

The Catholic Schools Partnership



A Teaching School Alliance
of Bradford & Keighley

Review of the Year & Sharing Excellent Practice
2019

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49% Boys

51% Girls

34% EAL CSPTSA

52% Minority
Ethnic Pupils



A Teaching School Alliance
of Bradford & Keighley

16% SEN CSPTSA

13.6% FSM

74% of CSPTSA
children live in the
poorest 30% of
England

Ofsted & CSPTSA – the journey



2009 (Partnership formed)

- 2 Outstanding
- 7 Good
- 5 Satisfactory
- 4 Inadequate
- 43% Good or better



2014 (TSA designated)

- 1 Outstanding
- 13 Good
- 4 RI
- 0 Inadequate
- 78% Good or better



2019

- 1 Outstanding
- 13 Good
- 4 RI
- 0 Inadequate
- 78% Good or better

ITT School Direct

1.1. At least 15 teachers trained per year

2017-2018: 4 Primary Trainees

2018-2019: 2 Primary Trainees

2019-2020: *Target of 8 Primary Trainees & 2 Secondary Trainees*

*Currently 2 Early Years, 3 General Primary, 3
Secondary (with 1 undecided and 1 applying for
a visa)*

ITT School Direct

1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages

There are no national averages for employment within 6 months, however the latest figure for employment within 1 year is 85% - our figure for 2018-2019 is 100% (2 out of 2).

2017-2018 was 75% (3 out of 4).

2016-2017 was 80% (4 out of 5)

3 year trend = 81%

3yr retention & 5yr retention rates above national

CPLD

- 2.1. At least 50 evidence based CPLD events delivered per academic year
- 2.2. At least 90% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short-term impact on workload

CPLD

2.1. At least 50 evidence based CPLD events delivered per academic year

2016-17 – 60

2017-18 – 80

2018-19 – 97

Over 350 staff received CPLD through us from across West Yorkshire

CPLD

2.2. At least 90% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short-term impact on workload

18-19 Feedback undertaken by CSPTSA:

Good impact (or better) – 91%

The benefits of the CPD activity outweighed any short-term impact on workload – 67%

Additional CPLD - NPQ data

• **Since 2015 we have had 89 participants on the NPQML**

- 1 Head of School
- 7 Assistant HTs
- 15 SLEs

• **Since 2015 we have had 32 participants on the NPQSL**

- 3 Heads of School
- 1 Acting Deputy
- 8 Assistant HTs
- 9 SLEs

School to School Support

3.1. Provide at least 30 days of deployment per academic year, to schools identified as in need of support

2017-2018 – 39 deployment days

2018 – 2019 – 170.5 deployment days

30 through CSPTSA S2S fund

10 through Opportunity Area

8 through School Direct

116 through ESSIF

6.5 through normal deployment

School to School Support

3.2. At least 90% of support provided is rated as good or better by the supported school

2018 – 2019 – 93% support rated as good or better; 5 deployments still to feedback

The potential power of collaboration



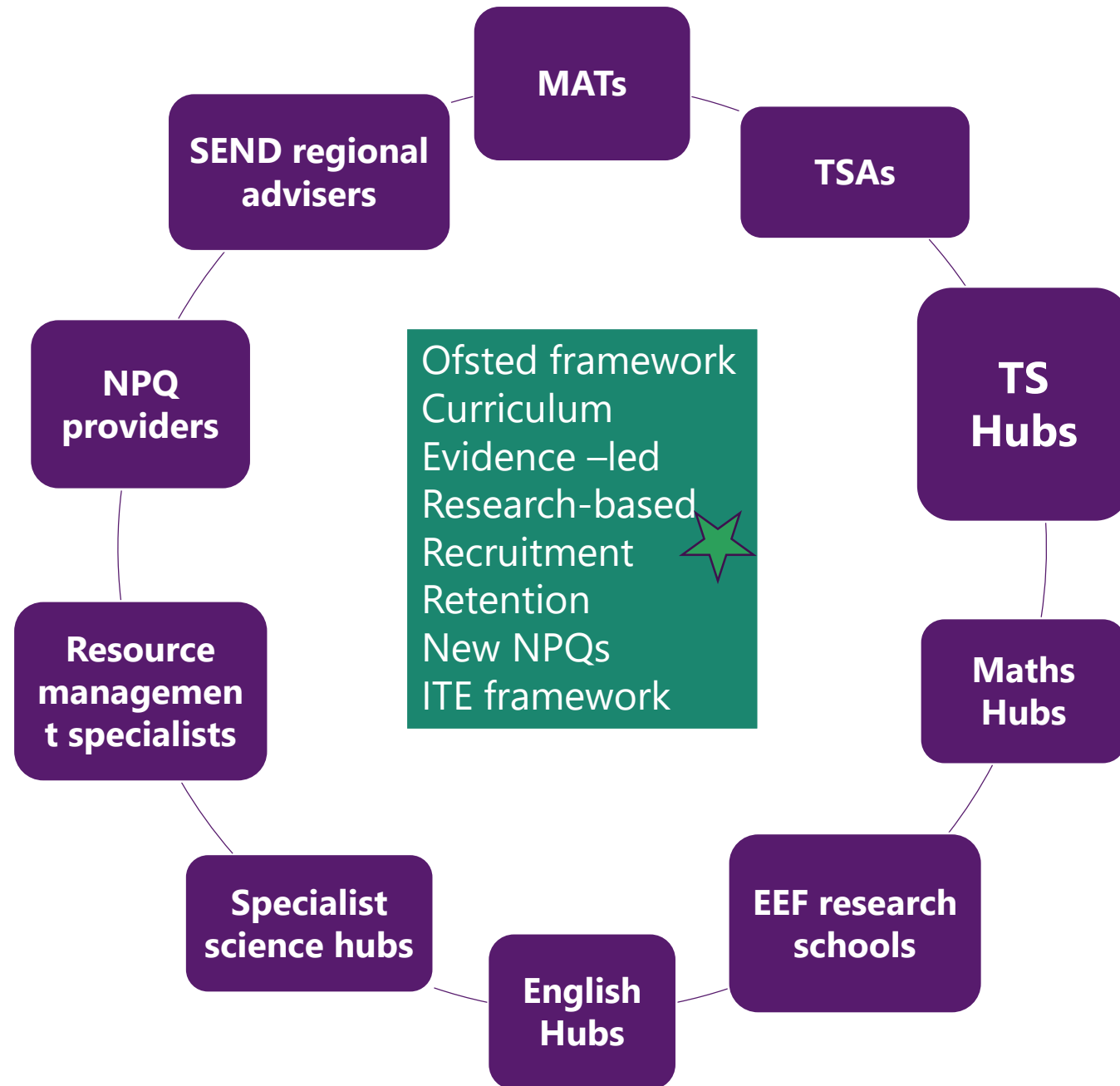
July 2019

Tessa Mason Education Adviser for TSC (LWY) and DfE (North)

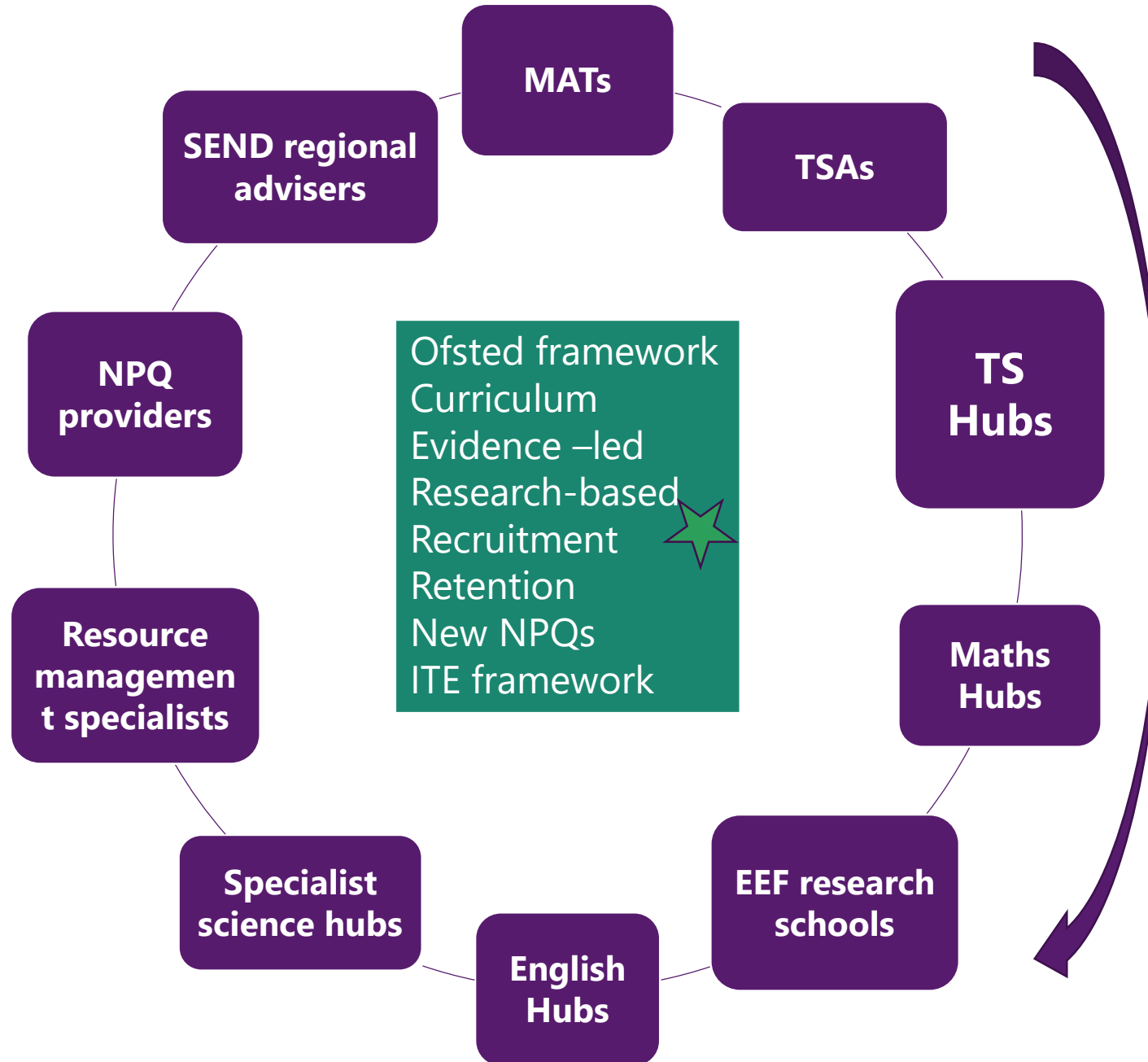
Objectives for the day are for system leaders to:

- Consider the implications and opportunities for system leaders in relation to changes coming in 2019/2020, e.g. TS Hubs, SI Offer, Recruitment and Retention Strategy;
- Position the proposals within the Early Career Framework for better understanding ;
- Consider the importance of and the rationale for strategic partnership working at a mature level in our school system.

So.. what's on the horizon in 2019/20 ?



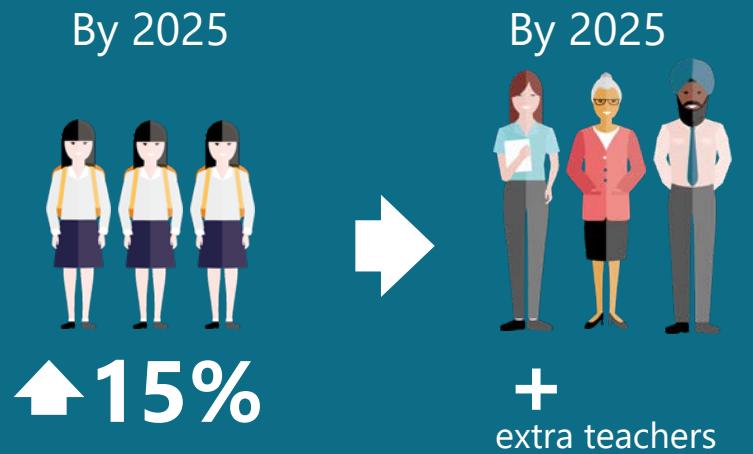
So.. what's on the horizon in 2019/20 ?



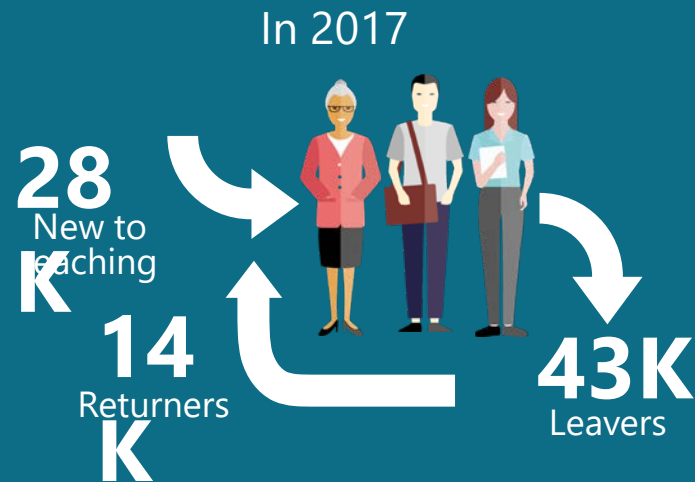
STRATEGIC
PARTNERSHIPS and
STRONG SCHOOLS
LEADING SCHOOL
IMPROVEMENT



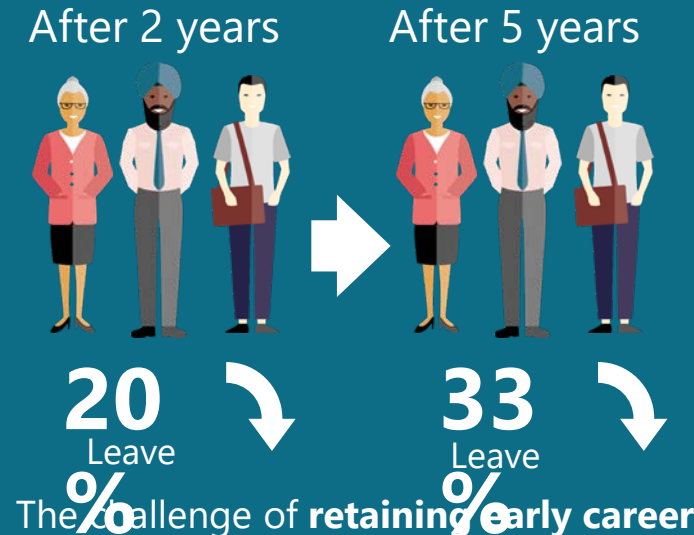
DfE - The challenge



- By 2025 there will be **15% more pupils in secondary schools than there were in 2018**. We will need to increase secondary teacher numbers to meet this demand.
- This is especially difficult in the shortage subjects, including maths, science and modern foreign languages.



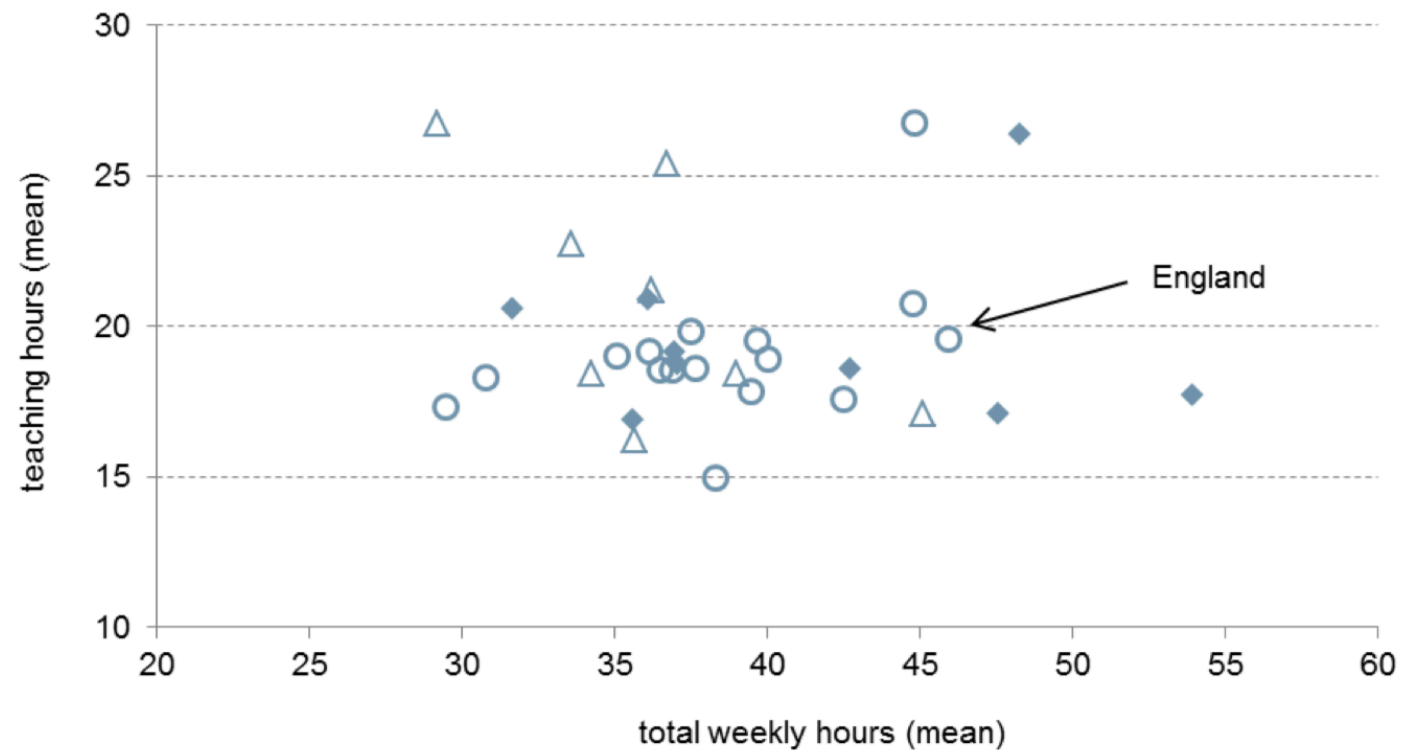
- At the same time, **we are losing more teachers from the profession than we can afford.**
- Even small increases in the rate of teachers leaving the profession creates significant, additional pressures on recruitment.



- The challenge of **retaining early career teachers has been getting worse in recent years.**
- Over 20% of new teachers leave the profession within their first 2 years of teaching, and 33% leave within their first 5 years.

*Note, these statistics are rounded

Figure 2.6 Teachers' average total weekly hours of work and total teaching hours: international comparison



Source: OECD (2014) Table 6.12

Note: The values for England are 45.9 and 19.6. The medians for all countries are 37.0 and 18.8. The nine high performing countries and eight low performing countries (see Table 1.2) are indicated by solid diamonds and open triangles respectively.

Teacher Recruitment and Retention Strategy






Teacher Recruitment and Retention Strategy

Every day teachers get the chance to inspire children and young people, shaping thousands of lives. But the growing number of pupils means we need to attract even more people into the profession, and then make sure they are supported to not just stay, but to thrive.

Our first ever 'Teacher Recruitment and Retention Strategy' sets out our vision to make sure careers in teaching are attractive, rewarding and sustainable. Our approach is focused around four priorities, identified through our in-depth and wide-ranging conversations with the teaching profession.

Our priorities

<p>1. More supportive school cultures and reduced workload</p> 	<p>CHALLENGE. The current system of school accountability can be confusing for school leaders, which sometimes leaves teachers unsure about what they need to do, and in turn creates extra pressure and unnecessary workload.</p> <p>✓ We are working with Ofsted to simplify the accountability system and reduce any unnecessary pressure it places on teachers. This includes clarifying when a school will receive an offer of support and consulting on removing the floor and ceiling standards. In addition, the new Ofsted framework will have an active focus on reducing teacher workload.</p>
<p>2. Transforming support for early career teachers</p> 	<p>CHALLENGE. Teachers at the start of their careers don't always get the support they need to build a successful career, and at the moment, too many end up leaving.</p> <p>✓ We will transform the support for early career teachers, introducing the most significant reform to teaching since it became a graduate-only profession. The Early Career Framework will underpin an entitlement to a funded 2-year support package for all new teachers, providing them with the support enjoyed by other top professions. These reforms sit at the heart of our strategy and will include a dedicated mentor and a reduced timetable for early career teachers, giving them the time and support needed to focus on their professional development.</p>
<p>3. Making sure teaching remains an attractive career as lifestyles and aspirations change</p> 	<p>CHALLENGE. As their life circumstances change, many teachers would like more flexible working patterns and career journeys, but these opportunities can be hard to find within teaching.</p> <p>✓ To help expand flexible working we will launch a new job-share service to help those interested find opportunities, and we will provide the timetabling tools to make it easier for schools to manage. We are also creating new specialist qualifications for those who want to develop their career and progress without going down the usual leadership route.</p>
<p>4. Making it easier for great people to become teachers</p> 	<p>CHALLENGE. Lots of people have a desire to become a teacher, but not enough have the chance to try it out, and many are put off by the long and complicated application process.</p> <p>✓ We are simplifying the application process by introducing a new 'one-stop' system for initial teacher training to pilot focused on a handful of subjects is live now. We are also launching new 'Discover Teaching' initiatives later this year so more people get the opportunity to try out teaching before they apply.</p>

This strategy has been developed in collaboration with many teachers, as well as unions, leading experts and training providers. Not just because they know the challenges teachers face, but because we cannot deliver this alone. We all have to play a part if we are to address the issues of recruitment and retention.

To learn more about the strategy and what it means for your school, MAT or local authority you can attend one of our regional roadshows. Contact recruitretain.events@education.gov.uk for more information.

Having listened to teachers, leaders, unions and other sector experts – as well as reviewing the best available evidence – the strategy sets out four key barriers that government needs to focus its reform and investment on:

The wider context in which headteachers operate can create pressure that leads to excessive workload that distracts teachers from teaching

- School accountability can create unintended consequences that drive teacher workload;
- Headteachers and teachers have had to manage significant change;
- Challenging pupil behaviour can be a significant factor in teacher workload and pressure; and
- Headteachers require additional support to meet

Not enough early career teachers have the high quality support they need to build the foundation for a successful career

- Not enough teachers receive the high quality support and development they need at the outset of their career, when the learning curve is steepest;
- Financial incentives are focused solely on recruitment and do not encourage early career retention; and
- Early career teachers are too often expected to plan and resource lessons from scratch.

A career in teaching does not always adapt to the expertise and lives of teachers

- There are too few career progression opportunities for teachers who want to stay and specialise within the classroom;
- There are too few career incentives encouraging good teachers to work where they are needed most; and
- Many teachers leave or choose not to return to teaching because they cannot access part-time or other flexible working opportunities.

The process to become a teacher is too complicated and burdensome

- Despite high interest in joining the profession, not enough people progress to making an application;
- The application process makes it too difficult to join the profession, particularly for career changers; and
- The ITT market is overly complex, causing inefficiencies and incentives that can prevent good teachers from working where they are needed most post-ITT.

The challenges

- **There has never been a more competitive labour market:** it is always hardest to recruit teachers when the jobs market is buoyant, as graduates and career changers have a wide choice of work. The labour market is continuing to perform strongly, with unemployment at its lowest rate since the 1970s.
- **Teacher workload is the reason most often cited for teachers leaving the profession**
- **Flexible and part-time working opportunities are increasingly important:** Only 28% of female teachers work part-time, compared to an average of 40% of women in the UK and fewer men do too (8% compared to 12% in the whole economy).
- **Schools in disadvantaged areas face the biggest problems.** More than one in ten teachers from the most disadvantaged secondary schools leave to teach in other schools: about twice the proportion who make the same move from the least disadvantaged schools.

Four key priorities

Help to create the right climate for leaders to establish supportive school cultures

- Create a clear and transparent accountability system, which supports headteachers;
- Work with Ofsted to drive down workload by tackling the 'audit culture';
- Maintain a period of greater stability in curriculum, qualifications and assessments;
- Provide additional support to tackle challenging pupil behaviour; and
- Provide additional support to help headteachers to meet key challenges – including the launch of the Teaching Vacancies service.

Transform support for early career teachers

- Fully fund a transformation in the support given to teachers at the start of their career through a new Early Career Framework;
- Provide financial incentives to stay in teaching, not just to train; and
- Ensure early career teachers can access high quality curriculum plans and materials.

Support a career offer that remains attractive to teachers as their careers and lives develop

- Introduce specialist NPQs to support teachers to develop and progress their career without needing to pursue a traditional leadership route.
- Invest in creating the strongest development and progression opportunities for teachers working in the schools and areas that need them most; and
- Support schools to implement flexible working.

Make it easier for great people to become teachers

- Encourage and enable more potential teachers to try teaching.
- Design new digital systems to make it simple and easy to become a teacher – including a new one-stop application system to simplify the process; and
- Simplify and protect the vibrant ITT market and ensure it supports more schools in challenging areas.

Driven by legislation and underpinned by enquiry and research ...



DfE Multi-academy trusts
Good practice guidance and expectations for growth

December 2016

ESFA Academies financial handbook 2018
For academy trustees, members, accounting officers, chief financial officers and auditors

1 September 2018
June

MAT SI CAPACITY FRAMEWORK

A tool to help MATs understand their capacity to support school improvement
Isos Partnership and Robert Hill (SW RSC) 2017-18

2010-2020 – a powerful shift towards the Multi Academy Trust as the formal legal entity to drive complex school improvement

Analysis : Sustainable improvement in multi schools groups (Greany 2018) Leadership for a networked system(Hargreaves et al 2018) Coherence - Drivers in Action (Fullan and Quinn 2018)

2010 - 2020 a decade of formal strategic partnership building, characterised by a model of strong school autonomy ..

Ref : The Importance of Teaching 2010

- Increase freedom and autonomy for all schools, removing unnecessary duties and burdens, and allowing all schools to choose for themselves how best to develop.
- Restore for all Academies the freedoms they originally had while continuing to ensure a level playing field on admissions particularly in relation to children with Special Educational Needs.
- Ensure that the lowest performing schools, attaining poorly and in an Ofsted category or not improving, are considered for conversion to become Academies to effect educational transformation.
- Dramatically extend the Academies programme, opening it up to all schools: already there are 347 Academies, up from 203 in July.
- Ensure that there is support for schools increasingly to collaborate through Academy chains and multi-school trusts and federations.
- Support teachers and parents to set up new Free Schools to meet parental demand, especially in areas of deprivation.
- Give local authorities a strong strategic role as champions for parents, families and vulnerable pupils. They will promote educational excellence by ensuring a good supply of high quality school places, co-ordinating fair admissions and developing their own school improvement strategies to support local schools.

The development of the MAT in the English Education system, Sir David Carter 2016:

The creation and growth of MATs has seen further benefits in terms of more formal collaboration between schools, both to improve standards and increase financial efficiencies and sustainability.

There are .. many different and vital forms of partnerships that support school improvement, including teaching school alliances.... When weak schools join MATs it is not just a matter of drawing on the expert support to help them improve, but rather the trust's leaders are responsible and accountable for whether they do .. to improve.

There are additional benefits for pupils too. Where feeder primaries and secondaries form a MAT and work even more closely together, the shared accountability and reduction in bureaucratic barriers, along with a shared ethos and understanding of each other's expertise and culture, aids transition and ensures a consistent educational experience.

DfE Good practice guidance and expectations for growth December 2016

What types of collaboration take place in established MATs and mature TSAs ?

- Strategic
- Multiple/singular
- Statutory
- Operational
- Historic
- Specific and time limited
- Responsive
- Mutual benefit
- Formal / informal
- Cultural and value driven



Achieving system wide impact through complex collaboration - at classroom level

Why should we collaborate?

How do people collaborate?

What kinds of collaboration are more effective than others?

These are basic questions that have driven our work for at least two decades ...

'In education, professional collaboration and building social and professional capital among leaders, teachers and .. educators improves student learning, as these educators circulate their knowledge and take more risks.

Collaborative professionalism has the potential to improve teacher recruitment and retention as teachers in collaborative cultures realise there are others who can help and support them'.

Professor Andy Hargreaves and Professor Michael O 'Connor 2018, Centre for Strategic Education, Melbourne, Leading Collaborative Professionalism.

Achieving impact through complex collaboration - at system level

As an advanced organiser, collaborative professionalism is:

1. how teachers and other educators **transform teaching and learning** together to work with all students to develop fulfilling **lives of meaning, purpose and success**.
2. **evidence-informed**, but not (just) data-driven, and involves deep and sometimes demanding **dialogue**, candid but constructive **feedback**, and continuous collaborative **inquiry**.
3. Finally, collaborative inquiry is embedded in the **culture and life of the organisations**, where educators actively **care** for and have **solidarity** with each other as fellow-professionals as they pursue their challenging work together in **response to the students' cultures**, society and themselves.

Drivers for effective collaboration : Connected autonomy – Hargreaves et al (based on strategic partnerships of four years or more, 2018)

1. *From focusing on narrow learning and achievement goals to embracing wider purposes of learning and human development*
2. *From being confined to episodic meetings in specific times and places to becoming embedded into leaders', teachers' and administrators' everyday work practices*
3. *From being imposed and managed by administrators and their purposes to being run by teachers in relation to issues identified by themselves*
4. *From comfortable or contrived conversations to challenging yet respectful dialogue about improvement*
5. *From collaborating for teachers/students to collaborating with teachers/students*

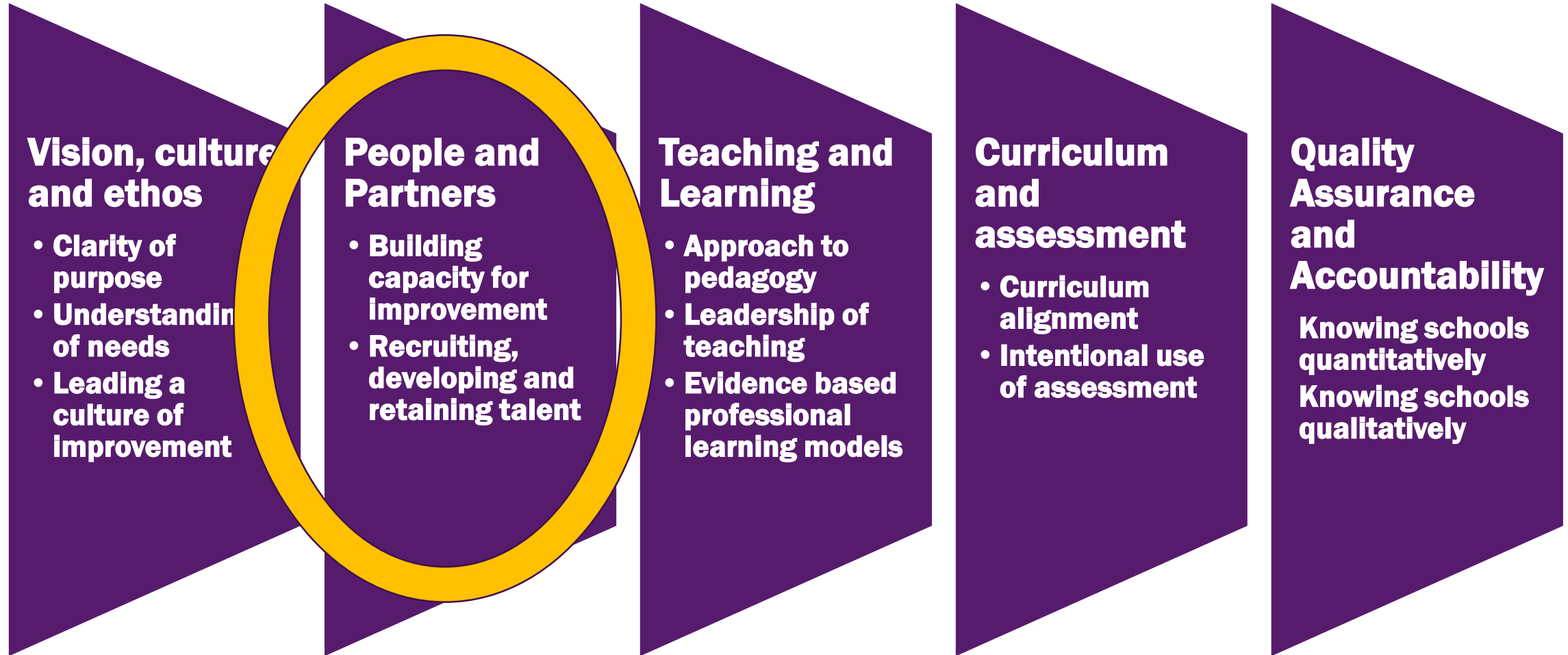
MAT School Improvement Framework: A developmental approach

1. Develop framework: What do GREAT MATs do in school improvement?



- **Uses evidence, experience and research to identify the features of ‘what a great MAT does’ in school improvement**
- **Develops descriptors of what good and what weak looks like**
- **Tested and refined by a small group of MAT CEOs**
- **Continue to refine in line with research spec – and sharing more .**

The MAT school improvement 'model' – constantly in development



MAT school improvement framework: A developmental approach

1. Develop framework: What do GREAT MATs do in school improvement?



2. Use the framework as a self assessment tool within and across MATs



3. Use the framework as a self assessment tool within and across complex collaborations for school improvement

MAT school improvement framework: A developmental approach

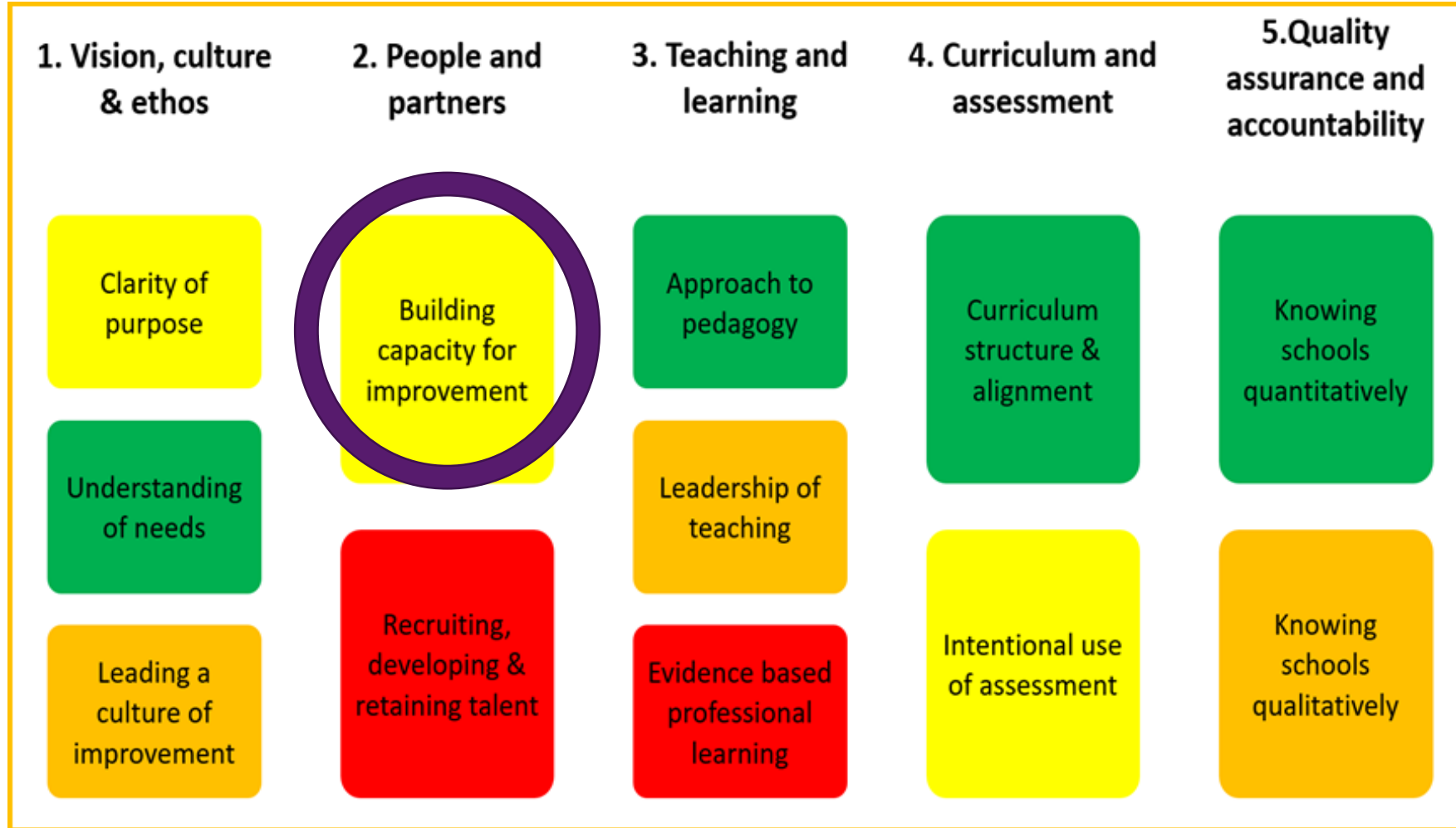
PEOPLE AND PARTNERS

2A. Building capacity for improvement

Capacity for school improvement : Using the MAT's best leaders and teachers and external partners

- i) Leaders organise the teaching and learning support between schools, clusters and the centre based on a **clear, evidence-informed theory of action and evidence of impact**
- ii. Leaders have a strong understanding of where specific expertise exists across the MAT and how it can be used to support other schools
- iii. The organisation adopts carefully considered approaches to using system leaders and lead practitioners and promotes knowledge transfer through coaching, modelling and enquiry led learning
- iv. Leaders are confident in deciding when (and when not) to use external expertise, support or materials; they are clear about where weaknesses lie and are open to learning from and with others
- v. Recognised hubs of expertise such as Teaching Schools, National Leaders of Education (NLEs), or lead teachers play an integral part in supporting the improvement of schools
- vi. Leaders can point to the most important partnerships and networks and can articulate the purpose and impact of these partnerships

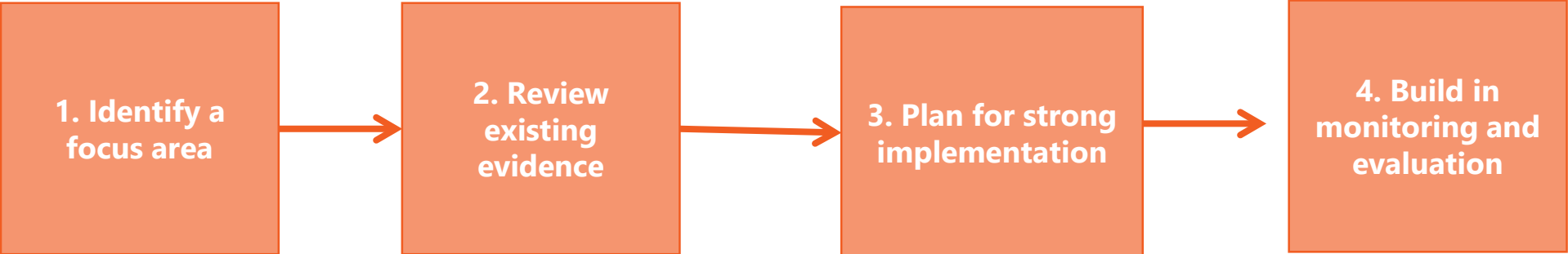
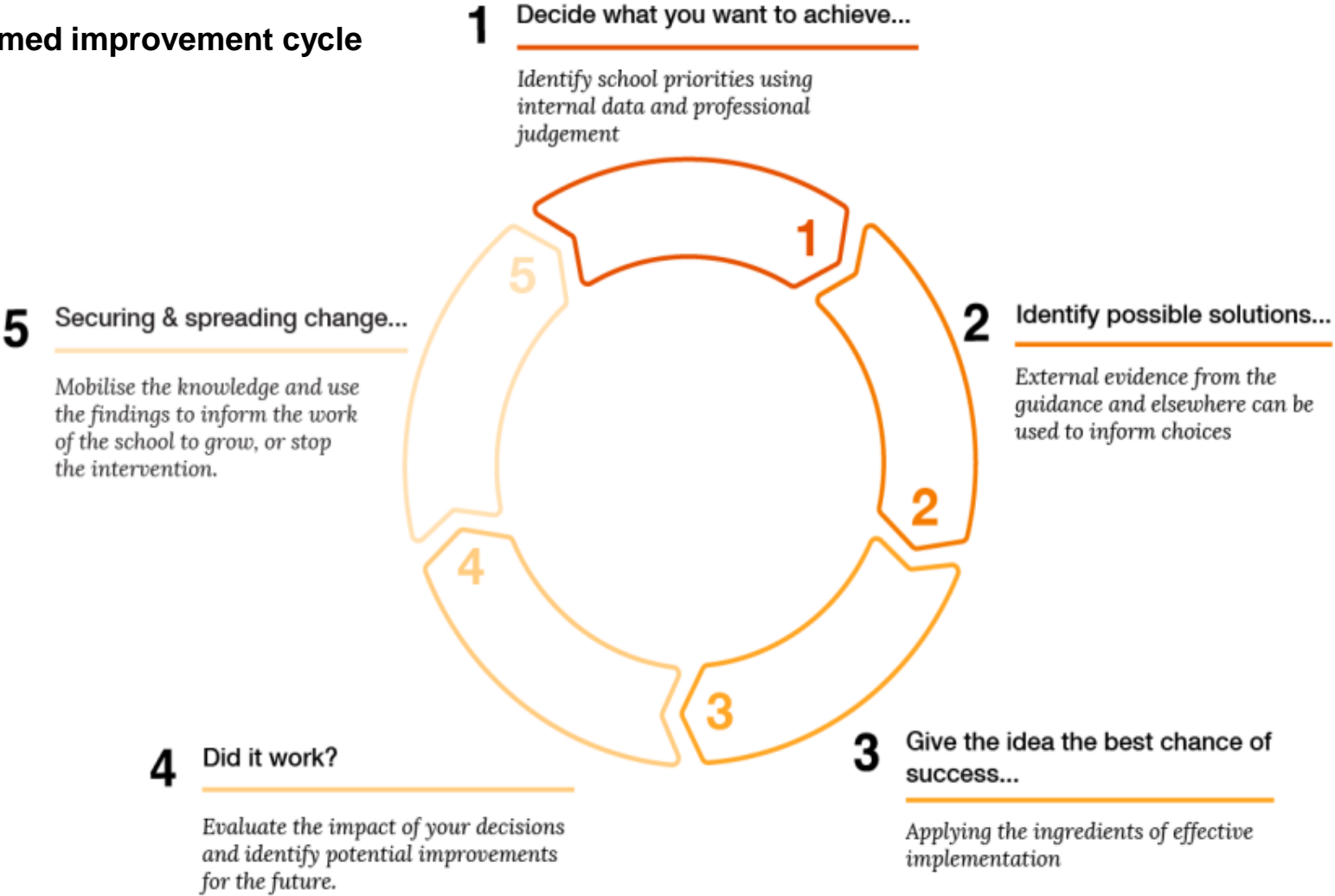
A self assessment tool for use at different levels - example of a heat map:





The Evidence...

Evidence-informed improvement cycle



Putting Evidence to Work: A School's Guide to Implementation – Recommendations Summary

FOUNDATIONS FOR GOOD IMPLEMENTATION



1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.



2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.



EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.



PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - Develop a targeted, yet multi-stranded, package of implementation strategies.
 - Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - Introduce new skills, knowledge, and strategies with explicit up-front training.
 - Prepare the implementation infrastructure.



DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.



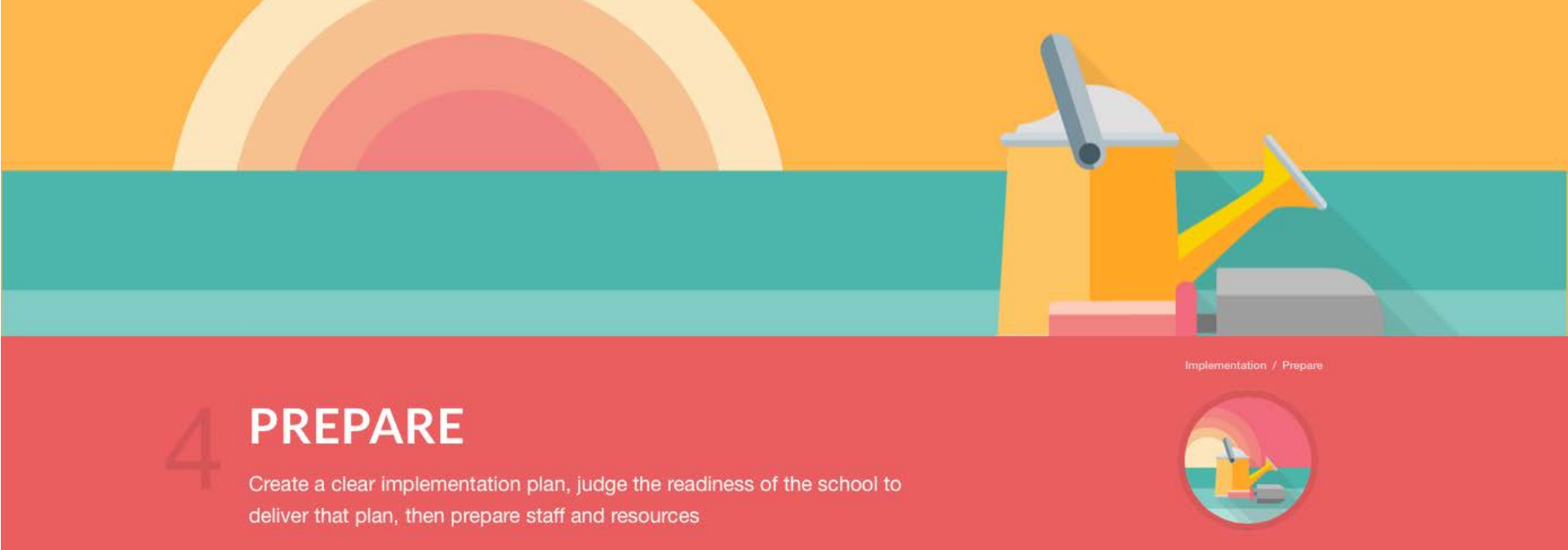
SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.



- Specify a tight area of focus for improvement
 - Be specific
 - Pupil-level information, data on staffing, resources, stakeholder perceptions
 - Don't start with a solution looking for a problem!
- Identify possible approaches to implement. What has worked in similar contexts?
 - Guidance Reports, Teaching and Learning Toolkit, Evidence for Impact
- Examine fit and feasibility. Will it work for us?



a. Create a clear, logical, and well-specified plan. Describe:

- the issue you want to address;
- the approach you want to implement – **active ingredients of the intervention**;
- the changes you hope to see – **implementation outcomes** (e.g. fidelity, reach)
- who will be affected by these changes and how;
- the **implementation activities** planned to contribute toward this change
- the resources required; and
- any external factors that could influence results.

Sustainable improvement in multi school groups, (DfE)

Professor Toby Greany, UCL, University of Nottingham 2018

Introduction

The research included Multi-Academy Trusts (MATs), Teaching School Alliances (TSAs), Federations and Local Authorities (LAs) and aimed to identify what these providers do to facilitate continuous, sustainable school improvement across the schools they work with. The research focussed on three questions:

- How do these school improvement providers identify the improvement needs of schools and the appropriate solutions to those needs?
- How do they implement necessary changes in schools in order to achieve sustainable improvement?
- How do they measure and monitor improvement?

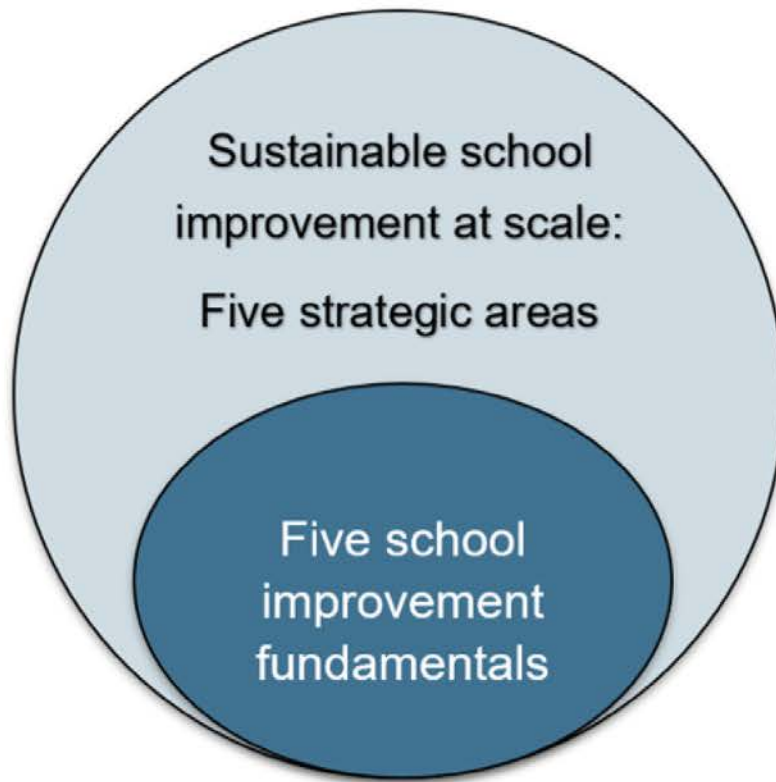
Strategic collaboration will be influenced by ..

Overview: sustainable school improvement in MATs and federations

Our research identified a series of **contextual factors** which influence how MATs¹ structure and undertake their work on school improvement. These factors include:

- **age** – in particular, whether the MAT was initiated before or after 2010 (i.e. the year the Academies Act was passed)
- **size and growth model** – in particular, geographical footprint
- **context and composition** – for example, whether the MAT is made up of primarily sponsored or converter academies
- the **phase** of the MAT's schools: while most of our case study MATs included a mix of primary and secondary schools, some were focussed on a single phase
- the **beliefs and values of the MAT's founding leader(s)**.

Key aspects for future development:



Five strategic areas for sustainability

- Vision, values, strategy and culture
- People, learning and capacity
- Assessment, curriculum and pedagogy
- Quality assurance and accountability
- A sustainable learning organisation

Five school improvement fundamentals

- Establish sufficient capacity
- Analysis of needs
- Deploy and support leadership
- Access to effective practice and expertise
- Monitor improvements in outcome

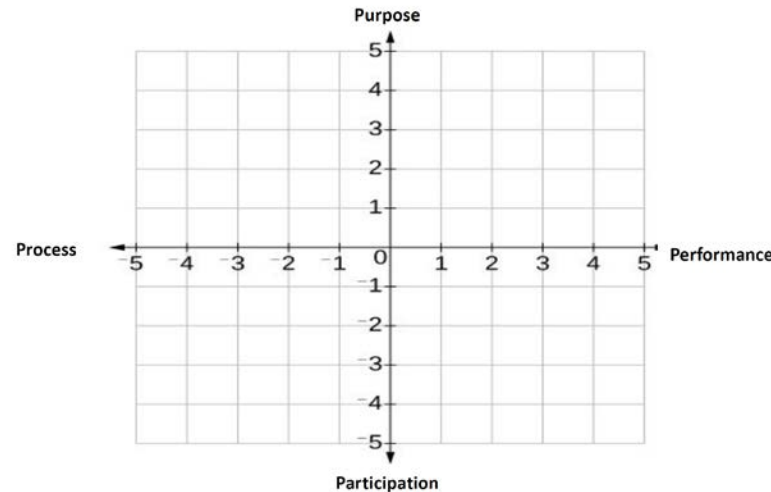
Process

- Tried and tested systems/processes codified and prescribed for all schools
- Strong central team and limited school-level autonomy – focus on outcomes
- Advantages: efficient, replicable
- Risks: can disempower staff and may not enable move from 'good to great'

Evaluating current practice within and beyond the MAT DfE

Professor Toby Greany 2018

Figure C.2: A framework for analysing MATs and federations



Participation

- Inclusive approach to decision-making
- Commitment to developing shared practices through dialogue/co-design
- Advantages: ownership, trust
- Risks: slow moving, difficult for new entrants to understand/adopt tacit approaches

Purpose

- Shared vision and ethos unites staff and distinguishes group
- Shared values embedded into ways of working and practices
- Advantages: Commitment, coherence
- Risks: Lack of clarity/focus on outcomes, difficult to replicate

Performance

- Strong focus on clear performance criteria
- Relentless drive on improvement
- Advantages: Rapid and decisive action
- Risks: Improvement is narrow and/or not sustainable, lack of buy-in

Critical success factors for effective system-wide collaboration:

1. Above all, the purpose of collaboration must be to improve outcomes.
2. Building on 1. every partnership must be founded on a clearly articulated shared moral purpose.
3. If we accept 2. then we should also see that transparency, trust and honesty are both crucial and a professional obligation.
4. A commitment to and capacity for effective peer review form the engine that drives improvement under these conditions.
5. For reasons of practicality and efficacy, peer review needs to be carried out within a long-term relationship committed to continuously improving practice and systems through cycles of collaborative enquiry.
6. The partnership must grow over time: it should have a plan to move from collaboration to co-responsibility to a position of shared professional accountability.
7. The partnership must not be bound by the commitment of individuals: it should go beyond relationships between school leaders to engage with students, teachers, governacne, families and communities.
8. Partnerships should not be isolated but, in a spirit of reciprocity, should welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

Inside-out and downside-up: How leading from the middle has the power to transform education systems
A think/action piece by Steve Munby & Michael Fullan, February 2016

Final thoughts about how the future system will configure :

As deeper and more effective outward-facing collaboration is envisaged, what are the opportunities, risks and implications in the short term and the longer term ?



Deepening our understanding:

Coherent collaboration is on everyone's radar .. piecemeal efforts will not suffice, as the quality of implementation is critical in vertical and horizontal trust based partnerships.

The pattern of success .. reinforces that focused coherence involves clear direction, committed leadership over a number of years, a collaborative culture built on capacity building, including lateral capacity (connecting learning across people and places), and vertical connection (high quality strategic and operational relationships), founded on a deep commitment to the nexus of leading, teaching and learning.

The whole is characterised by a commitment to deep learning, measured growth and improvement alongside high internal mutual accountability.

***Chapter 4 : The right drivers and actions for schools districts and systems (Ontario)
Fullan and Quinn 2015***

Teaching School Hubs

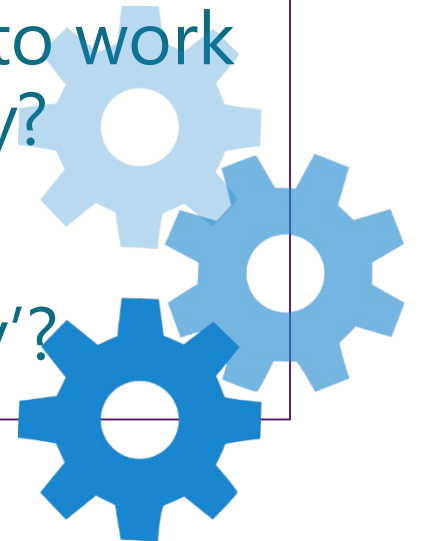
Application information for Test-and-Learn Phase

Bradford TSA and stakeholders discussion

June 2019

AIMS

- to gain a clearer sense of the aims of a Bradford Teaching School Hub irrespective of who leads the hub in the test and learn phase;
- and to look at questions such as 'How will we continue to work together' and utilise excellent system leadership capacity?
- And to consider : 'what strengths do we have collectively'?



Future system ?

- Big 3 (ITT, SI, CPLD) are still considered the 'right' formula for SI, with universal payments to system leaders more sharply linked to outcomes and impact.
- Lesser number of system leaders in 20/21 expected but better, streamlined and more aligned.
- **DfE expects MATS to be included and not sitting outside the model.**
- More flexibility in use of funding anticipated
- Awaiting publication of eligible schools, and target areas for the pilot, applications will go through legal scrutiny, with an interview prior to confirmation.

Outline notes from DfE PIN webinar (i)

- ❖ 1 pilot lead school (high performing) in each of the RSC / TSC sub regions minimum 8 (TBC); (2019/20)
- ❖ A list of eligible schools who can apply to be published in line with DfE expectations, focused on high performing schools, with a track record in engagement with ITT, SI/STSS and CPLD.
- ❖ Strong onus on capacity to deliver SI successfully, and a single HP school to hold accountability (similar to an accounting officer and FPOC with DfE).
- ❖ All phases / full spectrum of location addressed, will need reference to key partners /existing hubs that link to lead school.
- ❖ The reach of each new TS Hub will be 200-300 schools around the Big 3 focus.
- ❖ Formal links to research schools will be expected.
- ❖ The new hub will need to draw on the capacity and expertise of other strong schools and system leaders.
- ❖ The lead school (TS Hub) will be delivering the new SI Offer, ICFP and pupil premium reviews, as well as ITT (recruitment, retention, workload reduction) and CPLD (delivering/signposting all NPQs, and evidence based CPD)

Additional points (ii)

1. Test and Learn Process, reaffirming commitment to TSA and NLE model, but a changing landscape as larger TSAs have developed, stronger interface with MATs, and the arrival of curriculum hubs and research schools.
2. The opportunity to take part in the pilot will emphasis both clarity of offer and quality of offer in relation to the KPIs required: inc evidence based approach, provision of high quality support, signposting and helping schools navigate the SI landscape, impact assessment.
3. This will require an operation at scale, a three year funded agreement, with annual targets, and a designation review process as for current TSAs.
4. All TSAs will continue until 2019/20 – then there will be movement to the new system in 20/21. (Clearly existing capacity will be required to support hub delivery TM)
5. FUNDING points : TBC but currently proposed £200k, in two funding blocks, which will be the resource to create the required infrastructure, and funding for SI Offer and NLE deployment.

Activity 1

Teaching school hubs will deliver the 3 priorities currently delivered by teaching schools, which we expect to reach out to between 200-300 schools in their locality:

School-to-school support

- Overseeing the deployment and development of NLEs in their area, specifically, delivering the Department's School Improvement Support Offer
- Providing stabilisation packages where commissioned by Regional Schools Commissioners (RSCs) for schools awaiting academisation
- Providing first-line advice and support on whole-school issues including behaviour management, school resource management, Pupil Premium and governance to any school in the area that chooses to engage with it

Activity 2

CPD

- Providing a comprehensive, evidence-based and high-quality CPD offer to schools in the area, including DfE-endorsed offers and NPQs
- To reinforce the expectation that the work of TS Hubs should be evidence-informed, each Hub should be, or have a strong relationship with, an EEF-sponsored Research School
- TS Hubs should offer each school in its local area the opportunity to discuss how the TS Hub can support its own CPD plans, including growing the school's own capacity to sustain the impact of CPD

Activity 3

Teacher Recruitment and Retention

- Leading and embedding successful strategies to improve teacher recruitment and retention within the area of the hub
- Leading collaborative approaches to the marketing of ITT, the recruitment of trainees and the delivery of high-quality ITT
- Showcasing best practice in recruitment and retention, including teacher workload reduction in their own school

Accountability

- TS Hubs will take a long-term view of school improvement. They will set out how sustainable improvement can be delivered across their local area through a 3 year commitment.
- TS Hubs will agree annual targets, including measurable KPIs, with the Department
- De-designation will be triggered where implementation is poor
- In terms of governance, schools delivering system leadership services would be accountable to the teaching school hub

Funding

- TS hubs will receive funding in two lots: infrastructure and front-line delivery
- **Infrastructure.** This includes funding for staffing and running the central TS Hub infrastructure, as well as for overseeing the deployment and development of NLEs.
- DfE will make available an average of £200,000. Details are set out in the application pack
- Up to £170,000 is available per annum for an area which contains no Category 5 or 6 local authority districts. Areas which do contain category 5 or 6 districts will attract additional funding

2019/20 School Improvement Support Offer.

- TS Hubs will receive a variable funding amount depending on the number of schools in their area eligible for DfE-funded school improvement support, in line with the 2019/20 School Improvement Support Offer. We intend to announce the arrangements for 2019/20 in the summer term.
- **Existing teaching schools, including in the test and learn areas, will continue to be funded direct from DfE during the 2019/20 academic year (as usual, funding beyond March 2020 will be confirmed following the forthcoming spending review).**

Areas

- We will test the TS Hub model in up to 9 areas across the country. See details of areas the test and learn will run, in the prospectus
- Proposed areas should cover 200-300 schools
- TS Hub areas should align with local authority district boundaries

Timescales

- The application round opens on 24 May and closes at midday on 26 July
- The test and learn will run during AY 2019/20
- We will review the experiences of the test and learn before making any decisions on future policy

Aims of the TSC in LWY are to ensure that :

- **every child should attend a great school that is judged to be at least good by Ofsted ;**
- **continuous improvement is driven by the schools sector deploying existing, outstanding practitioners as system leaders;**
- **teaching schools alliances (TSAs) have the expertise, track record, capacity, local knowledge, diversity and drive to deliver sustainable system-led CPLD and ITT within and across LWY;**
- **TSAs are committed to working in strong strategic partnerships with stakeholders;**
- **TSAs lead, manage and deliver high quality school improvement based on sound intelligence gathering, analysis, research, supportive challenge;**
- **TSAs and system leaders support strong recruitment and CPLD for the LWY school's workforce;**
- **every school and academy in the region should be connected to and represented via strategic partnership forums, and engaged as a giver and/or receiver of support.**

Protocols that will guide and sustain our working relationships with the system in Bradford

Consider :

- What relationships will be needed ?
- What professional behaviours would be required ?
- How will consistency be achieved ?
- How will bespoke responses be framed ?
- How can we ensure the TS hub is supported by the most eff



Principles

We will acknowledge and abide by the Nolan Principles, established by government committee in 1995:

- **Selflessness:** Holders of public office should act solely in terms of the public interest. They should not do so in order to gain financial or other benefits for themselves, their family or their friends
- **Integrity:** Holders of public office should not place themselves under any financial or other obligation to outside individuals or organisations that might seek to influence them in the performance of their official duties
- **Objectivity:** In carrying out public business, including making public appointments, awarding contracts, or recommending individuals for rewards and benefits, holders of public office should make choices on merit
- **Accountability:** Holders of public office are accountable for their decisions and actions to the public and must submit themselves to whatever scrutiny is appropriate to their office
- **Openness:** Holders of public office should be as open as possible about all the decisions and actions that they take. They should give reasons for their decisions and restrict information only when the wider public interest clearly demands it
- **Honesty:** Holders of public office have a duty to declare any private interests relating to their public duties and to take steps to resolve any conflicts arising in a way that protects the public interest
- **Leadership:** Holders of public office should promote and support these principles by leadership and example.



Ways of working:

There will be a professional team operating on behalf of the DfE and the TSC in the Lancashire and West Yorkshire (LWY) region. TSC LWY team members will be a combination of TSC elected representatives, commissioned specialist education advisers, a central coordination, communications and administrative team and seconded system leaders.

All will need to be aware of the courtesies, manners and behaviours that make for successful collaborative delivery, that is dependent on great working relationships, clarity of message and positive, supportive behaviours.

Agreed ground rules will also ensure that there is consistency of practice, delivery and a respectful and appreciative professional TSC team supports the wider educational community in LWY. Collaborative learning emphasises learning with each other, learning from each other and on behalf of each other.



Playing to our strengths

- What must we keep ?
- What might change ?
- What could improve ?
- What will be challenging ?
- How will we know if we are successful ?





Opportunity Area BRADFORD

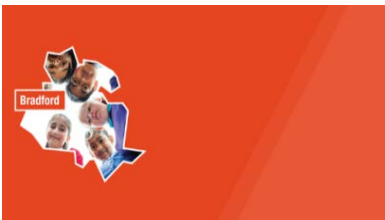


Opportunity
Area

email: OpportunityAreas.BRADFORD@education.gov.uk
twitter: @BradfordOppArea

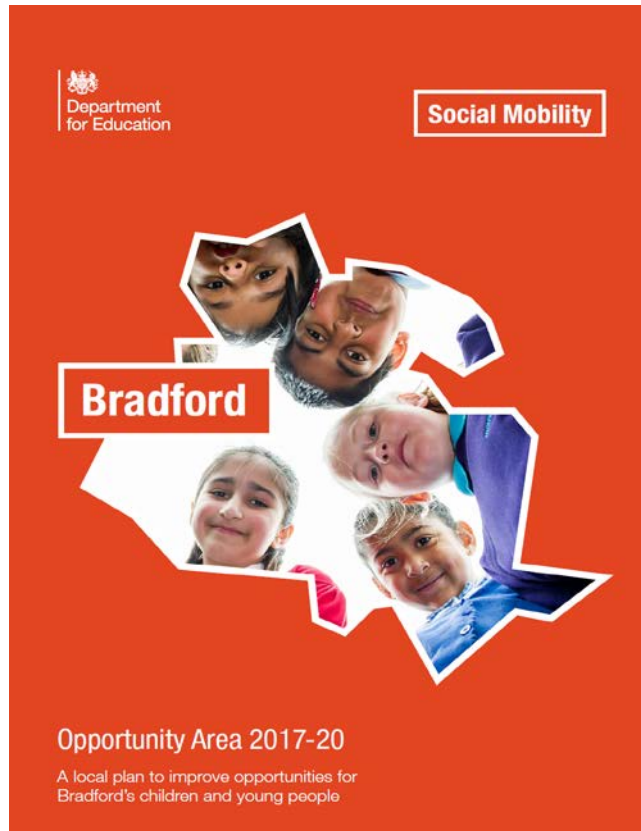
Catholic Schools Partnership
5th July 2019
OA Update

Kathryn Loftus
Programme Director
Opportunity Area



@BradfordOppArea

Our four key priorities



Priority 1: Strengthening school leadership and the quality of teaching



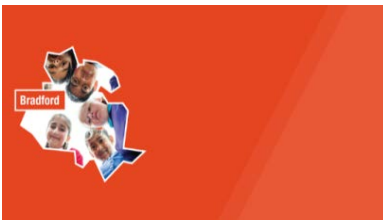
Priority 2: Parents and Place: Literacy and Learning



Priority 3: Improving access to rewarding careers



Priority 4: Using evidence and research to remove barriers to learning



How are we measuring impact and evaluating success?

- Every BOA investment is being monitored
- BOA investments that are being evaluated
- We are measuring our impact through district wide performance – Ofsted judgements, and a focus on the performance of disadvantaged pupils
- Improving recruitment and retention rates across the district
- Developing expertise and confidence of Bradford's leaders

What have we been delivering this academic year 2018/19?

Priority 1 - Strengthening school leadership and the quality of teaching

School-to-school support

We invested £1.5m in 26 school-to-school support improvement projects across the district, in schools with high levels of disadvantage and challenge

- local system leaders work together with schools to co-design action plan for improvement
- flexibility for schools to invest in their areas of priority
- Supported by training from Bradford Research School on effective implementation of school improvement (in line with EEF Guidance)

- **Support for primary literacy**

- 31 prioritised primary schools have received support to improve primary literacy:
 - a literacy audit focusing on current practice in all areas of primary literacy
 - Support from Bradford Research School on evidence-based literacy practice, as well as effective implementation of school improvement
 - £17,500 grant funding for schools to invest in primary literacy

Strengthening school leadership and the quality of teaching

Funded National Professional Qualifications

Scholarships for Bradford middle leaders, senior leaders, heads and executive teachers

Coaching and mentoring for new and aspiring Bradford headteachers

50 new and aspiring headteachers receiving mentoring by experienced Bradford heads.
Leadership masterclasses delivered by Exceed TSA

- **Bradford for Teaching**

- Support for district wide recruitment and retention, through four main strands:
 1. Building the reputation of Bradford as a great place to train, teach and build a career
 2. Growing our own teachers by supporting out teacher training providers
 3. Supporting schools to develop and retain their best staff
 4. Using data and evaluation to know what works in promoting recruitment and retention

- **Raising Achievement Programme**

- Short term support for Y11 pupils taking their English and Maths GCSEs this year. Funding for small group tuition at five local secondaries with high rates of disadvantage.

What have we been delivering this academic year 2018/19?

Priority 2 – Parents and Place

Parents as Partners in Learning

Improving parents' skills and confidence to support their children's literacy

Improving parental engagement practice by schools

Phase 1 – survey of all primary and nursery schools

What have we been delivering this academic year 2018/19?

Priority 3 – Access to rewarding careers

Primary Careers Programme

To better support school to tackle gender and cultural career stereotyping.

- Networking events
- Aspiration fund

Support for secondary schools and sixth forms to meet the **Gatsby Benchmarks**

- Careers and Enterprise Company's **Virtual Wallet/Rate Card**
- Additional Enterprise Co-ordinator resource
- Fully funded **Careers Leader training** for all secondary schools and sixth forms
- Funding for secondary schools/sixth forms to take the **Quality in Careers Standard**, including consultancy support from a registered provider and staff release time.

Governor conference

To encourage local businesses and their employees to become more active in school governance.

Young Ambassadors programme

What have we been delivering this academic year 2018/19?

Essential Life Skills

All schools and colleges in the Opportunity Area have shared a **£4.5m investment** to deliver extra-curricular **Essential Life Skills activities for their pupils.**

Additional **Bradford Literacy Festival** activity, including more engagement work outside of central Bradford.

Additional, careers education, information, advice and guidance (**CEIAG**) ELS activity for **PRU pupils.**

Grants of upto £1000 for young people to develop their own ELS activities and skills to improve their own life chances and those of their peers.

What have we been delivering this academic year 2018/19?

Priority 3 – Access to rewarding careers

Ecorys commissioned to evaluate the **ELS investment nationally**

Young Inspectors recruited to conduct audits and assessments of ELS activity from the perspective of a young person

Rigorous monitoring procedures

In discussion with the **University of Leeds** over **Primary Careers** impact evaluation

In discussion with the **Behavioural Insights Team** over evaluation of the **STEM widening participation** programme

What have we been delivering this academic year 2018/19?

Priority 4 -Removing health barriers to learning

Building on the research enabled by Bradford's unique 'Born in Bradford' cohort study

- Established the Centre for Applied Education Research, based at BRI, to oversee c£1m of OA research funding (plus additional funding drawn in by the Centre).

Current research:

- Year 1 [teacher delivered] autism screening tool
- The 'Glasses in Classes' project testing the impact on attainment of dispensing glasses in schools, with a second pair kept in the classroom
- Improving identification of children on the EAL 'spectrum' with S&L difficulties
- Development of in-school (PE, or playtime) approaches to improving children's motor skills

These are all being rigorously evaluated and will lead to published research.

The legacy challenge...

1. Improving Bradford's school workforce
2. Developing Evidence Active Schools
3. Building schools capacity and expertise in engaging parents
4. Empowering young people to speak and influence the way education and service respond to their needs
5. Helping Bradford roll out a joined up and more effective CEIAG and employer engagement

Activity in delivery from Sept 2019 – summer 2020

- **Priority 1 – Strengthening school leadership and the quality of teaching**
- **Continue delivery of current programmes** – running until the end of Summer 2020
- **Supporting the roll-out of the Early Career Framework**
- DfE reform offering additional support to teachers early in their career. This includes funded time off timetable (5%) in second year of teaching, as well as support for mentoring and lesson planning. This rolls out in Bradford in September 2020, a year before the national roll-out.
- **Support for school governance**
- Funded development programmes for school and trust boards – both for governing bodies and for clerks
- Support for more effective governor recruitment – Bradford Educators on Board; working better with our employer and parental communities
- Funding external reviews of governance for schools

Activity in delivery from Sept 2019 – summer 2020

Priority 2 – Parents and Place

Improving parental engagement practice by schools

Phase 2 -Commissioned provider expected to engage/consult with schools and develop a plan in response to the phase 1 survey which will include support to develop parental engagement practices in line with EEF Guidance

Activity in delivery from Sept 2019 – summer 2020

Priority 3 – Access to rewarding careers

Youth Empowerment

- Build on our Young Ambassador programme to empower young people to improve their communities and make Bradford a better place to grow-up
- Embed youth voice in strategic decision making in Bradford

CEIAG providers to collaboratively **build a better joined-up, clearer support offer for Bradford schools and businesses**

CEIAG school-to-school support in collaboration with Kirklees Careers Hub

Continuation of current programmes:

- **Primary Careers Programme**
- Careers and Enterprise Company's **Virtual Wallet/Rate Card**
- Funding for secondary schools/sixth forms to take **the Quality in Careers Standard**, including consultancy support from a registered provider and staff release time.

Activity in delivery from Sept 2019 – summer 2020

Priority 4 -Removing health barriers to learning

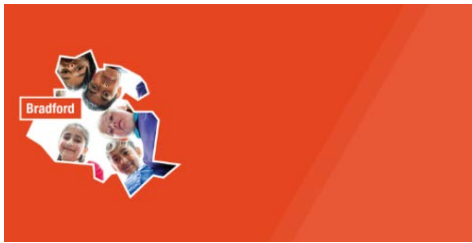
Centre of Applied Educational Research

Bringing together health and education data to help remove barriers to learning

Delivering Fine Motor skills interventions at KS1 and KS2

Glasses for Classes

Delivering training to teachers to support children with Autism



Thank you.



Evidence
Active Schools



City of
BRADFORD
METROPOLITAN DISTRICT COUNCIL



Education
Endowment
Foundation



inspired neighbourhoods



DIXONS
ACADEMIES
TRUST



Centre for Applied
Education Research

Get in touch:



@BradfordOppArea



OpportunityAreas.BRADFORD@education.gov.uk



<https://bradfordopportunityarea.co.uk/>

LA Briefing Session

5 July 2019

CSPTSA Conference

Children's Services Structure

Yasmin Umarji

Strategic Manager – Education & Learning

Safeguarding Update

Danielle Wilson

**Interim Strategic Manager
Education Safeguarding**

Allegations Management

When a school has information or a concern which suggests that an adult volunteering, or working with, or on behalf of children, has;

- **Behaved in a way that has harmed, or may have harmed a child**
- **Possibly committed a criminal offence against, or related to a child or**
- **Behaved towards a child or children in a way that indicates they may pose a risk of harm to children.**

The Headteacher or another member of school management should contact **01274 435600** and ask to be put through to **Duty LADO** or **the Safeguarding Duty Co-ordinator**; if neither are available ask to be put through to Safeguarding Admin.

Allegations Management

The Headteacher or another member of school management should contact **01274 435600** and **ask to be put through to Duty LADO or the Safeguarding Duty Co-ordinator**; if neither are available ask to be put through to Safeguarding Admin.

Completed **LADO** referral forms should be attached as a word document and sent by email secured via Galaxkey to CPUDuty@bradford.gov.uk or if you have a secure e-mail (for example gsi) send the referral form to CPInformation@bradford.gov.uk

Next course: **Tuesday 1st October 2019**

Safeguarding Updates – 175

Areas of strength

- Recruitment
- Attendance structures
- Educational visits
- Safeguarding teams and training
- Reporting to Governors for attendance
- SCR

Safeguarding Updates – 175

Areas of development

- Sex and relationships substance misuse and smoke free policies
- Nominated Governor for LAC
- Mental Health Champions
- Online safety – staff and parents
- Risk assessments

Safeguarding Updates – 175

- DSL and Governor linking
- PSHCE curriculum outlines aspects of safeguarding
- Targeting of resourcing to improve attendance and reduce PA
- Robust procedures to manage emergency situations

Complaints

Autumn Term 1 & 2

24 OFSTED 29 None OFSTED

22 Primary 29 Secondary

Spring Term 1 & 2

38 OFSTED 22 None OFSTED

27 Primary 33 Secondary

Complaint Themes

Bullying

Child safety

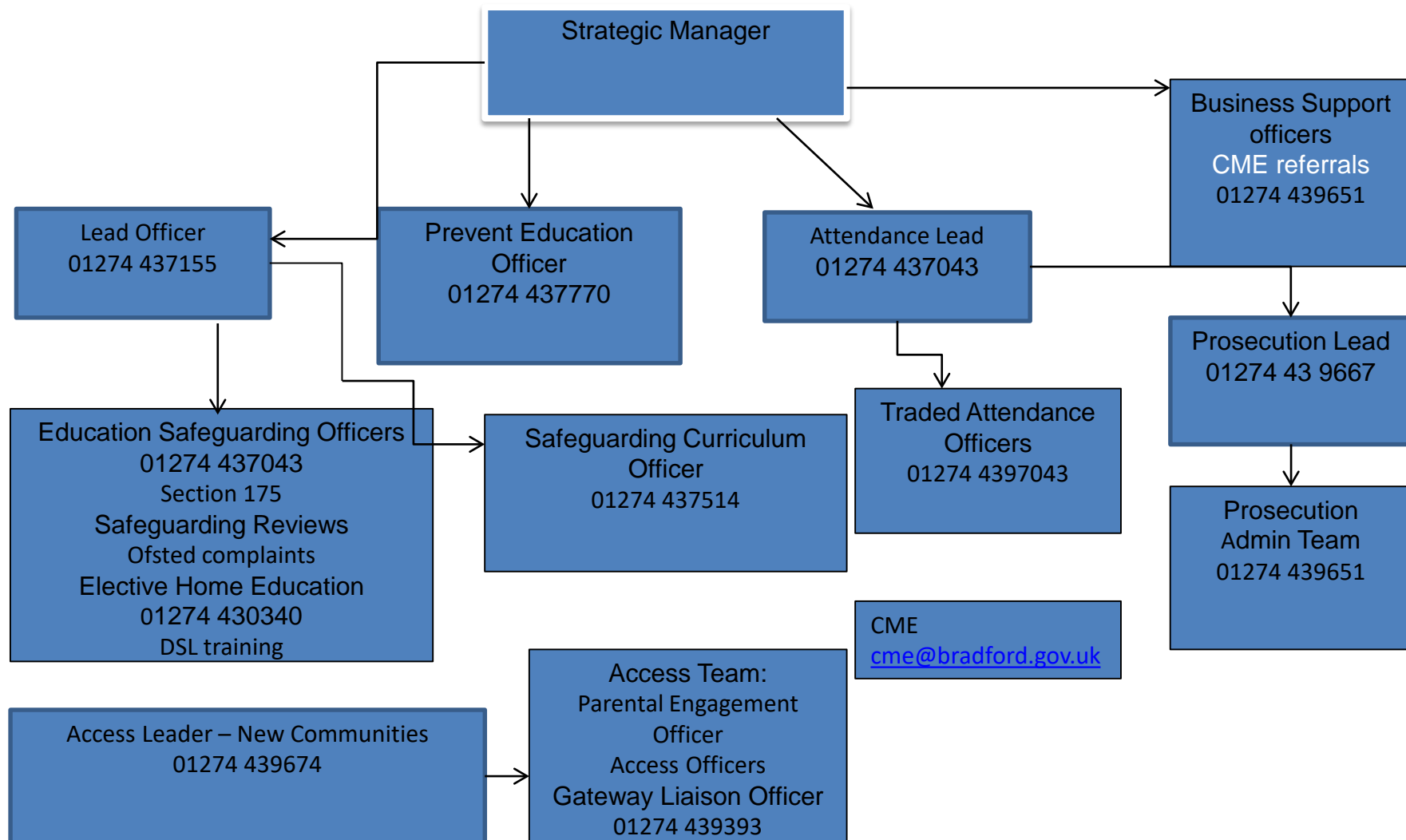
Wellbeing

Safeguarding

Whistleblowing

Data breach

Education Safeguarding Team



Relationships and Sex Education Guidance

Jenny Fox

Statutory from September 2020 (and optional from 2019)

- Relationships Education in primary schools
- Relationships and Sex Education in secondary schools
- Health Education in all schools except independents

Will primary pupils be taught about sex?

- Sex education will not be compulsory in primary schools
- DfE recommends that schools continue to teach sex education appropriate to the age and understanding of their pupils
- Primary schools must honour parental requests to withdraw children from the lessons
- This only applies to sex education delivered as part of RSE, not science. No right to withdraw from Relationships Education.

Will secondary pupils have to learn about sex?

- Parents have the right to request that their child be excused from sex education.
- School should discuss the request with the parent and record the content of the meeting. It may be that the request is based on misunderstanding and school should outline the benefits of attendance.
- If the request still stands, you should honour it unless exceptional circumstances apply.
- This only applies to sex education delivered as part of RSE, not science. No right to withdraw from Relationships Education.

Can a young person make their own decision about sex education lessons?

- It is the parents' decision until three terms before the child turns 16
- A child can then decide for themselves at that point
- In that circumstance, school should provide sex education during one of those three terms

Will parents have to be consulted on the RSE policy?

Yes. You should:

- consult parents in developing and reviewing the policy
- Ensure it meets the needs of your pupils and parents and reflects your community
- Publish it on the school website

Will the DfE provide a detailed programme of study for RSE?

- Statutory guidance tells us what must be taught by the end of each phase
- The decision on when and how to deliver the content of the curriculum is up to schools
- RSE will not be an exam subject

Do the regulations apply to faith schools?

- Yes, but the distinctive faith perspective on relationships may be taught
- In all schools, teaching should reflect the law as it applies to relationships, so that young people understand what the law allows and does not allow
- In any school you must take into account the religious background of all pupils but you **must** still deliver the statutory curriculum to all pupils

What exactly do we have to teach about gay relationships?

- Schools decide for themselves how they address LGBT specific content in the curriculum
- LGBT community also protected under the Equality Act (2010)
- RSE should promote inclusion and respect, and challenge discrimination and bullying

What about pupils with SEND?

- RSE should be differentiated and personalised for pupils with SEND
- Preparing for adulthood outcomes, as set out in the SEND code of practice
- Vulnerabilities of pupils with SEND make RSE a priority for this group

SEND Consultation

The Statutory Consultation period on establishing and expanding specialist provision across the district ended on Thursday 20th June 2019.

The Consultation gathered views on the below proposals, for both maintained and academies:

- 34 new Resourced Provision places in primary maintained schools
- 40 additional maintained special school places
- 36 new Resourced Provision places in primary and secondary academy schools
- 24 additional Designated Specialist Provision places in primary academy schools

Proposals in Maintained Schools

The Local Authority is seeking approval from the Council Executive on 9th July 2019, on the following proposals:

Increasing Special School places for secondary aged children and young people with Social, Emotional and Mental Health needs (SEMH) at:

- Oastlers Special School - 40 additional places - proposed by September 2019 taking the current number of places from 94 to 134.

Development of two new Resourced Provision for primary aged children with communication and interaction needs including Autistic Spectrum disorders (ASD) at:

- Princeville Primary School – 22 places
- Mirium Lord Primary School – 12 places

Proposals in Academies

The following Academies are seeking approval from the Regional Schools Commissioner and Headteacher Board on the following proposals:

Expanding/developing provision for primary aged children and young people with communication and interaction needs including Autistic Spectrum Disorders (ASD) and Complex SEND at:

- Crossley Hall Primary School from 12 places to 24 places proposed by September 2019 for primary aged children with (ASD)
- Horton Park Primary School – 12 new places proposed by September 2019 for primary aged children (key stage 1) with Complex SEND.

Proposals for Academies Continued.....

The following Academies are proposing to develop Resourced Provision places for pupils in academy schools with effect from 1st September 2019 :

- Hollingwood Primary School – 16 places proposed by September 2019 for primary aged children with Social Emotional and Mental Health needs (SEMH).
- Appleton Academy – 20 places proposed by September 2019 for secondary aged children with communication and interaction needs including Autistic Spectrum Disorders (ASD).

Key Dates

**9th July – Council Executive
(decision on LA maintained proposals)**

**15th July – HTB/RSC Meeting
(decision on Academy proposals)**

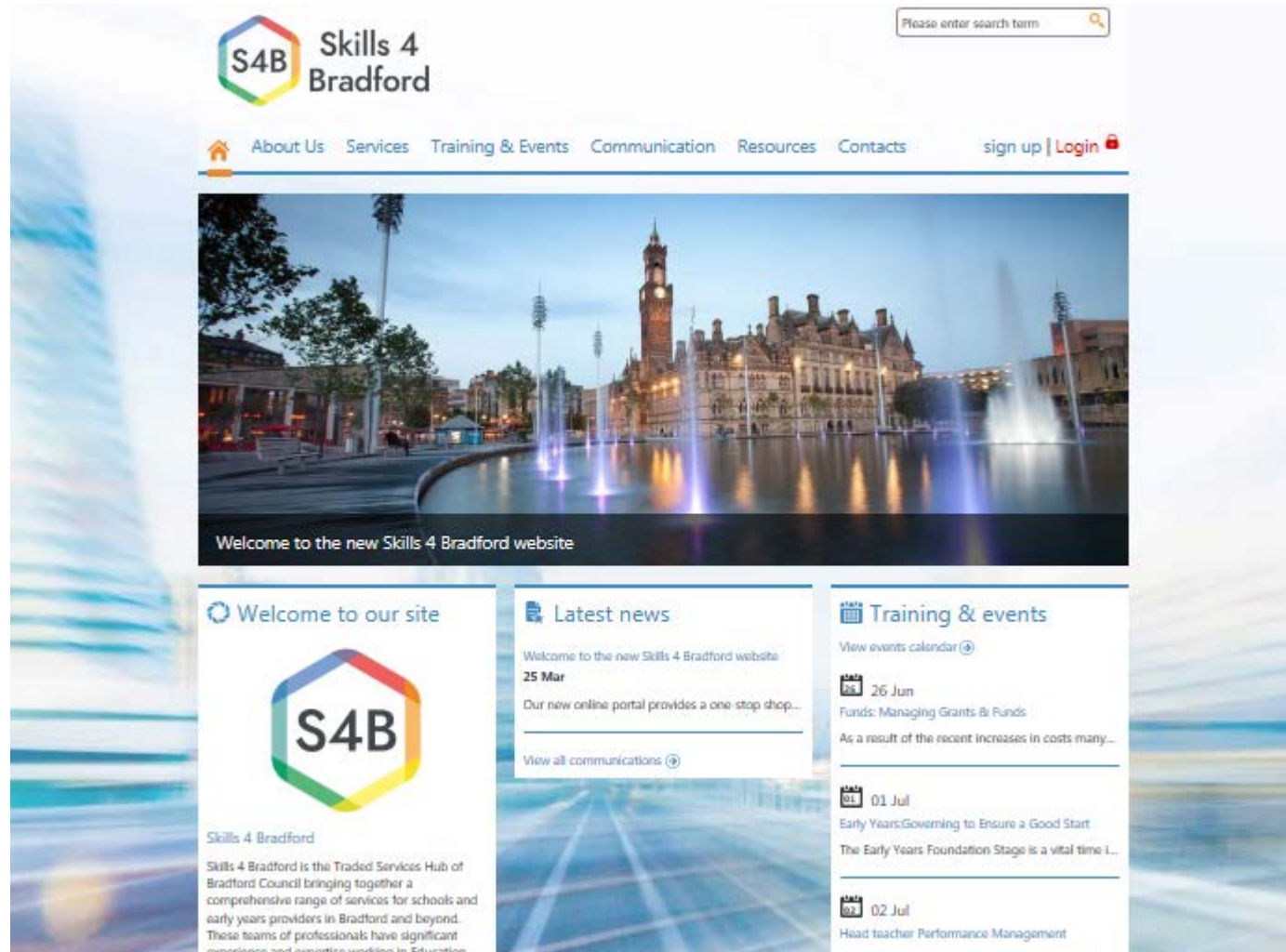
**1st September
Provisions open and start to admit children and young
people**



Skills 4
Bradford

Bradford Council Commercial Services for Schools

New Website



**Thank you for your support and
co-operation**

Wishing you all a good summer

CSP SENDCo Networks 2018 to 2019

Kathryn Parkinson
Chartered Educational Psychologist
PIVOT Associate



What have we done this year?

- **Attachment training**
- **Selective Mutism training**
- **Autism and Girls training**
- **Supporting Children with ASC in the classroom – TA's and Teachers x 2**
- **SEN Compliance – websites / policies / SEN /governors reports**
- **Writing an EHC Request**
- **Developing Nurturing Classroom training**
- **SEN Consultations – face to face and telephone**
- **Advice seeking – email**



Academic Year 2019 to 2020

- Sendco Networks will be six days in total – one per half term.
- Everyone back together -
- Suggest Senco focus for the mornings with a possibility of wider training for the afternoons
- Next steps.....
- Develop SLE role and use the expertise across the partnership – areas of interest – ASC / Dyslexia / Dyscalculia / SEMH
- Sendco's to shadow and develop skills when working with Specialist teachers
- Central resources and subscriptions – NASEN / BOXALL /



Support to individual schools

- Every school to have two days EP time
- Every school to have two days Specialist teacher time – schools need to decide on the focus – cognition and learning or complex communication.
- Individual schools to determine if more time is needed and contact PIVOT
- Reduced rate if more time is required and booked by end of July 2019

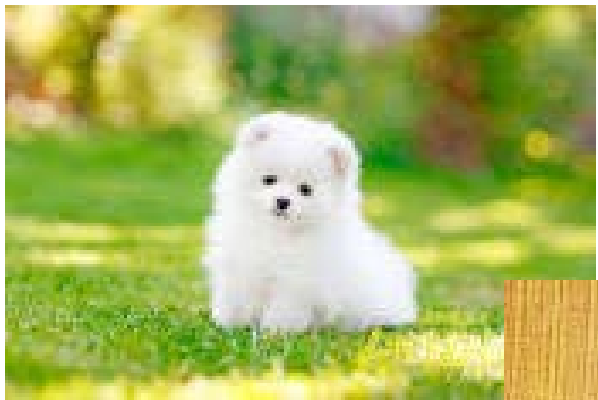


Comments and Questions

- 'The networks have had a positive impact on developing SEN processes and systems in school. It has given me a greater understanding of the needs of children and helped me to help the rest of the staff in school.'
- 'Having time to think about what we are doing, review our policy and consider the messages we give to parents has been really beneficial.'
- 'I need to read the suggested texts about girls with autism and consider the children in my school and how best to meet their needs.'
- 'I know feel that I have the resources to intervene and help pupils who present with selective mutism. It has opened my eyes to something that can be hidden in school.'



Go forth and nurture!





Safeguarding Training Evaluation

Prepared by:

Jo Naylor (Volunteer Training Consultant)

Deirdre Naylor (Trustee)

Yvonne Sinclair (Director of Safeguarding Support Ltd)

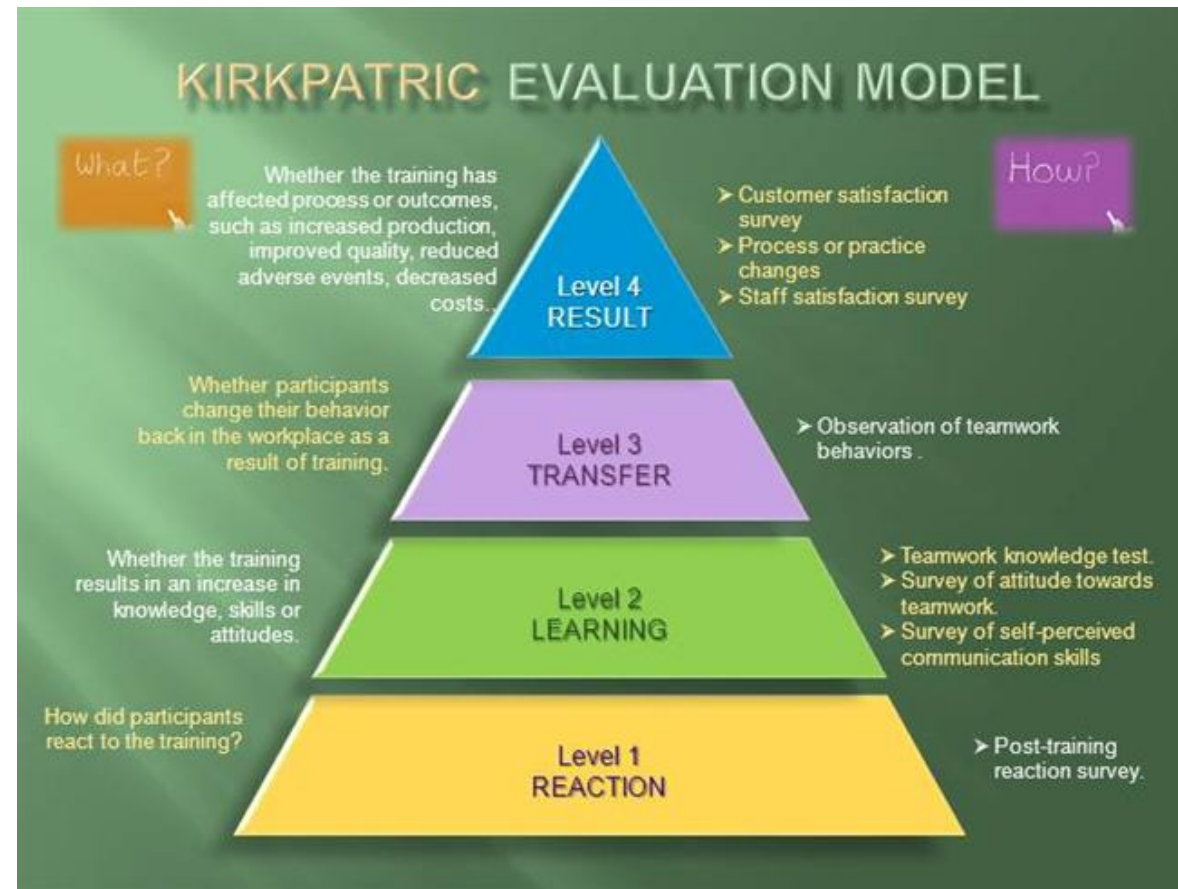
June 2019

Objectives:

- To evaluate attendees' retention of knowledge after participating in the Safeguarding Training provided by Safeguarding Support Ltd
- To be able to demonstrate the outcomes of the Safeguarding training provided to school staff

How learning is evaluated

Kirkpatrick's model is widely used to evaluate all types of learning



The Approach

A proposal was presented to the Trust Board in April 2019 to implement Kirkpatrick's model:

Level One Evaluation

Reaction Assessment (Feedback Forms following Safeguarding Support training sessions already operational)

Level Two Evaluation

Learning Assessment (This proposal)

Level Three Evaluation

Transfer Assessment (TBA, 2020)

Level Four Evaluation

Result Assessment (TBA, 2021)

Trust Objectives

Implement Kirkpatrick's model: Level 2

Does the training results in an increase in knowledge, skills, attitudes?

It was agreed that the Level 2 proposal would be tested as a pilot study at St Joseph's, Keighley

Level Two Implementation Plan

- An online knowledge test was built in Google Form
- Ensured all staff had school email addresses
- The test was emailed to all attendees (with instructions to complete and a deadline specified)
- Questions in the test related to the content of Safeguarding Training and trainee's personal details e.g. school, job role and date they attended the training (GDPR dependency)
- Question types were varied and engaging e.g. scenario-based, multiple choice, select the correct image, true or false.

Cont.

Level Two Implementation Plan cont

- Questions appeared in a randomised order for each recipient
- 15 questions
- Recipients had one attempt to successfully complete the test (Discuss!)
- The required pass mark was 80% (Discuss!)
- Feedback on questions incorrectly answered was given
- Completions were tracked and data made available for analysis e.g. overall scores, individual scores, responses by question, recipient's school and job role
- Recipients could use a comments box at the end to provide feedback on their experience

Pilot Evaluation

- Assessment carried out 8 months post training (usually 2-12 weeks)
- 39 attendees resulting in 37 invitations
- 27 completed assessments, 26 to deadline (Ofsted!)
- 13 staff roles

- 78% (21/27) \geq 80% pass rate
- 96% (26/27) \geq 73%
- 4% (1/27) = 60%

- All ancillary staff achieved the 80% pass rate

Feedback from staff was positive, involvement was welcomed by ancillary staff

Issues Highlighted

- Multiple answers:

If someone discovers a girl has been subjected to Female Genital Mutilation, who should they report to:

DSL/DDSL	42.5%
* Police	57.7% (Criminal offence)

Depending on the circumstances, who should be contacted if a child is in immediate danger of harm?

* Police	96.2%
* Local Authority	69.2%
*Clinical Commissioning Group	30.8% (? Who are they?)

Issues Highlighted

- Categories of child abuse:

* Neglect 96.7%

*Behavioural 96.7%

Bruises 30% (Indicator)

* Sexual 100%

Considerations and Mitigations

Considerations	Mitigations
Fail or non-completion of the test	Trust decides on next steps on a case-by-case basis
Inadequate English language skills	Manager translates, hard copy last resort and not publicised in advance
No email address	School issues one (Volunteers to complete paper version)
Poor IT skills	Youtube-style video and help option included in instructions
GDPR prohibits access for Jo /Yvonne	Jo / Yvonne sign an appropriate contract
Support from schools and Academy councils	Communicate/Present objectives and benefits to key stakeholders
Prior completion of paper-based assessment from SS Ltd	Targeted comms to those affected explaining project and benefits

Recommendations

- Failure to achieve pass rate
 - Short conversation/video
- Post training assessment.
 - Issue at max 12 school weeks
- Identified questions of concern
 - Highlight key wording
 - Arrange FGM refresher training
 - Short conversation/ video
- Dissemination to key stakeholders - HTRC, Academy Councils, CSPTSA

Conclusion

- Evaluation acts as a mechanism to assist trainers, senior leaders, governors and trustees to demonstrate that understanding of roles and responsibilities delivered at safeguarding training are effectively retained
- **Keeping Children Safe in Education (2018)**
 - Evidence of the mechanisms to assist staff to demonstrate understanding
- **Ofsted: Inspecting safeguarding in early years, education and skills setting(2019)**
/Summary evaluations of multi-academy trusts (2018)
 - Able to demonstrate that staff receive appropriate safeguarding training which is updated and that there is consistent approach across schools and that governors and trustees are able to analyse and consider trends/areas of concern

Implement Level 2 Evaluation across Trust Schools in the Academic Year 19/20



Additional recommendations

- Safeguarding Support Ltd report evaluation results quarterly to the Trust Board and Academy Councils
- Deliver level three evaluation 2020
- Deliver level four evaluation 2021

Acknowledgments

The staff of St Joseph's Primary School, Keighley

Joanna Naylor

Yvonne@safeguardingsupport.com

Catholic Education Service Formatio



Formatio was formed in response to the Bishop's statement on education

The Bishops commissioned the CES to develop strategies for leadership and governance that will provide Diocesan Schools' Commissions with innovative options for the formation of Catholic school leaders and the exercise of good governance (April 2017)



Formatio

Part of the Strategic Plan 2019-2021

Formatio will work to form, nourish and sustain leaders of Catholic education by providing opportunities for professional development and Catholic formation



Principal activity

Facilitate and support the establishment of the four regional hubs by liaising with the Chair of each to ensure that dioceses, Catholic teaching schools, Catholic universities are empowered to work together collaboratively



Our expectations

- Establish a vision for Catholic school leadership
- Ongoing formation for governors in Catholic schools
- Support and formation for aspiring head teachers, those in leadership roles and creating a 'pathway'
- Ensure quality of provision in relation the formation of Catholic leaders – training, professional development, qualifications, across all regions (nationally)
- Profile areas /communities which Catholic schools serve to better understand the changing landscape (lack of system capacity, economic disadvantage or poor educational performance)



Professional formation

- Grace (2011) posed the question, 'Are the reserves of spiritual capital in Catholic school system being renewed...a declining asset'
- Grace (2010) identified the decline in 'spiritual capital' among Head teachers
- Archbishop Miller (2006) 'need religious formation that is equal to their professional formation
- Hanvey (2009) area for work and research was 'the best ways of sustaining and deepening the spiritual resources of leadership and schools'
- Grace (2010) 'What we lack is any sense of coordinated policy in this crucial area'
- 2012 Synod of Bishops reaffirmed need for teachers to receive 'on-going formation in carrying out their responsibilities



Our Catholic Schools

- Remain popular – parental demand has never been higher
- 83% of maintained Catholic secondary schools in England good or outstanding
- Also increasingly popular with parents who are not Catholic
- Religious Education is the 'core of the core curriculum' (Pope John Paul II) - retention and recruitment issues
- 50,038 teachers work in Catholic maintained schools and 51% of them are Catholic
- How many Catholics work in non-Catholic institutions ?

However, there has been a weakening of the structures by which the faith tradition was handed down in previous generations, especially the family and the parish. We cannot take for granted what staff and students know about the Catholic Church or the Christian faith

How can we form, nourish, sustain leaders of Catholic Education?



Formatio

- Investment and commitment to a joined up, strategic plan to move this critical area forward
- Ensure consistency across all Dioceses and Regions
- Engage in dialogue with everyone involved to ensure a shared vision and everyone's role in delivering it

What and How?

- What has helped me?
- What would have helped me but wasn't there?
- What do our Catholic leaders want and need so they can be the transformational leaders of Catholic education?



Formatio

NW Hub

Lancaster
Liverpool
Salford
Shrewsbury
Wrexham

NE Hub

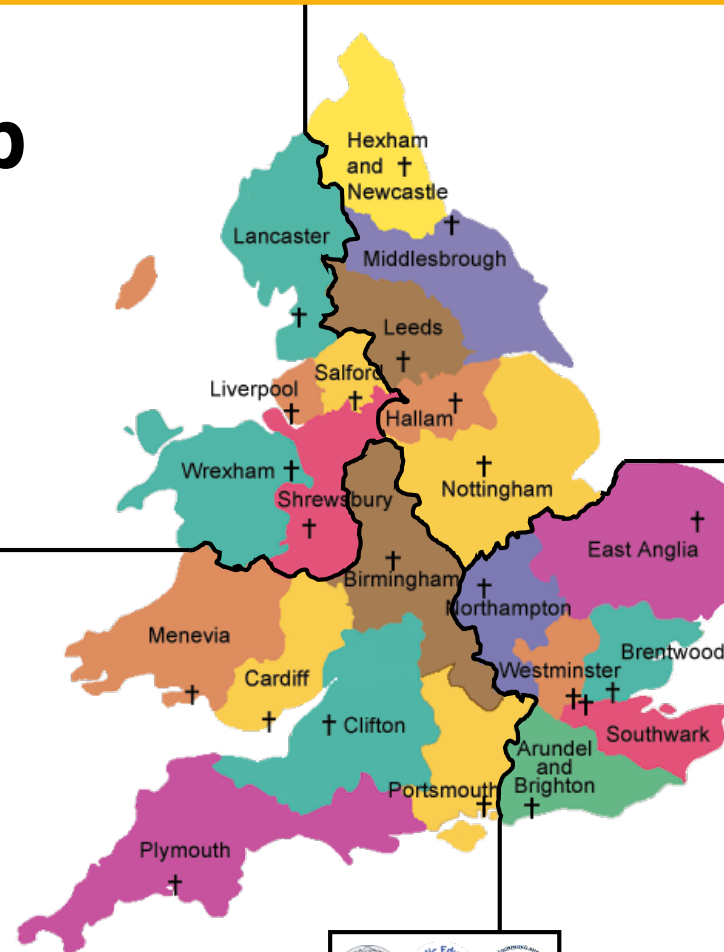
Hexham and Newcastle
Middlesbrough
Leeds
Nottingham
Hallam

SW Hub

Birmingham
Menevia
Cardiff
Clifton
Portsmouth
Plymouth

SE Hub

East Anglia
Northampton
Brentwood
Westminster
Southwark
Arundel and Brighton



Catholic Education Service: Staffing Updates



NE Hub Officer
**Anita
Bodurka**



NW Hub Officer
**Alison
Burrowes**



SE Hub Officer
**Angela
O'Hara**



SW Hub Officer
?

The CES has also employed a new Education Adviser for England (**Charlie Barrowcliff**) and an Education Officer (**Elisa McLaughlin**), both of whom are based in London.



Vision

Establish a vision for Catholic school leadership and a framework for leadership development

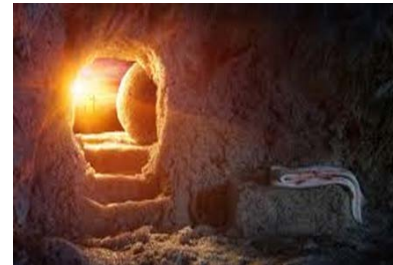
Faithful service



Courage

Hopefulness

Humility



Courage



COURAGE to become leaders of Catholic education

Capture that moment of encounter when we said
'I can do this and I want to do it for all the right reasons'

COURAGE in facing the challenges of maintaining the integrity of our mission within a system that has a narrow way of measuring success?

COURAGE to select what we know is right for our school and our community?

COURAGE to stand strong to protect the distinctive nature of our schools, declare what we stand for and resist the pressure from secular agencies to do it differently



Forming Nourishing Sustaining

Courage

In selecting and forming **COURAGEOUS** leaders of Catholic education there needs to be

A framework for leadership development

(high quality National Professional qualifications)

that provides opportunities for **academic study** to ensure there is a **balance** between the
'formation of the heart' inspired by a deep personal faith with a secure and firm
understanding of Catholic doctrine and the Church's mission in education

Catholic Leadership Programme
Catholic Middle Leadership Programme
Post Graduate Catholic Leadership Programme
Aspiring to Assistant and Deputy Headship Conference
Aspiring to Headship Conference
Executive Leadership Training CES and NSF
On line Governor training



Forming Nourishing Sustaining

Humility



HUMILITY is the foundation of spiritual growth

- As Catholic leaders of education we adopt the **HUMBLE** mind set of Servant Leadership.
- We adopt a selfless leadership style, 'not to be served but to serve'
- As Servant Leaders we have the **COURAGE** and the **HUMILITY** to create a culture and climate that enables followers to become the very best they can be

BUT

- Need for spiritual nourishment, a programme of spiritual development to enrich the formation of head teachers and deepen our understanding of ourselves as faith leaders
- Alongside **COURAGE** there needs to be, in equal measures, opportunities for Catholic leaders to deepen our conscious relationship with God in Jesus Christ.
- This **NOURISHMENT** is what **SUSTAINS** us in the often challenging interactions in school



Forming Nourishing Sustaining

Hopefulness

Catholic leadership is a JOY!

Credible leader?

when people meet the virtues of the leader before they meet the ideas

In Gaudete et Exultate Pope Francis gives real encouragement to the Church to

rediscover the joy of its vocation

National School of Formation

National Retreat for Catholic Head teachers and Governors

Diocesan Conferences and retreats

Professional and personal networks



Forming

Nourishing

Sustaining

Hopefulness



HOPE is the virtue that helps us to anticipate the future with **JOY**

To remain hopeful we need to be confident in knowing that we are able to **look beyond the present**, to feel energised, excited and positive about **the future** and be strong for **what is ahead**

Remain open to all possibilities, be prepared to embrace and grow what is already in place that is good practice, be generous in sharing ideas and resources and be open to all possibilities and options

All Catholic leaders of education have to be supported in sustaining their **COURAGE**, their **HUMILITY** in carrying out their mission.



Forming Nourishing Sustaining

Hopefulness

‘organise, monitor and take part in the tutoring/mentoring arrangements’

Theology of Accompaniment

Develop a model of ‘**walking together**’ as those who are called to be agents of faith formation

Nurturing them from one step to another

‘**Innovative** options’ - Focus on areas with greatest need due to lack of system capacity, economic disadvantage or poor educational performance

Transformational projects (NSF) – at home and abroad

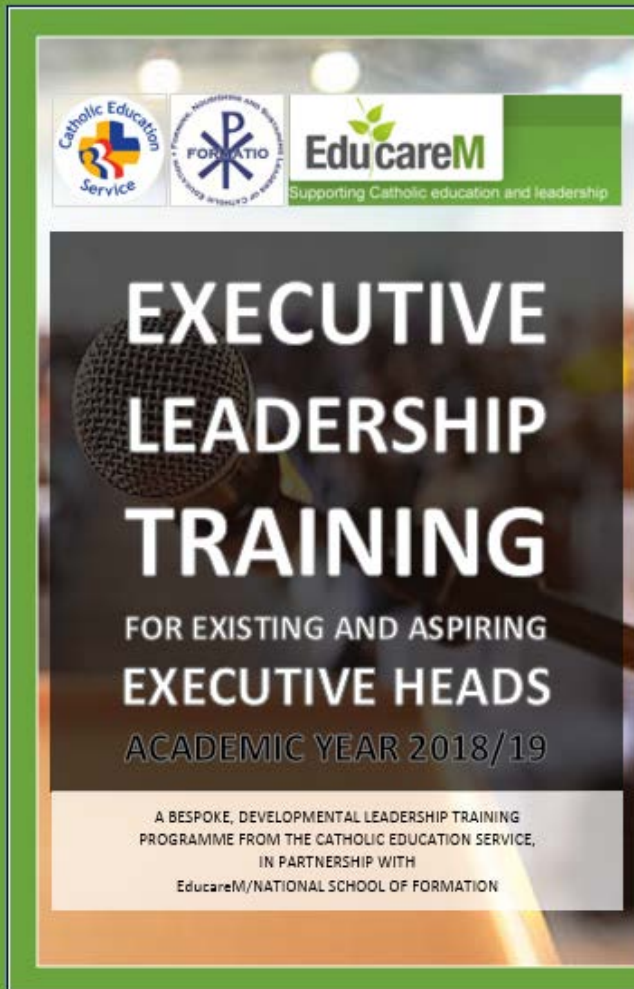


Forming

Nourishing

Sustaining

Catholic Education Service: Executive Leadership Training



Event 1: Took place 26th – 28th November 2018
2nd – 3rd April 2019

Stanbrook Abbey, Worcester

Next event : 18th -20th November 2019
11th -12th February 2020

Delegates from across England and Wales



Catholic Education Service: Online Formation of Governors

1. Working group established and meeting regularly
2. CES working closely with Catholic Teaching Schools Alliance to determine look/feel of training
3. Content for 5 online modules in development
4. Timeline being revised to push for the earliest possible roll-out



Catholic Education Service: What is happening ?

1.CES Formatio steering group plus appointment of NE and NW Hub Development Officers supporting each hub (September 2018)

2. Seeking trial schools/Dioceses for online governor training programme

3. Developing a Formatio website/portal for updates, training and networking

4. Hub meetings, visiting dioceses, meetings with key staff from Catholic teaching schools/universities seeking good practice, drawing up an action plan



Where now?

- Raise awareness of what is already available, research resources/good practice already being used in the dioceses, hubs or indeed nationally
- Share resources – model documents and guidance
- Develop further training resources for Catholic governors and leaders
- Blended approach – local twilight sessions, on line materials, regional/national training days
- Coaching and mentoring
- Role models being shadowed – practitioners doing the job at the moment and who can articulate their vocation
- Social media/website /portal – ‘group chat’? ,sharing information and resources
- Use parishes/diocese to reach Catholics working in state schools

Talent management – Pilot started in Liverpool Diocese, shared with other hubs at CES Steering Group Meeting in June, and available for implementation. To be presented at the next NE Hub meeting in the autumn term 2019



NE Hub Projects

In the NE Hub the following projects are on-going:

- Secondary Aspiring leaders course
- Headteacher Mentoring years 1-5 including training for mentors
- Ethics of Catholic leadership resource
- Calling All Catholics
- CEO development
- Early Career Development

Through building links with Catholic teaching schools, Leeds Trinity University and other appropriate providers of continuing professional development within the hub and building effective partnerships we have seen progress made with all these projects



NE Hub projects update

- Secondary Aspiring leaders course – working together with Hexham & Newcastle, rest of the NE Hub and NW Hub
- Headteacher Mentoring years 1-5 including training for mentors – Leeds Diocese initiative – pilot starting in September
- Ethics of Catholic leadership resource – All Saints ,York - Bill Scriven- already up and running
- Calling All Catholics – 20th June was the first event- another one planned for the autumn term
- CEO development – took place 20th May. Well received and CEOs requested further meetings
- Early Career Development – Bradford has been identified for early roll out and would be looking to pilot training and development resources with funding This work will be shared within the hub.



'Stop agonising and start organising'



Archbishop Turkson
Dicastery for the Promotion of Integral Human Development
Conference to mark the third anniversary of Laudato Si



Let's discuss.....



NQT +1

– Ryan Buckroyd, St Anthony's Shipley

The NQT+1 course has been a way of giving newly qualified teachers an extra year of support.

This support stems from the Catholic Schools Partnership and the great teachers we have working in our many schools. It starts with being able to take a step back and reflect on where we are in our careers and where we would like to be, and the steps we need to take to ensure this success not just for ourselves but the children we are privileged to teach.

In our busy schedules, a moment to reflect on our own practise does not seem plausible, this course has given us the chance to share our experiences and grow together. It is nice to see there are other teachers “who are in the same boat” and we can draw on each other’s experiences to help with any challenges we face in our own schools.

The sessions were based around a book (Making every lesson count); this has helped us understand more about the challenges we face and how to develop our own practice. It looked at key issues such as: Challenge, Explanation, Modelling, Feedback and Questioning. These discussions are vital, in helping young teachers get the best out of themselves and their children.

NQT +1

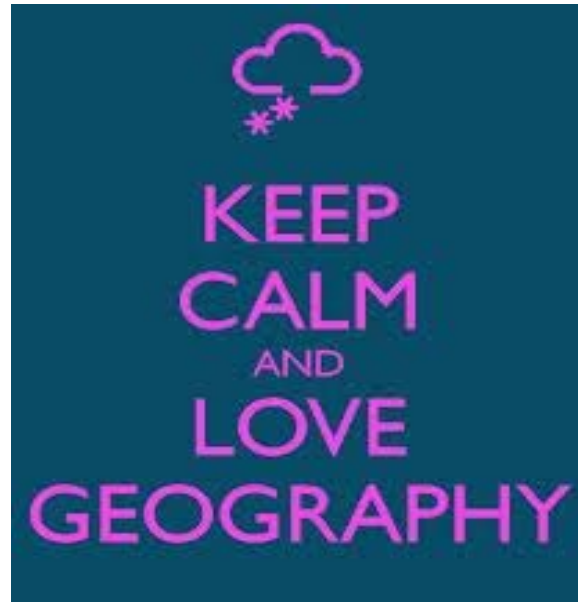
– Ryan Buckroyd, St Anthony's Shipley

Not only is the NQT+1 course good for sharing our experiences and in developing our practise but it is also equally important for developing socially and creating relationships with other people. Hopefully, this will lead to strong partnerships in the future with all schools as we progress in our careers.

Finally, it has provided an important time when we can share any concerns openly and away from our usual colleagues. This course provides time to do that in a safe environment. It allows us a moment to think, discuss and listen. It can feel like we don't have time for this reflection time which is crucial to develop as young teachers. This extra year of support has also looked at areas where young teachers do not get enough advice or support as we can feel like we are thrown in the deep end. E.g. – Leading a subject area. This course gives us useful strategies to be able to carry out these extra responsibilities to the best of our ability.

Thank you for allowing me the time to share and learn about our views as NQT+1 teacher's in the CSP partnership.

Geography CPD



Samantha Dobson
St Walburga's Catholic Primary School, a
Voluntary Academy

Content of the CPD

Three separate training session after school for approximately 2 hours each.

Session 1:

- Long term plans
- Outstanding lessons

Session 2:

- Resources
- Fieldwork

Session 3:

- Assessment

Our vision for geography

Geography enables you to understand the world by studying people and places. We become travellers of our Earth by working hands-on in our local area; studying maps of places far and wide; and understanding the significance of the location by identifying its landscape and population. With geography, you are able to visit far-away continents, travel across storming seas, explore new cities and encounter a wealth of flora and fauna.

WAGOLL

Year One		
Home Sweet Home	Kenya	You're Great Britain
<p>The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features, land use and environment as well as keeping a weather log. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area recognising the main features and landmarks in their locality and a visit to the local post office to send a letter to school.</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Alwoodley)</p> <p>Human and physical Geography Identify seasonal and daily weather patterns in the United Kingdom. use basic geographical vocabulary to refer to key physical features, including <i>hill, river, soil, valley, vegetation, season and weather</i> key human features, including: <i>city, town, village, mill, farm, house, office, shops, church, school, reservoir, road, motorway</i></p> <p>Geographical skills and fieldwork Use locational and directional language (for example near, far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>This unit explores Kenya. The children use aerial photos, maps, plans and other sources of information to find out about a small area of a non-European country and to compare and contrast with Alwoodley. Climate and time zones will also be mentioned. They will set up a class pal through Oddizzi and ask relevant questions to develop simple lines of enquiry.</p> <p>Locational Knowledge name and locate the UK and Africa</p> <p>Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Kenya)</p> <p>Human and physical Geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. use basic geographical vocabulary to refer to key physical features, including <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> key human features, <i>city, town, house, port, harbour shop,</i></p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (for example near, far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and construct basic symbols in a key.</p> <p>Umbuzo Africa quiz Oddizzi – Africa – Zambis content and photo galleries Literacy Link – Oddizzi Guided Reading Africa</p>	<p>Children learn the four countries and capital cities of the United Kingdom and the surrounding seas. They look at physical and human features of capital cities and use simple maps to plan a day out in each city at different times of the year (weather). The children send postcards from different UK destinations they have visited and describe similarities and differences between these locations and Alwoodley as well as patterns e.g. coastal resorts.</p> <p>Locational Knowledge name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Human and physical Geography identify seasonal and daily weather patterns in the United Kingdom use basic geographical vocabulary to refer to key physical features, including <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>. Key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language (for example near, far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Set up a ClassPal in the UK Oddizzi 'Bird's Eye' films (Skyworks) Countries and Capital Cities in the UK. Oddizzi – UK Map Pack – Umbuzo – UK Quiz – Blank Maps and Human and Physical Features Worksheets Literacy Link – Oddizzi Guided Reading United Kingdom</p>

An outstanding geography lesson should:

Have a mental starter to help secure knowledge/skills

A clear LO taken from geography NC

Stimulating resources

Differentiation

Exploit the opportunity to develop geographical vocabulary

Marking and feedback that is related to LO

Lesson beginnings

Some good use has been made of 'starters' to lead and engage pupils' interest and lead into or support the main teaching activity.'
(Ofsted)

- What do we know? What can we find out?

Africa

A country	A capital city	A river	A mountain range
Something we buy...	Something we sell...	What the weather's like...	A famous person



Europe jigsaw



www.oddizzi.com

Free website - teacher logins and class logins available.

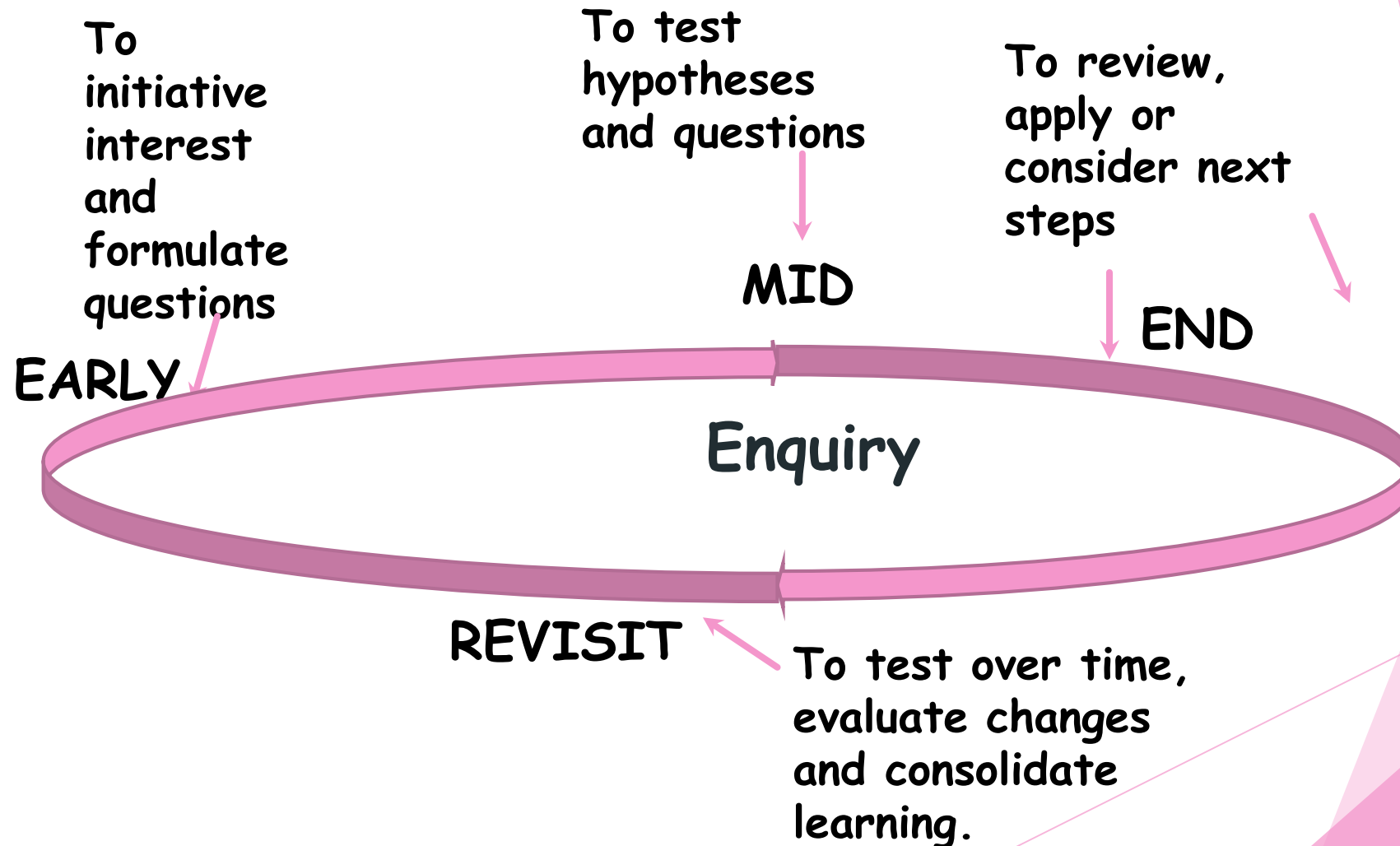
Includes:

- topic planning
- quizzes
- worksheets
- maps
- images
- fact files
- guided reading resources
- support with long term plans



Year A	Year 3 and Year 4	Year 5 and Year 6
Autumn	<p>Local Area (Saltaire)</p> <ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Describe how the locality of the school has changed over time. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. <p>Oddizzi - Teachers - Topic Planning - Local Area (Lower KS2 Scheme of Work) Oddizzi - Teachers - Topic Planning - Map Skills</p>	<p>Local Area (Bradford)</p> <ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). <p>Oddizzi - Teachers - Topic Planning - Local Area (Upper KS2 Scheme of Work)</p>
Spring	<p>UK vs USA</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions • Name and locate the countries of North America and identify their main physical and human characteristics. • Describe geographical similarities and differences between countries. <p>Oddizzi - Teachers - Topic Planning - North America Oddizzi - Teachers - Topic Planning - United Kingdom</p>	<p>Climate Change</p> <ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Describe how locations around the world are changing and explain some of the reasons for change. <p>Oddizzi - Teachers - Topic Planning - Climate Zones Oddizzi - Teachers - Topic Planning - Map Skills</p> <p>Oddizzi - Explore the World - Global Knowledge - Environment</p>

Is there a 'best time' for Fieldwork?



Where do we go?

	School grounds	Local area	City	Further afield
Reception				
Year 1				
Year 2				
Year 3				
Year 4				
Year 5				
Year 6				

We are geographers...

Geography Leader

Geography enables you to understand the world by studying people and places. We become travellers of our Earth by working hands-on in our local area, studying maps of places far and wide, and understanding the significance of the location by identifying its landscape and population. With geography, you are able to visit far-away continents, travel across storming seas, explore new cities and encounter a wealth of flora and fauna.

Identifying where we live in the world.

Presenting data.

Communicating geographically.

Recognising landscapes.

Interpreting maps.

Gathering information from the field.

It helps to know that the natural world is the greatest source of all our knowledge. The greatest source of knowledge is the natural world. It is the greatest source of all our knowledge. It is the greatest source of all our knowledge.

Our wonderful world...

Land and Water Features

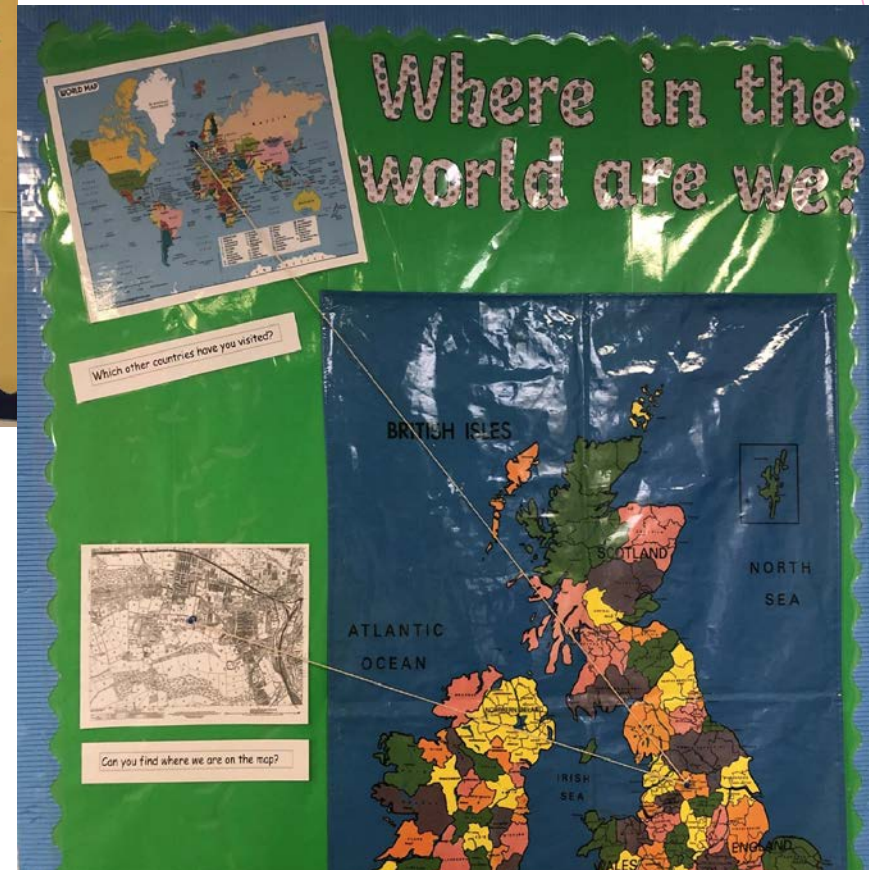
World Population

City Town Village

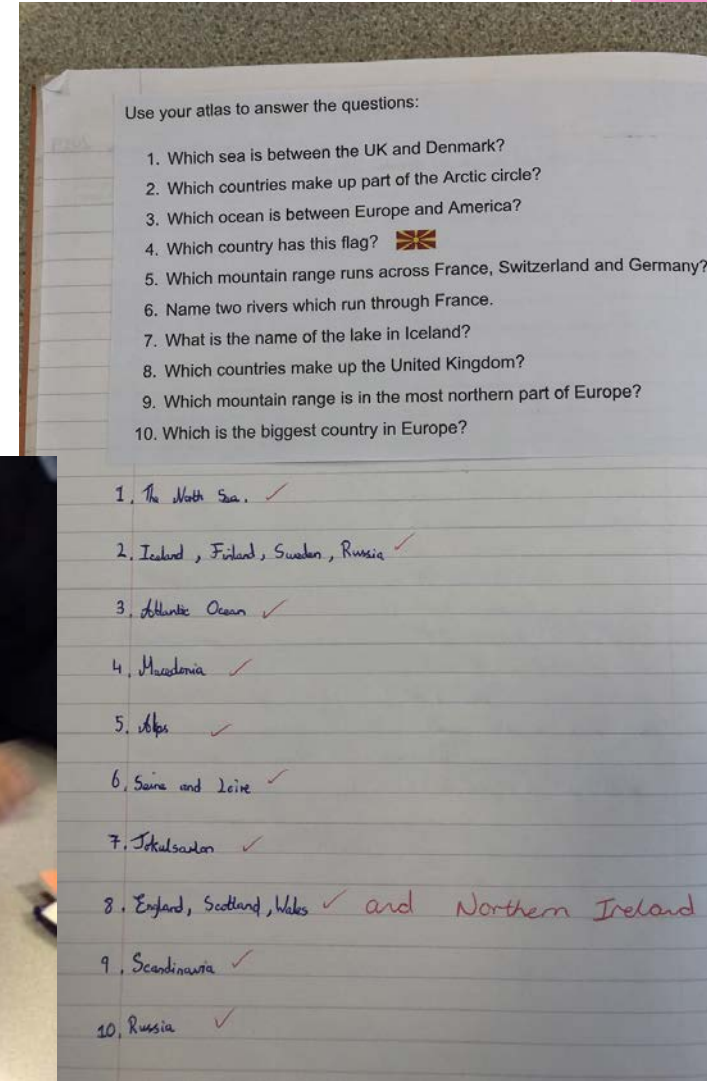
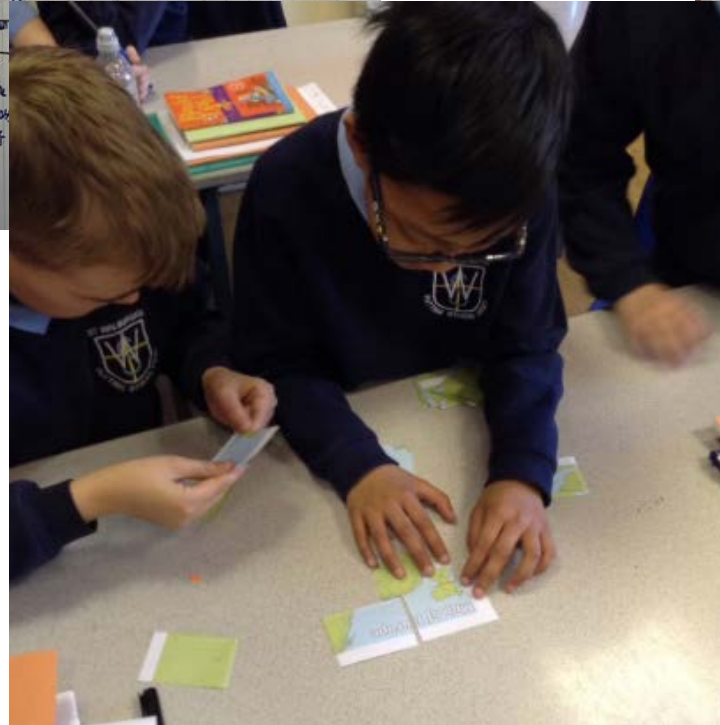
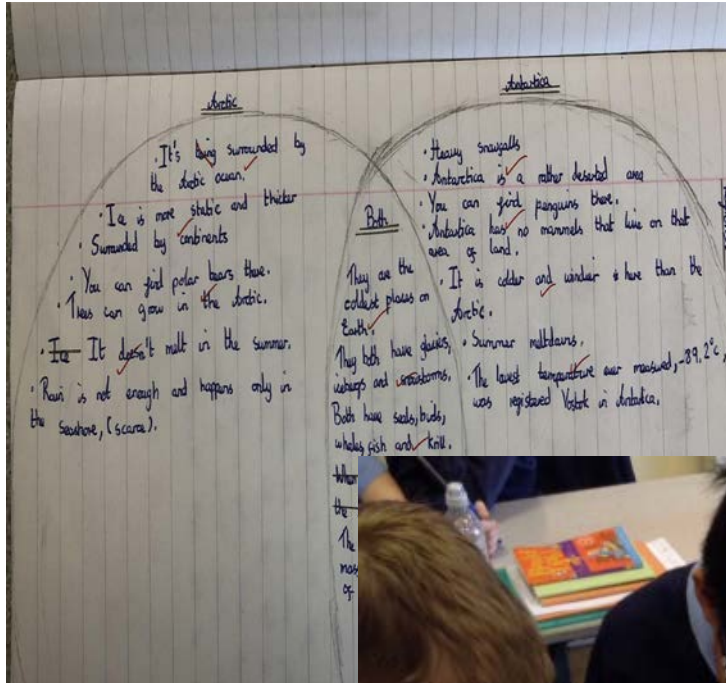
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NICS

Impact in our school



Impact in our school



Impact in our school



Symbol	Name	Grid Reference
	Motorway	96, 14 ✓
	A35 ✓	98, 18 ✓
	Parking ✓	407, 31 X 100, 3
	Bus station ✓	409, 25 X ✓
	Information ✓	93, 23 X 93, 25
	Place of Worship ✓	88, 18 85, 31 ✓
	Place of Worship with dome ✓	006, 41 X
	Cemetery ✓	31, 85 X
	Copse/Scrubland ✓	400, 26 ✓
	Footpath ✓	406, 25 X
	School ✓	84, 31 ✓
	Picnic site ✓	88, 18 ✓
	Camp site ✓	15, 14 X
		004, 38 X
		80, 21 X

Lo.I can make broad comparisons between the UK and the USA

Similarities



The USA and the UK speak the same language. ✓
 The USA and the UK's flags have the same colours on them. ✓
 The UK and the USA eat the same food. ✓

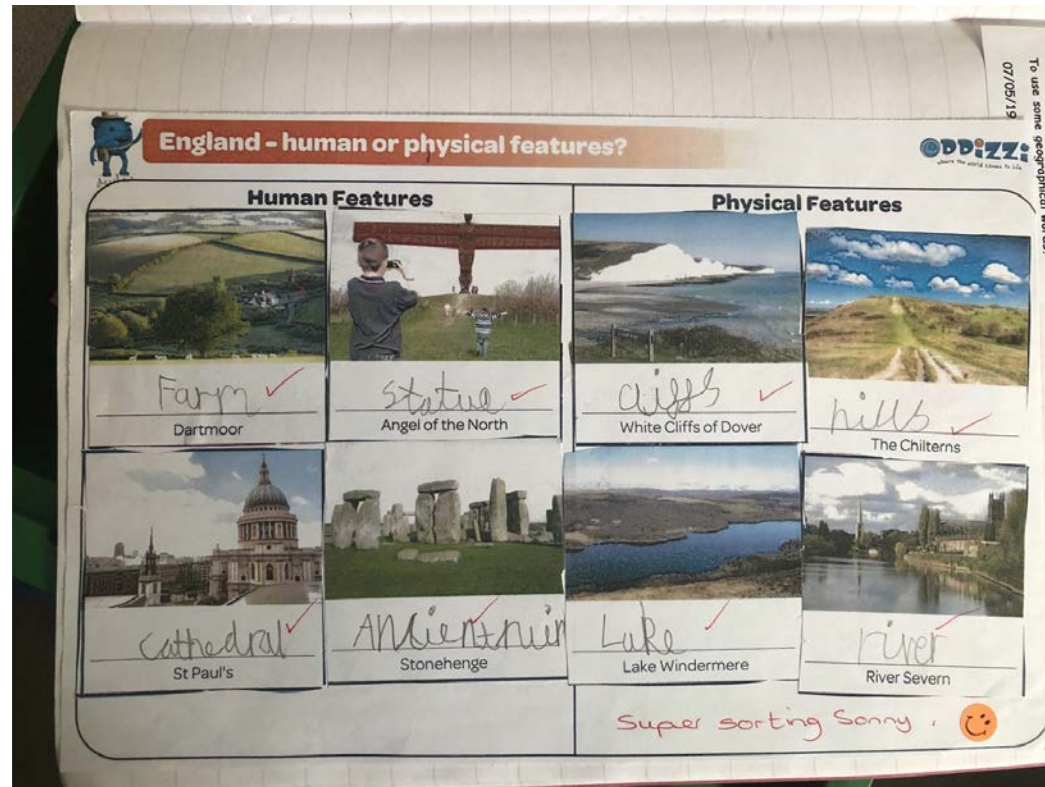
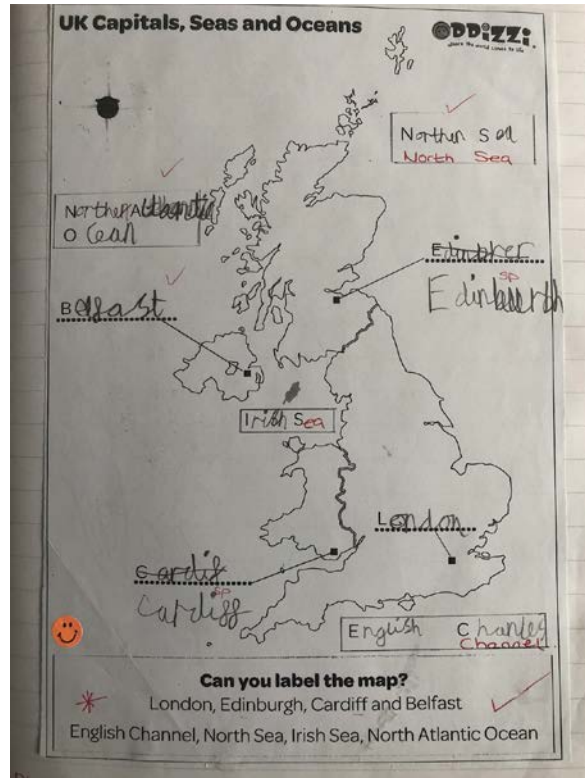
Differences



We have different Time Zones. ✓
 Eleven of USA's states are bigger than the UK. ✓
 The USA has states and the UK has countries. ✓
 The USA has Dollars for their money and we have pound sterling. ✓
 The USA has a lot of weather changes such as

😊 What about the weather? here

Impact in our school



Children can:

Locate countries, cities and towns using maps, atlases and globes.

Recognise symbols and keys on maps or in atlases.

Describe the similarities and differences between two different locations.

Discuss the impact of physical features on humans in a location.

Understand and explain the world more easily.

They are becoming explorers.

ART

– Tony Bullock, BMDC

ART CPD IN CLAY & 3D WORK

- Care for resources and what resources to buy
- Basic slab method of clay construction
- The score, slip, stick, smooth method of fixing clay
- How to adapt these skills to all primary age ranges
- Use of none clay modelling material
- Use of recycled and other 3D materials

ART CPD IN USING WORK OF OTHER ARTISTS

- Linking visual ART with other subjects
- Correct artistic language
- Recommended artists
- Use of warm ups
- Use of art hunts

ART CPD PAINTING SKILLS

- 2 pot method of water colours
- Water colour pencils
- Poster paint
- Correct brush use
- Tips on resource care and easy ways to tidy

Some schools opted for me to demonstrate skills direct to staff in schools at the end of their art day, filming the skill for future reference .

2019 CSP Science Leader Group Outcome: The CSP Approach to Science



Teaching from the Heart

'Putting the humanity back into education'

Claire Holt



Caroline Ramsden



The CSP approach to science – folder contents

- Introduction
- Science leadership
- Science curriculum – brand new and written for CSP
- Working scientifically
- Links across the curriculum
- Assessments



Introduction













- CSP Vision for Science
- Science Capital Booklet
- Growing Your Science Capital at School
- Growing Your Science Capital at Home
- What kind of Scientist could I be?

Growing your science capital at school

What you know	How you think
<p>NC Prior knowledge Experiences from home Experiences outside school</p> <p><i>How do you find out what knowledge/experiences children are bringing with them to the classroom?</i></p>	<p>Attitudes towards science Believing you can be a scientist</p> <p><i>How can you support children to develop positive attitudes to science? Positive, engaging experiences in school. Aspirations, images, role models.</i></p>
Who you know	What you do
<p>People children meet/know that work in science</p> <p><i>STEM Ambassadors, links with secondary school, local businesses, university, parents; British Science Week; Bradford Science Festival; Otley Science Festival; (http://imascientist.org.uk/)</i></p>	<p>Activities that children engage with related to science</p> <p><i>High quality T & L; PSQM; science clubs, visits/visitors.</i></p>

Science capital is much more than just delivering the National Curriculum programs of study. You could use this grid to audit your current state position.


Growing your science capital at home.

<p>September</p> <p>Science Selfie – take a picture of you doing something scientific and share it with school.</p> 	<p>October</p> <p>Go for an autumn walk</p> 	<p>November</p> <p>Notice the Night</p> 
<p>December</p> <p>Recycle your rubbish – make a collage with your materials from Christmas wrapping/boxes/packages etc.</p> 	<p>January</p> <p>Feed the birds – feed your local birds and take part in the RSPB Big Garden Birdwatch.</p> 	<p>February</p> <p>Go for a winter wander.</p> 
<p>March</p> <p>Science Week – Look out for British Science Week activities in your local area.</p> 	<p>April</p> <p>Step into spring.</p> 	<p>May</p> <p>Muscle Madness – go your local park and keep fit.</p> 
<p>June</p> <p>Weather watch</p> <p>Record the weather, temperature, sunrise and sunset times for the month of June. What patterns can you spot?</p> 	<p>July</p> <p>Up, up and away!</p> <p>Make something that flies. It could be a paper aeroplane, a parachute, a kite or a catapult.</p>  <p>Or why not try making a rubber band cannon. http://www.rigb.org/families/experimental/rubber-band-cannons</p>	<p>August</p> <p>Awesome August</p> <p>50 things to do before you're 11 ½ How many of these things can you do?</p>  <p>https://www.nationaltrust.org.uk/features/50-things-to-do-before-youre-11-activity-list</p>

Science Leaders you will need to share these ideas (or your own) with your school community on a month by month basis via, email, newsletter or twitter and display the outcomes.

CSP Science Mission: To grow our pupil's science capital

Science leadership

- 
- Developing great science subject leadership – Welcome Trust report
 - Subject Leader timeline
 - Maintaining curiosity – Ofsted
 - Successful science – Ofsted
 - 10 principles of science education
 - 14 big ideas in science
 - Staff questionnaire – Science audit
 - Pupil voice interview sheet
 - Useful websites
 - Useful books



Science Curriculum

- Year 1 CSP science curriculum – Year 6 CSP science curriculum
- Year 2 CSP science curriculum – Quick and easy strategies to bring science to life
- Year 3 CSP science curriculum
- Year 4 CSP science curriculum
- Year 5 CSP science curriculum

Year 1 - Humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

We want our children to have a lifetime of health and wellness. In year one, we want our children to :

- have a greater awareness of their bodies—how they work, move, grow and change
- make choices that will help to keep their body healthy

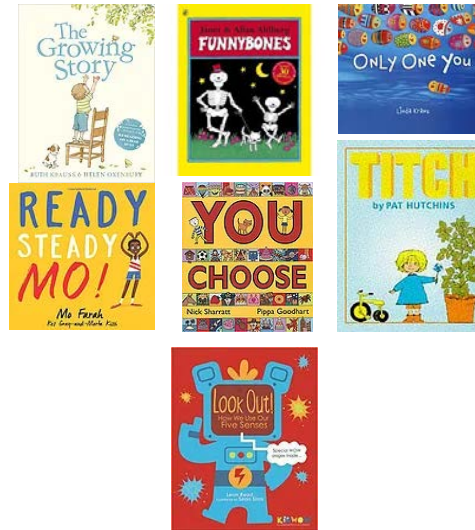
Regular Activities:

PE / playtime — reinforce body parts. How do we feel before, during and after exercise? How do we keep safe and what equipment do we need to do this? The daily mile.

Snack time — reinforce healthy eating; hygiene; names of fruit/veg; part of the plant eaten; using your senses; where does it grow and what plant does it come from?

Weather watch (Geography) — wearing appropriate clothing and talking about what to wear. Talking about the weather daily and looking at BBC weather for different places around the UK – London, Edinburgh, Cardiff, Belfast and Bradford.

Books to read:



By the end of year one children will be able to:

Talk about and describe their body.

Make comparisons between themselves and others.

Talk about their senses and how they use them everyday.

Talk about how they've changed during year one (history link). Measure themselves over the year and compare to other animals/buildings/vehicles (Maths).

Look after their own health e.g. brushing their teeth (the singing dentist), washing hands, drinking water, choosing appropriate clothing etc.

Vocabulary

Body parts — fingers, skin, eyes, nose, ear, tongue, skeleton, spine, skull.

Sense, touch, see, smell, taste, hear

Comparative vocabulary – bigger, smaller taller, shorter, longer, narrower, wider

Possible Curriculum Links

Art – Alberto Giacometti – sculptures. Self Portraits – Picasso, Hockney, Warhol.

Computing – Use IT to create pictures of people, record themselves and their changes over the year (termly).

Provision:

Role play areas e.g. doctors, hospital, kitchen, gym.

Experiences:

Cartwright Hall, Yoga instructor, Visit Medical Centre, Cbeebies Dr Ranj Get Well Soon, Visit Eureka

Year 1 – Humans Investigations

Observing over time	Identifying and classifying	Pattern seeking	Research	Comparative and fair testing
<ul style="list-style-type: none">• How have we changed as we have got older?• How will/have we changed over Year 1?	<ul style="list-style-type: none">• Can we identify everyone in our class by our fingerprints?• What other ways can we use to identify children in the class?	<ul style="list-style-type: none">• Big grabs – Do the children with biggest hands grab the most...?• Are our hands and feet all the same size?• Which hand/foot does our class use the most?• Do the people with the longest legs jump further?• Do taller people have longer arms? (Mr Mackintosh's Raincoat Factory problem)	<ul style="list-style-type: none">• What happens when we go to the dentist/opticians?• How much sleep do we need?• How do athletes train? Link to Mo Farrah book.	

Opportunities for Working Scientifically

- Observe, describe and compare ourselves.
- Sort ourselves.
- Ask questions about ourselves/humans.
- Measure ourselves and our teachers (standard and non-standard units).
- Record data on tables e.g. What is the most popular birth month in our class? What is our favourite fruit? Where is our favourite place to visit? Link to pattern seeking investigations.

Working Scientifically words we need to know

- Observe – to look closely or watch carefully
- Describe – say what something is like
- Compare – talk about how things are different or the same
- Sort – arrange into different groups
- Measure – find out the size or amount of something
- Record – write down information
- Data - information
- Patterns – the way something usually happens

Year 1 Humans

Real life scientists



Dr Ranj is a real doctor who helps poorly children.



Dr Chris and Dr Xand are both doctors and studied medicine at Oxford University.



Florence Nightingale was a nurse in Victorian times. She began to organise and train nurses – something that hadn't been done before.

Careers in Science – Could you be a...?



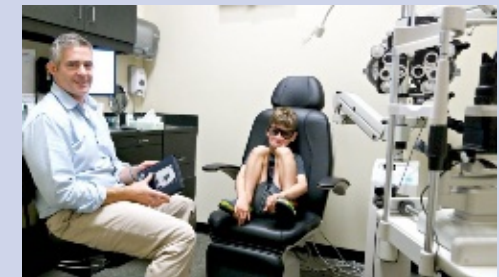
Doctor



Dentist



Nurse



Optician



Working scientifically

- Working Scientifically – Overview
- Science end of year expectations
- 5 Types of investigations
- Fair test planning sheets



Links across the curriculum

- Maths across the science curriculum
- English across the science curriculum



Assessments

- PLAN planning matrices
- Year 1 – 6 individual pupils science assessment records
- TAPS overview
- Focused assessment tasks

2019-2020 Proposal

Write:

- KS2 science curriculum
- EYFS approach to science
- Useful books
- Quick and easy strategies to bring science to life
- Maths across the science curriculum
- English across the science curriculum

“A **leader** is one who **knows**
the way, **goes** the way,
and **shows** the way.”

John C Maxwell

NPQML

2019

“The quality of a **leader** is
reflected in the **standards**
they set for **themselves**.”

Ray Kroc

The structure of the course

1. Welcome email with an introduction to the course and expectations from Deborah Rose

2. 5 face to face sessions

session 1	Maximising our learning
session 2	Strategy and Improvement/Teaching and Curriculum Excellence
session 3	Leading with Impact/Managing resources and risk
session 4	Increasing capacity/working in Partnership
session 5	Presenting your learning and next steps

3. Online learning Carnegie Teaching Schools' Alliance VLE

4. School based mentor and coaching

5. 360° diagnostic tool administrated by 20Q

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WHAT WE'VE GAINED FROM THE NPQML

NPQML

Where we started

Taking steps into leadership and management

Working by instinct

Trial and improvement

Unclear of how I become a leader

What we've gained

Discussions about leadership and change with colleagues on the same

Greater knowledge of the tools available to support leadership

Working with models and processes to implement change

Aware of our own leadership styles, strengths and tendencies.

20Q NPQML 360 Diagnostic report

Compare your scores (Page 1 of 3)

Listed from highest to lowest based on your raters' score:

		You	Raters
Q1	To what extent are you committed to your pupils and understand the power of world-class teaching to improve social mobility, wellbeing and productivity?	4.0	4.6
Q6	To what extent do you act with honesty, transparency and always in the interests of the school and its pupils?	5.0	4.6
Q7	To what extent do you respect the rights, views, beliefs and faiths of pupils, colleagues and stakeholders?	5.0	4.6
Q3	To what extent are you self-motivated and take a creative, problem-solving approach to new challenges?	4.0	4.5
Q19	How well do you support your team to build and sustain relationships with others which develop and share good practice and improve performance?	4.0	4.5
Q4	To what extent do you remain courageous and positive in challenging, adverse or uncertain circumstances?	4.0	4.4
Q5	How well do you know yourself and your team, and use this awareness eg in approaching difficult or sensitive issues?	4.0	4.3
Q2	How well do you engage with, and invest responsibility in, those who are best placed to improve outcomes?	4.0	4.3
Q14	How well do you anticipate other people's views or feelings and moderate your approach accordingly?	4.0	4.3

Your Leadership Strengths

Comments from your raters

Eerim is a motivated and very strong leader. She always has clear expectations and is always successful in liaising with the rest of the team and creating clear strategies which help drive the progress of all pupils. Eerim is approachable and as a mentor is always offering guidance on how to approach different situations. I feel I am able to talk to Eerim with regards to any issues if I have any. Overall Eerim has many strengths and makes a fantastic leader within the Division.

Eerim is an excellent member of the science team who has contributed to the teaching and learning especially for KS3 and is always looking to see how she can develop it further. She has mentored me through out my NQT. She has imparted her vast teaching skills and has helped develop my weak areas. She has led the development of the KS3 SOW and has deployed staff well according to their skills and abilities to help deliver the development.

An excellent leader who takes the initiative and uses a range of strategies to enable effective change where required. She is able to make people want to do well for her and work for her.

Eerim, has excellent communication skills and commitment to students and staff. She will always go above and beyond of what is required. She continuously seek to self improve and this motivation is embedded into her teaching and management style. I think Eerim is a potentially an outstanding leader.

Suggestions for further improvements

Comments from your raters

The only area for improvement for Eerim would be to further delegate responsibility to other members of staff. Although she does this at the moment she takes a lot of the tasks on herself, to reduce pressure on herself as well as ensure the rest of the team have an equal amount of tasks to do.

Have more confidence in your own abilities.

Leadership styles- Goleman

- Visionary — mobilize people toward a vision- **most effective when a clear change or direction is needed.**
- Coaching — develop people for the future. **When helping people.**
- Affiliative — create emotional bonds and harmony. **When motivating people.**
- Democratic — build consensus through- **participation every one contributes with their opinion.**
- Pace setting — expect excellence and self-direction- **to get quick results from a competent team.**
- Commanding — demand immediate compliance. **Crisis-difficult staff.**

Carnegie Leaders
in Learning

 Off

WELCOME TO THE NATIONAL PROFESSIONAL QUALIFICATIONS

NPQ accredited by



Department
for Education

There are 6 content areas/themes for each NPQ level. These set out what a leader should know or be able to do. The content areas/themes are common to each NPQ level, but the knowledge and skills within them progressively increases in depth, breadth and sophistication. Resources, materials and activities related to each content area/theme can be accessed by clicking on the links below.



NPQML Final Assessment - Toggle



NPQML Handbook and Final Assessment Guidance for Participants and Sponsors



NPQML Final Assessment Proforma Dec 2018



NPQML markscheme and planning tool



Instructions on how to upload final assessment to VLE



NPQ Results timeline



Final Assessment guidance materials



NPQML markscheme guidance



NPQML FAQs



Essay Writing Guide



Learning Logs

1st Learning Log Template

Preparing to start the NPQML programme - Your NPQML Diagnostic.

Record below what you have learnt from your diagnostic and what you plan to do:

Areas of strength:

Areas for further development:

Write a portrait of yourself as a middle leader:

Write a pen portrait of yourself in a year's time – your goal:

SISRA Analytics- Science Trilogy

9-1 GCSE Double (Att8 Points)

Name	9	8	7	6	5	4	3	2	1	U	X	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index		SPI Chart	Positive SPI	In A8 Basket
11x/Sc3[EAI]	0	0	0	0	0	0	4	6	0	0	0	0	10	32=	2.40	-1.09	-1.42			0	10
11x/Sc4[JMS]	0	0	0	0	0	2	6	6	2	0	0	0	16	32=	2.50	-0.68	-1.46			2	16
11x/Sc5[SSA]	0	0	0	0	0	10	2	4	2	0	0	0	18	33=	3.11	-0.22	-0.53			6	18
11x/Sc6[MHA]	0	0	0	0	0	0	2	6	0	4	0	0	12	21+	1.50	-0.83	-2.34			0	8
11y/Sc2[JKH]	0	0	0	2	0	10	4	2	0	0	0	0	18	44-	3.78	-0.49	-0.53			6	18
11y/Sc3[JWH]	0	0	0	0	2	0	2	2	0	0	0	0	6	43-	3.33	-1.02	-0.10			4	6
11y/Sc4[EAI]	0	0	0	0	4	0	6	4	0	0	0	0	14	43-	3.29	-0.90	-1.37			2	14
11y/Sc5[EBA]	0	0	0	0	0	0	2	2	0	0	0	0	4	32=	2.50	-0.96	-0.99			0	4
11y/Sc6[EHO]	0	0	0	0	0	0	0	2	4	0	0	0	6	21-	1.33	-1.02	-2.08			0	6
AC [LSU]	0	0	0	0	0	0	0	2	2	2	0	0	6	11+	1.00	-1.36	-2.51			0	4
Summary	0	0	0	2	6	22	28	36	10	6	0	0	110	32+	2.69	-0.74	-1.22			20	104

Team based School Improvement Plan

[Back to Contents](#)

Area of Focus	Disadvantaged students and closing the GAP in Year 11
What are you doing?	Intervention Directing revision for students Ensuring that students are mentored in groups
How are you doing it?	Progress: House Day 2 RP and skills, staff CPD, In class revision(structured and consistent), Easter revision sessions, after school sessions, past exam papers weekly homework
What have you done so far?	<ul style="list-style-type: none">• Focus on in class revision sessions,• Easter revision sessions• After school revision
What do you need to do next?	Check areas that disadvantaged students originate from Think about ways in which to build schemas Increase Science capital Practise on specimen paper released by the board.
Leadership 360 development opportunities	Q20- Efficiently deploy staff, financial and educational resources within the team to enhance progress and attainment Q21- Risk registers to manage risk within a team

- Each group decided on the focus areas for development, linked to their SIP, data and action planning.
- In each peer group we chose shared targets and actions, these then informed our agenda for the other two sessions, e.g. vocabulary; spelling; oracy etc.
- Sessions included sharing latest messages and research; environment walks; book looks; moderation; sharing good practice and more.
- English Leaders discussed and chose the focus for each CPLD day.

- Peer Group 1:
 - Vocabulary
 - Addressing gaps in learning
 - Appropriate challenge for all learners
- Peer Group 2
 - Spelling
 - Long term planning and curriculum coverage
 - Oracy (January onwards)
- Peer Group 3:
 - Oracy
 - Whole class feedback
 - Long term planning linked to R.A.F.T. (July onwards)

Peer Group 3 – Starting Points

Objective 1:

To implement strategies to improve oracy in EYFS and KS1.

- Analysed current practice to agree on shared actions.
- Shared good practice from across the peer group.
- Agreed shared targets and actions based on current research.
- Planned monitoring and networking opportunities.
- Shared resources.

Peer Group 3 - Actions

- Organised 'No Pens Day'.
- Set up 'Talking Corners'.
- Introduced Tower Hamlets Language Structures to staff and implement across school. Actively promote oracy within the school environment.
- Tried videoed assessment with target group
- Visited The Great Oracy Exhibition at School 21

Next Steps

- Share videoed assessments with each other. Decide on our own oracy framework for assessment and procedures for oracy assessment.
- Introduce an expectation that an oracy link is to be planned for in every lesson.
- Add Tower Hamlets language structures to long term plans

Peer Group 3 – Starting Points

Objective 2:

To trial the impact of whole class feedback for English in UKS2

- Analysed current practice to agree on shared actions.
- Shared good practice from across the peer group.
- Agreed shared targets and actions based on current research.
- Planned monitoring and networking opportunities.
- Shared resources.
- Created an outline proforma and overview of how our approach to whole class feedback will work.

Peer Group 3 - Actions

- Designed a school specific proforma for whole class feedback and share with peer group
- Implemented the trial before Oct half term using the outline created as a guide.
- Monitored the initial impact/efficacy of the new approach – early Autumn 2.
- Made adjustments to approach according to monitoring and evaluation.
- Monitored and evaluated impact/efficacy after adjustments – late Autumn 2.
- Next Meeting – carried out work scrutiny of books, planning, feedback sheets and assessment
- Extended the trial to other year groups.
- Continued to monitor the impact/efficacy of the new approach.
- Visited St Matthias C of E school in Bethnal Green.
- Implement staff training on the editing process linked to whole class feedback

Next Steps

- – carry out another work scrutiny of books, planning, feedback sheets and assessment from other year groups and design actions from this.

Peer Group 3 - Impact

Pupil voice:

- enjoy having their individual work celebrated
- Enjoy having more opportunities to go back and improve
- UKS2 children are better at identifying how to edit and improve their work
- Children are more clear on the importance of the editing process
- [Children miss individual comments](#)

Staff voice:

- Has given staff a wider view of what is going well/not so well across the class
- Find it easier to identify common misconceptions and next steps
- Feedback is acted upon - written comments were just ignored
- Teaching is much more responsive
- Feedback is more meaningful
- More opportunities for celebrating a lower attaining child's work as a good example
- NQTs feel more clear on what to look for in children's work
- Workload has reduced
- [Some children copy good examples once it has been celebrated with the whole class](#)

- Year 2 teachers – learning from 2018 and key messages. Year 6 teachers – learning from 2018 and key messages.
- One session used for single school at request of CSPTSA.
- Year 2 moderation surgery.
- Year 6 moderation surgery.
- Year 3 and Year 4 teachers – Achieve the Best in English, focus on Reading, Writing and GPS, including assessment.

What went well?

- Opportunities to share good practice and bounce ideas off one another.
- The collective push from the group kept targets on track.
- Allowed shared messages to be disseminated and understood by all schools.
- Good attendance from schools on the whole.
- Provided a vehicle for moderation across schools.
- Excellent feedback from CPLD sessions.
- Resulted in additional CPD for Peer Group 3 – visit to London.

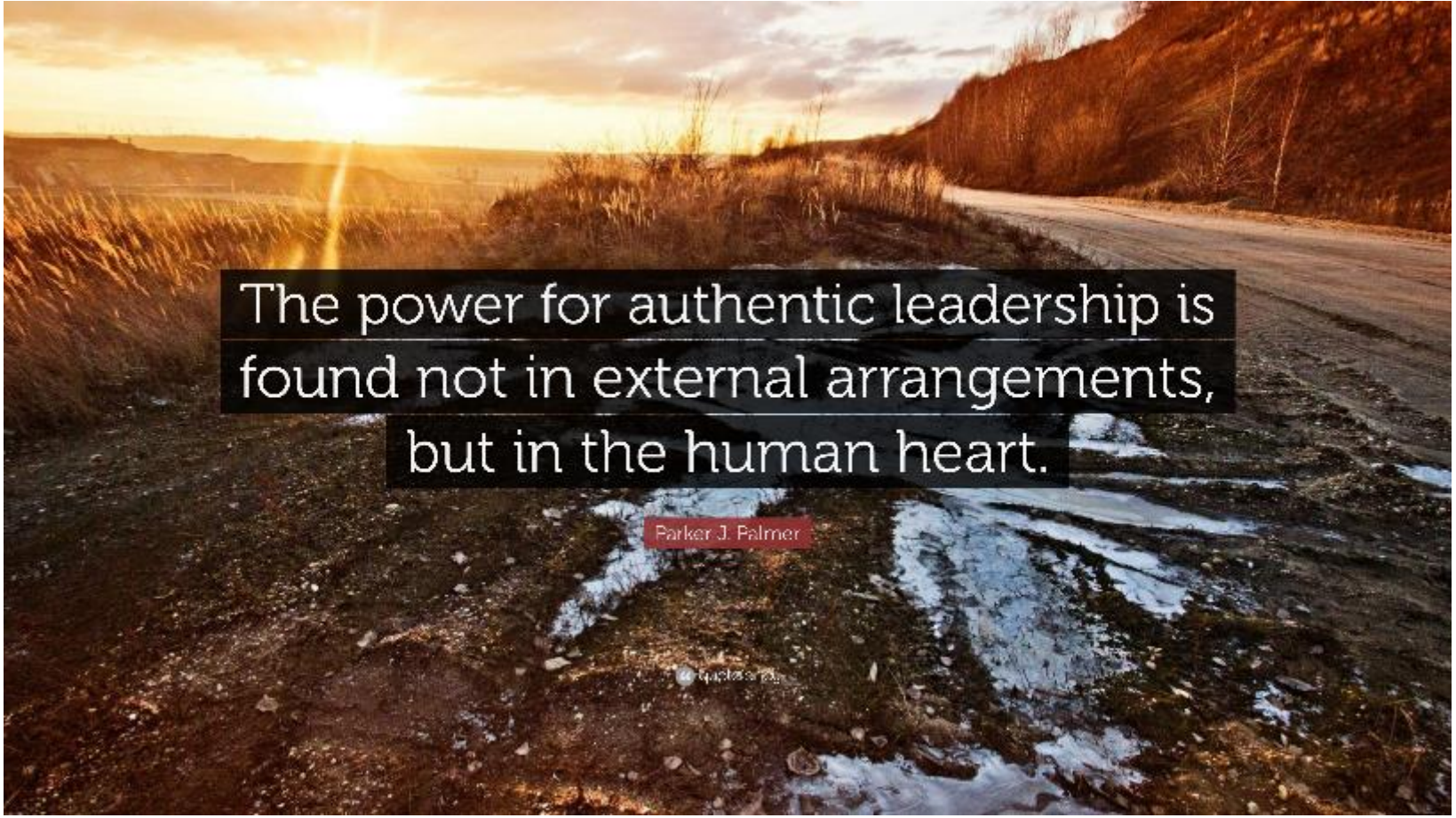
What could work better?

- One peer group was bigger than the others and the schools within it were generally of higher need. This made consensus more challenging in this group.
- Even with the best will in the world, shared targets were 'best fit' and did not necessarily fit every single school's needs.
- English leaders agreed that the time between sessions was too long.
- One of the CPLD days was used, at request of the CSP, for support in a particular school meaning the other schools did not benefit from this day of support.



DARING DEPUTIES & ADVENTUROUS ASSISTANT HEADS





The power for authentic leadership is found not in external arrangements, but in the human heart.

Parker J. Palmer

A SPACE TO:

- Develop your authenticity as a leader
- Talk truthfully & honestly
- Reflect
- Feel encouraged
- Explore & be challenged
- Boost confidence
- Strengthen belief in own leadership approach
- Have fun and relax!

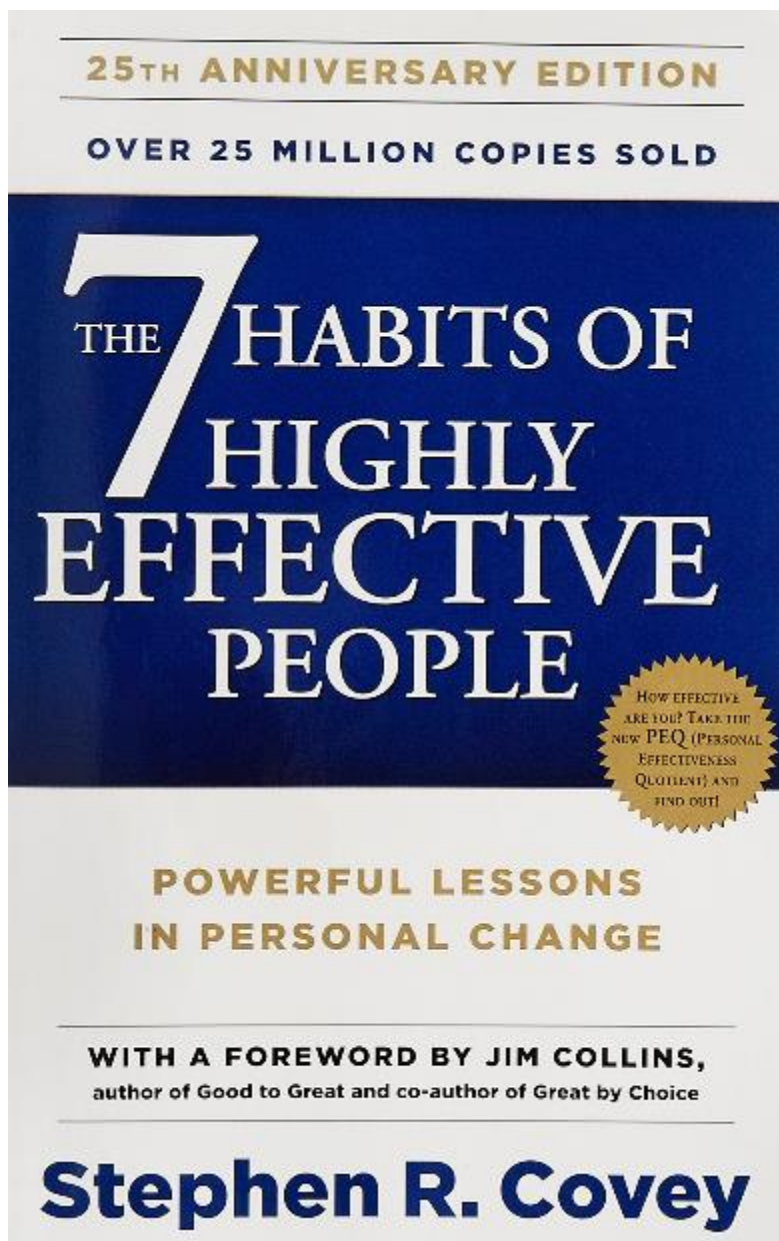


Claire Holt @amazingholt · 11 Oct 2018

Delighted to be facilitating a space for AHTs and DHTs from @csptsa to reflect on themselves and their leadership. Today, we explored values, visions, needs and joy, as well as having a lovely time cutting and sticking... Can't beat it in my opinion. 😊 #Wellbeing #selfleadership



SESSION 1 –
EXPLORING
VISION, VALUES,
NEEDS & JOY



Manage Yourself	Habit 1 Be Proactive® The Habit of choice	<ul style="list-style-type: none"> • See alternatives, not roadblocks • Focus on what you can influence • I am free to choose and am responsible for my choices
	Habit 2 Begin with the End in Mind® The Habit of Vision	<ul style="list-style-type: none"> • Mental creation precedes physical creation • Define practical outcomes
	Habit 3 Put First Things First® The Habit of Integrity and Execution	<ul style="list-style-type: none"> • Focus on the important, not just the urgent • Effectiveness requires the integrity to act on your priorities • Plan weekly, act daily
Lead Others	Habit 4 Think Win/Win® The Habit of Mutual Benefit	<ul style="list-style-type: none"> • Effective long-term relationships require mutual respect and mutual benefit • Build trust with co-workers
	Habit 5 Seek: First to Understand, then to be Understood® The Habit of Mutual Understanding	<ul style="list-style-type: none"> • To communicate effectively, we must first understand each other • Practice empathic listening • Give honest, accurate feedback
Unleash Potential	Habit 6 Synergize® The Habit of Creative Cooperation	<ul style="list-style-type: none"> • The whole is greater than the sum of its parts • Synergize to arrive at new and better alternatives
	Habit 7 Sharpen the Saw® The Habit of Renewal	<ul style="list-style-type: none"> • To maintain and increase effectiveness, we must renew ourselves in body, heart, mind and soul

Time
management
quadrant





Session 2

90 Day Planning –
reflecting on
personal life and
work life

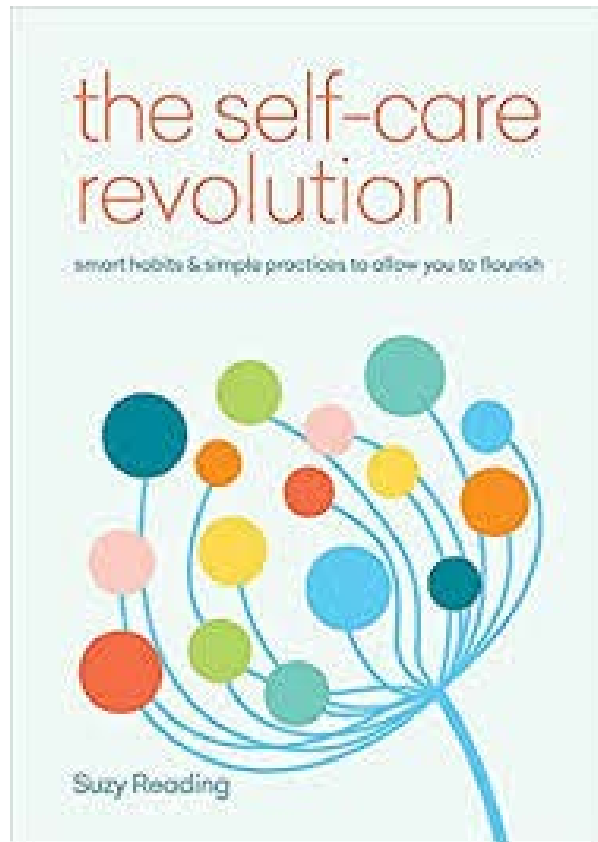
Session 3

Courageous
Conversations

**That conversation you've
been avoiding is actually
a leadership opportunity.**



Session 4 – Self Care



How will the CSP
continue to draw
out the best in its
up and coming
leaders?

**GREAT
LEADERSHIP
IS ABOUT
DRAWING OUT
THE BEST IN
YOURSELF
AND OTHERS**

-IAMNICKWILLIAMS.COM

Over to you...

