

Report of the Assistant Director, Education and School Improvement to the meeting of the Children's Services Overview & Scrutiny Committee to be held on 10 February 2016

Subject:

AY

Teaching Schools and how they are operating in Bradford

Summary statement:

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

Bradford currently has five Teaching Schools that operate as Alliances with other schools across the area.

This report provides some background about Teaching School and the Alliances they form, the current position in Bradford and the work the Alliances have undertaken and the impact of this work.

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Overview & Scrutiny area:
Children's Services

1. **Summary**

- 1.1 Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.
- 1.2 Bradford currently has five Teaching Schools that operate as Alliances with other schools across the area.
- 1.3 This report provides some background about Teaching School and the Alliances they form, the current position in Bradford and the work the Alliances have undertaken and the impact of this work.

2. **Background**

- 2.1 Teaching Schools have an outstanding rating from Ofsted; they have experience of working in successful school partnerships; they show excellent leadership with a proven track record of school improvement and have an outstanding headteacher with at least 3 years' experience. Schools that meet these criteria can then undergo an application process with the National College for Teaching and Leadership (NCTL).
- 2.2 Teaching School status is open to all schools in England regardless of type or phase, such as:
- nursery schools
 - primary, middle, secondary, all-through and special schools
 - pupil referral units and short-stay schools
 - faith schools
 - independent schools
 - academies, chains and free schools
 - sixth-form colleges
- 2.3 As part of the application process schools must be able to demonstrate that they have a leadership team with the capacity to lead the six core areas of the teaching school role. The six core roles, sometimes called the 'Big Six', are:
1. Play a greater role in training new entrants to the profession
 2. Lead peer-to-peer professional and leadership development
 3. Identify and develop leadership potential
 4. Provide support for other schools
 5. Designate and broker Specialist Leaders of Education (SLEs)
 6. Engage in research and development
- 2.4 Teaching School Alliances are led by a Teaching School and include schools that are benefiting from support, as well as strategic partners who lead some aspects of training and development. Strategic partners may include:
- other schools from any phase or sector
 - universities
 - academy chains
 - local authorities
 - dioceses
 - private sector organisations

A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network.

- 2.5 Teaching Schools currently receive an annual grant known as core funding. This is paid directly to the school and enables them to build the leadership and administrative capacity to lead their alliances. At this time funding is allocated as follows:
- £60,000 for the first year
 - £50,000 in year 2
 - £40,000 in years 3 and 4
- 2.6 Annual core grant funding generally decreases each year, which reflects the expectation that alliances, as they mature, become sustainable. Teaching Schools complete a set of collaborative fund terms and conditions, these are renewed annually and at the end of each financial year the Teaching School must show how the funding has been spent to achieve the objectives in their Teaching School action plan.
- 2.7 There are currently five Bradford Teaching Schools, each involved in a Teaching School Alliance (TSA). They are:

Teaching School: Copthorne Primary School
Teaching School Alliance: Exceed in Bradford TSA
Main areas of work: Professional learning – prospectus published
Specialist Leaders of Education – recruitment
School-to-school support funding

Teaching School: St Edmund's Nursery School
Teaching School Alliance: Bradford Birth to 19 TSA
Main areas of work: Diverse team providing support for school improvement
Teacher training provided through their SCITT (school centred initial teacher training)
Part-time foundation degrees in early years
Research and joint practice development – professional qualifications to Masters level

Teaching School: St Joseph's Catholic Primary School, Bingley
Teaching School Alliance: Catholic Schools Partnership TSA
Main areas of work: School-to-school support
Career development pathways
Teaching and learning continuous professional development (CPD)
Governor training programme
Catholic life and RE – collective worship and RE leadership development

Teaching School: Beckfoot School
Teaching School Alliance: Beckfoot TSA
Main areas of work: School-to-school support
School Direct / initial teacher training provision
Leadership development courses
Training for emerging / middle leaders
Developing core subject leaders
Growing highly effective leaders

Teaching School:	Skipton Girls' High School and Feversham College
Teaching School Alliance:	Northern Lights TSA
Main areas of work:	Teacher specific subject training (physics) Primary / secondary CPD in science learning Newly and recently qualified teachers (NQT / RQT) development programme Leadership support programmes Supporting schools from 'good' to 'outstanding' School-to-school support / Specialist Leaders of Education Initial Teacher Training (ITT)

3. OTHER CONSIDERATIONS

3.1 Review of School to School Support Bids – Secondary Partnerships

Northern Lights teaching school (led by Feversham College in partnership with Skipton Girls High School) is able to bid for funding periodically from the National College to support schools that currently require improvement and are moving towards getting to good. Bids are focused on key school priorities and enable bespoke packages of support to be commissioned to speed up the pace of progress. The case studies below outline the work undertaken over the last 18 months, current activity and the impact of actions taken.

Round One Academic Year 2014 – 15 (extended to Dec 2015)

All bids in this first round had a particular focus on supporting the development of Maths and Numeracy. Three schools were successful in securing funding: Buttershaw Business and Enterprise College, Oakbank and Tong High.

Buttershaw:

- Numeracy work focussed on supporting a 'new in post' Numeracy Coordinator to establish a programme to cover all subject areas but to keep the requirements simple and achievable. Sixth Form students were recruited as Numeracy leaders and they have been successful in supporting Year 7 students in particular. Recent evidence suggests that the developments have been successful and the school will be in a position to demonstrate progress once testing is complete.
- Coaching support was also given to the new Head of Maths to develop her leadership skills in particular
 - Looking at a review of Teaching and Learning to ensure it is at least consistently good and enables all students to achieve well.
 - Implementing the Faculty Improvement Plan.
 - Observing colleagues and giving constructive feedback.
 - Managing Senior Leaders teaching in the Faculty.
 - Developing high quality assessment procedures that support an intervention programme for underperforming students.

The final review with the school was extremely positive, the Headteacher felt that both activities had been successful with good potential outcomes for students.

Oakbank:

- Numeracy developments have been extremely successful with the activities now viewed in the same positive light as the Literacy programme. The school has an

Assistant Head with responsibility for both Literacy and Numeracy who has used the support to develop key activities to improve levels of numeracy and to establish effective assessment procedures. Student leaders have also been recruited.

- A day was spent at a Leeds school to observe alternative teaching strategies with a Consultant and review their application at Oakbank.

The final review was extremely positive of the Numeracy developments and the impact they are already having in terms of student understanding. However, further use of the funding was hampered by the need to recruit a new Head of Maths and other mathematicians following resignations.

Tong

- Numeracy developments have been well received and the approach has been particularly creative. The Consultant recognised the impact of the new approach and the enthusiasm of the new Numeracy Leader who has secured enthusiastic volunteers to develop the scheme further. Students have been very positive about the activities in Tutor time, staff have found the approach creative and imaginative.
- Wider maths support covered a range of activities:
 - KS3 support for maths mastery curriculum development including reviews of the first term
 - Supporting the Asst Head with the overview for Maths to target key areas
 - Working to challenge and support Year 11 Intervention Leader
 - Highlighting key activities needed eg: revision skills, problem solving in Year10, marking and assessment scrutiny, effective use of data.
 - Tackling underperformance with some teachers and alerting Leaders to poor practice
 - Alerting SLT to key issues and participating in the post mock exam action plan as final piece of work.
- The impact of support is most evident in improved progress made by students in Key Stage 3

Round 2 Academic Year 2015 - 16

The focus for this round was a little more wide-ranging but again a key theme was the development of effective leadership and targeted approaches for particular groups of students. Five schools were successful: Buttershaw, Oasis Lister Park, Parkside, Queensbury, Titus Salt, all five have key activities agreed and review dates in place.

Buttershaw

The funding is being used to support the work of Helen Griffin, Jane Tiller (LLE) and Tim Pank (Science Consultant)

The focus is:

- Leadership and Management with a key focus on all SLT
- Continue to improve Teaching and Learning
- Improve achievement with particular focus upon disadvantaged students

The first review highlights progress on all issues and has been verified by Bradford Partnership Review.

Oasis Lister Park

The start of this project was delayed by an OFSTED visit but there are now two key activities:

- Develop and embed new KS3 maths curriculum with SLE support to ensure all teachers are confident and engaged.
- Complete review of SEN and EAL procedures, establish best practice systems and develop and train Assistant SENCO by modelling expectations over the school year and finally make recommendations as to suitability for SENCO position.

First review due in March 2016.

Parkside

Leadership and management is the focus:

- Challenge and support new Heads of Science and Humanities modelling and guiding first year in post. Key focus upon improved outcomes for Y11
- Review and recommend developments needed in Applied Studies with a particular focus on Business Studies and Leadership of the Faculty. Outcomes in Business to be subject to challenge and intervention.
- Support Pastoral Leadership to develop the use of student voice, using data to improve intervention and support KS3 Leaders in particular. Progress Leaders to become more pro-active.

First review due in mid-February 2016

Queensbury

The focus is upon the Core subjects: English, Maths and Science.

- Full review of all 3 subjects by experienced SLEs and action to be based upon review findings:
 - Maths: support for the development of KS3 and final decision in terms of programme to be adopted. Key areas to be addressed are expectations and supporting students to make rapid progress. Development of an NQT with future potential
 - English: 'buddy' support for the Head of Faculty and also develop new KS3 programme with the new TLR holder
 - Encourage the positive relationship developing between Heads of Maths and English
 - Science: support for the Head of Faculty by developing TLR holders to take more ownership of outcomes and to be more aware of alternative strategies by working with SLEs in different schools. Planning time will be supported by the Teaching School and the 'end product' agreed with SLT and HoF, but prime objective is to offer more engaging student activities and an appreciation of what students can achieve.

The first review is due at the end of March 2016

Titus Salt

The focus is on developing the leadership team in English with a particular focus on boys and securing achievement:

- Review schemes of work to ensure continuity between year groups and effective assessment and standardisation of marking

- External monitoring of student progress with feedback on skills, understanding and techniques needed
- Establish intervention programme to impact on skills development and understanding
- Develop teaching and learning strategies and intervention programme to impact on boys' achievement
- Key Stage 4 leaders to work with the Teaching School to revise Schemes of Work at KS4 with a particular focus on Victorian Literature.

The first review is to be held on 3rd February 2016.

3.2 **Exceed in Bradford Teaching School Alliance: Update – January 2016**

School Direct

- 25 School Direct primary trainees for 2015-16, representing approximately 25% of all the Bradford Birth to 19 SCITT trainees.
- 13 salaried School Direct positions and 9 unsalaried places filled for 2016-17 (only 4 short of the 2015-16 total).

School-to-school support, including Specialist Leaders of Education (SLE)

- 13 of the 18 accredited SLEs have been deployed to provide school-to-school support.
- 5 Leaders of Excellent Practice (LEP) accredited. All 5 have been deployed.
- Schools invited to nominate potential applicants to attend an SLE Briefing on the 4th February.
- A local programme of SLE training commences on 8th February led by Exceed in Bradford and Birth to 19 Teaching Schools.
- 8 School to School Support Fund applications submitted in November 2015. Outcomes expected in the coming weeks.
- 2 National Leaders of Governance (NLG) have been deployed to provide school-to-school support to Governing Bodies.
- 1 National Leader of Education (NLE) has been deployed to support two local schools.
- 'Commissioning School to School Support Guidance for Headteachers' developed in partnership with the other Teaching Schools.

Professional learning

- 444 delegates from schools have attended 25 Exceed-facilitated training CPD since September 2015.
- 97% of all areas evaluated record the events as 'outstanding' or 'good'.
- 24 Governor training sessions have been delivered in partnership with the LA.
- 110 Governors have attended the session delivered to date. 95% rate the training as 'good' or better.

Leadership development

- National Professional Qualification of Senior Leadership (NPQSL) cohort of 11 school leaders currently being delivered.
- National Professional Qualification for Middle Leadership (NPQML) delivered from 22nd February 2016 (Cohort 3).

Teaching School Alliance

- Exceed in Bradford TSA has applied for Horton Grange Primary School to be accredited as a Teaching School and National Support School alongside Cophthorne Primary School.

3.3 St Edmund's Nursery School and Children's Centre: *Belong, Believe, Succeed*

St Edmund's Nursery School and Children's Centre:

- School awarded Ofsted outstanding 3 times, most recent February 2015
- The only outstanding Children's Centre in Bradford
- Lead agency for the West Bradford Children's Centre cluster (7 centres)
- Newly designated as a Centre of Excellence for New Arrivals
- Newly designated as an Academy Sponsor
- Currently establishing a Multi-Academy Trust
- At second stage of application to open an All Through (ages 4 – 19) Free School in September 2018

Bradford Birth to 19 Teaching School Alliance:

- St Edmund's awarded National Teaching School status in 2013
- Teaching School Alliance has grown to include 80 schools across Bradford, with 9 schools as key strategic partners from across all phases and sectors
- Awarded status as a School Centre for Initial Teacher Training (SCITT) in 2014 – largest recruiter of school-led initial teacher training in the north of England
- Leading an Early Years Hub on behalf of National College for Teaching and Leadership (NCTL) in 2015

System Leadership:

- Anne-Marie Merifield – Executive Headteacher, St Edmunds and Lilycroft (both Ofsted Outstanding); National Leader of Education
- Lindsay Mihailovic – Head of School; Specialist Leader of Education
- Sarah Gordon – Assistant Head of School/EYFS Leader/SENCO; Specialist Leader of Education
- Christian Bunting – Teaching School Director
- Katie Waring – Head of Initial Teacher Training
- Christopher Tolson – Head of Teaching and Learning; Specialist Leader of Education
- Andrea Layzell – Workforce Development Leader
- Consultant support:
- Jackie Eames – School to School Support Consultant (retired Executive Headteacher of Ofsted outstanding secondary school and National Leader of Education)
- Linda Marshall – Talent Management and Education Leadership Consultant (retired All Through Principal and Specialist Leader of Education – currently

Talent Management and Succession Planning

Initial Teacher Training

- Lead for Bradford Birth to 19 School Direct from 2012. Since then, we have inducted over 100 teachers into the profession (90% working locally in early years, primary, secondary and special schools).
- Awarded SCITT in 2014 – responsible body to award QTS and PGCE generating an income of £1 million.
- Design and delivery of unique programme for ITT training, delivered by 20 local primary schools.
- Currently training over 100 primary teachers through the SCITT, of whom 20 are specialising in Early Years and 15 School Direct Secondary Teachers.
- Collaboration with Sheffield Hallam University.
- Spoken to 400 potential applicants; processed 100 applications and currently offered 40 places for 2016-17.

School to School Support

- Currently deploying 12 system leaders to 12 schools.
- Successfully received in excess of £100,000 of school to school support funds through NCTL.
- Recruited 17 Specialist Leaders of Education and currently interviewing 12 additional SLEs.
- Strategic Board includes 2 National Leaders of Education and 2 Local Leaders of Education and two Area Heads, all deployed to support Bradford schools.

Leadership Development

- Our approach to talent management and succession planning has been adopted by other Local Authorities and partners.
- Ongoing research and development at all levels.
- Suite of MA accreditation opportunities through Sheffield Hallam University.
- Innovative leadership training including Aspirant Academy/Free School Principal Programme and Resonant Teacher/Leader Programme.
- Generated in excess of £80,000 in R+D grants through NCTL (Closing the Gap, Evidence Based Teaching, EYFS).

Early Years Foundation Stage Hub

- Strong links with private and voluntary providers in West Bradford, expanding across the district.
- Developing workforce through Foundation Degree offer to early years, school and health staff in collaboration with Pen Green Research Development Base.
- Baseline of quality improvement work using ITERS and ECERS environment rating scales.
- Bespoke whole team training available to settings.
- Developing a career path for early years practitioners and associate staff in schools.
- Part of a national pilot of the HELLO Project with the National Literacy Trust, supporting outcomes in language and communication.

Representation on:

- Bradford Local Authority/Teaching Schools/Partnership Change Management Group
- Education Improvement Strategic Board
- Education Improvement Commissioning Board
- EYFS Change Management Group
- Yorkshire and the Humber Teaching Schools Forum
- Bradford Teaching Schools Forum
- West and Central Yorkshire School Direct Network and Steering Group

A Community who live and learn together

St Edmund's Nursery School and Children's Centre, Washington Street, Girlington,
Bradford BD8 9QW

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4. FINANCIAL & RESOURCE APPRAISAL

- 4.1 Teaching Schools and their Alliances are responsible for their own budgets which are kept separate from the budget for the running of their schools

5. LEGAL APPRAISAL

- 5.1 None.

6. NOT FOR PUBLICATION DOCUMENTS

- 6.1 None.

7. OPTIONS

- 7.1 Not applicable.

8. RECOMMENDATIONS

- 8.1 Committee Members are requested to consider and note the information provided.

9. APPENDICES

- 9.1 None

10. BACKGROUND DOCUMENTS

- 10.1 None