



# Primary Improvement Partnership (PIP) NEWSLETTER

Summer 2018

## *Positive                      Pragmatic                      Practical*

The Primary Improvement Partnership continues to bring the Local Authority and sector together to identify collaborative opportunities to support school improvement across North Yorkshire.

What a great summer term it has been! Teachers and school leaders across North Yorkshire have continued to work tirelessly to ensure positive experiences and outcomes for our children (whilst also writing reports, watching the World Cup and enjoying the sunshine!). As the school year draws to a close we are able to reflect upon the amazing differences that we have made to children's lives. The TSAs have reflected upon the impact of the school improvement work that they have done that has been funded by the PIP.

### ***TSA Developments***

*Each TSA has developed aspects of their provision and grown their school improvement capacity with the support of the PIP. This summarises some of the impact that their work has had:*

#### **STAR TSA**

- Termly subject leader meetings have taken place in English and maths, from which teachers trialled and researched effective pedagogies, and these were then presented as CPD at a conference for 110 staff. Workshops included opportunities to look at techniques and resources, and these were subsequently used within classrooms.
- ASP data training took place for subject leaders, this resulted in them developing confidence in data analysis and becoming sharper in their work.
- Four new SLEs have been designated by the National College.
- Four new LLEs were designated, two of which have subsequently become executive heads of more than one school. This has helped to secure leadership in two vulnerable small schools, leading to improvement at different levels.
- 11 new reviewers were trained by a serving inspector. This enhanced the team of trained reviewers that we are now able to deploy. Report writing training was held jointly with Swaledale TSA.

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- Quality Assurance of system leader work indicates commonality of approach and high levels of effectiveness in school-to-school deployments.

### SCARBOROUGH TEACHING ALLIANCE

- The middle leader development programme ran 3 successful cohorts over the last academic year. 19 middle leaders have completed the programme this covered 7 local primary schools.
- A “Resilient leadership” programme ran two successful cohorts in the last academic year. 16 people have accessed the programme.
- The headteacher-led peer review has been developed over the last academic year and trialled in 3 triads, ready to roll out to all schools in the Autumn Term. A Policy Procedure and Toolkit has been written to aid the professional dialogue of these reviews.
- 2 SLEs from the Scarborough Teaching Alliance successfully completed training delivered by the White Rose Maths hub in Bar Modelling. They have delivered 6 twilights sessions over the last academic year to schools in the Scarborough area. They have also delivered whole school training as a result of the twilights.
- Eight new SLEs have been designated by the National College. An additional nine colleagues have been developed as system leaders with the hope that they will be ready to apply for SLE designation in the Autumn Term.
- The number of networks offered to schools in the locality has increased over the last academic year offering networks in all subjects.
- Two successful Teach Meet events ran in the Autumn and Summer. Both events had 10 different stations for staff to visit and were attended by over 140 teaching and support staff.
- A research network has been developed and will be launched in the Autumn Term. The aim of the network will focus on improving outcomes for children through professional development by engaging in research.

### ESK VALLEY ALLIANCE

- Work focused upon looking at the various strategies and procedures that successful leaders responsible for managing processes across more than one site have adopted.
- The work looks at support process and procedures around 5 key areas:
  - Administration
  - Church school peer review
  - Governance
  - Subject leaders

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- Safeguarding
  - For each area there are two Headteachers or Senior leaders leading the work. Each participant in the project currently has leadership responsibilities across more than one setting.
  - Each team has completed an individual action plan identifying key milestones, and are now working through the action plan, testing and developing resources/case study.
  - Teams are also working with other providers/key stakeholders to support this process. E.g colleagues from the Diocese to support the work around church schools peer reviews.

### **CASTLE ALLIANCE**

The Alliance developed an Executive Headteacher Partnership Development Programme during the year. This incorporated a number of activities:

- EHT Network meetings
  - Half day meetings each term
  - Discussion of development projects
  - Development and use of Federation audit tools
  - Problem solving and sharing ideas sessions on tricky issues (e.g. moving children between schools)
- Development Projects
  - 8 projects underway
  - Audit tool completed at beginning and will be used again at end as one measure of impact
  - Case studies from these projects are being created and will feed into a dissemination event
- Governors Network
  - Three meetings (one per term) focused on core responsibilities of governance
  - First meeting completed focussing on vision
  - Audit tool used to identify areas to work on ahead of next meeting
  - 11 delegates attended and provided positive feedback
- Middle Leader Network
  - Four meetings planned, one per term
  - First two completed focusing on
  - middle leadership within federations using audit tool to identify priorities
  - use of HARTs phased monitoring approach
  - 11 delegates following through gap tasks which will feed into dissemination event

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### SWALEDALE ALLIANCE

- A Strategy Director post has been established. The release of Director of Alliance from operational leadership has had a significant impact on his capacity to provide school to school support for other schools in North Yorkshire, in the role of NLE.
- Since the appointment of the Strategy Director, the Director of the Alliance has been involved in leading:
  - The Collaborative Pupil Premium Review project, which has seen the development of a peer review model for school to develop their thinking with respect to provision for disadvantaged pupils.
  - 2 Pupil Premium Reviews for schools in North Yorkshire
  - 2 Partnership School Reviews for schools in the Swaledale Alliance
  - School to School support for Crakehall CE Primary School, moving SEF judgement from RI to good and creating a federation solution for the school
- The key elements of the Strategy Director role over the year have been:
  - Continued strategic management of the development of the Alliance
  - Development of closer working relationships with LA, Cumbria, Teaching School Council
  - Management of the Alliance SSIF project
- Alliance membership has grown slightly to include 3 larger Darlington primary academies.
- Four additional SLEs with specialisms in metacognition and in PE and Science have been appointed together with 7 Peer Support Teachers – outstanding practitioners who offer teachers from other schools the opportunity to observe them teaching in their own schools with a follow up discussion.

### POLARIS TSA

- Polaris has invested in a targeted campaign to support Head Teachers to tackle the most challenging aspects of Leadership in an ever-changing environment. Educators of the highest quality were handpicked to offer training, including:
  - Pedagogy Training from Dame Reena Keeble
  - Staff development Training from David Weston
  - Difficult Conversations Training from Ed Lott
  - Financial Management Training from Avec
  - Pupil Premium Training from Ian Clennan
  - Three-day Heads' Induction programme for new heads from Ed Lott
- Evaluations from these programmes were overwhelmingly positive and Head Teachers report being better prepared for the rigours of headship.

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- In 2017-8 Subject-leader development and bespoke CPD was extended into Ryedale to support teachers in this area.
  - A bespoke CPLD programme has been developed to support the needs of schools within the Ryedale area in 2018-9, including subject leader development days, English and Maths moderation sessions, and support and development for NQTs and teachers in the early years of their career. Membership events have been held to reach out to Ryedale schools currently not working within a TSA.
  - Polaris has carried out SLE and LLE designations and training to support the alliance in its support of schools across the region. Within the work that has been ongoing within LA support plans, the School Improvement Director has worked with NLEs, LLEs and SLEs to identify priorities, compile actions for improvement and review impact, providing challenge and support on an ongoing basis.
  - Training for SLEs and LLEs has been ongoing to ensure consistency and impact, including devising a 'school improvement model' in order that system leaders can support each other and provide the most effective support.

### DALES ALLIANCE

- Moderation networks have been undertaken on a termly basis with identified staff leading them from different schools. Attendance is high and staff value the opportunity to share good practice and moderate judgements. An additional 2 staff from cluster schools have been assessed and identified as LA moderators as a precursor to application as an SLE.
  - Moderated judgements from schools were secure and supported good Ofsted outcomes.
  - "Subject leaders are eager participants in local networks and forums and they regularly moderate pupils' work with other schools". Ofsted
- Maths leadership work has been undertaken to ensure that maths leaders understand their role more effectively. Cross-phase networks and moderation networks develop pedagogy in teaching staff. Support staff confidence and skills improved demonstrated across 6 participating trial schools. Outcomes for identified children improved, supported by Ofsted judgements and statutory KS2 assessments.
  - The development of a peer review programme was led by Ralph Batten, an ex-HMI. CPD was delivered over two days with interim support and fourth review day. Colleagues agreed a process for all reviews and random pairs were allocated. All headteacher's successfully completed partnered peer reviews in the Spring Term following the agreed proforma. Positive feedback was received from all colleagues with two headteachers in

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particular citing the CPD as supporting successful Ofsted inspections resulting in Good judgements. The programme:

- Consolidated and built upon skills of headteachers to undertake rigorous, accountable self-review within a defined format;
- Report formats, protocols and process template developed.
- Infrastructure support for the alliance ensured that increased collaborative work was undertaken:
  - Leadership and liaison undertaken with partners and schools in locality
  - Cluster leadership meetings and networks in place
  - Skills shared and used effectively to support colleagues
- LLEs were able to meet the logistical challenge of organisation of the school alliance, and there was effective and timely response to monitoring and administrative roles.

### **NORTH STAR TSA**

- Colleagues have carried out extensive research into best practice for ensuring CPLD is of the highest quality, representing best value in terms of impact on outcomes and is rigorously quality assured.
- Research activities have included David Weston (Teacher Development Trust) training on Effective Staff Development for North Star HTs, David Weston training on Growing and Developing as a CPD Provider, including Evaluating and Demonstrating the Quality of your Offer, EEF training on their Putting Evidence to Work: A School's Guide to Implementation guidance. Colleagues have also explored literature such as Mary Myatt's blogs and literature, Simon Sinek's Start with Why and Guskey's Evaluating Professional Development, and have made fact-finding visits to outstanding TSAs and MATs, including Learning Unlimited, SHINE, Carmel Multi-Academy Trust and St Cuthbert's Multi-Academy Trust.
- Work with York St John University has focused on the maintenance of a desired level of quality in our work by means of attention to every stage of the processes of delivery of the aspects of the North Star TSA's work.
- CPLD offered by North Star TSA has been completely redesigned for 2018-9 to align it with current research on ensuring impact, robust implementation and rigorous quality assurance. All CPLD will be designed to include characteristics for effective professional development as outlined in the DfE's Standard for Teachers' Professional Development and will:
  - Issue pre-course evaluations to establish prior understanding and expectations
  - Present to delegates the evidence base for this training

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- Build planning time into the session to allow delegates to reflect on how this will be applied to support pupils and ensure impact
  - Incorporate coaching techniques where appropriate or facilitate coaching episodes back in school
  - Empower delegates to share their learning with colleagues (eg provide them with resources to present teachmeets)
  - Incorporate gap tasks and post-training activities to extend and embed the learning.
  - Ensure HTs can see the intended impact of the programme, and the limitations of this impact if delegates attend only some sessions or don't complete additional activities
- In addition, all TSA activity has been aligned to offer delegates a complementary menu of staff development, to ensure SSIF projects, networks, leadership programmes, development courses, heads meetings etc all aspire to the same standards and have a relentless focus on impact.
  - North Star is now embedding specialist CPD management software from The Key, to improve the delivery, monitoring and evaluation of CPLD programmes. Head Teachers can now see at a glance all North Star CPLD attended by all their staff to support Performance Management and in-school professional development, staff receive prompts about pertinent training, plus pre-course and post-course evaluations are automatically generated. North Star can analyse attendance data and evaluations to quality assure the offer and align with DfE KPIs.
  - Additionally, North Star will be seeking evidence of impact from schools, including:
    - Children's work samples before and after implementation of training
    - Gap tasks/action research examples
    - Self tests to establish understanding
    - Curriculum or policy change
  - Within the work that has been ongoing within LA support plans, the School Improvement Director has worked with NLEs, LLEs and SLEs to identify priorities, compile actions for improvement and review impact, providing challenge and support on an ongoing basis. The School Improvement Director role has focused on the quality assurance of support work, liaising closely with Local Authority personnel in order to identify goals and success criteria. The impact has been recognised through recent Ofsted reports which identified the partnership working: One Inspection report said: 'The school has received effective support from the local authority and has also worked closely with the headteacher from Marton-cum-Grafton CE Voluntary Aided Primary School. This support has been brokered through the North Star Teaching Alliance.'

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- Training for SLEs and LLEs has been ongoing to ensure consistency and impact, including devising a 'school improvement model' in order that system leaders can support each other and provide the most effective support.
  - North Star peer reviews have been comprehensively restructured to provide Head Teachers with more meaningful joint practice development leading to tangible school improvement. Head Teachers are now working in triads over a two-year period to carry out supportive, yet challenging partnership reviews. In total, in 2017-8, there were 17 North Star triads, including 51 schools and totalling 153 HT development visits. This partnership review model aims to enhance the collaborative working by having Head Teachers work more closely together to support, challenge and hold to account the progress being made in our schools. It sees Head Teachers working on specific areas of focus:
    - Attainment and Progress
    - Teaching and Learning
    - Leadership and Management
  - There is specific time as part of the visits to review the impact and the progress that has been made within these areas. The visits have as much a focus on support as they do challenge, as it is expected that the three Head Teachers work together to develop the action plans that will see an improvement within the school. These visits are built upon trust and a shared desire to see a continued raising of achievement across all schools in North Star. The reviews enhance collaboration and are a positive and professionally worthwhile experience for all parties involved.
  - In order to support the implementation of this model, all Head teachers have received Leadership training from Sir Clive Davies and Coaching training from Ed Lott.

## ***PLN Meetings***

The summer term agenda focused upon the use of EEF 'Guidance Reports'. We hope that colleagues found this useful when planning school improvement actions for the coming year, and using research evidence to support initiatives.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

## ***Website Audit project***

The project was established to review school websites in order to evaluate compliance with statutory guidelines. An audit tool was developed, originally in consultation with SchoolsICT,

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North Yorkshire governor support and a recently retired HMI. The audit was trialled with a small group of schools and changes made in response to their feedback. The audit has been further refined and developed to meet changing DfE requirements and to provide additional help to schools wanting to improve their websites.

All primary schools in North Yorkshire have received an audit during the duration of the project.

In addition to completing the audit of all North Yorkshire primaries an analysis of the overall strengths and weaknesses of school websites has been undertaken, and examples of good practice have been identified. This information has been shared through the PIP board and through the Alliance website.

The audit has also been developed for Academies and has been successfully trialled. Some of the required information is dependent on the Academy's funding agreement and so cannot be checked by the audit. That audit has not been publicised with Academies pending a decision on any future work.

The project has received significant positive feedback. As a result, we are hoping that schools will be able to purchase another audit if they wish. Details of this will be made available in the Autumn term.