes between undergraduate and postgraduate trainees, which contradict evidence emerging through other inspection activities</p>
<p>1.4 Employment Rates</p> <ul style="list-style-type: none"> Internal tracking and the HESA DLHE survey confirm UoB Secondary ITE employments rates, at 90% and 98% respectively, equivalent to or above the UK Sector and that there are no differences in levels of employment between any groups of trainees; The most recently available national data highlights the UoB employment rate, at 94%, well above the UK Sector and HEI comparator group; Improvements in tracking employment destinations captures live employment data for the most recent cohort of graduates and has resulted in more accurate national data; The most recently available national data shows that UoB Secondary ITE returning a smaller percentage of trainees 'Not Seeking a Teaching Post' than both the UK Sector and HEI Group in four of the preceding six years (up to 2015/16); 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. 	<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>2.1 The overall consistency, coherence and quality of all aspects of the training</p> <ul style="list-style-type: none"> The quality of our ITE Partnership training is strong, coherent and consistent across all aspects of provision. Evidence from different stakeholders evidences this: 97% of trainees evaluated the overall quality of training as 'very good/good'; 92% of school-based trainers agreed that, 'Overall the quality of initial teacher education delivered by the University of Brighton Partnership is very good'; in the National Student Survey 2018, 96% of undergraduate trainees expressed satisfaction with their experience while 91% of postgraduate trainees did so in the Postgraduate Trainee Experience Survey 2018; 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. 	<p><i>Improvement Priority 4:</i></p> <p>To explore, evaluate and eradicate the differences in perceptions of their programmes between undergraduate and postgraduate trainees, which contradict evidence emerging through other inspection activities</p>
<p>2.2 High quality training and support that prepares trainees with the skills they need</p> <ul style="list-style-type: none"> Feedback from trainees, partners and external examiners confirms the range and quality of training experiences underpinning trainees' success in meeting the Teachers' Standards; Trainees feel confident about planning for learning: 93% of trainees rated their training as 'very good/good' in 'Preparing you to work confidently within the current and new curriculum, examination and assessment arrangements' (EoCS 2018); University-based and school-based training enables trainees to utilise a range of teaching methods that promote pupils' learning: 94% of trainees rated their training as 'very good/good' in this area; Training enables trainees to assess pupil progress and use data to support learning: 93% agreed 'The SBT helped develop my skills in assessing pupil progress'. 	<p><i>Improvement Priority 3:</i></p> <p>To strengthen trainees' ability to make accurate and productive use of assessment (TS6). In particular: marking and feedback; differentiation designed by use of prior attainment data, especially for those who are most able; checking pupils' progress and/or understanding over time</p>
<p>2.3 The Quality of Placements</p> <ul style="list-style-type: none"> The Secondary ITE Partnership comprises over 200 schools providing trainees with high quality, rich and contrasting school-based experiences that build on trainees' previous skills and experiences; Trainee feedback provides examples of the high quality of placements: 91% of trainees agreed that the quality of their school-based training was very good and 94% agree that 'Opportunities to observe outstanding practice enabled me to develop strategies to enhance their my own teaching'; School-based trainers' feedback highlights this area of strength: 92% of school-based trainers agreed that 'The Partnership's handbooks and guidance support the progress of trainees'. 	
<p>2.4 High Quality Subject and Phase Specific Mentoring</p> <ul style="list-style-type: none"> A comprehensive schedule of mentor training ensures that all trainees have a trained mentor: 96% of mentors agree that 'Our Partnership's mentor training and briefings are informative and helpful'; Feedback from trainees provides evidence of the high quality of mentoring: 95% 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'. 	<p><i>Improvement Priority 2:</i></p> <p>To clarify with all stakeholding groups the system for grading trainees' attainment against the Teachers' Standards</p>
<p>2.5 The accuracy of assessments</p> <ul style="list-style-type: none"> 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; External examiners confirm the accuracy of final assessments across all secondary provision; 97% of school-based trainers agree that 'The grading descriptors and supporting documentation enable me to assess trainees accurately and set appropriate targets in discussion with trainees'. 	<p><i>Improvement Priority 2:</i></p> <p>To clarify with all stakeholding groups the system for grading trainees' attainment against the Teachers' Standards</p>

3. Leadership and Management of the Partnership

Headlines	Priorities for Improvement
<p>3.1 Vision for excellence</p> <ul style="list-style-type: none"> 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; 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; The leadership and management of the Partnership is structured to ensure the consistent application of policies and procedures; 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. 	<p><i>Improvement Priority 1:</i></p> <p>To further improve the transition from training to the NQT year</p>
<p>3.2 The Engagement of Schools in the Partnership</p> <ul style="list-style-type: none"> Schools are effectively involved in the strategic leadership and management of the Partnership through Partnership in Education Strategic Committee (PIESC); Schools in the Partnership are also actively involved in the review, evaluation and development of provision as well as recruitment and admissions; Our drive to further engage with schools in the Partnership can be seen in our recent developments to offer apprenticeships routes into teaching. 	<p><i>Improvement Priority 1:</i></p> <p>To further improve the transition from training to the NQT year</p>
<p>3.3 The Rigour of the Recruitment and Selection Process</p> <ul style="list-style-type: none"> The impact of rigorous recruitment and selection can be seen in ongoing strong trainee outcomes related to part 1 and part 2 of the Teachers’ Standards; 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; 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. 	
<p>3.4 Effective Monitoring and Evaluation</p> <ul style="list-style-type: none"> Our sophisticated Partnership database enables data relating to school experience and mentoring to be readily collated and acted upon; Online completion of trainee evaluations of school experiences and end of course evaluation enables tracking of response rates and more rapid analysis of data; The development of tracking systems of trainee progress and achievement across all courses enable effective monitoring of cohort progress overall and swift targeting of interventions to increase trainee attainment. 	<p><i>Improvement Priority 4:</i></p> <p>To explore, evaluate and eradicate the differences in perceptions of their programmes between undergraduate and postgraduate trainees, which contradict evidence emerging through other inspection activities</p>
<p>3.5 Compliance with ITT Criteria and Requirements</p> <ul style="list-style-type: none"> We ensure that all courses are fully compliant with statutory ITT criteria and supporting advice; Rigorous background checks, including enhanced DBS and occupational health checks, ensure that all entrants are suitable to teach; 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. 	<p><i>Improvement Priority 2:</i></p> <p>To clarify with all stakeholding groups the system for grading trainees’ attainment against the Teachers’ Standards</p>
<p>3.6 Capacity to Improve Further</p> <ul style="list-style-type: none"> We have achieved demonstrable improvements since our last Ofsted inspection; The Partnership is characterised by strong leadership and clear processes with flexibility to meet and adapt to individual needs; Strong achievement against 2017/18 priorities reflects a coherent approach to improvement planning; Our continued ability to recruit high calibre applicants evidences a strong reputation locally and nationally. 	<p><i>Improvement Priorities 1-6:</i></p> <p><i>(as above)</i></p>