

Diocese of York
Spring Term 2017 : Leadership Network Meetings

Distinctively Effective

**DfE – current policy update, system leadership, TSAs,
strategic working**

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Department
for Education



Aims of our session

- To gain a deeper understanding of current policy direction
- To hear about current priorities eg the school improvement fund and CPD leadership innovation fund
- To reflect on current strategic partnerships and how they might develop during 2017-18

HMCI Annual Report - YH

Most young children get off to a good start: more than nine out of 10 early years providers are at least good. That means that young children typically have a good early education.

89% of primary schools .. were judged to be good or better at their last inspection.

Around 30% of .. secondary schools either require improvement or are inadequate. In all, a quarter of 11- to 16-year-olds still do not attend a good school. They deserve better.

As we approach 2017, that much has still to be done. In the year ahead, I want to see sustained improvement in secondary schools, in particular for the most able and disadvantaged pupils.

January 2017

‘.... right at the core of this government’s ambition is building what the Prime Minister called a shared society, and that means driving social mobility for those from disadvantaged backgrounds and those just-managing families: breaking the link between a person’s background and where they get to in life.



We know around 40% of the gap between disadvantaged children and their peers is already there by the age of 5. ...even the highest-potential children from disadvantaged backgrounds are likely to be overtaken at almost every stage in their life by peers from higher-earning families.

Our defining challenge in Britain is to level up opportunity; making sure that all young people get every chance to go as far as their talents will take them.’



Department
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<https://www.gov.uk/government/speeches/justine-greening-education-at-the-core-of-social-mobility>

Justine Greening, Secretary of State for Education

February 2017

‘Some people have suggested that QTS might be scrapped... or replaced with some vague notion of an ‘accreditation’ - let me be absolutely clear: not on my watch.

Keeping and strengthening QTS is vital. This is not about removing school freedoms. But I believe that teachers should have the highest quality qualification and what I want to see is a QTS so well regarded, so strong that school leaders will naturally want all their teaching staff to have it.

QTS should be the foundation stone for the teaching profession to build on....

My aim is that from September 2019 we will introduce the newly strengthened QTS. And I want to work closely with the profession - including those of you here today - to shape what that will look like



Department
for Education

[Teachers - the experts driving social mobility - Speeches - GOV_UK.htm](#)
Justine Greening, Secretary of State for Education

Policy direction 1

- From September 2017, a £50 million a year fund for LAs to continue to monitor and commission school improvement for low-performing maintained schools;
- A new £140 million 'Strategic School Improvement Fund' for academies and maintained schools - aimed at ensuring resources are targeted at the schools most in need of support to drive up standards, use their resources most effectively and deliver more good school places
- Alongside this new work, the Education Endowment Foundation (EEF) has committed to spend a further £20 million over the next 2 years to scale up and disseminate evidence-based programmes and approaches - research schools

Policy direction 2

- **£60 million : Opportunity Areas across the country, working in partnership with local organisations to look at ways of improving the life chances of young people**
- **£41 million maths mastery programme for the expansion of high-quality maths teaching across the primary school system to increase the number of children mastering the basics of numeracy**
- **the £13 million regional academy growth fund (RAGF) supports successful academy trusts to grow and to improve standards in underperforming schools.**
- **Regional Schools Commissioners (RSCs) will prioritise applications that meet the specific needs in their region and of opportunity areas where applicable**
- **The teaching and leadership innovation fund worth £75 million over 3 years focused on supporting teachers and school leaders in challenging areas to develop**

Policy direction 3

Chartered College of Teaching

The Chartered College of Teaching is the new independent and voluntary body for the teaching profession. It aims to raise the status of the teaching profession, sharing excellence through engagement with evidence-informed practice at all levels.. via :

- Professional Innovation
- A Graduate Profession
- Partnering across the education landscape

Purpose of the TSC



Every child is entitled to be in a great school:
Put simply there are three commitments that the Teaching Schools Council seeks to ensure:

- That every school in England is entitled to relevant and timely support
- Every school in England is prepared to be a giver of support
- Every school in England is in an effective partnership

<http://www.tscouncil.org.uk/>

<http://www.tscouncil.org.uk/>

The image shows a screenshot of a web browser displaying the Teaching Schools Council (TSC) website. The browser's address bar shows the URL <http://tscouncil.org.uk/>. The website header features the TSC logo, which consists of a colorful diamond shape made of smaller diamonds, followed by the text "TSC" and "Teaching Schools Council" below it. To the right of the logo is a search bar with the word "Search" inside. Below the search bar are icons for an email and a Twitter account. A navigation menu is located below the header, with links for "Home", "About Us", "Regions", "National Updates", "Teaching Schools", "Resources", and "Contact". On the left side of the page, there is a vertical sidebar with social media icons for Facebook, Twitter, and a plus sign for more options. The main content area is divided into three sections. The largest section on the left is titled "Effective Primary Teaching Practice Report 2016" and features a photograph of a group of diverse primary school children in a classroom, some with their hands raised as if participating in a lesson. To the right of this section are two smaller promotional boxes. The top one is titled "Updated Guide to Effective Pupil Premium Reviews" and features a graphic of stylized human figures in various colors. The bottom one is titled "Modern Foreign Languages Report" and features a photograph of several colorful highlighters on a desk. At the bottom of the browser window, the Windows taskbar is visible, showing icons for Internet Explorer, File Explorer, OneDrive, Excel, Word, and PowerPoint. The system tray on the right shows the time as 15:02 and the date as 05/01/2017.

TSA website example



The image shows a screenshot of a web browser displaying the KYRA Teaching School Alliance website. The browser's address bar shows the URL <http://kyrateachingschool.com/>. The website features a navigation menu with the following items: Home, About KYRA, What We Do, Kyra Members, and Contact. The main content area includes the KYRA logo, which consists of the word "KYRA" in white inside an orange circle, followed by the text "TEACHING SCHOOL ALLIANCE". Below the logo is a large photograph of a group of children in school uniforms standing in a classroom. An orange banner at the bottom of the photo contains the text "Kyra Children's Council" and a description: "See the Kyra Council activity in 2016, Kyra East is launched, music workshops, Parliament and more.....". The Windows taskbar at the bottom of the screen shows various application icons and the system clock displaying 14:55 on 05/01/2017.

http://kyrateachingschool.com/ KYRA Teaching School Allia... x

File Edit View Favorites Tools Help

Home - Schools Interventi... Suggested Sites Thesaurus Vacancies DfES Internet

KYRA TEACHING SCHOOL ALLIANCE

Home About KYRA What We Do Kyra Members Contact

Kyra Children's Council

See the Kyra Council activity in 2016, Kyra East is launched, music workshops, Parliament and more.....

14:55 05/01/2017

TSC remit

Activity

Growth of Teaching Schools and NLE

Support for re/de-designated teaching schools

Support for newly designated TSAs

Teaching school annual review

School to School Support (STSS) Fund including coasting schools interventions

School to school support brokerage of system leaders

National Leaders of Governance induction

National Teaching Schools NLE/NSS induction

Regional Teaching Schools induction

Supporting DfE / NCTL projects

Transition of LLE to regionally led model

Specialist Leaders of Education

Teaching School / NLE Induction

Transition to the school improvement strategy September 2017

2016/17 TSC publications

- National LLE resources :
<http://tscouncil.org.uk/resourceslle/>
- Finding pupil premium champions :
<http://tscouncil.org.uk/regional-pupil-premium-champions/>
- Modern Foreign Languages report :
<http://tscouncil.org.uk/modern-foreign-languages/>
- Effective Primary Teaching Practice report :
<http://tscouncil.org.uk/effective-primary-teaching-practice-report-2016/>

An effective strategic partnership ?

- Recognition
- Connectivity
- Advocacy
- Information
- Dissemination
- Support and challenge



TSC update

1. TEACHING & LEADERSHIP INNOVATION FUND (TLIF)

On Friday 17th February the Secretary of State launched the first bidding round in her speech to the Chartered College of Teaching. .

<https://www.gov.uk/guidance/teaching-and-leadership-innovation-fund>

If you'd like to be kept informed of future developments, including information events and application round dates, please [register here](#),

and if you have any questions or queries please contact:
Mailbox.TLIF@education.gov.uk

2. BUILDING CAPACITY PROGRAMME FOR NEW TSAs

The application period closed on 6 February and 57 applications were received from across all regions (with the exception of the London region). NCTL are looking to award 20 grants each wave, with the next wave opening in September 2017.

LLE Recruitment

- **Criteria for LLEs in place / national recommendations and a regional register established and held by the TSC regional representative;**
- **A formal process of application /designation is in place. TSAs will recruit to meet their locality needs - LLEs will meet a regional standard;**
- **TSAs should undertake an audit of local capacity and need to inform their recruitment;**
- **Existing NLEs and experienced system leaders will be involved in recruitment, selection and induction process;**
- **Quality CPD will be offered to support LLEs and enable them to consider applying for NLE status;**
- **A regional board should be established to agree the criteria, share the protocol and guard the standard.**

Strategic School Improvement Fund 1

What do we know so far ?

Local improvement boards will be established- draft proposals to address entrenched, common challenges across multiples schools and 'broker' in school improvement support through the local TSC lead or lead TSA(S).

The roles and responsibilities on these boards would be focused on local themes and support for individual and groups of schools:

Strategic School Improvement Fund 2

- (DfE) RSC – convenes and appoints chair, focus on schools causing concern within their remit, and academies, diagnosing the need for support and commissioning appropriately , contribute to regional prioritisation of proposals.
- LAs – for maintained schools - diagnose and commission the TSC/lead TSA to broker the appropriate support. LA provides local intelligence on non-maintained schools to ensure that the RSC is in possession of the full picture, and contribute to regional prioritisation of proposals.
- Dioceses - church schools : diagnose, working jointly with LA and RSC for maintained schools and academies respectively; provide intelligence on faith schools to support decisions on support; and contribute to regional prioritisation of proposals.

Strategic School Improvement Fund 3

TSC / TSA / NLEs / MATs / strategic partnerships :

.. commissioned by the RSC/ LA / Diocese to deliver packages of support addressing identified challenges; responsible for drawing together strategic proposals for funding, each of which would be to address common needs across a locality in multiple schools. The notion of *brokerage hubs* is being explored.

Coasting Schools

<https://www.gov.uk/government/consultations/intervening-in-failing-underperforming-and-coasting-schools>

Where a coasting school does not have a sufficient plan and the necessary capacity to bring about improvement, the RSC will use the powers of the SoS to intervene; (see pp 13/14)

Proposed definition

A coasting school is where data shows that, over a three year period, the school is failing to ensure that pupils reach their potential. A school will only be coasting if performance data falls below the coasting bar in all three previous years.

- **Primary** – a school will be coasting if in three consecutive years fewer than 85% of pupils achieve the new expected standard across reading, writing and mathematics and pupil progress⁷ is below the progress element of the definition.
- **Secondary** – a school will be coasting if in three consecutive years it falls below a new coasting level set against the progress 8 measure.

TSAs can be involved in providing support and intervention to prioritised coasting schools – and the delivery model will be similar to STSS commissioning and brokerage process.

Coasting: the national picture

- KS2 by region

RSC region	Coasting
East Midlands & Humber	73
Lancashire & West Yorkshire	66
North East London & East of England	59
North	22
North West London & South Central	65
South London & South East England	59
South West	59
West Midlands	77
Total	480

- KS4 by region

RSC region	Coasting
East Midlands & Humber	58
Lancashire & West Yorkshire	77
North East London & East of England	17
North	25
North West London & South Central	30
South London & South East England	41
South West	31
West Midlands	44
Total	323



Where are we in the process ?

Schools are identified based on three-years data in December (KS2), January (KS4).

DfE writes to schools that meet the definition to start (or continue) a discussion about the school's context, situation, and support they might need.

From this discussion, we form a conclusion about whether the school is supporting pupils, has a sufficient plan, or needs support.

We act accordingly e.g. facilitating support or challenging where appropriate.

Monitor the impact of any such support and the school's progress over the course of the year.

Intervention as a 6 stage process

Stage 1 *Analysis*

- What does data and other intelligence tell us?
- Can we draw the right conclusions from this?

Stage 2 *Diagnosis*

- What are the deep seated issues that require intervention?

Stage 3 *Commissioning*

- Who are we going to invite to do the work?
- Who will lead the due diligence on the system leaders?
- Who will ensure that the school being supported understands what is being commissioned?

Stage 4 *System Delivery*

- Have we got system leaders that can deliver the improvement that the diagnosis suggests we need?
- How do we know they can deliver what is needed? Evidence of track record?

Stage 5 *Accountability*

- Who are we holding to account? What do we do if the support is ineffective?
- The delivery team & The school being supported are accountable
- Discontinue the work of the system leader
- Further intervention with the school that resists support

Stage 6 *Sustainability*

- Can the school continue to improve on its own or not?



LIVERPOOL

SHEFFIELD

NEWCASTLE

MANCHESTER

**THE NORTHERN
POWERHOUSE**

LEEDS

STAKEHOLDER ENGAGEMENT

Northern Powerhouse Schools Strategy November 2016

1. Building teaching and leadership capacity
2. School Improvement
3. Communications strategy to ensure system wide cohesion
4. Closing the disadvantage gap by engaging in evidence based practice, *more good school places.*

*With reference to pp 5-11 (Exec Summary)
Northern Powerhouse report November 2016*

Four key work-streams proposed :

1. Building teaching and leadership capacity and workforce development - recruitment, retention, leadership - implications for achieving more good schools ?
2. School Improvement capacity inc holistic data analysis – what do we need to do to ensure that resource is where it is needed most ?
3. Communications strategy to ensure system cohesion - how can you help ? What do we need to do ?
4. Closing the disadvantage gap by engaging in evidence based practice - what are TSAs and MATs doing well ? And how can the EEF research hubs and maths hubs connect well into our strategic partnerships ?

The following questions were used to frame the discussions in each of the teacher supply workshops:

What supply issues are schools facing?

- where are supply issues within the region. Are there any patterns?
- The types and extent of supply issues schools are facing
- Perceived causes of the issues
- How these factors differ across different places/ types of schools/stakeholder views ?
- **What are the impacts of these issues?**

What measures are schools putting in place to manage them?

- From a teacher perspective, what attracts teachers to particular schools and what prevents them from working in others
- For schools who do not struggle to recruit or retain teachers, what do they do differently from schools with supply issues, and if those approaches are transferable to schools who struggle more.

What more could be done?

- Tackle root causes
- incentivise teachers to work in priority schools;
- what ideas do you have for addressing the problems; and
- How could Government work with you to address these problems?

10 key Findings re teacher supply :

1. The majority of high schools are affected (esp. Maths Physics Geography).
2. The quality of applicants coming through the pipeline can be weak.
3. Ofsted rating /perception of a school or area affects teacher supply.
4. Workload and change are significant in worsening teacher retention.
5. An effective CPD offer can help to both attract and retain teachers.
6. The engagement of effective school leaders are critical to any improvement
7. The degree to which schools are coping with the challenges varies.
8. Good schools are able to attract teachers compared to weaker ones; the former have more capacity to deal with the challenges than the latter.
9. For some MATs & TSAs turnover can be seen as positive as it demonstrates good progression routes which in turn attracts teachers to their schools.
10. There is no single answer; where schools are successful = holistic approach. More coherence needed in all sectors / aspects of the system.

Education Select Committee 21/2/17

*“Responsibility for **improving CPD is shared** between the Government, Ofsted, schools and teachers:*

- **Teachers should use the opportunity of the new College of Teaching to be fully involved in the development of high-quality CPD opportunities;***
- **Schools should support all of their teachers to access CPD by releasing them from lessons and actively promoting a culture of learning within their teaching staff as well as their pupils;***
- **Ofsted should prioritise evidence of school support for the professional development of their teaching workforce within its inspection, and publish examples of excellent practice;***
- **Government should, having taken account of the work of teachers, schools and Ofsted, recognise its own role in promoting the professional development of teachers. This may include targeted funding and a central statement of annual entitlement.”***



Thankyou for coming today !

