



Teaching School Alliance Level Indicators – 2011-2015

These indicators have been designed to support the fourth year review of teaching schools designated in cohort 1 and 2; they focus on the system improvements made and overall impact of the teaching school alliance. Whilst these indicators link to the fourth year review, it can be used as a tool by all teaching schools, regardless of maturity, to reflect and evaluate the impact their alliance is making.

Indicator 1: At least 10% of the alliance consists of schools that are below the government's floor standard or judged as inadequate or requires improvement by Ofsted¹ at the point of their engaging.

Indicator 2: Early employment rates² for School Direct³ ITT trainees who have undertaken their training in partnerships where the teaching school is the lead or a partner school⁴ is equal or greater than the national average for school direct⁵ each year.

Indicator 3: The proportion of schools supported within the alliance⁶ that improve in one or more of the following ways is greater than that for all schools nationally:

- a. Greater attainment increase⁷ at any Key Stage^{8,9}
- b. Greater progress at Key Stage 2 or Key Stage 4¹⁰
- c. Improved performance of disadvantaged pupils relative to other pupils in the school¹¹.
- d. Improve their Ofsted grades since joining the alliance (and maintained the improvement if re-inspected)(overall judgement, leadership and management or teaching)

Nb – alternative evidence will be considered for special schools, independent schools, sixth forms and early years providers where data is not available for all these indicators.

Indicator 4: The proportion of school-based staff¹² within the alliance that are promoted¹³:

- a) to leadership¹⁴
- b) to senior leadership or headship/executive headship.¹⁵

¹ Or at risk of going into either group.

² Definition: employed as a school based teacher within six months of completing training.

³ Or SCITT

⁴ Available for those trained during 2013/14 academic year onwards.

⁵ In 2013, this was 84%

⁶ Where supported for a year or more. Based on the overall period of engagement in the alliance. For schools that have submitted alliance data with indicators on level of engagement, analysis will be limited to schools with medium or high intensity engagement.

⁷ Than the national average.

⁸ For KS1 this is achieving Level 2 or above in reading, writing and maths, KS2 it is 'achieving level 4 or above in all of reading, writing and mathematics;' for KS4 it is currently 'five or more GCSEs or equivalent at grade A* to C, including English and mathematics GCSEs' and then KS5 is percentage achieving 3 or more A levels (or equivalent) at A*-E .

⁹ From 2016, attainment and progress performance can also be measured against the new progress 8 measure.

¹⁰ Than the national average

¹¹ As measured by gap in attainment between disadvantaged and non-disadvantaged pupils, value added progress, or three-year rolling average attainment.

¹² The threshold for this indicator will be added once a benchmark is available by March 2015. For schools that have submitted alliance data with indicators on level of engagement, analysis will be limited to schools with medium or high intensity engagement.

¹³ Whilst engaged or in the year following engagement in a teaching school alliance.

¹⁴ Defined as those that move into one of the following categories: Advanced Skills teacher; Excellent teacher; In receipt of a Teaching and Learning Responsibility additional payment of £100 or more; Classroom teacher who has one of the following roles: Head of Department, Head of House, Head of Year, Behaviour Manager/Specialist, Data Manager/Analyst, Extended Schools Manager/Support, Learning Manager, SEN Co-ordinator.

¹⁵ Defined as those that move into Assistant Head, Deputy Head and Headteacher categories.