Headline Comparison 2017/8 and 2018/9 Outcome and Evaluation Data

Unlike in previous years, we did not sustain the % of G1s in our final gradings of ATs. This has prompted us to undertake some additional analysis, including this summary document. In 2018/19 15 ATs were predicted a G1 at interview and 5 achieved this. This compares with 2017/18 when 20 ATs were predicted a G1 at interview and 16 achieved this. Our outcome data is therefore authentic and not inflated Our KPIs for 2019/20 will set ambitious data targets based on our 2017/18 data rather than our 2018/19 data, as our insights suggest that our 2018/19 outcomes are cohort specific rather than a trend. However we will be evaluating this claim on an ongoing basis as we gather our 2019/20 data in year. It is important to note that we are moving away from grading data towards development data and so direct comparisons will not always be possible. Our detailed SED indicates that the 2018/9 cohort benefitted from additional support, and commenced the course with higher levels of need. Our evaluation data from Personal Tutors and Teacher Educators suggests that whilst there is no reason to be complacent, there is also the need to contextualise the data to aid our continued ambition for improvement.

We are also aware that when we combine our Grade 1 and Grade 2 outcome data that our achievement levels are high and not inconsistent with the expectations of a Grade 1 Provider. We therefore don't feel that this data set compromises our self-assessment as a Grade 1 provider, meeting the criteria that 'much of the training, as judged through the impact on outcomes for trainees is outstanding and never less than consistently good.' (Ofsted April 2019)

Teachers Standards	% of G1s at Final Placement			AT Evaluation Final Placement % G and VG			PT Evaluation Final Placement % G and VG			TE Evaluation Final Placement % G and VG		
	2017/8	2018/9	+/-	2017/8	2018/9	+/-	2017/8	2018/9	+/-	2017/8	2018/9	+/-
1	73% (2)	59% (1)	-14%	86% (5)	82% (6)	-4%	93%(3)	91% (2)	-2%	100% (1)	100% (1)	0
2	64% (6)	38% (6)	- 26%	95% (2)	96%(1)	+1%	93% (3)	89%(6)	-4%	99% (5)	99% (5)	0
3	66% (5)	46% (4)	- 20%	86% (7)	81%(7)	-5%	92% (5)	89%(6)	-3%	99% (5)	91% (8)	-8%
4	69% (4)	43% (5)	-26%	96% (1)	94% (2)	-2%	87% (8)	91% (2)	+4%	100% (1)	100% (1)	0
5	58% (8)	35% (7)	-23%	89% (5)	83%(5)	-6%	90% (7)	87% (8)	-3%	99% (5)	99% (5)	0
6	59% (7)	35% (7)	-24%	87% (8)	80% (8)	-7%	92% (5)	90% (4)	-2%	100% (1)	100% (1)	0
7	73% (2)	57% (2)	-16%	93% (4)	94% (2)	-1%	94% (2)	92% (1)	-2%	100% (1)	100% (1)	0
8	78% (1)	51% (3)	-27%	94% (3)	94% (2)	0%	95% (1)	90% (4)	-5%	95% (8)	99% (5)	+4%
Range	58-78%	35-59%	-14- -27%	86-96%	80-96%	-4 - +1	87-95%	87-92%	-5 - +4%	95-100	91-100%	-8 - +4%
Average	66%	43%	22%	90%	87%	-3.5%	93%	91%	- 2%	98%	98%	-0.5%
No. of Responses	73	63		tbc	51		tbc	tbc		tbc	tbc	
1 person is equal to	1.4%	1.6%		tbc	2%		tbc	tbc		tbc	tbc	

Summary Narrative (for details please see our SED) KPIs for 2019/20 are summarised on page 4 for ease of reference.		
Teachers' Standard	Commentary	Actions in relation to 2019/20 KPIs
1	Whilst the outcome data shows a decrease in the % of G1s, and the AT evaluation data is down by 4%, the PT and TE evaluations are consistent with 2017/18. Achievement in this standard may also be informed by TS3, TS5 and TS6. Our combined Grade 1 and 2 data is in excess of 2017/18 2018/19 Grades 1 and 2 combined: 99% (2017/18 95%) Success Criteria for 2019/20 Grade 1s at 75% and combined at least 95%	Our Key Priority 2 will focus on subject knowledge through the use of knowledge organisers which will help ATs and TEs be more specific about setting goals that stretch and challenge pupils. Our Key Priority 4 will enable us to draw on TE expertise in relation to assessment, and inclusion and will also enable a focus on widening the range of evidence that ATs draw on, helping them to demonstrate how they inspire motivate and challenge pupils.
2	Whilst the % of G1s showed a significant decrease (26%), ATs evaluated this aspect of our programme more positively than in 2017/18 and the TE evaluation was the same as for 2017/8. PT evaluation was down by 4%. Our combined Grade 1 and 2 data is I the same as for 2017/18 Grades 1 and 2 combined: 97% (2017/18 97%) Success Criteria for 2019/20 Grade 1s at 65% and combined at least 95%	Our Key Priority 6 will focus on planning for sequences and encapsulates a renewed emphasis on curriculum design and planning. This combined with Key Priorities 2 and 4 above will help to ensure that our ATs are able to promote good progress and outcomes for all pupils. We also feel that the stronger connections that we have made between the PKR Sessions and the Specialism sessions will enable our ATs to be more conscious of the impact of curriculum design on pupil progress.
3	We are particularly disappointed by both the outcome and evaluation data in relation to TS3 as a considerable emphasis of the course is on subject knowledge and curriculum design. We wonder whether the current curriculum conversations within schools have led to some insecurities. We recognise that the short term dip might actually be a positive, as colleagues grapple with the significance of subject knowledge. We will continue to strengthen this aspect of our provision. Our combined Grade 1 and 2 data is slightly below that of 2017/18 Grades 1 and 2 combined: 94% (2017/18 97%) Success Criteria for 2019/20 Grade 1s at 70% and combined at least 95%	Key Priority 2 will help us to develop both subject and professional knowledge and this links with a revised pre-course task that relates to Lee Shulman's articulation of professional capabilities. Key Prioritiy 3 will help to address this with particular regard to our Early Years programme. We also intend that Key Priority 7 will help develop confidence within the partnership in relation to subject knowledge, although the impact of this is likely to be seen over the longer term. Key Priority 11 will enable us to widen our subject expertise.
4	The positive PT evaluation (+4%) reflects their knowledge about the work that we have done to support this aspect of our programme. We have paid attention to both the DfE's and UCET's advice in relation to a professionally acceptable workload. Our combined Grade 1 and 2 data is in excess of 2017/18 Grades 1 and 2 combined: 99% (2017/18 95%) Success Criteria for 2019/20 Grade 1s at 70% and combined at least 95%	Our Key Priority 6 will focus on planning for sequences and encapsulates a renewed emphasis on curriculum design and planning. This has generated a dilemma, but one that we are happy to address. The dilemma is that school colleagues are being asked to limit their planning evidence, we see planning as a key profession capability that needs

Summary Narrative (for details please see our SED) KPIs for 2019/20 are summarised on page 4 for ease of reference.		
Teachers' Standard	**Commentary**	**Actions in relation to 2019/20 KPIs**
5	We are aware that many of our partnership schools are located in areas of significant challenge. Many of our schools have seen an increase in their EAL populations, they are also seeing a greater variety of children with specific needs included within mainstream populations. Within KNSTE we have a very strong inclusion ethos and powerful SEND pathway.. This need is evidenced by the reduction in Grade 1s and the AT evaluation data (-6%). Our combined Grade 1 and 2 data is slightly below that of 2017/18 Grades 1 and 2 combined: 94% (2017/18 98%) Success Criteria for 2019/20 Grade 1s at 60% and combined at least 95%	Our Key Priority 4 will enable us to draw on TE expertise in relation to assessment, and inclusion and will also enable a focus on widening the range of evidence that ATs draw on, helping them to demonstrate how they inspire motivate and challenge pupils. We recognise that we need to be more explicit in our sessions in relation to EAL and inclusion and so have made adjustments to our programme Key Priority 2 will help us to develop both subject and professional knowledge and this links
6	Our work in relation to TS6 will continue to be a focus. Our academic module, Learners and Assessment has been evaluated very positively by our ATs, 95% rating it as helpful in terms of relating theory to practice and in relation to enabling ATs to be aware of the importance of the assessment of pupils' capabilities and prior knowledge. We are therefore seeking to halt the 24% decline in Grade 1s by linking our academic work and QTS element more closely. Our combined Grade 1 and 2 data is very slightly above 2017/18 Grades 1 and 2 combined:97% (2017/18 96%) Success Criteria for 2019/20 Grade 1s at 60% and combined at least 95%	In 2019/20 Key Priority 4 will help us address this. There will be stronger links between the academic module, our specialisms and our practice based sessions. We will have an additional session on assessment led by TEs. Our ATs will also visit a school to evaluate their assessment of the Foundation Subjects. On reflection, by exposing ATs to a range of practices, we may have confused them rather than achieving our ambition of sharing different ways that principles can be realised. We will continue to evaluate our progress in relation to TS6 in year as well as through our periodic data capture
7	Whilst this Standard continues to be evaluated positively and we are particularly pleased that the partnership recognise a consistency between the SCITT and school-based approaches, we are disappointed by the 16% drop. Our combined Grade 1 and 2 data is marginally in excess of 2017/18 Grades 1 and 2 combined: 99% (2017/18 97%) Success Criteria for 2019/20 Grade 1s at 75% and combined at least 95%	We have refocused our guidance material and focused the professional enquiry so that the support and advice for ATs and TEs is more specific. We are also linking our behaviour sessions to our Empathy, Ethics and Well-being strand – an innovation for us in 2019/20. We will evaluate this through AT liaison as well as through our data capture and analysis and this will help to contribute to Key Priority 12.
8	Whilst we are very disappointed with the 27% drop in Grade 1s, we recognise that for this cohort we put in significant additional support to help to develop their professional ethos. Our combined Grade 1 and 2 data is marginally in excess of 2017/18 Grades 1 and 2 combined: 99% (2017/18 97%) Success Criteria for 2019/20 Grade 1s at 80% and combined at least 95%	We are ambitious that our professional ethics, empathy and well-being strand will enable ATs to make the transition from being a consumer of education to being a public servant. We will continue to prioritise this element of our programme and make further links with Part Two of the Standards. Key Priority 1 will help focus our support.

Key Priorities identified for 2019/20

Key priorities for improvement in relation to quality of outcomes for 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 an appropriate staffing structure in relation to the changing landscape of ITE, the Research School and the potential for further bids.
9. To support the Expansion Schools in the recruitment of trainees 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