



[Home](#) > [Initial teacher training: self-evaluation and improvement planning advice for providers](#)



Department  
for Education

[Contents](#)

[Overview](#)

[Self-evaluation documentation](#)

[Creating your improvement plan](#)

[Outcomes](#)

[Contact](#)

## Overview

Self-evaluation and improvement planning work together to support continuous improvement across ITT provision. Ofsted evaluates both of these processes as part of its judgement about the quality of the leadership and management of ITT providers.

Self-evaluation of ITT provision at the end of the year identifies priorities for improvement and these priorities can be transferred into an improvement plan for the following year. The outcomes for trainees at the end of that year demonstrate how successful the improvement plan has been.

There is no preferred format for documenting either process. You should develop your own format, taking account of the features of effective self-evaluation and improvement planning outlined in this guidance.

Large and complex providers often produce a self-evaluation and an improvement plan for each phase of training. Smaller providers might only produce one of each. What is important is that the plan is well presented, fit for purpose and shared with your partnership.

Effective self-evaluation should be succinct and fit for purpose. It should involve your wider partnership and use:

- evaluative judgements, rather than a descriptive narrative
- short examples, drawing on a wide range of evidence
- summaries of data and reference to evidence to support your judgements

## Self-evaluation documentation

Creating an annual self-evaluation document will help you to identify the strengths and weaknesses of your provision.

In your self-evaluation, you should address:

- programme design
- the quality of training across your partnership
- overall effectiveness of your provision
- the leadership and management of your partnership
- compliance with the [ITT criteria](#)
- trainee outcomes

## Analysis of outcomes for trainees

You might analyse the following:

- how well trainees teach over time, giving attention to the teachers' standards (including part 2), sometimes undertaken using a 1 to 4 grading scale (with 1 as high), and addressing the impact that trainees have on the learning and progress of pupils
- the successful completion rates of trainees who start the training programmes, judged against the national and regional benchmarking data set out in the most recent [Initial Teacher Training Performance Profiles \(ITTPP\)](#)
- the attainment of trainees at the end of their training, sometimes undertaken using a 1 to 4 grading scale (with 1 as high) - whatever system is used, assessments of how well trainees attain must be demonstrably accurate in terms of how well they meet the Teaching Standards, particularly those trainees on the pass/fail borderline
- the employment rates of those trainees who complete the training programmes successfully, judged against the national and regional benchmarking data set out in the most recent [ITTPP](#)

## Trainee outcomes data analysis

You can analyse the trainee outcomes data by using numbers as well as percentages to prevent any misunderstanding of the significance of your data. For each outcome you can:

- present data for the cohort overall and then by different groups of trainees, for at least the last 3 years if data is available
- examine the data to identify the patterns it reveals for the cohort overall and for each group of trainees

- list the outcome patterns you identify

## Trainee groups

You can make a decision about the range of trainee groups you will take into account by examining the composition of your trainee cohort, but also including nationally benchmarked groups that might not be represented in your cohort. Examples of groups include:

- trainees with protected characteristics as defined by the 2010 Equality Act (including gender, sexual orientation, gender identity, ethnicity, age, faith background, disability or special educational needs)
- trainees on undergraduate/graduate routes
- programme age range
- subject specialism
- degree classification
- A level point scores
- conventional/equivalent entry qualifications
- placement school, school alliances or multi-academy trusts
- trainees' previous experience in schools

## Reasons for outcome patterns

You can identify the reasons for the outcome patterns by:

- reviewing both the quality of training across the partnership and the quality of the leadership and management of the partnership
- remembering that several elements might contribute to any one outcome pattern

## Training features

The significant features of training across your partnership are:

- the overall consistency, coherence and quality of all aspects of the training
- high-quality training and support that prepares trainees with the skills they need
- the quality and range of placements
- subject and phase-specific mentoring
- the accuracy of assessment

## Evaluation evidence

To evaluate the training across your partnership and identify the reasons for outcome patterns, you might draw on the following evidence:

- evaluations of both central and school-based provision by trainees, mentors, newly qualified teachers (NQTs), and their employing schools

- self-evaluation of the quality of their contribution to training by mentors and tutors
- records of both central and school-based training, including records of observations, meetings and session plans, together with accompanying resources
- records of internal and any external quality assurance of training
- records of in-year reviews of training
- records of the assessment of trainees
- records of both the internal and external moderation of the assessment of trainees, including the impact training has had on outcomes

## Leadership and management features

The significant features of leadership and management across your partnership should be:

- how relentlessly leaders and managers pursue a vision for excellence, focused on improving or sustaining high-quality provision and outcomes for trainees
- how effectively school (and other settings) partners are engaged in the initial teacher training partnership, including those in challenging socio-economic circumstances and those judged as requiring improvement
- the candidate selection process
- evidence of effective monitoring and evaluation
- how well the partnership meets current statutory [ITT criteria](#), including all relevant legislation
- demonstrable capacity to bring about further improvement

## Evaluation evidence

To evaluate the effectiveness of leadership and management you might use the following evidence to identify the reasons for outcome patterns:

- data additional to those already employed in analysing the outcomes for trainees, such as data on applications, offers, acceptances and rejections
- evaluations of the selection process by applicants
- records of the selection process
- records of the training of mentors over the year
- records of the outcomes of internal and any external quality assurance processes
- records of in-year reviews of training
- agenda and minutes of the meetings of relevant management committees
- records of the internal and external moderation of the assessment of trainees
- evidence that you comply with each of the relevant [ITT criteria](#)

## Provision strengths and weaknesses

To identify the most significant strengths and weaknesses of your provision, you can:

read through your self-evaluation

- list all the reasons, or factors, you have identified to explain both stronger and weaker outcomes for trainees
- in the case of both stronger and weaker outcomes, group these factors into broad categories and:
  - summarise the significant weaknesses in your provision to be addressed
  - summarise the significant strengths in your provision to be maintained or enhanced
- transfer all significant weaknesses into your improvement plan as the key improvement priorities for the following year
- transfer the significant strengths you need to maintain or enhance into your improvement plan as priorities

## Your wider partnership

You can involve your wider partnership in compiling your self-evaluation by:

- ensuring all partners have a voice and using their views to inform the evaluation
- getting partnership committees to review and giving them the opportunity to comment on the draft self-evaluation and related improvement plan
- drawing on mentor evaluations of provision to inform themes

You can make sure your wider partnership is familiar with the final version of the self-evaluation by:

- circulating a summary of the self-evaluation and improvement plan to all partners
- giving attention to this summary during quality visits to each partner school
- discussing the self-evaluation at any mentor training events and at management meetings

## Quality assuring

To help you check the quality of your completed self-evaluation, you can ask yourself the following questions:

- Is my contextual introduction brief and does it include only contextual information about provision, not judgements on quality?
- Have I selected the most significant groups of trainees?
- For each outcome, have I tabulated data for the cohort as a whole and for each group of trainees?
- For each outcome for trainees, have I listed the patterns the data reveal?
- Have I evaluated all aspects of my provision to work out the reasons for each outcome pattern?
- Did I draw on a full range of evidence to help me evaluate my provision?
- Does my evaluation make clear the reasons for the outcome patterns I have identified?
- Do I employ evidence to corroborate all my judgements?
- Have I listed the most significant strengths and weaknesses I have identified?
- Do the strengths and weaknesses I have listed derive directly from my self-evaluation?
- Have I taken account of any recommendations from Ofsted and any external advice?

## What the best self-evaluation looks like

The best self-evaluation:

- is customised and fit for purpose
- is modified and refined over time
- is based on high expectations
- ensures team and partnership involvement to secure ownership and accountability
- is evidence-based and informed by insightful analysis of data
- is rooted in systematic monitoring as part of a regular cycle of effective monitoring and evaluation
- acknowledges the outcomes and acts on them in a timely manner
- is used to provide effective interventions and modify provision to maintain and improve trainees' outcomes
- is linked to improvement planning
- is used to evaluate the impact of actions taken
- enables a partnership to know what works well and what can be improved further
- includes a wide range of stakeholders' views
- focuses on trainees achieving the highest possible outcomes (attainment, how well trainees teach, completion and employment rates, and differences between different groups of trainees)
- is used to challenge practice and lead to continuous self-improvement
- is used to benchmark and compare provision and outcomes with the rest of the sector

## Creating your improvement plan

Creating an improvement plan that addresses weaknesses and sharpens strengths in your provision will help to raise outcomes for trainees.

An improvement plan is:

- a working document designed to secure improvements in provision, which will raise outcomes for trainees over an academic year
- based on the priorities identified in the self-evaluation at the end of the previous year
- subject to revision during the year because it is a working document

Providers take different approaches when documenting their improvement plan. Any of these approaches can be effective:

- a matrix using the [improvement plan features](#) as the headings for each column
- a prose description of how each priority will be addressed, giving attention to the [improvement plan features](#)
- a combination of prose and matrix, giving attention to all the [improvement plan features](#)

## Improvement plan features

You might like to include the following in your improvement plan:

- priorities for improvement
- actions you will take to address each priority
- dates when actions will be undertaken
- who is responsible for actions
- the resource demands of planned actions
- success criteria
- analysis of effectiveness of actions taken to secure improvement
- monitoring, evaluation and review of arrangements
- the outcomes of each review and consequent adjustments to the plan

## **Improvement priorities**

Your priorities for improvement should derive directly from the summary of strengths and weaknesses at the end of your self-evaluation. You should transfer all significant weaknesses, and any significant strengths you wish to maintain or enhance, from the self-evaluation into the improvement plan.

## **Addressing priorities**

To address each priority you should:

- read through your self-evaluation
- review the reasons, or factors, you have identified to explain the outcomes for trainees
- identify a sequence of actions that will enable you to address each factor over time
- express each action precisely
- avoid using terms, such as 'ensure', 'encourage' or 'continue to', instead set out exactly what actions you will take based on your success criteria
- remember that precise dating of actions supports effective monitoring

## **Responsibility for actions**

You should:

- work out who is best placed to secure the actions you have identified
- set out who is responsible for each sequence of actions, as well as for each separate action
- ensure that no-one responsible for any action is also responsible for securing its quality

## **Resource demands**

Resource demands can include time, materials, or fees. You should:

- work out whether staff time is an extra cost or whether the task is part of agreed responsibilities
- identify the financial cost of resource demands

- set out the specific costs for each action or sequence of actions, and work within your budget

## Success criteria

Success criteria must be specific, measurable, achievable, relevant and timed (SMART) and fit-for purpose. Consider identifying interim success criteria to help you judge whether improvement actions are having the intended effect during the year as well as at its end. This gives you the opportunity to adjust actions at an early stage. Do not express success criteria as completed actions or subjective judgements.

## Monitoring

To monitor the implementation of your improvement plan, you should:

- devise processes that allow you to check that the actions set out in the improvement plan are being implemented as and when intended
- state who will undertake these checks and when, what evidence they will use, how they will record their findings and how you will use their findings
- identify the role of any partnership committee, and any other individuals or committees involved in the governance of the provision that might evaluate the plan

## Evaluation

You should devise processes that allow you to judge how well the actions set out in the improvement plan are being implemented. These processes might include engagement of any partnership committee, and the external moderator, examiner or consultant. You should state:

- who will undertake the evaluation and when
- what evidence they will employ
- how they will record their findings
- how you will use their findings

## Review

You should:

- devise processes that allow you to take regular stock of how far you have met your success criteria, within year and year-to-year
- make any necessary adjustments to your improvement plan after each review
- make sure that dates of reviews take account of the dates of the formal assessment of trainees, the timing of monitoring and evaluation activities, and the calendaring of relevant management groups
- compile a brief summary of how far you have met your success criteria for each priority at each review point
- show how you have adjusted the improvement plan accordingly
- present the management group with your brief review and the changes you are making to your improvement plan



## Effective improvement planning characteristics

The characteristics of effective improvement planning are:

- brevity and fitness-for-purpose
- priorities which concentrate on factors that will lead to improved outcomes for trainees
- precision in respect of how the provider will do what and when
- success criteria focused on measurable impact
- clarity about keeping the improvement plan on track
- regular review against success criteria, focused on impact
- documented adjustments to the plan in the light of each review of its impact
- close involvement of all partners in developing and implementing the plan

## Partnership involvement

When compiling your improvement plan, you should involve your wider partnership by:

- asking your partnership committee to comment on the draft improvement plan
- sending drafts of the improvement plan to the relevant staff in each partner school, requesting comments
- using mentor evaluations of provision

## Partnership awareness

You should make sure that your wider partnership is aware of the final version of the improvement plan by:

- making sure the improvement plan identifies the responsibilities of all partners, including schools
- circulating a brief summary of your improvement priorities to all partners
- making sure all partners are aware of their role in implementing the improvement actions
- updating the summary after each review
- giving attention to this summary and its updating during quality visits to each school,
- discussing the improvement plan and its updating at mentor training events and management meetings

## Quality checks

To check the quality of your improvement plan, you should ask yourself:

- Have I transferred improvement priorities directly from my self-evaluation into my improvement plan?
- Have I identified sequences of actions to address each factor contributing to each priority?
- Is each individual action dated?
- Is each action identified as a specific activity?
- Is the person responsible for each sequence of actions and each separate action specified?
- Are costs documented?

- Are success criteria expressed as measurable outcomes?
- Are processes for monitoring the implementation of your improvement plan stated?
- Are processes for evaluating the implementation of your improvement plan stated?
- Are processes for reviewing the impact of the plan and adjusting its actions stated?
- Was the wider partnership involved in the development of your improvement plan?
- Is the wider partnership engaged in the implementation of your improvement plan?

## Outcomes

### Presenting data

Most providers employ simple tables to help them set out the data for each outcome. They use a table for the cohort overall, and for each sub-groups of trainees.

Below are examples of simple charts to show how some providers present their data. Clarity of presentation is important.

### Attainment

Year	Grade 1	Grade 2	Grade 3	Grade 4	Deferred	Withdrawn	Referred
2013/14	% and raw number						
2014/15							
2015/16							

### How well trainees teach

Grade	TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	Part 2
Grade 1	% and raw number								
Grade 2									
Grade 3									
Grade 4									

### Completion rates

Year	Successful completion	Grade 4	Deferred	Withdrawn	Referred	Benchmark National	Benchmark Regional
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2013/14 % and raw number

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2014/15

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2015/16

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## Employment rates

Year	Employment	Benchmark National	Benchmark Regional
2013/14	% and raw number		
2014/15			
2015/16			

## Outcome patterns

If you have data for each outcome, both for the cohort overall and for each sub-group of trainees for several years, you can identify trends over time. Examples of outcome patterns are:

- all trainees exceed the minimum level of practice expected of teachers as defined in the [teachers' standards](#)
- all trainees demonstrate excellent practice in a majority of the teachers' standards over the last 3 years, the percentage of trainees demonstrating excellent practice in teachers' standard 6 has risen from 25% to 45% and the percentage demonstrating the teachers' standard at the minimum level has decreased from 40% to 5%
- over the last 3 years, successful completion rates for male trainees have remained well below those of female trainees
- employment rates for all groups of trainees are consistently high, well above national and regional benchmarks for the last 3 years

## Quantifiable outcome-based success criteria

In addressing each priority in your plan, your actions should focus on those factors that led to weaknesses, in particular aspects of outcomes for trainees. Knowing your weaknesses is an essential pre-requisite of securing improvements and raising outcomes for trainees.

You will know if your actions are successful if these particular aspects of outcomes for trainees improve. Therefore you need to express success criteria in terms of a targeted level of improvement in a particular aspect of one outcome for trainees.

Examples of quantifiable outcome-based success criteria:

- percentage of trainees attaining grade 1 increases from 30% to 55%

percentage of trainees demonstrating excellent practice in teachers' standard 2 rises from 40% to 65% and the percentage demonstrating teachers' standard 2 at the minimum level decreases from 15% to nil

- percentage of male trainees completing training successfully rises from 75% to 95% to bring the rate in line with the successful completion rates of female trainees
- employment rate for trainees on the primary undergraduate BA course rises from 85% to 95%

## Contact

If you require further advice regarding self-evaluation and improvement planning for your ITT provision, please contact:

### Initial teacher training market management team

Email

[itt.accreditation@education.gov.uk](mailto:itt.accreditation@education.gov.uk)

This email address is for potential new and accredited ITT providers. If you're a potential candidate, wishing to gain qualified teacher status (QTS), please visit <https://getintoteaching.education.gov.uk/explore-my-options/teacher-training-routes/specialist-training-options>.

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