



Leading Learning Forward TSA

Action Plan

September 2018 to August 2019



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Led by St Hugh's School (A National Teaching School)

**FINAL
PLAN v1**

LLF Priority 1	Initial Teacher Training (incorporating all forms of teacher training including SCITT & School Direct)							Progress	
<p>Aim To promote, maintain and develop a high quality, annual programme of School Direct Initial Teacher Training (ITT), for salaried and non-salaried graduates across all phases and subjects; which is supported by every LLF TSA partner school, meets or exceeds annual DfE key performance indicators (KPIs) and satisfies regionally approved quality assurance standards.</p> <p>Target: 30+ School Direct places filled, 100% trainees achieve QTS and PGCE status.</p>					<p>Success criteria</p> <ul style="list-style-type: none"> • The number of teacher trainees and the employment rate is at least in line with national and regional averages. • Teacher training & support programme rated good or better by trainees and Ofsted. • 100% trainees achieving NQT status by August 2019. • 30+ teacher training places filled during recruitment process for September 2019 start. • 30+ teacher trainee places allocated for recruitment supported by 20+ partnership schools. 				
Objectives	Action	By whom	By when	How measured	£	Communications	KPI	Progress	
<p>1.1 Planning Recruit required numbers of trainees and mentors in specified subject areas of need.</p>	<p>Interview/recruit School Direct applicants/mentors. Allocations managed. Recruit 20+ partner schools. Use meetings, media, fliers and website to promote application process.</p>	<p>LLF TSA Planning Group and Partners.</p>	<p>July 2019</p>	<p>% of School Direct places applied for, filled and completed against national average.</p>	<p>ITT & School Direct grants</p>	<p>E-mail and website advertising as well as recruitment fairs and promotion through local media and UCAS.</p>	<p>1</p>		
<p>1.2 Evaluation Review the quality of recruitment, training and provision with all ITT providers in North Lincolnshire.</p>	<p>Review quality of recruitment and training and provision at termly meetings and agree improvements to each area for next term and year.</p>	<p>LLF TSA Planning Group with Partners.</p>	<p>July 2019 with termly reviews in October 2019, Feb & May 2019</p>	<p>100% of 2018-19 cohort achieve PGCE. 100% continue into employment.</p>	<p>ITT provider funding</p>	<p>Recruitment from TSA partner/other schools. Training and employment through schools.</p>	<p>1</p>		



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LLF Priority 2	Professional Learning (incorporating Continuing Professional Development and Leadership Development)							Progress
<p>Aim To promote, maintain and develop a three year vision for high quality, annual programmes of Professional Learning (CPD with Leadership Development) for school leaders, teachers, teaching assistants, support staff & early years’ providers, across all phases and subjects, which is supported by every LLF TSA partner school and meets or exceeds annual DfE key performance indicators (KPIs) and satisfies regionally approved quality assurance standards.</p> <p>Target: At least 20+ Professional Learning events per annum take place for 200+ delegates with 95% approval rating.</p>				<p>Success criteria</p> <ul style="list-style-type: none"> • The number of schools and early years’ providers accessing CPLD is maintained year on year (in total and for each teaching school cohort). • TSA partner schools at least equal or improve their teaching, leadership & management as well as their overall school judgement between Ofsted inspections. • TSA partner schools improve the attainment of pupils at the end of each key stage. 				
Objectives	Action & Target	By whom	By when	How measured	£	Communications	KPI	Progress
<p>2.1 Planning Promote and deliver a three year plan for Professional Learning which meets the needs and future aspirations of partner and associate organisations.</p>	Planning Group meets to agree content of annual Professional Learning programme. Partners agree input and needs. Brochure published to all schools in area after consultation.	LLF TSA Planning Group with LA & Teaching School Leaders.	Termly with meetings in October 2018, February 2019 & May 2019	Programme in place. 20+ events take place per annum with 95%+ approval rating. Three 2018-19 NPQ programmes.	DfE annual grant & event income	Plan, programme brochure and website.	2	
<p>2.2 Evaluation Deliver and evaluate a programme of “Best Practice” events which includes leadership and support from NLEs, LLEs and SLEs.</p>	Partners and associate leaders contribute to programme of accredited events. Training of facilitators maintained and extended for new events and facilitators.	LLF TSA Planning Group with LA & Teaching School Leaders.	Termly with meetings in October 2018, February 2019 & May 2019 with ongoing system leader assessments	Leadership and support allocation per programme and event.	DfE annual grant & local event income	Plan, programme brochure, websites, and training and accreditation assessments.	2	



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LLF Priority 3		Professional Support (incorporating School-to-School Support, Governance, Research & Development)						Progress
<p>Aim To promote, maintain and develop a high quality, annual programme of Professional Support for school leaders, teachers, teaching assistants and support staff, across all phases and subjects, which is supported by every LLF TSA partner school, meets or exceeds annual DfE key performance indicators (KPIs) and satisfies regionally approved quality assurance standards.</p> <p>Target: 30+ system leaders are deployed over at least 10 days open providing support to schools in need. System leaders are recruited at least annually.</p>		<p>Success criteria</p> <ul style="list-style-type: none"> • TSA partners maintain or improve their teaching, leadership & management as well as their overall judgement between Ofsted inspections. • TSA partner schools improve pupil attainment at the end of each key stage. • The number of system leader deployments is in line with or above the 30 days per annum KPI target set with by the Teaching Schools Council. 						
Objectives	Action & Target	By whom	By when	How measured	£	Communications	KPI	Progress
<p>3.1 Planning Plan for, manage and develop system leadership partnerships (NLGs, NLEs, LLEs and SLEs) working with schools in need.</p>	<p>Develop an annual plan for strategic school improvement funding. Targeted recruitment and assessment of LLEs and SLEs from secondary schools.</p>	<p>LLF TSA Planning Group with LA & Teaching School Leaders.</p>	<p>October 2018 with reviews in February and May 2019. Final report by July 2019.</p>	<p>Deployment to schools in need is at least 10 days per term.</p>	<p>DfE Teaching School grant and strategy fund applications</p>	<p>E-mail, briefings, presentations, website.</p>	<p>3</p>	
<p>3.2 Evaluation Evaluate the impact of the system leadership workforce by focusing on talent spotting and leadership succession planning.</p>	<p>Review the impact of Professional Support in 2017-18. Identify potential LLEs and SLEs for recruitment in 2018-19. Produce annual activity and impact report for sharing with schools.</p>	<p>LLF TSA Planning Group with LA & Teaching School Leaders.</p>	<p>Ongoing - completed by April 2018</p>	<p>3+ professional support programmes (1+ per term) established, actioned and evaluated.</p>	<p>DfE annual grant and local deployment charges</p>	<p>E-mail, surveys, impact, outcome and evaluation reports.</p>	<p>3</p>	



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LLF TSA 4		Regional (School Improvement) Priorities						Progress
<p>Aim To promote, maintain and develop a high quality, annual programme of projects for school leaders, teachers and school governors, across all phases, in line with regional and national priorities, which is supported by every LLF TSA partner school, meets or exceeds annual DfE key performance indicators (KPIs) and satisfies regionally approved quality assurance standards.</p> <p>Target: Plan for, maintain and deliver 3+ school improvement projects per annum (at least one per term).</p>		<p>Success criteria</p> <ul style="list-style-type: none"> • Project applications approved. • Up to 3 projects delivered per annum (one per term). • Evaluation scores 95% or better from school leaders and staff participating in CPD and support events. 						
Priority	Action & Target	By whom	By when	How measured	£	Communications	KPI	Progress
<p>4.1 Planning Plan for and deliver of a relevant targeted support programme(s) for identified schools in North Lincolnshire.</p>	TSA leads the delivery of key programme(s) according to agreed action plan and funding criteria. Please refer to EMSYH & DfE priority lists for 2018-19.	LLF TSA Planning Group with LA & school subject leaders	In place by October 2018 with termly reviews and completion by July 2019	Individual and school evaluations relating to curriculum need and impact.	DfE and other grants and local event charges	E-mail, programme brochure and events through website.	1, 2, 3	
<p>4.2 Evaluation Identify development areas with sub-regional teaching schools and apply for funding for the benefit of identified primary and secondary schools in North Lincolnshire.</p>	Teaching School & LA leaders meet with headteachers to agree action plan and desired outcomes in line with funding criteria. Please refer to Professional Learning & Professional Support pages.	Teaching School and LA leaders with LLF TSA Planning Group	By funding deadlines and then review termly through to July 2019	Individual and school evaluations relating to school improvement need and impact.	DfE annual grant and local deployment charges	E-mail, strategy meetings, programme brochure and events through website.	1, 2, 3	



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LLF TSA R		Risk Register						Progress
Aim To maintain a register of risk which is reviewed regularly in relation to the delivery and development of the Teaching School Alliance, supported by every LLF TSA partner organisation. Target: Red risks downgraded within two terms and removed by end of year.				Success criteria <ul style="list-style-type: none"> All risks are judged amber or green by July 2019 and at every termly review meeting. Red risks removed or down-graded within two terms (6 months). No red risks at end of year review. 				
Risk area	Risk description	Type	Led by	Initial risks	Current risks	Residual risk	Review	Progress
R1 Initial Teacher Training	Partner school and trainee quality; recruitment, training, provision and employment.	Target & Financial	Teaching School with LLF Partners				Termly	
R2 Professional Learning	Course participant recruitment, cost and impact measures.	Target & Financial	Teaching School with LLF Partners				Termly	
R3 Professional Support	LLE and SLE recruitment and impact; Ofsted inspection judgements.	Target & Financial	Teaching School with LLF Partners				Termly	
R4 Regional Priorities	Targeted strategic curriculum and school improvement support.	Target & Financial	Teaching School with LLF Partners				Termly	

What is expected of teaching schools?

In order to ensure a self-improving, school-led system, teaching schools are required to operate by the following principles:

Effective Delivery	Each teaching school alliance effectively delivers across all three areas of core activity: ITT; CPD & leadership development (CPLD); school-to-school support. KPIs set out the minimum requirements for a teaching school alliance to achieve.
Accountability	In order to ensure credibility and high impact of all teaching schools, they must adhere to requirements set by NCTL and co-operate with necessary reporting processes.
System leadership and engagement	Teaching schools build an effective alliance of schools, and work strategically with other schools and providers within their regional and sub-regional networks to ensure every school can engage in school-led improvement.
Continuous Improvement	Each teaching school is required to pursue continuous improvement supported by the peer review process in order to develop and achieve/sustain maturity of provision.

Delivery area	TSA ¹ Key Performance Indicator
School-led Initial teacher training (ITT)	1.1. <u>At least 15</u> teachers trained ² per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages ³
Continuing Professional Development and Leadership Development (CPLD)	2.1. <u>At least 50 evidence based</u> CPLD ⁴ days delivered per academic year 2.2. At least 90% of participants believe ⁵ that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload
School to school support (StSS)	3.1. Provide at least 30 days of deployment ⁶ per academic year, to schools identified as in need of support ⁷ 3.2. <u>At least 90%</u> of support provided is rated as good or better by the supported school.

The tables above have been extracted from the DfE publication: Teaching school expectations and key performance indicators (KPIs): November 2017