



**Leading Learning Forward TSA**

# Action Plan

September 2020 to August 2021



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**FINAL  
PLAN v1**

| LLF Priority 1  | Initial Teacher Training (incorporating all forms of teacher training including SCITT & School Direct)   |  |  |  |  |  |          | Progress |  |
|---|--|--|--|--|--|--|----------|----------|--|
| <p><b>Aim</b><br/>To promote, develop and maintain a high-quality programme of School Direct and SCITT-led 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><b>Target:</b> 30+ School Direct places filled, 100% trainees achieve QTS and PGCE status.</p> |  |  |  |  | <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• The number of teacher trainees and the employment rate is at least in line with national and regional averages.</li> <li>• Teacher training &amp; support programme rated good or better by trainees and Ofsted.</li> <li>• 100% trainees achieving NQT status by August 2021.</li> <li>• 30+ teacher training places filled during recruitment process for September 2021 start.</li> <li>• 30+ teacher trainee places allocated for recruitment supported by 20+ partnership schools.</li> </ul> |  |          |          |  |
| Objectives  | Action   | By whom                                      | By when  | How measured   | £  | Communications   | KPI      | Progress |  |
| <p><b>1.1 Delivery</b><br/>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 2021</p>   | <p>% of School Direct places applied for, filled and completed against national average.</p> | <p>ITT &amp; 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><b>1.2 Evaluation</b><br/>Review the quality of recruitment, training and outcomes with all ITT providers in North Lincolnshire.</p>   | <p>Review quality of recruitment and training and outcomes at termly meetings, including a mid-year review and agree improvements to each area for the next term/year.</p>           | <p>LLF TSA Planning Group with Partners.</p> | <p>July 2021, with mid-year review in February 2021.</p> | <p>100% of 2020-21 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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| <b>LLF Priority 2</b>   |  | <b>Professional Learning (incorporating Continuing Professional and Leadership Development)</b>  |  |  |  |   |            | <b>Progress</b> |
|---|--|--|--|--|--|---|------------|-----------------|
| <p><b>Aim</b><br/>To promote, develop and maintain a high-quality programme of Professional Learning (Continuing Professional &amp; Leadership Development (CPLD) for school leaders, teachers, teaching assistants, support staff &amp; 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><b>Target:</b> At least 20+ Professional Learning events take place per annum for 200+ delegates with at least a 95% approval rating.</p> |  | <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• The number of schools and early years’ providers accessing CPLD is maintained year on year (in total and for each teaching school cohort).</li> <li>• TSA partner schools at least equal or improve their teaching, leadership &amp; management as well as their overall school judgement between Ofsted inspections.</li> <li>• TSA partner schools improve the attainment of pupils at the end of each key stage.</li> </ul> |  |  |  |   |            |                 |
| <b>Objectives</b>   | <b>Action &amp; Target</b>   | <b>By whom</b>   | <b>By when</b>   | <b>How measured</b>  | <b>£</b>   | <b>Communications</b>   | <b>KPI</b> | <b>Progress</b> |
| <p><b>2.1 Delivery</b><br/>Promote, deliver and maintain the annual plan for CPLD which meets the current and future needs/aspirations of staff from partner and associate organisations.</p>   | <p>Alliance Partners meet in September to agree content of annual Professional Learning programme. Partners agree input and needs. Brochure published to all schools in area after consultation.</p> | <p>LLF TSA Events Office, Partners, Planning Group and appointed event facilitators.</p>   | <p>July 2021 with interim reports in December 2020 and March 2021.</p> | <p>Programme in place. 20+ events take place per annum with 95%+ approval rating. At least three NPQ programmed courses.</p> | <p>DfE annual grant &amp; event income</p>       | <p>Plan, programme brochure and website.</p>                        | <p>2</p>   |                 |
| <p><b>2.2 Evaluation</b><br/>Undertake objective quality assurance reviews of CPLD events at key points during the 2020-2021 academic year.</p>   | <p>Partners and associate leaders contribute to programme of accredited events. Training of facilitators maintained and extended for new events and facilitators.</p>                                | <p>LLF TSA Partners, Planning Group and appointed QA reviewers.</p>  | <p>July 2021 with interim reports in December 2020 and March 2021.</p> | <p>Evaluation scores from participants and QA assessors.</p>   | <p>DfE annual grant &amp; local event income</p> | <p>Plan, programme brochure, websites, training and QA reports.</p> | <p>2</p>   |                 |



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| LLF Priority 3  | <b>Professional Support</b> <i>(incorporating School-to-School Support, Governance, Research &amp; Development)</i>   |  |  |  |   |   |          | <b>Progress</b> |
|---|---|--|--|--|---|---|----------|-----------------|
| <p><b>Aim</b><br/>To promote, develop and maintain a high quality 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><b>Target:</b> System leaders are deployed over at least 10 days per term providing support to schools in need. System leaders to be recruited in the Autumn and Summer terms.</p> |   |  |  | <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• TSA partners maintain or improve their teaching, leadership &amp; management as well as their overall judgement between Ofsted inspections.</li> <li>• TSA partner schools improve pupil attainment at the end of each key stage.</li> <li>• The number of system leader deployments is in line with or above the 30 days per annum KPI target set by the Teaching Schools Council.</li> </ul> |   |   |          |                 |
| Objectives  | Action & Target   | By whom  | By when  | How measured   | £   | Communications  | KPI      | Progress        |
| <p><b>3.1 Delivery</b><br/>Plan for, manage and develop system leadership partnerships (NLGs, NLEs, LLEs and SLEs) working with schools in need.</p>  | <p>Maintain a plan for strategic school-to-school support linked to the DfE’s school improvement offer. Targeted recruitment, assessment and deployment of LLEs and SLEs from across local schools.</p> | <p>LLF TSA Planning Group with LA &amp; Teaching School Leaders.</p> | <p>July 2021 with interim reviews in December 2020 and March 2021.</p> | <p>Deployment to schools in need is at least 10 days per term or 30 days per annum</p>   | <p>DfE Teaching School grant and strategy fund applications</p> | <p>E-mail, briefings, presentations, website, school reports.</p> | <p>3</p> |                 |
| <p><b>3.2 Evaluation</b><br/>Evaluate the impact of the school-to-school support with reference to the outcomes achieved and the quality of system leadership.</p>  | <p>Review the impact of Professional Support in 2019-20 and deployment of current LLEs and SLEs in 2020-21. Produce annual activity and impact report for sharing with schools.</p>                     | <p>LLF TSA Planning Group with LA &amp; Teaching School Leaders.</p> | <p>July 2021 with interim reviews in December 2020 and March 2021.</p> | <p>SMART outcomes and quality of system leadership.</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><b>Aim</b><br/>To promote, develop and maintain a high quality 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><b>Target:</b> Plan for, maintain and deliver 3+ school improvement projects per annum (at least one per term).</p> |  |  |  | <p><b>Success criteria</b></p> <ul style="list-style-type: none"> <li>• Project applications approved.</li> <li>• Up to 3 projects delivered per annum (one per term).</li> <li>• Evaluation scores 95% or better from school leaders and staff participating in CPD and support events.</li> </ul> |   |   |         |          |
| Priority   | Action & Target  | By whom  | By when  | How measured  | £   | Communications  | KPI     | Progress |
| <p><b>4.1 Planning</b><br/>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. Refer to EMSYH & DfE priority lists for 2020-21.  | LLF TSA Planning Group with LA & school subject leaders    | July 2021 with interim reviews in December 2020 and March 2021.  | 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><b>4.2 Evaluation</b><br/>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 2021 | 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 |
|--|--|--------------------|-----------------------------------|--|---------------|---------------|--------|----------|
| <b>Aim</b><br>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.<br><br><b>Target:</b> Red risks downgraded within two terms and removed by end of year. |  |                    |                                   | <b>Success criteria</b> <ul style="list-style-type: none"> <li>All risks are judged amber or green by July 2019 and at every termly review meeting.</li> <li>Red risks removed or down-graded within two terms (6 months).</li> <li>No red risks at end of year review.</li> </ul> |               |               |        |          |
| Risk area  | Risk description   | Type               | Led by                            | Initial risks  | Current risks | Residual risk | Review | Progress |
| <b>R1</b> Initial Teacher Training   | Partner school and trainee quality; recruitment, training, provision and employment. | Target & Financial | Teaching School with LLF Partners |  |               |               | Termly |          |
| <b>R2</b> Professional Learning  | Course participant recruitment, cost and impact measures.                            | Target & Financial | Teaching School with LLF Partners |  |               |               | Termly |          |
| <b>R3</b> Professional Support   | LLE and SLE recruitment and impact; Ofsted inspection judgements.                    | Target & Financial | Teaching School with LLF Partners |  |               |               | Termly |          |
| <b>R4</b> Development Priorities   | Targeted strategic school improvement support and preparation for teaching hubs.     | 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:

|   |  |
|---|--|
| <b>Effective Delivery</b>               | 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. |
| <b>Accountability</b>                   | 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.  |
| <b>System leadership and engagement</b> | 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.                    |
| <b>Continuous Improvement</b>           | 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.  |

| <b>Delivery area</b>  | <b>TSA<sup>1</sup> Key Performance Indicator</b>  |
|---|---|
| School-led Initial teacher training (ITT)                             | 1.1. <u>At least 15</u> teachers trained <sup>2</sup> per year<br>1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages <sup>3</sup>  |
| Continuing Professional Development and Leadership Development (CPLD) | 2.1. <u>At least 50 evidence based</u> CPLD <sup>4</sup> days delivered per academic year<br>2.2. At least 90% of participants believe <sup>5</sup> 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 <sup>6</sup> per academic year, to schools identified as in need of support <sup>7</sup><br>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 (non-statutory guidance)*