

## Self-Evaluation Document Summary Sheet 2015/16

SECTIONS		SUMMARY EVALUATION	
<b>1</b>	<b>Introduction</b>	<ul style="list-style-type: none"> <li>Last Ofsted (2010) good with some outstanding features</li> <li>SCITT led by Primary School Headteachers</li> <li>Well established school partnerships throughout Bedfordshire, Hertfordshire, Cambridge and Northants, academic partnership with University of Hertfordshire with the majority of trainees enrolled on PGCE</li> <li>School partnerships include nursery, mainstream, and special schools</li> <li>School Direct now majority of trainees with Lead Schools – The Wroxham School, West Hertfordshire Teaching School Alliance, Samuel Pepys Special School, PLTSA, Peter Pan Teaching School and Maplefields Special School</li> <li>Groups of lecturers for core subjects consisting of subject specialists and classroom practitioners; wherever possible use SLEs for Foundation Subjects and Professional studies</li> <li>Increase in numbers of SD over last three years</li> </ul>	
<b>2</b>	<b>Outcomes for trainees</b> Attainment against Teachers' Standards; how well trainees teach; completion; employment	<b>Strengths</b> <ul style="list-style-type: none"> <li>100% trainees exceed minimum level of practice; 48% Grade 1; best outcome grades ever in 2014/15</li> <li>90% completion anticipated</li> <li>95% employment, above national average (90%) with remaining trainees working as supply teachers and will be seeking employment</li> <li>Majority of trainees working locally in alliance schools</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>Trainees knowledge and understanding of assessment (TS6) needs addressing to improve trainee outcomes for this Standard</li> <li>Ensure that all trainees understand contexts of placement schools</li> <li>Outcomes for SCITT</li> </ul>
<b>3</b>	<b>Quality of training</b> Overall consistency, coherence and quality; training and support; quality of placements; subject and phase specific mentoring; accuracy of assessment	<b>Strengths</b> <ul style="list-style-type: none"> <li>Mature and well developed course design; course development meetings across all routes</li> <li>Experienced and expert course and subject leaders; early identification of trainee needs; use of school specialists to enhance aspects of programme e.g. SEND, Art and Design, Music, L7 assignments delivered by suitably qualified tutors with a background in, and current awareness of, educational research</li> <li>Contrasting school placements;</li> <li>External Examiner/Moderator confirms all training is of high quality</li> <li>Regular mentor training including additional training day for new mentors; mentor CVs collected annually; 94% trainees rate partner school support good or better</li> <li>Moderation visits confirm accuracy of judgements</li> <li>QA of subject training, core training and assessing trainees is robust</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>Ensure that all trainees have a better understanding of and be able to articulate the differing contexts of schools, potential barriers to learning and strategies to overcome them, particularly relating to disadvantaged pupils.</li> <li>Ensure that all mentors support trainees in setting developmental targets, provide high quality feedback and increase the focus on pupil outcomes when assessing the impact of trainees' teaching.</li> <li>To work with Mentors to target science training in schools.</li> <li>Continue to recruit partner schools providing contrasting contexts</li> </ul>
<b>4</b>	<b>Leadership and management</b> Vision for excellence; engagement of schools; rigour of recruitment; monitoring and evaluation; compliance with ITT criteria; capacity to improve	<b>Strengths</b> <ul style="list-style-type: none"> <li>Commitment to excellence at all levels</li> <li>Schools at heart of the provision; provision led by Headteachers</li> <li>Dedicated and forward thinking Primary team</li> <li>Recruitment strong and robust. Recruitment process and procedure reviewed, interview days includes Headteacher and staff of partnership schools, interview days in partnership schools</li> <li>increasing involvement with School Direct and Teaching Schools has enhanced the programme</li> <li>Clear vision for the future</li> </ul>	<b>Areas for Development</b> <ul style="list-style-type: none"> <li>Improve recruitment rates by developing strategies to attract potential trainees; for example, by improving the website so that it is more accessible and better reflects the current strengths of the provision</li> <li>Make better use of self-evaluation and quality assurance to inform improvement planning, including making sure that all mentoring is of high quality.</li> </ul>
<b>5</b>	<b>Overall Effectiveness</b>	<b>Outstanding</b> <ul style="list-style-type: none"> <li>Outcomes outstanding; improving trend in attainment; employment above sector, completion showing an improving trend</li> <li>Quality of training is a well developed model led by high quality practitioners</li> <li>Leadership and management show schools are integral to the programme at every stage; a high percentage of trainees employed in partnership schools; 95% employed in Bedfordshire or adjoining counties</li> </ul>	