

Leading Learning Forward TSA

Partnership Report



Leading Learning Forward

Teaching School Alliance

2014-15

www.leadinglearningforward.org.uk

Leading Learning Forward: Introduction

I am delighted to share with you the Partnership Report of Leading Learning Forward TSA for 2014-15. On the next few pages, you will find details of the work undertaken by LLF partners led by St Hugh's Communication & Interaction Specialist College. St Hugh's is a National Teaching School - *a teaching school is an outstanding school that has a strong track record of collaborative working, and has been designated by the Department for Education to play a key role in the leadership of a teaching school alliance* - working in association with strategic partner organisations including North Lincolnshire Council, Bishop Grosseteste University & Learners First - *our designated licensed training provider* - as well as 19 partner schools and over 40 associate partner schools, colleges & academies.

We have had successful second year, since the partnership was formed in July 2013, as evidenced by the following pages of this report. Thank you to everyone who has led, supported or engaged with our work during the past year.

Tracy Millard

Headteacher, St Hugh's National Teaching School & Chair, Leading Learning Forward TSA

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Improving Partnership & Practice in 2014-15

Leading Learning Forward TSA is a partnership of organisations approved and funded by the Department for Education (DfE) / National College for Teaching & Leadership (NCTL) for a period of at least three years. Lead representatives of each partner organisation have signed a statement of commitment within a detailed Memorandum of Understanding.

Leading Learning Forward TSA started the 2014-15 school year with 22 partner organisations, of which 15 were schools, from across North Lincolnshire and beyond, expanding to 24 partner organisations by August 2015. Partnership working was underpinned by a shared vision, values and priorities as the TSA developed during its first full year in existence. The success of this year's work relied on the significant commitment and confidence of many people and organisations.

Strategic Board

Leading Learning Forward

The Strategic Board of the TSA, formally established in July 2013, expanded its membership for 2014-15 to include representatives from St Hugh's, as the lead teaching school, North Lincolnshire Council, as the lead strategic partner, Bishop Grosseteste University, as the Higher Education (HEI) partner, as well as five primary and secondary school headteacher representatives.

During 2014-15, the Board reviewed the policies, processes & protocols for partnership working within the TSA, monitored the delivery of the strategic marketing and financial plan (see page 7) and set the targets for 2015-16.

In March 2015, two new applications for membership of the TSA were approved taking the TSA to 24 full partner organisations. During the Board approved the increase in partnership work with other Teaching School Alliances.

Alliance Partnership

The Alliance Partnership during 2014-15 continued to embrace the diversity of experience, need and priority of members across the Alliance. Partners contributed to the growing expectations and demands of the Alliance by leading projects, writing case studies, presenting and facilitating continuing professional development and leadership sessions. Opportunities to learn from each other and from regional partners have been taken up through the year.

PARTNER REPRESENTATION

Partner Category	2013-14	2014-15
Teaching School	1	1
Strategic & Other Partners	5	6
Secondary School Partners	2	4
Primary School Partners	10	15

Working in Partnership

▲ SHARED VISION & VALUES

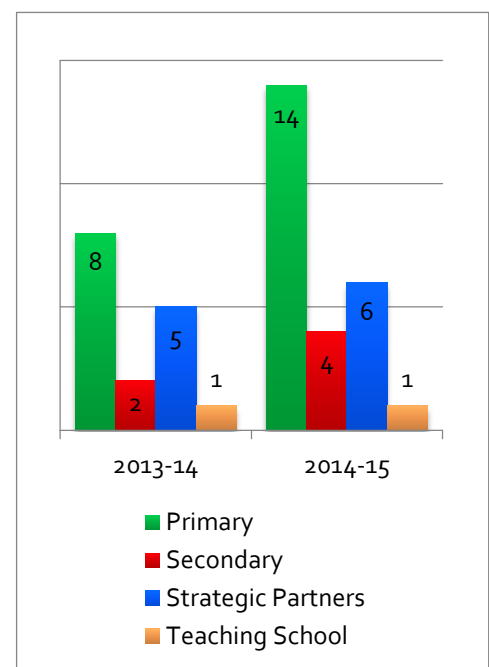
Our vision & values statement in 2014-15 was again summed up by the phrase, "Improving practice, improving the attainment of every learner."

▲ SHARED PLANS & PRIORITIES

Our development work in 2014-15 was driven by collective strategic/operational plans and priorities, approved by NCTL.

▲ SHARED RESPONSIBILITIES

Key roles & responsibilities within the TSA during 2014-15 were distributed between partner organisations.



Improving the Attainment of Every Learner

The vision & values statement of Leading Learning Forward TSA, agreed between partners in July 2013, continued to be the driving force behind the work of the five TSA Action Groups in 2014-15. The next three pages summarise the work undertaken by each of the Action Groups and reflect the eight KPI priorities listed on page 6. The second year of the partnership was focused on driving forward the CPD, Leadership Development and Research & Development priorities for the benefit of every learner within the remit of the Alliance’s work.

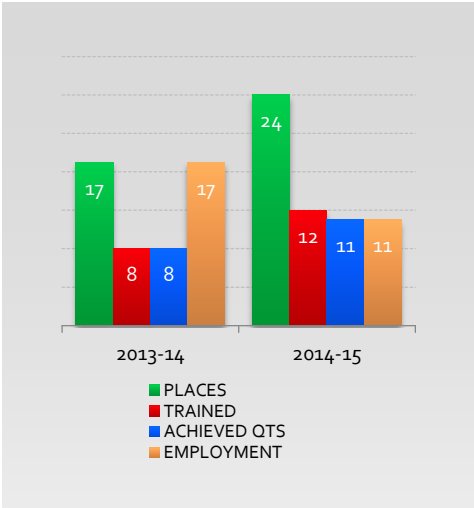
Initial Teacher Training (ITT)

School Direct in Action

During 2014-15, Initial Teacher Training was offered in association with the TSA’s accredited training partner, North Lincolnshire SCITT Partnership, and featured School Direct training, a school-led route into teaching. School Direct trainees were attached to a host school for their training. They also spent at least 7 weeks training in a contrasting partnership school. Other ITT courses were also offered leading to the award of PGCE.

ITT Action Group members spent 2014-15 promoting, recruiting and selecting trainees for the 2015-16 School Direct programme. The TSA trained successfully seventeen School Direct trainees during 2014-15 with a 100% employment rate. The numbers of applicants in shortage subjects, such as English, Mathematics, Science and Modern Foreign Languages, remained a cause for concern. The future success of the programme will depend on recruitment as well as the commitment of individual school-based trainers and partners.

School Direct 2013-15

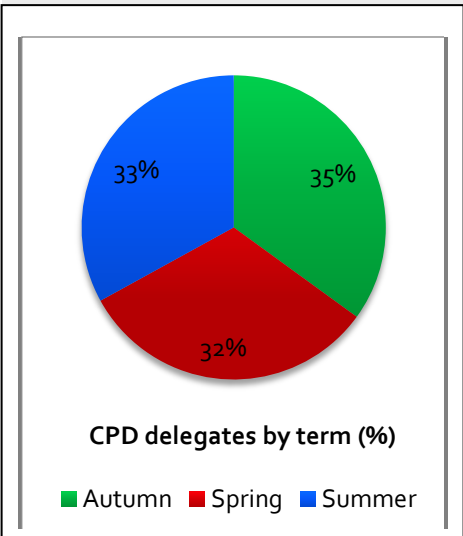


Continuing Professional Development (CPD)

During 2014-15, the CPD Action Group established a termly programme of events for teachers, teaching assistants and support staff as well as a bespoke offer to schools, colleges and academies. The TSA’s website provided a window for marketing events and the TSA events office administered the application and delivery process. The licensed programmes of OTP and OTAP were very popular. By July 2015, the CPD Action Group had planned and delivered marketing for a full programme of over 50 events in 2015-16.

CPD DELEGATES BY ROLE (%)

	2013-14	2014-15
CPD for Teachers	73%	51%
CPD for Teaching Assistants	5%	27%
CPD for Leaders & Governors	22%	22%



Leadership Development (LD)

Succession Planning & Talent Management (SPTM)

During 2014-15, the Leadership Development Action Group developed, promoted and delivered programmes. The Action Group supported the continued delivery of the licensed National Professional Qualification for Middle Leadership (NPQML) in partnership with *Learners First*, and recruited for the first delivery in North Lincolnshire of the National Professional Qualification for Senior Leadership (NPQSL).

The first NPQML cohort completed the training programme in March 2015. Cohorts 2 & 3 started training in January 2015 whilst Cohort 4 was recruited during the Summer Term 2015. NPQSL recruited two cohorts during 2014-15. Priorities for 2015-16, as the qualification programme is reviewed, include the development of the next generation of leaders.

School-to-School Support (S2S)

During 2014-15, the S2S Action Group oversaw two application & assessment windows for potential SLEs and contributed to the conclusion of two curriculum & assessment grant-funded programmes for primary school teachers. A three-phase offer was developed for leaders, teams and individuals in schools, designed to help schools to address their improvement priorities within the key Ofsted areas of teaching and learning, achievement, behaviour and safety, leadership and management.

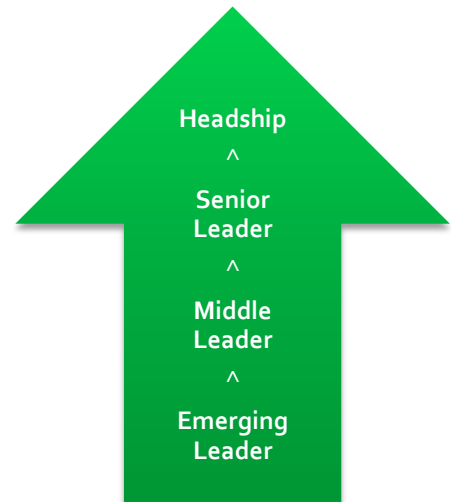
School-to-School Support by Category

Category	2013-14	2014-15
Member of Staff	38	55
Subject or Team	6	6
School Leadership	3	11
School, College or Academy	16	20

Specialist Leaders of Education (SLE)

SLEs are outstanding middle and senior leaders in positions below Headteacher, with at least two years' experience in a particular field of expertise and a successful track record, supported by substantial evidence of impact, of working effectively within their own school and/or across a group of schools. Our small but highly talented team of SLEs has made a big impact in schools across North Lincolnshire.

Leadership Qualifications



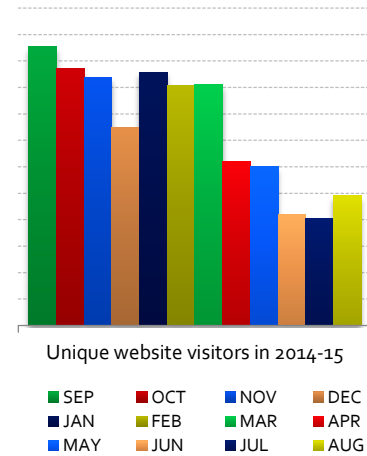
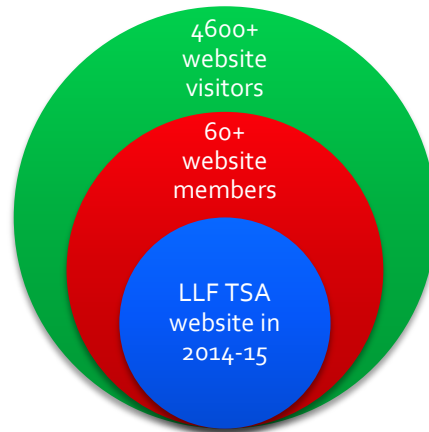
“Teaching school designation gives outstanding schools the role of leading the training and professional development of teachers, support staff and headteachers as well as contributing to the raising of standards through school-to-school support”. (DfE 2014)

SLE Activity in 2014-15

- ▲ New SLE training and deployment
- ▲ Deployment across North Lincs.
- ▲ Individual and team development
- ▲ School and subject programmes
- ▲ Research & development
- ▲ Conference and training seminars

Website

The TSA website, which went live in January 2014 after an extended period of design and development, has increased in size and content over the past twelve months. In October 2014, employment vacancies were added to the site followed by an upgrade to the home page and contents management system to give a better all-round user experience.



Governance & Management

During 2014-15, the Governance & Management Action Group oversaw the continued development of the TSA’s website, the monitoring of key policies, as well as the delivery of seminars for school governors. The Action Group organised and led the first-ever TSA Conference in March 2015.

KEY PERFORMANCE INDICATORS (KPI)

KPI	2013-14	2014-2015
1. Learner Attainment	National Average	National Average
2. School Effectiveness	Good +	Good +
3. Quality of Teaching	Good +	Good +
4. Quality of Leadership	Good +	Good +
5. ITT Trainees Trained	8	12
6. Supply of Leaders	7	12
7. TSA Partner Schools	17	19
8. SLEs Trained & Deployed	6	10

“Teaching schools will bring together provision for training and development from initial teacher training (ITT) through to headship under a single school designation. Teaching school alliances will help to:

- ✓ *provide a strong supply of high quality new teachers;*
- ✓ *significantly improve the quality of serving teachers;*
- ✓ *develop great leaders and the next generation of headteachers;*
- ✓ *provide support for schools in need of support.” (DfE)*

Looking Ahead

In 2015-16, Leading Learning Forward TSA will promote and deliver:

- Initial Teacher Training & School Direct recruitment and training in partnership with North Lincolnshire SCITT, Bishop Grosseteste University, Hull University & York St. John University.
- Over 50 separate licensed and approved events for schools covering the BIG 6 areas of Initial Teacher Training, CPD and Leadership Development, School-to-School Support, Governance and Research & Development.
- National Leadership Qualifications including NPQML, NPQSL & NPQH in association with Learners First.
- School-to-School Support through our team of talented Specialist Leaders of Education
- Programmes to support school leaders and governors in delivering the best quality education for all learners.
- Research & Development focused on teaching & learning, leadership & governance and school achievement.
- Dynamic partnerships with schools, colleges & academies across North Lincolnshire and beyond.

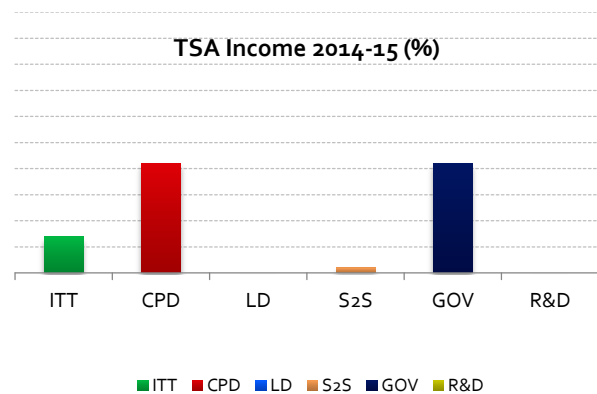
Financial Summary & Report

During 2014-15, Leading Learning Forward TSA received over £100,000 in grants, event fees and from other sources to support the development of work across the Teaching School Alliance and beyond.

Table 1 shows how this income was broken down by five of the Big 6 development areas for Teaching Schools.

The DfE/NCTL grant of £50,000 for Year 2 will be reduced to £40,000 in Year 3 (2015-16) as the TSA seeks to become self-sustaining. Other grants and funding streams will become increasingly important in terms of the TSA's development in the years ahead.

Table 1 (1st September 2014 to 31st August 2015)



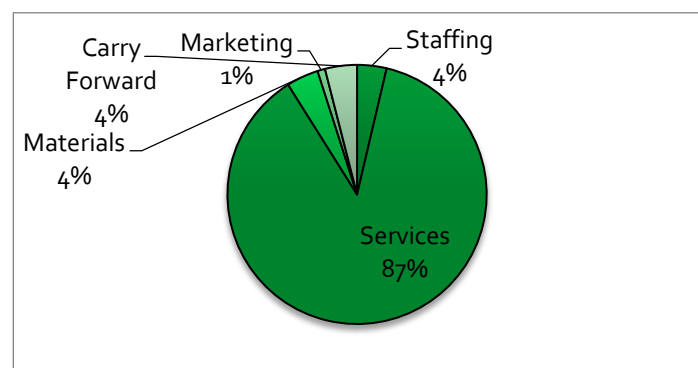
INCOME AREA	C/F (2013-14)	INCOME (2014-15)	% SHARE	INCOME SOURCE
Initial Teacher Training	-	£16,545	14%	School Direct & ITT Grant
Continuing Professional Development	£24,574	£50,062	42%	Grants & Event Fees
Leadership Development	£50,000	-	0%	NLE Deployment Grant
School-to-School Support	£3,820	£2,433	2%	S2S Fees & Charges
Governance & Teaching School	£1,268	£50,000	42%	DfE/NCTL Grant
Total Income 2014-15	£79,662	£119,040	100%	Total Income 2014-15

Expenditure & Carry Forward

During 2014-15, the major area of expenditure was Professional Services, which included event delivery, project facilitation and the operational effectiveness of the TSA. The Carry Forward into 2015-16 was accounted for by the net balance of TSA operations, which as a non-profit making alliance, is used to support and sustain school improvement in North Lincolnshire.

Table 2 shows how expenditure was broken down by category.

Table 2 (1st September 2014 to 31st August 2015)



CATEGORY	EXPENDITURE	% SHARE	EXPENDITURE DESCRIPTION
Staffing	£7,300	4%	Administration & Events
Professional Services	£173,671	87%	Service Delivery, Facilitation & Operations
Materials & Resources	£7,938	4%	Consumables, Catering & Provisions
Website & Marketing	£1,872	1%	Advertising, Development & Publications
Carry Forward into 2015-16	£7,921	4%	Operational Contingency
Total	£198,702	100%	

Research & Development

During 2014-15, Leading Learning Forward TSA developed a series of eleven case studies derived from excellent practice in partner schools and organisations. The case studies were presented to delegates at the first-ever LLF TSA conference before being published on the TSA's website for wider dissemination. The full list of case studies presented was:

Teaching	Leadership	Governance
<ul style="list-style-type: none"> Evidence-Based Teaching Phonics Relationships Education Talk for Writing 	<ul style="list-style-type: none"> Career-Entry Passports Early Years' Development Narrowing the Gap School-Based Mentoring 	<ul style="list-style-type: none"> Effective Governance First Class Governance Inclusive Practices

For 2015-17, the focus will be on developing a series of comparative impact studies exploring best practice in terms of:

Teaching & Learning: Mathematics & Numeracy

Leadership & Governance: Behaviour & Emotional Well-Being

School Achievement: Assessment & Feedback

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National Leaders of Education

National Leaders of Governance

Business Leaders & Managers

Researchers & CPD Professionals

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