



Teaching
Agency

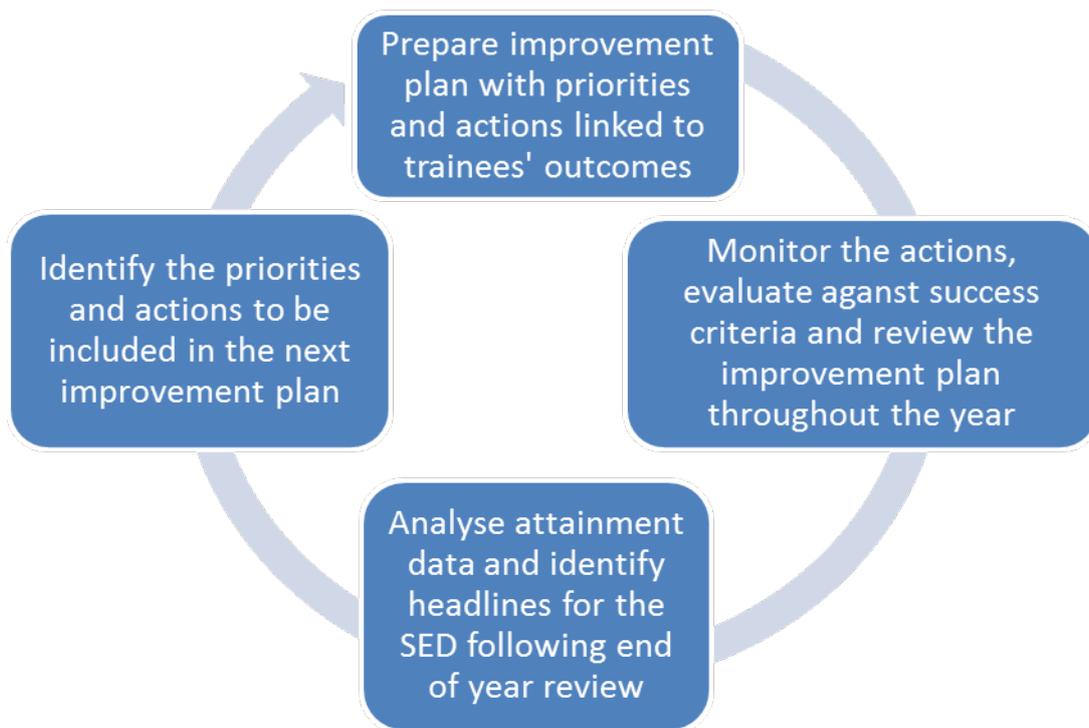
Self Evaluation Document Guidance

Introduction

1. The self-evaluation document is designed to enable you to summarise evaluations of trainees' outcomes, the quality of training and leadership and management and to make a summative judgement of your overall effectiveness. In the SED, you are not expected to include more than headline judgements resulting from your evaluations. However, the SED is expandable to enable you to use it for more detailed internal annual reviews if you wish to do so. You might, for instance, wish to indicate the impact of improvement planning over the last year or expand individual sections (or parts of sections) by providing more detailed evaluations, taking account of the criteria and outline guidance of the *Ofsted Initial Teacher Education inspection handbook*. If you choose to use the SED in this way, the shorter 'headline' version, rather than the fuller version, should be uploaded to the SED portal.
2. Within the preliminary section, you may wish to indicate the location and nature of the evidence upon which you have based your evaluation. You should not send any of this evidence with the SED you submit.
3. As well as enabling you to indicate the impact of actions included within the 2011/12 improvement plan, the SED also enables you to indicate improvement priorities for the year ahead. The SED will be made available to Ofsted, to help inspectors to carry out risk assessments, as well as plan and carry out their inspections.
4. The SED asks for evaluations of both primary and secondary provision. As inspections will result in separate judgements for primary and secondary provision, you may wish to submit separate SEDs for primary and secondary, perhaps containing some sections in common. However, if you prefer, primary and secondary evaluations can be combined in one SED. The SED can be submitted between September 2012 and 31 December 2012.

The link between the SED and improvement planning

5. The annual improvement plan will show the current priorities for improvement. Monitoring the actions taken to address the priorities and evaluating the effectiveness of the actions against the success criteria will show the progress being made in addressing the priorities. Regular reviews should present a succinct account of the outcomes of the monitoring and evaluations at intervals throughout the year. The SED should contain the headlines included in the end of year review with respect to the key questions and criteria and outline guidance contained in the *Ofsted Initial Teacher Education inspection handbook*. The cycle of improvement planning and SED completion is illustrated below.



Section one: Trainees' attainment against the Standards

6. In this section you are asked to supply and analyse data on trainees' attainment that will form the basis of many of the evaluations you make in subsequent sections of the SED. You should provide data for the year of the SED and, where the data is available, for the previous two years.
7. For undergraduate courses, assessment data to support the grade should relate only to trainees in their final year. For courses that run across different academic years, the data should refer to those trainees who were assessed for QTS in the specified academic year.
8. For GTP routes there should be one table covering primary and secondary trainees because funding for this route is not separated into primary and secondary phases. Where the GTP comprises both primary and secondary training, you may wish, in addition, to submit the separate tables for each phase. This may be appropriate where there are large numbers in one or both phases. If you submit these additional tables, they should support the analysis of attainment and subsequent evaluations in other sections of the SED.
9. When completing the table providers should use both actual numbers of trainees and percentages. The table should be completed as follows:
 - For the 2012 SED, Grades 1, 2 and 3 are decided using Ofsted grade categories used in the 2008-2011 framework, i.e. outstanding, good and satisfactory. All of the trainees gaining QTS in the specified year should be included in these cells.

- The Grade 4 cell is for trainees who were submitted for final assessment and were judged to have failed to meet the Standards. This is recorded as Code C according to the definitions and codes used by HESA.
- The 'assessment deferred' cell is for trainees who have been allowed to continue their course and submit for final assessment at a later date. This is recorded as Code 3 according to the definitions and codes used by HESA. Deferred trainees will appear in the calculations in a subsequent year as gaining QTS or G4.
- The 'withdrew from the course before final assessment' cell refers to trainees who were enrolled onto a training course but left the course before final assessment, and did not, or will not, return.
- These cells should cover all of the trainees recruited so the percentages should sum to 100% (or close to this figure with rounding errors).

Section two: Quality of training across the partnership

10. In this section you should indicate your headline judgements on the quality of your training across the partnership in relation to the data and analysis you provided in section 2 and with reference to the key questions and criteria and outline guidance contained in the Ofsted Initial Teacher Education inspection handbook.
11. Evidence to support your evaluation could come from data analysis, trainees' and trainers' evaluations, NQT surveys, benchmarking data, internal and external moderation and other aspects of your quality assurance procedures. Where the data is available, you may also wish to include an analysis of the views of a sample of former trainees and employers.
12. Although you should focus on the impact of your training and assessment on the trainees who complete their training in the year of the SED, you may wish to relate this to training and outcomes in previous years. It may be too early to gauge the impact of training, or the effects may not be clear, in which case you should indicate where further monitoring and evaluation are necessary.
13. It would be appropriate in this section to refer to your evaluation of training related to the national priorities, such as behaviour management and the teaching of early reading using systematic synthetic phonics, and the impact of this on trainees' outcomes.

Section three: Leadership and management of the partnership

14. As in section 2, you should include your headline judgements relating these to the key questions and criteria and outline guidance contained in the *Ofsted Initial Teacher education inspection handbook*.
15. Evidence to support your evaluation may include, for example, the outcomes of your monitoring and review of recruitment and selection processes, feedback from trainees and NQTs, mentor surveys, schools' own evaluations of the effectiveness of

their contribution to trainees' outcomes and the training programme and reviews of the impact of actions included within improvement planning.

Section four: Overall effectiveness

16. In this section you are encouraged to draw upon all the evidence you have available (which may be much wider than that you have used to inform your response to earlier sections) to summarise your overall effectiveness. This is your opportunity to present a clear evaluative overview to inform both internal and external readers of the SED. Where you draw on evidence not included in earlier sections of the SED, you may wish to indicate where this evidence is located.
17. You are guided to write succinctly and, if possible, to limit the length of this section to 750 words. You may find it easier and clearer to present the main points of your summary as bullets.

Section five: Priorities for the improvement plan and the next SED

18. You are asked to list the key priorities for improvement arising from your continuous self-evaluation. There are unlikely to be more than 10 such key priorities. Priorities from this section of the SED should be the basis of the improvement plan for 2012/13, as indicated in the diagram following paragraph five above.



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