

Leading Learning Forward TSA

Research & Development Programme

2015

Improving Practice, Improving Attainment



Teaching & Leadership Case Studies

19 March 2015

Introduction

The first LLF TSA conference took place on Thursday 19 March 2015 at the Learning Development Centre in Scunthorpe, North Lincolnshire. The conference explored the themes of **improving practice and improving attainment** through a series of keynote presentations and case studies presented by school leaders, teachers and governors from Leading Learning Forward TSA partner schools and organisations. This publication contains a detailed summary of each case study.

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Acknowledgement & Appreciation

The Strategic Board of Leading Learning Forward TSA would like to acknowledge the considerable commitment and hard work of everyone who has contributed to the case studies in this publication.

The Board would like to extend its appreciation to the headteachers, senior leaders, governors and teachers from schools and partner organisations that supported and contributed to the TSA's first Research & Development conference in 2015.

19 March 2015

Case Study 1

Improving Outcomes through Evidence Based Teaching

Gill Hunt

Director of Learning & Teaching, The St Lawrence Academy, Scunthorpe

This case study describes how one school sought to encourage all teaching staff to research strategies that would improve the quality of learning and teaching in the Academy, monitored and measured through by a termly observation cycle.

Improving outcomes through Evidence Based Teaching

Can in house CPD improve the quality of learning and teaching across the academy?

Context

The St Lawrence Academy – an 11 to 16, mixed ability, co-educational, Church of England Academy. Gill Hunt Director of Learning and Teaching (2014)

Purpose

To encourage all teaching staff to research strategies that would improve the quality of learning and teaching in the Academy, monitored and measured through our termly observation cycle. Ofsted 2011, stated that the academy needs to “Increase the proportion of good and outstanding teaching” <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135674>.

Organisation, training and research

The academy hosted a CPD event facilitated by Mike Bell (Evidenced Based Teaching Network/author) to launch the new approach to whole school research CPD.

All teaching staff were organised into cross curricular groups of 4 members of staff with a specific brief to research strategies from The Sutton Trust (2011) Improving the impact of teachers on pupil achievement in the UK – www.suttontrust.com/public/.../1teachers-impact-report-final.pdf.

Other research included:

- Coe, Robert. Aloisi, C. Higgins S & Major, L. (2014) What makes great teaching? <http://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14.pdf>
- Bell, Mike How Brains Learn An illustrated Guide (E-book), EBT (2012) Evidence Based Teachers Network <http://www.ebtn.org.uk/>

All the members of staff attended the Mike Bell presentation. Bell highlighted ten teaching strategies that are proven to have had a positive impact on attainment from the Sutton Trust.

Data was to be collected and analysed from lesson observations by middle and senior leaders to measure the impact of the strategies developed and implemented in EBT groups on the overall quality of learning and teaching.

Highlights and recommendations from the case study

Highlights

Staff collaboration has improved substantially moving from departments to a cross curricular departmental approach via group selection. Evidence that supports this approach is illustrated in the termly learning and teaching magazine, the Meet, Eat and Teach sessions half termly and the group action plans with individual diaries.

Lesson learnt

Allow groups to select their own strategy that they have a particular interest in.

Intentions

An EBT/CDP Action Group will be established through volunteers who will share good practice from the research via CPD sessions within the academy and twilight sessions within the authority.

Recommendations

Develop a strategy for co-ordinating CDP with the aim of improving individual teacher knowledge of good practice, overseen by SLT and actively supported by trustees; whole school approach relating to the importance of evidence based research; provide dedicated time for research CPD with small cross departmental supportive groups who share their research at the Meet, Eat and Teach sessions and encourage staff that display enthusiasm by giving extra responsibility, resources and the opportunity to attend relevant courses. (For example the outstanding teacher program LLF TSA)

Conclusion

Staff certainly appeared to be developing a Growth Mind-Set, as seen from group action plans, individual diaries, Meet, Eat and Teach sessions and CPD videos.

A proxy indicator of this success is illustrated through the analysis of the data from the whole academy lesson monitoring and observation process.

Early indications from the autumn reviews demonstrate an improvement in the quality of learning and teaching via the % of good and outstanding observation grades awarded.

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Case Study 2

Improving Teaching & Learning through Talk for Writing

Kaley Milburn

Specialist Leader of Education at Frodingham Infant School

This project sought to improve learning outcomes in writing for children through improved teaching and learning. The case study explores the use of *Talk for Writing* strategies to develop language and to support children with their writing, through text mapping, games and an engaging curriculum.

How the case study was undertaken

- *Talk for Writing* training was accessed over 4 days at a local school. The literacy coordinator and a TA attended. Our school already had success at developing children's use of language, and most children already made good progress in writing, enjoying a cross curricular approach.
- We wanted to do even more, as many of the children who attend our school have limited opportunities outside of school, and many have minimal knowledge of stories, poems and rhymes.
- We knew that *Talk for Writing* centred on children knowing selected stories inside and out, and we knew that this could only benefit our children. This meant that it was very important to choose a motivating stimulus, and the right texts to use as exemplars.
- Text mapping was begun and used to support children
- *Talk for Writing* began in year 2, and the successes in this case study focus on year 2, however, the *Talk for Writing* strategies have been rolled out across the school, and are already having a positive impact.
- Staff meetings in school disseminated ideas and information from the training course, and opportunities for staff to have a go at using some of the techniques for poetry, story writing and non-fiction writing have been met with enthusiasm.
- Staff observations were undertaken to see some of the talk strategies in action.
- Writing moderations were undertaken.
- Pupil interviews were undertaken to ascertain their perceptions of themselves as writers, and what they thought helped them to become better writers.

Which groups and individuals were involved in the study

Initially, we began with teachers, TAs and children in year 2, and in September 2014, this rolled out into year 1. In November, the foundation stage began to use some of the *Talk for Writing* strategies, and this will continue to be developed over the year.

Relevant research, literature, data sources

We purchased Pie Corbett's books, and found the Poetry writing book and the *Talk for Writing* across the curriculum book particularly useful.

What was witnessed, observed, reported, analysed

- Children using the approach made good progress in writing, and every child made at least 4 APS, with a large proportion make 5+. Boys and girls, Pupil premium, EAL and SEND children all made good progress using these methods. There wasn't much difference between the progress of boys and the progress of girls.
- A greater proportion of children said that they now enjoyed writing, and thought they were either good at it, or improving. Many said that having more opportunities to talk about writing meant that they had a better idea of what they should write.
- Teachers are modelling how writers talk and think when assessing their own writing, and creating a safe learning environment where children can collaboratively assess their own learning.

Highlights

- Children's enthusiasm for writing and confidence to have a go has increased. It has had a positive impact in particular on lower achieving boys who previously struggled with writing.
- Particular highlights included a lower ability boy, who for the first time ever, had written a set of instructions (on 'How to trap a dragon') using his text map, completely independently.
- A lower ability child jumping up in the middle of a lesson and shouting: "I can do it! I can do it! That's my best writing EVER!" **and** "Can we do some more writing?"

Recommendations

- Good staff subject knowledge is vital.
- Plan an engaging curriculum that makes children really WANT to write. Providing a motivating stimulus will motivate children and facilitate understanding.
- Make time to talk about texts. Ensure there is time to orally rehearse texts.
- Invest in quality books. Money well spent will make a difference.
- Make sure every classroom has a magpie tree, and that it is a working display, not a pretty, completed display that children do not use.
- Begin with poetry, and use it to develop language choices.

Conclusion

Talk for Writing has been successful in supporting children with the writing process. It now needs to be embedded fully across the school, along with a greater emphasis on feedback to support the writing process.

Case Study 3

Narrowing the Gaps using Pupil Premium Funding

Ben Creasy

Vice Principal, The Axholme Academy

This case study explores how one school has used and shared a range of approaches to narrow attainment gaps between disadvantaged students and their peers. It considers some effective ways to demonstrate the impact of Pupil Premium funding in a secondary school setting.

Questions to be answered

1. How can Pupil Premium funding be used to close the attainment gaps between students eligible for Pupil Premium funding and their peers?
2. How can we identify students' barriers to learning across the curriculum and what mechanisms can be used to accurately allocate, monitor and evaluate Pupil Premium funding in a secondary setting?
3. What is an effective way to demonstrate the impact of Pupil Premium funding in a secondary school setting?

Date: October 2014

Purpose of case study

To share the approaches that we've developed since April 2011 when secondary schools received Pupil Premium Funding to narrow attainment gaps (NtG) between disadvantaged students and their peers.

How the case study was undertaken?

Each member of our Leadership Team and every governor is responsible for the NtG agenda. The case study has emerged from termly NtG meetings dedicated to planning, monitoring and evaluating our Pupil Premium spend.

Which groups were involved?

Students eligible for Pupil Premium funding (FSM Ever 6 and Looked After Children).

Research, literature and data sources?

- The Sutton Trust – EEF Teaching and Learning Toolkit
- The Pupil Premium (OFSTED, 20 Sep 2012)
- The Pupil Premium: how schools are spending the funding successfully to maximise achievement (OFSTED, 11 Feb 2013)
- The pupil premium: an update (OFSTED, 16 Jul 2014)

What was witnessed

Evaluations of individual activities show improvements in terms of students' attitude to learning, levels of engagement and participation in out of hours learning activities. However, to date, we have not witnessed a consistent pattern of attainment gaps narrowing at a whole school level.

However, I believe that we have now developed approaches that will achieve the desired results over time (outlined below).

What was analysed

Pupil Premium (PP) and Not Pupil Premium (NPP) group averages for:

- English & Maths predicted Point Scores
- Headline performance indicators (3+ LoP, 5+A*-C inc E&M, 5+ A*-C)
- Effort grades
- Behaviour logs
- Attendance

Lessons learnt

Raise aspirations - Our target setting is based on students' prior attainment. The only other factor that feeds into target setting is whether a student receives PP funding. For PP students we add an additional 2 points (1/3 of a grade, 1 sub grade) onto their targets. We add 2 points as this is the attainment gap on entry between our PP and NPP groups. This additional challenge is also factored into our flightpaths enabling PP students to know what level they should be working at each term.

Raise awareness - We ensure that all student tracking systems contain the PP Indicator as a key student data field.

Drill down - Our whole school headline predictions haven't yet shown impact of focused PP activities. In order to show impact, we now identify key students in all years (grade D in En or Ma, predicted 2 Level of Progress in En or Ma), produce individual student case studies, plan focused provision and evaluate impact at student / subject level. When these students make progress, this impact will now be demonstrated in our headline figures.

Maintain awareness - We've developed a mechanism for all subjects to submit funding bids for PP students identified as at risk of underachieving in any subject. Bids are submitted and approved termly. Staff and governors are updated termly on approved bids to share best practice.

Lead by example - The leadership team hold termly NtG meetings involving governors, core subject leaders and the Leadership Team to plan, monitor and evaluate PP student case studies.

Don't leave it too late - Most of our NtG strategies take place during KS3. If the gap is narrowed during KS3, there will be less 'firefighting' to do during KS4.

Curriculum - Research has shown that low literacy levels are the main barrier to learning for low attaining PP students. We have introduced discrete literacy lessons and intervention during KS3 for all students in the low prior attainment band, which consists of a disproportionately large number of PP students.

Future intentions: Parental engagement – Core subjects have developed a list of equipment that they recommend for students. Parents are being contacted asking them what equipment their children don't have access to. We then intend to purchase the equipment for students using Pupil Premium funding.

Conclusion: Our recent KS4 headline figures have shown a large attainment gap between PP and NPP students. Our work has taken us on a journey which has resulted in developing a range of strategies that will make a positive difference for our disadvantaged students. We now need to fully embed our systems and remain flexible to the changing needs of our disadvantaged students if we are to achieve our ambition of closing attainment gaps. When these strategies are shown to have a positive impact, we will look to apply them to other high priority groups including mobile students, most able students and boys with low attainment on entry.

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Case Study 4

Improving Inclusive Practices for Behaviour & Safety

Dr Pat Frankish

Chair of Governors, Huntcliff School

This case study explores the relationship between governors and senior leaders in one school's context to audit inclusive practices and improve the leadership and management of behaviour and safety across the school in the drive towards school improvement.

Background

- Improving inclusive practices at Huntcliff on our journey to Outstanding
- Huntcliff School
- Converter Academy
- Mixed rural comprehensive in Kirton in Lindsey

Dates: 2013/2014

Purpose: To audit the inclusive practices at Huntcliff, identify areas for improvement and implement actions to improve further.

Organisation

How the case study was undertaken

Challenge from the governors to audit inclusive practices and improve where necessary to secure an outstanding judgement for Behaviour and Safety

- SLT rose to the challenge, conducted an audit against the criteria for the Inclusion Quality Mark, designed an action plan to address key areas for development, implemented the actions, sought external assessment and achieved the Inclusion Quality mark.

Which groups and individuals were involved in the study?

- Led by Deputy Headteacher (Inclusion) parents, primary schools, learners, governors, teachers, associate staff, external support staff

Relevant research, literature, data sources

- Education Endowment Research case studies from Sutton Trust
- Visits to other schools and discussions with senior colleagues
- RAISE
- Internal tracking data
- Training programmes (local and national)

What was witnessed, observed, reported, analysed

Areas of school life were analysed:

- Inclusive values
- Learning environment
- Learner attitudes and values
- Learner progress and impact
- Learning and teaching
- Parents, carers and guardians
- Governing body and external accountability
- The school in the community

Highlights and recommendations

Lessons learnt and future intentions

- Successful Achievement of the nationally recognised kite-mark: Inclusion Quality Mark
- *'As the IQM assessor I received a consistently positive response from children, parents and staff. The governors were supportive and recognised the importance of inclusion. Children with a variety of needs are welcomed at Huntcliff. Parents appreciate the support their children have been given to enable them to progress. The children's voice is heard and evidenced through the work of the school's council.'*
- *Our future intention is to become an IQM Centre of Excellence and work in conjunction with other schools*

Recommendations for teachers, leaders and/or governors relating to the promotion of excellent practice in their organisation(s)

- It must a shared whole-school ownership of the project
- There has to be shared appetite and commitment towards outstanding practices; a shared ambition
- A willingness to engage in external scrutiny and to take on board advice for further improvements
- Have an established mechanism for effective communication systems for stakeholders
- The courage to try new inclusive practices and not be afraid of not getting it right first time

Case Study 5

Establishing First Class Governance

Tracy Millard

Headteacher, St Hugh's National Teaching School

This case study describes how one school sought to identify and review aspects and roles of governance in order to ensure outstanding governance. The process reviewed the effectiveness of the governing body and its self-evaluation systems.

Background

- The development of this piece of work was to identify and review aspects and roles of governance in order to ensure outstanding governance. The process reviewed the effectiveness of the governing body and its self-evaluation systems.
- This was led by Tracy Millard and included partnership working from the whole of the governing body including the clerk of governors.
- It was over a time period of 2 terms for planning and implementation and a further term to review and continue to embed.
- The purpose of the case study demonstrates the need for an 'outstanding' governance to continually challenge their way of working and redefine what constituted effective practice.

Organisation

- Initially an audit of how governance currently worked was conducted focussing on the impact and achievements of the current structure.
- The work involved the senior leadership team, the staff of the school and the governors.
- Data sources were used to inform the process. A paper was written by the head teacher in order to promote self-evaluative factors within the process. Papers consulted were:
 - Ofsted schedule
 - Good Governance NCSL July 2012
 - The handbook for effective governance

The governance self-evaluation toolkit was also considered, and more recently A Framework for Governance – A Flexible Guide to strategic planning).

Highlights

- The animation of governors using live examples of school practice and experience to search for solutions.
- Through a wider experience of school practice and participating in school activities more confident governance.

Lessons Learnt

- There could have been greater consultation with a wider staff group.
- Never underestimate your true potential – there is always more than way to achieve the same outcome.

Recommendations relating to excellent practice

- To ensure a continuous self-evaluation process which is embedded into the core functions of governance ensuring a continuous improving governing body.
- An established framework that is strategic and incorporates management features.
- Ensure the process stills gives autonomy to the headteacher but robust enough ensuring accountability.
- Clear expectations between governors (each other) of what is expected of them ensuring a shared understanding of expectation.

Conclusions

- Governors re - strengthened commitment and understanding.
- Stronger partnership working with governors and whole school staff.
- Greater understanding of the staff group regarding the role of the governors.
- Stronger presence within school regarding governors leading our school.
- Individual relations built between students and individual governors.

The focus of this study was to make the governing body fit for purpose as expectation and national guidance had continued to be updated putting further demands on the functions of the governing body. This study needed to happen in order to ensure the governing body were fulfilling all of their responsibilities succinctly and with purpose as it must not be forgotten this this role is after all voluntary

If you would like to discuss our Governor Journey please contact Tracy Millard (Headteacher), Liz Kearsley (Chair of Governors) or Bob Dasey (Vice Chair of Governors).

Case Study 6

Twenty Questions to Effective Governance

Dawn da Costa

Chair of Governors, The Axholme Academy

This case study describes how one school set out to critically review their performance using the 'Twenty Key Questions for a School Governing Body to Ask Itself' and how through a process of self-assessment the Governors considered their skills, effectiveness and accountability as well as the impact of school leaders on the outcomes for students.

Introduction

This case study reflects on an exercise conducted by the Board of Governors of The Axholme Academy to critically review their performance using the 'Twenty Key Questions for a School Governing Body to Ask Itself'¹. This self-assessment framework asks 20 questions divided across seven sections including whether a Governing Body has the right skills, is effective, engages with relevant stakeholders, holds the school leaders to account and importantly, has an impact on outcomes for our students.

The new Chair of Governors wanted to conduct a review that would enable some critical reflection but would be non-threatening, easy to use and promote discussion about areas of strength and identify improvement opportunities. The exercise was first conducted in October 2013 and repeated in September 2014.

The September 2014 review took place during a Governing Body meeting where the agenda was carefully considered to ensure sufficient time to conduct the exercise. Governors, the Principal and the Clerk were involved in the review.

On the original framework governors are asked to make a yes or no judgement against each question however this was perceived as too strict and so a Red, Amber, Green approach (RAG) was adopted; Red was an area in need of development, Amber had some positive aspects but there was room for improvement, and Green was a positive/strength area of governance. Interestingly the National Governors' Association² also uses the RAG rating scale for its self-assessment template and guidance.

The framework was shared in advance of the meeting with governors and then during the meeting Governors were given stickers. They were asked to consider each question and invited to place stickers on pre-prepared charts. No limit was given on the number of stickers used so if a Governor thought one aspect was a particular strength, or weakness, then they could post as many stickers as they liked. The stickers also provided anonymity so that individual Governor reflections were not exposed to the whole group, unless they were happy to share.

The stickers provided an instant visual assessment which provoked a discussion about priorities for improvement and areas of strength that could be built upon. Ideas to improve the Governing Body were shared and in turn translated into a Governor Improvement Plan. The Plan is reviewed on a termly basis in line with the School Improvement Plan review.

Highlight: what success looks like

The all Party Parliamentary Group on Education and Leadership recognised that "strong governance is essential for good schools... While there are some magnificent governing boards, there are also still some

¹ All-Party Parliamentary Group on Education Governance and Leadership (2012); Effective Governance for Good Schools – Twenty key questions for a school governing body to ask itself

² National Governors' Association www.nga.org.uk

working in isolation without a good understanding of what constitutes effective practice or success. We suggest that every school should engage with these '20 questions'."

"As a new chair of governors with limited experience of governance I had little or no concept as to what effective governance (success) looked like. The outgoing chair had started to raise the expectations of governance and I was keen to ensure that the valuable volunteer time given was used to the best effect. There is a plethora of information available and I was starting to drown in guidance when I came across the 20 Questions Framework. Easy to understand, on a page, and addressing all aspects of governance, this seemed like an ideal framework to use and I have not been disappointed."

Chair of Governors

The 20 Questions framework not only enabled the Governing Body to understand what success looks like but in turn legitimatised a number of interventions that may have been previously resisted or questioned, for example, conducting a skills audit, networking/collaborating with other governing bodies, communications with parents and the community, and 360° feedback of the Chair's performance.

Highlight: governor engagement

Governing Body activities generally focus on the effectiveness of the school/academy with little or no opportunity to review their own performance. This self-assessment was the first opportunity for governors to engage in open dialogue about what was working and share issues and concerns regarding governance.

"On the evening our chair introduced 20 Questions, it presented the opportunity for us as governors to actually move about the meeting and talk to each other about what we thought we knew about governance. Up until that point, I hadn't actually had a chance to really chat with those I didn't know and it really broke the ice. Our chair presented the questions as a RAG review where we placed stickers against the questions as our answers which made the process even more interactive and gave immediate and highly visual results."

New Governor

The anonymous nature of the stickers enabled governors to share what they were comfortable with. The coloured stickers visually and quickly identified the 'red' and 'amber' areas allowing a conversation about why this was an area for development and how it could be improved in the future. This also resulted in good ownership of the Governor Improvement Plan.

One of the key issues identified was that Governors knew they need to visit the school but were unsure about how, when and for what purpose. As a result School Visit Guidelines were developed and agreed. These were presented to teaching staff as part of an Inset day. A calendar of key events/meetings was developed and kept up-to-date highlighting naturally occurring opportunities for Governors to visit.

"In order to work effectively and efficiently as a governor team we need to know our areas of weakness and strengths, so by completing the self-assessment we are able to identify this. By using stickers it makes a quicker process of completing the assessment and evaluation is instantly recognisable through using coloured stickers. We can use this assessment as a marker for the future to see if we are still as knowledgeable and on track. As a team I don't think we meet regular enough to make any significant change but the assessment works as a great memory aid to re-focus back on areas which we need to."

New Governor

Are we having an impact?

The twentieth question of the 20 Questions framework is the fundamental one; are we having an impact on outcomes for pupils? For most Governors this is an important measure too, as if they feel they are not having a positive impact then their motivation to continue will be affected. In the second edition of the 20 Questions this question has been changed to “How much has the school improved over the last three years, and what has the governing board’s contribution been to this?”

Governors felt they were having an impact but struggled to identify tangible examples of their contribution. This promoted a healthy discussion regarding impact and how this could be measured in the future.

“I think the exercise provided a really useful focus for governors’ self-evaluation of where they were at the time. Getting up and using the stickers was a good way of stimulating discussion and providing a visual representation of strengths and areas for development. The review highlighted areas where the GB needed to develop and provided a template for improvement. I think that the GB will keep returning to the 20 Questions as part of self-review. As the 20 Questions exercise is updated this will ensure that their focus remains sharp.”

Principal

Governance has been strengthened as a result of the 20 Questions review and development plan, ensuring a positive impact on student outcomes. For example, implementation of streamlined committee structures, a focus on strategic planning and alignment to Governing Body activities and meeting agendas, introduction of mid-year appraisal meeting for the Principal, and changes to the link Governor structure.

Next steps

The Governing Body will continue to progress the Improvement Plan and use the revised 20 Questions framework to reflect on and develop their effectiveness. For the 2015 review it is proposed to involve other Governing Bodies as part of a local Collaborative Trust in peer reviewing the 20 Questions self-assessment. A Collaborative Trust Governing Body meeting is being planned where good practice across the 20 Questions can be shared.

Recommendations

1. Governing Bodies use the 20 Questions framework to critically review their performance identifying areas of strength and development
2. Governing Bodies use this review to develop an improvement plan and monitor progress on a termly basis
3. The Governing Body review is aligned to the review of the School’s performance where Governance performance and development is integral to the success of the School and not seen as separate to it
4. Governing Bodies should include a review of the critical differences between the 2012 and newly published 2015 ‘20 Questions’ in their full Governing Body meeting, to emphasise the strategic nature of governance (see comparison document attached)

Conclusion

The Axholme Academy highly recommends the use of this 20 Questions Framework as a tool to:

- collectively review governing body effectiveness
- evoke discussions about what works, and what could be improved and how
- give governors an understanding of what effective governance looks like
- ask the critical question ‘How are we having an impact on student outcomes?’
- provide a benchmark to measure the impact of improvement initiatives.

20 questions every governing board should ask itself

1. *Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?*
2. *How well do we understand our roles and responsibilities, including what it means to be strategic?*
3. *Do we have a professional clerk who provides legal advice and oversees the governing board's induction and development needs?*
4. *Is the size, composition and committee structure of our governing board conducive to effective working?*
5. *How do we make use of good practice from across the country?*
6. *Do we carry out a regular 360° review of the chair's performance and elect the chair each year?*
7. *Do we engage in good succession planning so that no governor serves for longer than two terms of office and the chair is replaced at least every six years?*
8. *Does the chair carry out an annual review of each governor's contribution to the board's performance?*
9. *Does our vision look forward three to five years, and does it include what the children who have left the school will have achieved?*
10. *Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regularly monitor and review the strategy?*
11. *How effectively does our strategic planning cycle drive the governing board's activities and agenda setting?*
12. *How well do we listen to, understand and respond to our pupils, parents and staff?*
13. *How do we make regular reports on the work of the governing board to our parents and local community?*
14. *What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?*
15. *How well do we understand the school's performance data (including in-year progress tracking data) so we can properly hold school leaders to account?*
16. *Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?*
17. *How well does our policy review schedule work and how do we ensure compliance?*
18. *Do we know how effective performance management of all staff is within the school?*
19. *Are our financial management systems robust so we can ensure best value for money?*
20. *How much has the school improved over the last three years, and what has the governing board's contribution been to this?*

(National Governors Association, 2015)

For more information or to discuss this Governance self-assessment tool in more detail, please contact governors@theaxholmeacademy.com

Case Study 7

From Good to Outstanding in the Early Years

Naz Goulthorpe

Specialist Leader of Education & Foundation Stage Co-ordinator, Frodingham Infant School

The case study describes a programme of work with Foundation Stage leaders who are striving to achieve “Outstanding” status. Whilst schools will know what ‘Outstanding’ means in Ofsted terms, knowing how to get there and what it means in practice are less clear. This project set out to support practitioners in analysing their strengths and identifying areas for improvement through reflective practice.

Project Leaders: Naz Goulthorpe & Janine Burnham

Naz & Janine are both Specialist Leaders of Education for the Early Years and also successful Foundation Stage Co-ordinators at their respective schools. As Local Authority moderators they have extensive experience of supporting practitioners in developing their own practice & provision within their own settings. The training they offer is focussed on the process of successful change and development including:

Supporting all schools to be good or outstanding
Supporting excellent provision and practice

‘Moving from Good to Outstanding in the Early Years’

Aim: To work with Foundation stage leaders who are striving to achieve outstanding status. Whilst schools will know what ‘Outstanding’ means in Ofsted terms, knowing how to get there and what it means in practice are less clear. Our course was intended to support practitioners in analysing their strengths and to identify areas for improvement through reflective practice.

Our aim was to enhance the current knowledge and skills of practitioners to meet the requirements underpinning effective practice, in all areas of learning and development.

Our aim was to support practitioners with:

- Developing excellent early years provision & practice through adult led and child-initiated play contexts
- Creating an enabling learning environment
- Using a range of tools for the effective monitoring progress in the EYFS
- Looking at transition processes within settings to ensure effective continuity for children during periods of transition

We delivered our training over a series of four sessions.

Session 1: Effective use of assessment and data

- Examining the principles underpinning accurate observation, assessment and record keeping
- Establishing a baseline and tracking children's progress to the end of the EYFS
- The EYFSP--making judgements: a best fit approach
- Tools for monitoring progress in the EYFS

Session 2: Moving Learning forward through adult directed learning

- Identifying quality teaching and learning across the Prime and Specific areas of learning
- Using Development Matters to effectively support child development and learning
- The adult's role in engaging children and enhancing their learning
- A tour of an effective Reception Unit (Frodingham Infant School) to observe high quality adult led teaching/learning

Session 3: Moving Learning Forwards through continuous play provision

- Creating an enabling learning environment
- Organisation and management of continuous play provision
- Providing stimulating and meaningful experiences for children inside and outside
- Using open-ended natural resources
- Explore playing and exploration, active learning, creating and thinking critically in practice
- A tour of an effective Nursery & Reception Unit (Lincoln Gardens School) to observe high quality child led/play based learning

Session 4: Effective Transition arrangements from EYFS to Yr. 1

Supporting successful transfer and transition for children moving from:

- Home/day care to nursery
- Nursery to Reception
- Reception to Year 1

Impact of our training on delegates' own settings & provision

"We have rearranged room/provision to support learning further." "I found this really useful and have put some ideas in place such as provision mapping and grouping." "We will give greater consideration to our continuous provision as the year progresses." "We are now getting rid of areas that children are receiving learning from". "We will re-write our transition policy in more detail." "We will share assessment and data analysis with all staff." "We have decided to remove provision from areas that children are not benefitting from in terms of progress".

Conclusion: The feedback from the delegates was extremely positive (see evaluations). Two participants did suggest that they would like more ideas on resources and ideas for play provision within their own settings. On reflection, we feel that further training around the basics of what makes a good foundation stage unit may be useful to some settings in the first instance.

Case Study 8

Improving the Teaching and Learning of Phonics

Kaley Milburn

Specialist Leader of Education, Frodingham Infant School

Aims: The project aimed to improve learning outcomes in reading and writing for children through improving the teaching and learning of phonics and to demonstrate a positive trend of improvement over time through rising standards within another school. It aimed to contribute to improving the outcomes for children through developing the capacity of middle leaders in the school; improving understanding of pedagogy so that learning is appropriately tailored to meet the needs of all pupils in the setting. It also aimed to support and develop TA's and use them effectively to progress children's knowledge, understanding and skills.

How the case study was undertaken

The project involved working with Teachers and TAs across the school, but with a focus on developing the new to post literacy coordinator so that she could continue to develop staff once the project was completed. An action plan was devised that ensured the involvement of all staff. Visits and observations in St Hugh's and Frodingham Infant school were planned.

Initial discussions with the head teacher and the literacy coordinator highlighted that there was no consistent approach to the teaching of phonics to support reading and writing in the school. There was a range of teaching staff, from secondary subject specialists, to primary trained staff with some knowledge of various phonics schemes, to those who had never taught phonics before. There were many TAs, who also had had varied exposure to and opportunities to support children using phonics strategies. Where staff did have experience, they had used a variety of schemes, from Letters and Sounds, to Read Write Inc., but even those staff with experience had concerns over how it could be implemented in their setting. There were also concerns over 'who' should be responsible for the teaching of phonics.

Addressing subject knowledge gaps

- A twilight training session for TAs was undertaken, which addressed some of the gaps in subject knowledge that had been identified by the literacy coordinator. This session identified that subject knowledge for phonics varied greatly across the school. Many TAs had very limited knowledge, and many left the session enthusiastically, saying that they had found it very useful, and would like to observe phonics sessions in other settings. TAs were given a handout with the phonics phases, useful vocabulary and definitions, and a list of websites and games.
- A second twilight training session addressed gaps in subject knowledge for Teachers and TAs. There were again, great variations in subject knowledge. Some of the staff who had previous experience of phonics teaching in other setting led a discussion of schemes and strategies they had used, and their effectiveness.

Writing moderation and developing middle leadership through observations

- A writing moderation exercise highlighted areas for support, including moving some children on from copywriting, using phonics to support.
- Reading materials available to pupils in school were examined, and a more varied collection of 100% decodable texts, and high interest, low level schemes sourced and considered. Book banding the reading scheme was discussed to aid the mixing of several reading schemes which would allow for a more varied diet, catering for the differing ages, interests and reading abilities of the pupils.
- The literacy coordinator observed the teaching of phonics at various phases at Frodingham Infants school, observing 2 year 1 lessons (phase 5), 2 reception lessons (phase 3), and 2 nursery lessons (phase 1). Further visits for other staff are planned.
- The literacy coordinator observed a TA delivering a small group phonics intervention in year 1 at Frodingham.
- The literacy coordinator observed moving phonics into writing in year 2 at Frodingham Infants, considering how incidental phonics can be used to support children with writing, using the practise page (from ECaR) and phonic phase mats. The use of the practise page to support writing has been adopted in some classes at St Hugh's, and more support is planned for other staff to visit Frodingham Infant school and observe it in action.
- The literacy coordinator observed the ECaR teacher at Frodingham Infant school in a 1:1 session, delivering targeted phonics for reading and writing support to a 'new to English child'.
- Phonic displays, mats and other resources were discussed as ways to support children with writing, and are now being created in some classrooms in St Hugh's.
- K Milburn visited the school and observed the teaching of writing in the literacy coordinator's classroom, and then jointly with the literacy coordinator in other areas around the school. This highlighted the subject knowledge needs of some staff. More support for groups and individuals was then planned.

Highlights so far

"Some of the boys in year 9, who previously only ever copy-wrote, are now using their phonic knowledge to write their own words and sentences!" "I think that I have more confidence and greater subject knowledge. It is already having an impact in my classroom."

Future intentions

There is still work to do to embed some of the recommendations across all classes in the school. More observations are planned, so that more staff can visit Frodingham to observe both discrete whole class phonics sessions, 1:1 or small group catch up sessions, and incidental phonics for writing. K Milburn has planned to observe lessons at the school and identify further training needs or support. The literacy coordinator and K Milburn have planned to create a TA group to help lead phonics across the school.

Recommendations

- Ensure there is a consistent approach to the teaching of phonics.
- Continue to develop middle leaders, so that they can support new staff.

What was witnessed: Student evaluations were very positive **and** showed improvement in their SRE knowledge and the underlying safeguarding points that the programme was designed to convey.

The levels of engagement and participation were excellent by both year groups especially for SEN children where the TA3 was able to utilise Makaton signing (which lots of children enjoyed and embraced) – and comments were made by the children that they enjoyed the fact that it was someone different from their school delivering the programme , so they didn't feel embarrassed),

What was analysed: Students level of understanding around keeping themselves safe.

Lessons Learnt:

Safeguarding:

All children need to have a toolkit of skills to be able to protect themselves in all situations and be able to make informed decisions, based on prior knowledge.

Curriculum:

School key stakeholders need to be aware of the importance of providing a curriculum that protects and informs youngsters within the remit of statutory safeguarding expectations.

Behaviour:

Challenging behaviour by some students may be attributable to factors outside of the school environment, Sometimes it is about providing an outlet for youngsters to be able to make sense of the world as they know it and providing them with the tools and skills to be able to make informed decisions in protecting themselves.

Key Quotations:

“Very effective / positive” – Headteacher

“I learnt proper names for private body parts” – Year 5 student

“I learnt the difference between a good and bad touch” – year 5

“I learnt how to stay safe by saying NO!” – Year 5

“I learnt about good, bad & confusing touches” – Year 6

“I learnt how to stay safe on the internet” – Year 6

Conclusion:

In order for this to have impact in the school this programme needs to keep running and be built upon according to the bespoke needs of the students in the year group.

Further training may be required for particular staff in the school to continue this work, for staff that are confident in the delivery of the programme and the contents of it – to ensure that it is delivered consistently across the school, and the message around safeguarding and “keeping themselves safe” is understood by all.

Case Study 10

Career Entry Passport: Improving Information for Schools

Kim Francis

SCITT Consultant, North Lincolnshire Local Authority

This case study explores how ITT partnerships can provide open and transparent information about the achievements, strengths and areas for development to employing schools. It considers who should have ownership of the relevant documentation and questions how ITT partnerships maintain a relationship with the newly qualified teacher and their induction tutors/mentors.

Theme: Improving the quality of information from ITT to employing schools.

Questions to be explored:

- How can ITT partnerships provide open and transparent information about the achievements, strengths and areas for development to employing schools?
- Who should have ownership of the relevant documentation?
- How does the ITT partnership ensure/maintain a relationship with the newly qualified teacher and their induction tutors/mentors?

Organisation: North Lincolnshire SCITT Partnership

Date: January 2015

Purpose of Case Study: In response to the latest changes to Ofsted Inspection of ITE Partnerships (a two phase process involving a) inspection of trainees in their final weeks of training followed by b) inspection of NQTs trained by the partnership within the first six weeks of taking up post) the partnership launched its *Career Entry Passport* for all trainees in July 2014.

The new document provided open information about final achievements in relation to the Teachers' Standards prior to the award of QTS – highlighting strengths and aspects for further development as well as information about the trainee's professionalism and personal conduct (linked to Part Two of the Teachers' Standards).

How the case study was undertaken?

- a *Survey Monkey* questionnaire featuring nine questions targeted at 67% of the 2014 cohort
- emailed to 12 former trainees to forward to mentors/induction tutors as an explanatory email and link to the survey
- 4 of the 12 are employed in schools outside of North Lincs
- 75% response rate to survey
- Follow-up interviews with smaller sample of former trainees and their induction tutors

Research, Literature and data sources:

- Ofsted Handbook for Inspection of ITE (effective June 2014)
- Career Entry Development Profile documentation (originally produced by TDA)
- NCTL: Annual NQT Survey analysis

Lessons Learned:

1. 67% of the mentors responding reported that their NQTs were **very well prepared** for the rigours of teaching;
2. 86% considered it useful or very useful to receive the partnership's final assessment summaries explaining how well the NQT had achieved in relation to the Teachers' Standards;

100% stated that the Career Entry Profile was as good, or better, than transitional information received from other ITT providers.

Conclusions:

- The training provided at the end of the course regarding preparation for NQT induction should make it even more explicit as to how the trainee should present documentation to their induction tutors to ensure an informed initial discussion regarding strengths and targets;
- The Career Entry Passport should be further refined to ensure that strengths and targeted aspects for further improvement are defined more sharply and the quality of these is raised across the partnership this will require further training for School-based trainers in the summer of 2015;
- Agreement should be secured as to how the CEP is presented to the employing school – via the trainee? Or directly to the headteacher via mail.

Contact: email: kim.francis@northlincs.gov.uk

Case Study 11

Development of School-Based Teacher Mentors

Barry Frost

Senior Lecturer, Bishop Grosseteste University

Mentoring is an integral part of the continuing professional development of new teachers (DfE, 2014); it is considered an essential component of progression into the profession (DfES, 2004), and beyond. What is the role of school-based mentors and how can they be developed?

Name and context of organisations involved:

Scunthorpe Teaching Schools Alliance (N Lincs SCITT, hereafter STSA); Leading Learning Forward (hereafter LLF), the CPD component of STSA; Bishop Grosseteste University (STSA partner and mentor training provider, hereafter BGU); An unnamed (see ethical statement) local authority School Improvement Service (former mentor training provider, hereafter SIS)

Date of Case Study:

November 2014 to February 2015

Purpose of Case Study:

Illustrate an approach to development of induction mentors, and provide recommendations for teachers, leaders or governors relating to the promotion of excellent practice in their organisations

How the case study was undertaken:

This study is compliant with the Bishop Grosseteste University Ethical Policy. The main groups referred to in the study are (a) mentors from STSA, who attended a three-day LLF Mentoring and Coaching course, delivered by BGU. Additional reference is made to Mentor development by BGU, and three current research projects by the University of Hull (hereafter UoH) and partners.

Relevant research, literature, data sources:

This study looks at a single, small-scale approach the development of NQT mentors and positions this against a selected literature review which highlights several key aspects of the training rationale.

The principles and lesson learned could be applied to all mentoring of staff in schools.

Relevant background of the author

My own background in mentoring and coaching includes professional experience in both roles, several years delivering related training in school improvement services (including five associated with the Mentoring and Befriending Foundation), and delivery of courses for BGU and LLF. On the receiving side (in my view critical to someone wanting to be a mentor), I have been mentored in several settings, most recently as part of my NPQH.

Mentor or Coach?

In all my work in this field one debate has continued to reign in this important work. This is not about how or why, but simply what is the difference between a 'Mentor' and a 'Coach'. To illustrate some of the confusion, we only need look at commentators such as Geen (2002) who suggests "the mentor's role is fundamentally to act as a coach", and Pask and Joy (2007) who feel "mentoring and coaching are so inseparably linked they are best viewed as a single process". Unfortunately (in my view), CUREE missed an opportunity to properly clarify the difference in the National Framework for Mentoring and Coaching (2005) and we really need to end the debate and move on. I therefore base all my development programmes on a simple distinction based on the experience of the two key players. This can be summarised as follows:

In terms of Experience: Mentor > Mentee Coach <=> Coachee

Thus:

In Mentoring, the Mentor ALWAYS has more experience than the Mentee.

In Coaching, the Coach may have more, the same, or even less experience than the Coachee.

This may seem strange, but if you think about it, someone could be a brilliant coach with a working knowledge in the area they are coaching, but without having achieved in it themselves. A key aspect of the role of a Mentor, however, is that they use their knowledge and understanding gained through experience to support the Mentee. As Woodward (2013), indicates, "a good mentor is someone who has successfully journeyed down a trail similar to that of the mentee". Indeed, experience of the highs and lows of the job could be considered to be one of the critical qualifications to be a Mentor. Many principles and skills do apply to both Mentoring and to Coaching, but I believe the distinction should no longer be fudged by referring to them as one.

The role of the mentor

Mentoring is a learning process (Pask and Joy, 2007) through which teachers undergo a growth process which is complex and multidimensional in nature (Elliott and Calderhead, 1995). The strategies used by the mentor or coach are likely to, and should, be constantly changing to reflect the pattern in their mentees' development (Beere and Broughton, 2013).

To be an effective mentor we need to understand the complex nuances of teaching, which can only be gained through first-hand experience. We also need to know how to communicate these to the mentee. This does not always come naturally, and it can therefore be helpful for mentors to undertake a suitable development programme.

The induction tutor (or the head teacher/principal if carrying out this role) should provide, or coordinate, guidance and effective support including coaching and mentoring for the NQT's professional development (DfE, 2014).

For mentees, learning tends to be defined in terms of competence in relation to their ability to demonstrate and meet the Teaching Standards. Learning is holistic (Field, 1994) and therefore it is important for the mentor to understand the levels of mentee learning that may be taking place, which may not be easily observed, nor fit neatly within a competence tick-box. Additionally, many factors will influence the mentee's ability to learn at different times (Furlong and Maynard, 1995) and this cannot be governed by Teaching Standards alone.

Development of Mentee

I have found Maynard and Furlong's (1995) development model useful in establishing a mentoring programme. In this, both the mentor and mentee progress through Apprenticeship, Competency and Reflective stages. The first stage of this from the mentee's point of view can be regarded as the teacher's Initial Teacher Education (ITE), during which the role of the mentor is often focused on helping the trainee teacher 'learn to see', thus acting as an interpreter. Tomlinson (1995) suggests that these skills, of interpreting events based on the mentor's experience, are among the most important ways they can offer support.

Post-ITE and into the NQT year (and beyond), it is important that the mentor in school encourages the mentee to take increasing ownership and navigate their own course, while still drawing on their knowledge and experience needed for more in depth analysis and reflection (Edwards and Collinson, 1996). The key role of the mentor here is to observe the mentee's teaching and provide critical feedback in order to set future targets and facilitate the next steps for progression (Maynard and Furlong, 1995).

There is a need for confidence in reflection, as we challenge our own assumptions (Forrest, 2008) and the mentor is crucial in helping the mentee to unpick and understand their own teaching and learning in order to learn from it (Tomlinson, 1995). A dialogue is key to help unravel observations and tune into the more complex issues that may have an impact on the mentee's future development (Geen, 2002), but the mentor also has a key role in supporting experimentation, helping to overcome any reluctance to experiment with new approaches and techniques (Tomlinson, 1995).

Another useful development model is highlighted by Bennett et al (1992), and was derived from work by Green, H. (undated), originally applied to change management, but equally comfortable in the mentoring arena. This refers to twelve competencies we typically need when a situation arises. They are:

- Problem Analysis
- Judgement
- Organisational Ability
- Decisiveness
- Leadership
- Sensitivity
- Stress Tolerance
- Oral Communication
- Written Communication
- Range of Interest
- Personal Motivation
- Educational Values

(Bennett et al, 1992)

This was used in the LLF training and stimulated a great deal of constructive discussion.

A teacher mentoring culture

Fletcher (2000) indicates the need for mentoring to be seen in light of continuing personal and professional development (CPPD), while mentoring has been linked to better career advancement and job satisfaction (McDowell-Long, 2004).

Mentoring, either by [line managers - suggested by UoH as least beneficial in their study], subject teachers or experienced teachers in related areas is essential (DfES, 2004), while working with mentees can help the mentor re-evaluate the meaning of their work as a result of the ideas from a mentee (Malachowski, 1996). Increased reflectivity is evident at all levels of organisations, as is the sharing of improved knowledge and skills, and commitment to a culture of professional development.

Current work in this field

Mentoring appears to be attracting much interest in employment sectors, and is a focus for research. Locally, for example, researchers at UoH are looking at how mentoring in schools can help people make 'protean' career choices (Hall and Moss, 1998).

At the same university, three joint projects are looking at workplace mentors, comparing a somewhat unusual 'Payment for all mentors', with a more common, but high-commitment process of 'All joint observations', and finally 'Contextualising mentoring as part of work-based learning'. Further details can be obtained by contacting the Education department at UoH.

Description of what was witnessed, observed, reported, analysed:

The study focused on the LLF Mentoring and Coaching course programme and feedback from delegates.

Course content, Days One and Two

- Intros
- Why are we here? Aims / Objectives (also see individual aims below)
- What we already know about M&C
- Is it Mentoring, or Coaching, or a combination? Does it matter?
- Common issues in schools
- Sensitivities
- Confidentiality
- Practicalities (e.g. Time, People)
- Contingencies
- Relationship issues
- Proaction v Reaction
- Support for mentor / coach
- Potential barriers
- Recording and reporting
- Sources of info
- Disclosures
- What are we trying to achieve?
- What makes a good mentor?

- Can mentor skills be taught?
- PRACTICE!
- Talker-Listener
- Characteristics of responders
- Teacher responses
- Assertive Mentoring
- School Development Plan

Course content, Day Three

- Lesson observations (this was requested by all and it is a critical part of the work of a coach/mentor (but note we will only be covering aspects of lesson observations which specifically relate to this role).
- Preparation
- The feedback discussion
- Additional support
- Forward planning
- Challenges to the coaching / mentoring relationship
- Scenarios and the 'Twelve Competencies'
- Brokering support
- Assessing practice
- Ending the support relationship

Individual Aims and Objectives

An essential component of the course was to explore individual needs. These were stated as follows:

T1: Wants not to take over; wants mentee to take more responsibility; 1-to-1 influencing skills; awareness of own body language;

T2: Avoiding leading questions; getting the balance right

T3: As T2, plus feedback skills

T4: Assertiveness, clarity, etc.

Note that it is each individual's responsibility to note key aspects and act on them.

Highlights and recommendations for Mentor training

1. Feedback from the LLF course was very positive, with 92% 'Excellent' rating, and 8% Good, on the sessions. Delegates reported particular strengths included "Practical ideas that can be used in school"; "Conversations about the language we use"; "Different approaches and techniques that can be used"; "Solution-focused approaches"; "Feedback from observations work and questioning"

2. In a Mentoring relationship, the Mentor would normally have greater knowledge than the Mentee, and this would typically have been gained through experience. In a Coaching relationship, the experience or skills of the Coach might be greater, equal to, or even less than those of the Coachee. What is important is that the Coach has other skills to help the Coachee develop.

3. Focus on development of the Twelve Competencies.

Recommendations for teachers, leaders or governors relating to the promotion of excellent practice in their organisations

1. Invest time (a mentoring relationship may incur 2-3 hours per week)
2. Creatively schedule to empower the process
3. Support development of excellence in mentors, through:
 - a. Ensuring learning for mentors is as important as learning for new teachers
 - b. Supporting mentors in adapting their practice, so as to accommodate the needs of different mentees at different times
 - c. Monitoring to ensure mentors are: Transferring, without imposing. Guiding without directing.
4. Consider ways of acknowledging mentors for their commitment (UoH are finding that rewards, rather than allowance of time is having more impact (UoH, 2015))

Findings of the case study

The relationship between the mentor and mentee is developmental and reflects the profession, so is therefore one of continuous flux and subject to constant adaptation (Jones et al, 2005).

Typically, delegates on Mentor training will be new to the role and could themselves be regarded as a novice (Casey and Claunch, 2005). In considering the development of the novice mentor alongside their mentees, Maynard (1996) establishes that there would often be a similarity in the experiences of the mentor and the mentee, especially in the early stages, which can help the relationship and growth.

Mentors should not only see growth in their mentees but also see growth in themselves. The critical component is trust (Tolhurst, 2010), which can be afforded only if mentors take the time to get to know their mentees and gain an understanding of their feelings and personal experiences (Field, 1994).

End of case studies

Leading Learning Forward TSA

LLF TSA is a partnership of schools and organisations approved and funded by the Department for Education (DfE) for a period of at least three years. The Alliance was established in July 2013.

Leading Learning Forward TSA currently consists of 22 partner organisations, of which 17 are schools, from across North Lincolnshire and beyond.

LLF TSA

St Hugh's National Teaching School
Bushfield Road
Scunthorpe
North Lincolnshire
DN16 1NB

National College for Teaching & Leadership (NCTL)

The National College for Teaching & Leadership is focused on improving the quality of the education and early years' workforce and helping schools to help each other improve. NCTL works with schools to develop an education system supported locally by partnerships and led by the best headteachers.

NCTL employs around 350 staff and are based across 4 sites in London, Nottingham, Coventry and Manchester. NCTL is responsible for:

- *ensuring that enough high quality trainees enter teacher training and early years teacher training to meet the needs of the sector*
- *managing the allocation of teacher training places and related funding to schools and universities who provide teacher training*
- *recognising teachers' professional competence through the award of qualified teacher status*
- *ensuring that in cases of serious professional misconduct, teachers are barred from teaching*
- *developing a national network of teaching schools*
- *helping schools and their partners develop and deliver high quality continuing professional development and leadership training*
- *enabling successful school leaders and governors to take on a lead role in school-to-school support to improve the performance of other schools*

19 March 2015