



Bath Spa  
University

SCHOOL OF  
EDUCATION

# SELF EVALUATION DOCUMENT 2009/10 AND IMPROVEMENT PLAN 2010/11

## Initial Teacher Education

'Committed to the education of new teachers,  
children, young people and their communities'



## BACKGROUND

The Bath Spa University Self Evaluation Document and Improvement Plan are submitted annually to the Training and Development Agency for Schools (TDA). These documents will be referenced in any future Ofsted inspection of our provision.

There is strong evidence to affirm the high quality of the training environments (schools/settings) as well as the professional support and mentoring that complements the university part of the programme. Please see a full version of both documents at [www.bathspa.ac.uk](http://www.bathspa.ac.uk).

## SELF EVALUATION DOCUMENT 2009/10

### Experience as an ITE provider

Bath Spa University has been engaged in teacher education for over 50 years. The Bath Spa Initial Teacher Education model is highly regarded by the partnership and continues to supply high quality teachers to the profession. Many local teachers, mentors and professional tutors trained at the University. The training partnership continues to provide a rich and challenging environment across a diverse range of schools and settings. The standard of education in the South West is recognised as being above the national average.



## DISTINCTIVE FEATURES OF THE PROVISION

### Secondary and Key Stage 2/3

- Ten subjects offered.
- A model of 'situated learning' to advance trainee attainment (Local Secondary School Project).
- Innovative and responsive curriculum focused on trainee attainment (Local Academy Project).
- A highly developed and innovative partnership network where schools lead on Professional Studies (16 Core Network Schools).
- DfE-funded Links into Language Centre (specialist language support for schools/settings and teachers in the South West to meet language needs of BME groups).
- Dedicated workshop with advanced technical facilities for Design and Technology to advance trainee attainment (South West contributes 8% to the UK GVA based on 11% self-employed population).

### Primary and Early Years

- Outstanding Primary and Early-Years provision.
- A model of 'situated learning' to advance trainee attainment in a local primary school.
- Additional places for trainees wishing to work in schools serving disadvantaged communities.
- Innovative and responsive curriculum focused on reflective practice e.g. Modern Languages in primary.
- Dedicated ICT and Art workshops and well-resourced practical teaching spaces with new technologies, e.g. IWB and Promethian Boards.
- Extensive engagement of partnership settings (bilateral and multilateral partnerships and multiple placements settings) and colleagues, e.g. Leading Partners in Literacy.



## MAIN PRIORITIES ACHIEVED DURING 2009/10

	Secondary and KS2/3	Primary and Early Years
PRIORITY 1	<p>To bring about greater consistency in the quality of central training.</p> <p>This priority focused on improving the impact of the central training on trainee attainment.</p>	<p>To link improvement plans to developing the quality of trainees' teaching.</p> <p>This priority focused on improving the impact of central training on trainee attainment.</p>
PRIORITY 2	<p>To strengthen the monitoring and evaluation of trainees' individual progress, particularly in relation to groups of Standards (Starting Point: October 2009 first tutorial).</p> <p>This priority focused on using trainee performance data to impact on the quality of central and school based training.</p>	<p>To enhance trainee capacity beyond the Standards (school-focused agenda).</p> <p>This priority focused on the quality, effectiveness and relevance of the course to meet the specific needs of the trainees: whole cohort, sub-cohorts and individual trainee attainment.</p>
PRIORITY 3	<p>To enhance the trainee experience through strengthening the overall course coherence and relevance.</p> <p>This priority focused on the quality, effectiveness and relevance of the course to the specific needs of the trainees.</p>	<p>To embed the five Progress Review Points. Focus: personalizing the training model to meet trainee needs and raise attainment.</p> <p>This priority focused on the use of the Profile Characteristics to raise trainee attainment.</p>
PRIORITY 4	<p>Develop partnership networks and innovative approaches to working with schools.</p> <p>This priority focused on the partnership's capacity to secure further improvements and/or to sustain high-quality outcomes.</p>	<p>To embed the Rose Review of the Primary Curriculum/Cambridge Review in the Primary ITE curriculum.</p> <p>This priority focused on developing high-quality learning opportunities that impact on trainee attainment. This priority also included high-quality teaching of synthetic phonics.</p>
PRIORITY 5		<p>Develop partnership networks and innovative approaches to working with schools/settings.</p> <p>This priority focused on the partnership's capacity to secure further improvements and/or to sustain high-quality outcomes.</p>

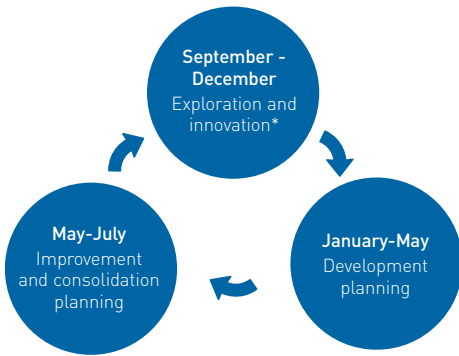
## PARTNERSHIP: KEY STRENGTHS

1. A common assessment framework (Profile Characteristics).
2. Rigorous drive for improvement. (Supported by VA trend scores for trainee progression and partnership school performance.)
3. Extensive monitoring and evaluation of the training context (Weekly Reviews).
4. Extensive monitoring and evaluation of trainee progress and attainment (Weekly Reviews).
5. Effective communication, including priorities, with all partners.
6. All partners clear about standards and expectations.
7. Resources directed to meet individual needs.
8. High quality documentation: Professional Learning and Practice Portfolio, Profile Characteristics, Partnership handbook and agreement.
9. Equality of opportunity for all trainees (contrasting school experiences).
10. Majority of mentors provide high-quality mentoring.
11. High-quality Mentor and Professional Tutor training, designed to raise standards of mentoring, tutoring, coaching in schools leading to a consistent approach (e.g. LPL schools).
12. High quality e-resources on Minerva (VLE).
13. Very strong relationships with sixteen secondary Professional Studies schools, which lead on all partnership matters.
14. Long-standing relationship with a National Challenge school and innovative model of situated learning.
15. Link and Personal Tutors drive standards of consistency and coherence between the University Phases (UP) and School Phases (SP) of the programme - they combine well. (Evidence of trainee progression from UP to SP.)

“WORKING IN PARTNERSHIP TO  
CREATE LONG TERM SOLUTIONS”



# IMPROVEMENT PLANNING PROCESS AND KEY PRIORITIES 2010/11



## Improvement Planning Process

\*This includes (September /October corroboration and refinement following External Examiner feedback and QA processes)

## Thank you to all colleagues who responded to our White Paper consultation.

If you are interested in becoming more centrally involved in the Bath Spa University ITE programme, please email Alison Denning [a.denning@bathspa.ac.uk](mailto:a.denning@bathspa.ac.uk)

## Secondary and Key Stage 2/3

**Key Priority 1:** Subject knowledge Q14 and Section 5 Profile Characteristics.

Given that the average degree profile intake is (55%) with a 2.1 and above, we are concerned to ensure that all trainees are secure in their subject knowledge. A TDA Q14 visit, 2009/10 established that the Q14 programme provision was strong.

**Key Priority 2:** Inclusion (BME, SEN, EAL, G/T, Disability, low achievers, pupil premium.) Section 3 Profile Characteristics and Q18, 19, 20, Inclusion Data confirm that the programme is secure in its recruitment of disabled and BME trainees and in addressing the gender balance. Nevertheless, we wish to increase the cohort profile by recruiting more high-calibre BME and disabled trainees.

Target: To increase all by 1%. Further, attention will focus on continuing to strengthen trainee capacity in teaching BME, EAL, GT and low achievers.

**Key Priority 3:** BST attainment Profile Characteristics Themes 1-5 (increase good and outstanding.)

Target: To increase the attainment grade profile of trainees. We are clear that the 2010/11 cohort is stronger as measured against a wider set of indicators.

Target: To increase grade 1 attainment to 40%.

**Key Priority 4:** Teaching and learning methods and behaviour for learning Q10, 25, 31, Profile Characteristics 4.2, 4.3.

We are clear that trainees are confident and competent in utilising a wide range of teaching methods designed to promote pupil learning.

**Key Priority 5:** Impact on pupil learning Q29, Profile Characteristics 1.2, 3, 4.2.

The programme is committed to meeting the needs of all learners and improving the quality of teaching and learning in all schools.

## Primary and Early Years

**Key Priority 1:** Systematic Synthetic Phonics  
Section 4 Profile Characteristics and Q14, 17, 23.

PRP data, BSU Internal NQT Survey data and external examiners confirm that the provision is secure in this area.

**Key Priority 2:** Inclusion (BME, SEN, EAL, G/T, Disability, low achievers, pupil premium)  
Section 3 Profile Characteristics and Q18, 19, 20. Inclusion Data confirm that the programme is secure in its recruitment of disabled and BME trainees and in addressing the gender balance (increase of 2% in 2009/10). Nevertheless, we wish to increase the cohort profile by recruiting more high-calibre BME and disabled trainees.

Target: To increase all by 1%. Further, attention will focus on continuing to strengthen trainee capacity in teaching BME, EAL, GT and low achievers.

**Key Priority 3:** BST attainment Profile Characteristics Themes 1-5 (increase good and outstanding.)

Target: To increase the attainment grade profile of all trainees.

Target: To increase grade 1 attainment to 50%.

**Key Priority 4:** Impact on pupil learning Q29, Profile Characteristics 1.2, 3, 4.2.

The programme is committed to meeting the needs of all learners and improving the quality of teaching and learning in all schools/settings.

**Key Priority 5:** Teaching and learning methods and behaviour for learning Q10, 25, 31, Profile Characteristics 4.2, 4.3.

We are clear that trainees are confident and competent in utilising a wide range of teaching methods designed to promote pupil learning.





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