



Secondary Self-Evaluation Document Summary Sheet 2015/16

| SECTIONS | | SUMMARY EVALUATION | |
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| 1 | Introduction | <ul style="list-style-type: none"> We are offering a PGCE working with the University of Hertfordshire from September 2015 for all eligible trainees (2:2 and above) Lead Schools are: Pilgrim Learning Teaching School Alliance, Maplefields Academy, Montsaye Academy The strategic board consists of headteachers from across our partnership schools and lead schools. We have increased the number of secondary trainees over the last three years by 40-50% each year. In two years we have moved from 13 trainees to 42 secondary trainees. We offer the following four routes: School Direct (tuition fee), School Direct Salaried, SCITT and Assessment only. All subject co-ordinators are outstanding practitioners that have been identified across our partnership schools. Significant increase in numbers and subjects over last three years. | |
| 2 | Outcomes for trainees Attainment against Teachers' Standards; how well trainees teach; completion; employment | Strengths <ul style="list-style-type: none"> 100% trainees exceed minimum level of practice; 45% Grade 1; no significant difference between subjects/groups; outcome grades increased the number of trainees that secure "good with outstanding features" or better in 2014/15 97% completion, above national average (93%) 98% employment (at 1st Sep), above national average (90%) | Areas for Development <ul style="list-style-type: none"> Attainment in TS2, TS5 and TS6 especially at high level |
| 3 | Quality of training Overall consistency, coherence and quality; training and support; quality of placements; subject and phase specific mentoring; accuracy of assessment | Strengths <ul style="list-style-type: none"> Well developed course design; core training at which the trainees share good practice across subject areas and schools which is a real strength Experienced and expert course and subject leaders; early identification of trainee needs; use of school specialists to enhance aspects of programme e.g. SEND Contrasting school placements; all trainees in at least one good/outstanding school Regular mentor training; 100% trainees rate mentor support good or better Good feedback from the last exit Survey – 100% rate training as at least good (national 91%); 2014/15 Exit Survey 100% at least good Standards Tracker; moderation visits confirm accuracy; quality assurance of both subject training, core training and assessing trainees is robust. | Areas for Development <ul style="list-style-type: none"> Trainee confidence in and satisfaction with TS2, TS5 and TS6 Further develop end of course enhancement opportunities, including experience of outstanding teaching and schools in challenging socio-economic circumstances Further develop mentor practice on target setting and the quality of written feedback, especially with regard to the impact of trainees' teaching on learning and pupil progress over time |
| 4 | Leadership and management Vision for excellence; engagement of schools; rigour of recruitment; monitoring and evaluation; compliance with ITT criteria; capacity to improve | Strengths <ul style="list-style-type: none"> Commitment to excellence at all levels Schools at heart of the provision; School Direct majority of trainees; Robust partnership with schools and head teachers Recruitment is strong, rigorous and robust with reflection on how this be further improved throughout the year. It always includes a teaching episode and an opportunity for candidates to reflect on their subject knowledge. Schools are involved in the recruitment process. Increasing involvement with School Direct and Teaching Schools has enhanced the programme for training as well as future CPD and career progression opportunities Different routes into teaching are being developed with schools to provide a long-term vision. | Areas for Development <ul style="list-style-type: none"> Develop the involvement of Teaching Schools to enhance the programme and contribute to recruitment Further strengthen transitions – recruitment and links to employing schools |
| 5 | Overall Effectiveness | Outstanding <ul style="list-style-type: none"> Outcomes outstanding; improving trend in attainment; employment and completion consistently above sector Quality of training is well developed model led by high quality practitioners Leadership and management show schools are integral to the programme at every stage; a high percentage of trainees (over 55% in 2015/16) employed in partnership schools; 93% employed in Northamptonshire/Bedfordshire or adjoining counties | |