

Leading Learning Forward TSA

Partnership Report



Leading Learning Forward

Teaching School Alliance

2016-17

www.leadinglearningforward.org.uk

Published on 1st October 2017

Introduction

I am delighted to share with you the Partnership Report of Leading Learning Forward TSA for 2016-17. On the next few pages, you will find details of the work undertaken by LLF partners led by St Hugh's School. 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, Hull University & York St John University, The Humber Teaching School & Learners First - *our designated licensed training provider*. Our partnership now consists of over 100 partner & associate organisations, schools, colleges & academies across primary, secondary and tertiary stages of education.

We have had another successful year, the fourth full year since the partnership was formed in July 2013, which is clearly evidenced in the following pages of this report. Thank you to everyone who has led, supported or engaged with our work during the past year. We look forward to leading even greater achievement in 2017-18.

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

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Leading Learning Forward in 2016-17

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 four 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 2016-17 school year with 24 partner organisations, from across North Lincolnshire and beyond, expanding to 29 partner organisations by August 2017. Partnership working was underpinned by a shared vision, values and priorities as the TSA developed and expanded its work. The success of this year's work relied on the significant commitment and confidence of many people and organisations.

Strategic Board

The Strategic Board of LLF TSA, which was formally established in July 2013, met three times in 2016-17 and consisted of leadership representatives from St Hugh's National Teaching School, The Humber Teaching School, North Lincolnshire Council, Bishop Grosseteste University and Hull University, as our Higher Education (HEI) partners, as well as five primary and secondary school headteacher representatives.

During 2016-17, the Board developed strategic plans for 2017-20 which will help to maintain the continued reach and impact of the work of the TSA across North Lincolnshire and beyond. Moreover, the Board supported and promoted the considerable increase in regional partnership work with other schools and Teaching School Alliances across the East Midlands and Yorkshire and the Humber.

Alliance Partnership

The Alliance Partnership increased to over 100 partner and associate schools and organisations during 2016-17. Partners contributed to the growing expectations and demands of the Alliance by leading projects, writing impact reports, facilitating and delivering professional learning and leadership sessions. Collaborative work was undertaken with other regional partners during the year, including Northern Lights TSA, KYRA and OLEVI International. Alliance schools continued to lead school improvement across North Lincolnshire and the region, achieving positive outcomes for learners

PARTNER & ASSOCIATE PARTICIPATION & ENGAGEMENT

Partner Category	2015-16	2016-17
Teaching Schools	2	5
Strategic Partners	10	21
Secondary School Partners	4	4
Primary School Partners	15	16
Associate Schools	60	82

Leading Forward Together

▲ SHARED VISION & VALUES

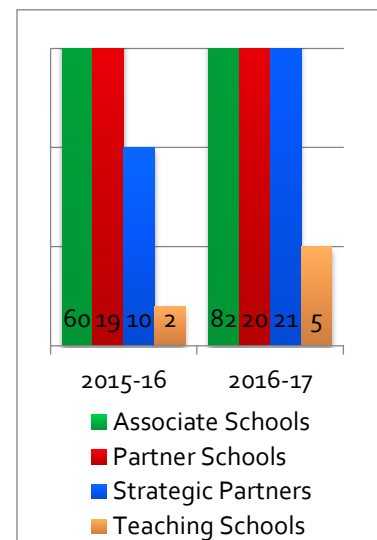
Our vision & values statement for 2016-17 was summed up by the motto, "Leading learning, leading achievement."

▲ SHARED PLANS & PRIORITIES

Our development work in 2016-17 was driven by strategic/operational plans and priorities determined by DfE/NCTL.

▲ SHARED RESPONSIBILITIES

Key roles & responsibilities within the TSA during 2016-17 were distributed between the leaders & staff of our partner organisations.



LLF TSA Partners & Associates

Leading Learning, Leading Achievement

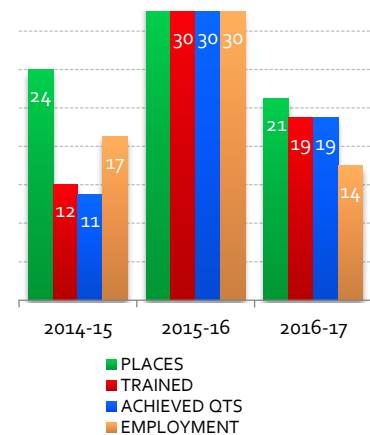
The vision & values statement of Leading Learning Forward TSA, updated by partners in July, continued to drive the work of the Alliance in 2016-17. The next three pages summarise the work undertaken by members of LLF TSA in relation to the eight KPI priorities listed on page 6. Partnership work was focused on driving forward the Big 3 priorities for the benefit of every learner within the remit of the Alliance's work.

Initial Teacher Training (ITT)

During 2016-17, Initial Teacher Training was offered in association with a number of licensed training providers, including North Lincolnshire SCITT Partnership and School Direct training through The Axholme Academy and Hull University. 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.

IMPACT: Initial Teacher Training partnerships have been successful in promoting, recruiting and selecting trainees, beating regional and national levels. The SCITT & School Direct partnership trained 19 trainees successfully during 2016-17, with 85% achieving a good or better outcome. 40% gained the High Achievement grading and 74% had achieved employment by August 2017.

SCITT & School Direct



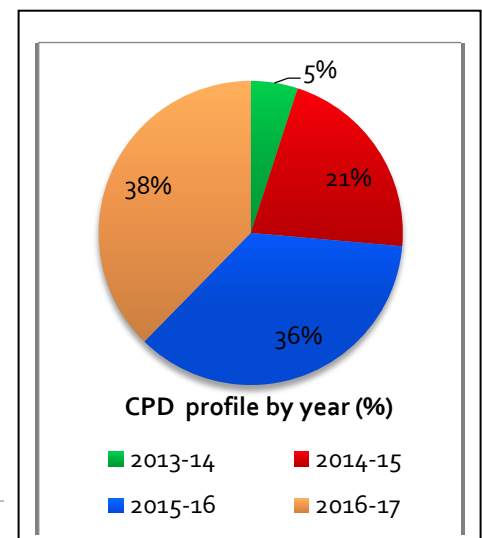
Professional Learning (CPD)

During 2016-17, the Teaching School Alliance expanded substantially the programme of events for school leaders, teachers, teaching assistants and support staff. Over 70 events were offered, averaging about 20 events per term. Events ranged from the OLEVI licensed Outstanding Teacher Programme to Primary Mastery Maths and Behaviour Management. Specialist events relating to children with autism, speech and language needs were also provided.

IMPACT: Over 700 delegates attended events and programmes in 2016-17. Evaluation scores were very positive with over 98% rating events good or better. The impact on teaching & learning was endorsed by impact reports from school leaders, delegates as well as from Ofsted inspections.

CPD EVENTS & DELEGATES 2014-2017

	2014-15	2016-17	2016-17
Number of Events	43	63	78
Number of Event Days	62	134	208
Number of Delegates	399	688	702



Professional Learning *(Leadership Development)*

During 2016-17, Leading Learning Forward TSA continued to lead the delivery of National Professional Qualifications (NPQs) programmes in North Lincolnshire, working closely with The Humber Teaching School. One cohort of delegates successfully completed the National Professional Qualification for Middle Leadership (NPQML) whilst a further cohort was successful in completing the National Professional Qualification for Senior Leadership (NPQSL) in licensed association with *Learners First*. LLF TSA with The Humber Teaching School will be leading the delivery of NPQs in 2017-18 as NPQ licensed providers.

IMPACT: Over twenty delegates successfully completed NPQML and eight other delegates completed NPQSL during 2016-17. A growing number of course delegates have moved on to middle and senior leadership positions in their own or other schools with North Lincolnshire and beyond.

Professional Support *(School-to-School Support)*

During 2016-17, the Teaching School oversaw two application & assessment windows for potential Specialist Leaders of Education (SLE) and the development of the new application and assessment programme for Local Leaders of Education (LLE). No grant funding allocated in 2016-17.

IMPACT: The TSA's three-phase offer, developed for leaders, teams and staff in schools, helped to address school improvement priorities within the key Ofsted areas of teaching and learning, achievement, behaviour and safety, leadership and management.

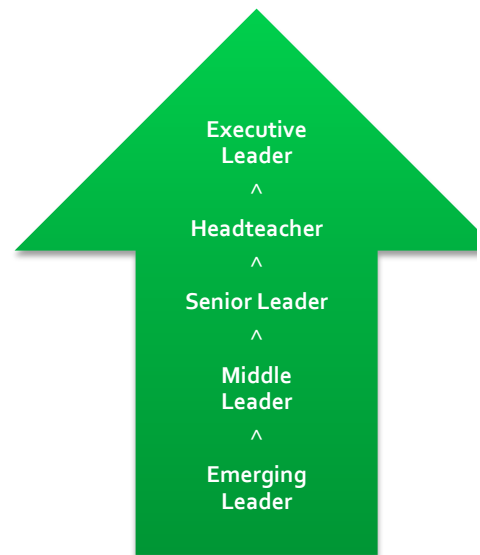
System Leadership in North Lincolnshire 2016-17

Category	2016-17
Specialist Leader of Education (SLE)	20
Local Leader of Education (LLE)	2
National Leader of Education (NLE)	1
National Leader of Governance (NLG)	1

System Leadership *(Leaders of Education)*

During 2016-17, Teaching Schools took on responsibility for the recruitment, induction and deployment of Local Leaders of Education (LLE) as well as Specialist Leaders of Education (SLE). Our talented team of System Leaders has continued to support school leaders, teachers and governors in schools across North Lincolnshire and the region, for the benefit of all learners.

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)

System Leaders: IMPACT

- ▲ New SLE & LLE induction training
- ▲ Deployment across N & NE Lincs
- ▲ Teaching, learning & leadership
- ▲ School and subject programmes
- ▲ Primary Mastery Maths Programme
- ▲ Training sessions & presentations

Research & Development

During 2016-17, LLF TSA worked in close association with two National Research Schools – St Margaret’s Primary School, KYRA TSA and Huntington School in York - to deliver Research Lead training as well as to promote and train teachers for the “Digital Feedback in Primary Maths” project funded by the Education Endowment Foundation (EEF). Both programmes and projects will run throughout 2017-18.

Digital Feedback in Primary Maths

This is a school-developed approach to improving teachers' diagnostic and feedback skills when teaching maths in primary schools. Teachers will be provided with resources to quickly assess their pupils' understanding of a topic, for example, through an individual multiple-choice question. Teachers will then be supported to provide effective feedback to high-achieving pupils struggling with a topic, by using labels to record other summaries of their feedback, rather than writing their own comments. This helps to ensure that the feedback is specific and relevant to the pupil, and that it is more likely to be acted upon. The aim is to increase the specificity and relevance of teachers' feedback, making it easier for pupils to respond to it.

The intervention was developed with funding from CRT by the headteacher, James Diddle, of one of the schools in the Lincolnshire-based teaching school alliance. Participating teachers from Years 4 or 5 in each school will receive initial training, and take part in monthly 'professional learning communities', led by the project team and Bishop Grosseteste University. A leader in each school will provide ongoing support and coaching to the teachers. Teachers will be expected to embed the approach into their normal class teaching and marking.

Why are we funding it?

This trial follows on from a small RCT of digital vs written feedback on a creative writing task, undertaken as part of National College's 'Closing the Gap: Test and Learn' programme, where schools were supported to undertake experiments. Pupils from 11 classes were randomly allocated to receive either written or digital feedback on a writing task, and their given another similar writing exercise. A sample of the final written work was then blindly marked. This small, short-term trial found a positive impact on all pupils, and a greater one on disadvantaged pupils.

The EEF's recent review of marking found little evidence for the extensive written marking that often forms the backbone of schools' formal feedback, suggesting that more frequent verbal feedback might be more effective than written feedback. On the basis of this, we considered the possibility of building the evidence base around teachers' marking. This is the first grant awarded with this funding.

How are we evaluating it?

RAND Europe has been appointed to conduct the independent evaluation. The main trial will consist of a two-arm randomised control trial (RCT), with 60 primary schools. Efforts will also be made to test whether an intervention can work under ideal conditions (e.g. when being delivered by the intervention's original developer).

Each of the 60 primary schools will be invited, but the year groups (Year 4 or 5) would be randomly assigned to treatment or control. The schools will be expected to train and support the allocated year group's teachers throughout the academic year. At the end of the year, all the Year 4 and 5 pupils in the schools will sit a maths test.

The implementation and process evaluation will seek to assess how well the school leads transferred that knowledge to the class teachers, and how well the class teachers were able to incorporate the approaches into their teaching.

When will the evaluation report be due?

The evaluation report will be published in Spring 2019.

For more information, advice and supporting resources, please visit: <https://educationendowmentfoundation.org.uk>

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Inspired Learning

Primary Schools Outdoor Learning Programme

from North Lincolnshire Museum Service

Logos for partners: We Love to Learn, Quality Standard, Arts Council England, Humber Museums Partnership.

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

IMPACT: Key Performance Indicators (KPIs)

KPI	2015-16	2016-2017
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	30	21
6. Supply of Leaders	15	20+
7. Partners & Associates	89	100+
8. SLEs Trained & Deployed	15	20

In Summary: Leading Learning Forward during 2016-17

During 2016-17, Leading Learning Forward TSA, led by St Hugh’s National Teaching School, promoted and delivered:

- **Initial Teacher Training** & School Direct recruitment/training in partnership with SCITT, schools & HEI providers.
- Over 70 separate licensed and approved events for schools covering the BIG 3 areas of **Initial Teacher Training**, **Professional Leadership** and **Professional Support**.
- Two courses **National Professional Qualifications for Leadership** were delivered in association with *Learners First*.
- **Professional Support** across the area and region, with growing recruitment of talented Leaders of Education.
- **Research & Development** was promoted and delivered in close association with two National Research Schools.
- Dynamic partnerships with other teaching schools, colleges & academies across North & North-East Lincolnshire, Yorkshire & the Humber and beyond.

Financial Grant Report 2016-17

During 2016-17, Leading Learning Forward TSA received £40,000 in grant funding and from the Department for Education/National College for School Leadership to support the development of work across the Teaching School Alliance and beyond.

The DfE/NCTL Year 4 grant of £40,000 was guaranteed for at least a further year, following submission of the evaluation report, into 2017-18 according to the DfE's updated terms & conditions for grant funding. School improvement grants will continue to be the main drivers the work of the Teaching School Alliance over 12 months.



GRANT INCOME

Initial Teacher Training

Teaching School Grant

Total Grant Income

2016-17

n/a for 2016/17

£40,000

£40,000

INCOME SOURCE

School Direct & ITT Grant

DfE/NCTL Grant Funding

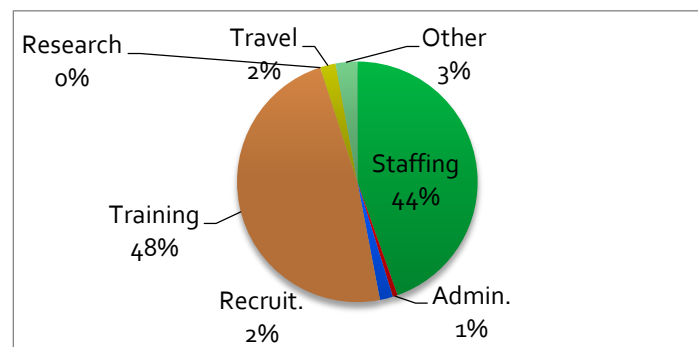
Total Grant Income

Grant Expenditure 2016-17

During 2016-17, the major area of grant expenditure was training & development, which included event delivery, project facilitation and the ongoing school improvement work of the TSA.

Leading Learning Forward TSA, as a non-profit-making alliance, seeks to support and sustain school improvement in North Lincolnshire and beyond through the provision of Initial Teacher Training, Professional Learning and Professional Support. The table opposite shows how grant expenditure in 2016-17 was broken down by percentage spend.

Grant Expenditure: 1st September 2016 to 31st August 2017



GRANT EXPENDITURE

Staffing Costs

Administrative Costs

Recruitment Costs

Training & Development

Research Costs

Travel & Meeting Costs

Other Expenditure

Total Grant Expenditure

2016-17

£17,828

£265

£700

£19205

£0

£840

£1162

£40,000

% SHARE

44%

1%

2%

48%

0%

2%

3%

100%

EXPENDITURE DESCRIPTION

Leadership & Administration

Consumables & Resources

System Leadership Recruitment

Professional Learning & Support

Research Development

Facilitator Travel & Leadership Meetings

Website Maintenance & Development

Total Annual Expenditure

BIG 3 Priorities for 2017-18

Initial Teacher Training: Teacher Trainee Recruitment & Employment

Professional Learning: Developing Leaders, Teachers & Staff

Professional Support: System Leadership, Supporting Schools

Leading Learning Forward into 2017-18

During 2017-18, Leading Learning Forward TSA led by St Hugh's National Teaching School will promote and deliver:

- **Initial Teacher Training** by recruiting, inducting, training and employing teacher trainees through primary and secondary partnerships with North Lincolnshire SCITT, Bishop Grosseteste University, Hull University & York St. John University, The Humber Teaching School and the North Lincolnshire Education Consortium
- Over 60 training events of licensed and approved **Professional Learning** programmes for schools
- **Professional Learning** in association with a number of partners and licensed providers including Olevi International®, ELKLAN®, Makaton®, Y&H Maths Hub, Fluent Coaching and The Humber Teaching School
- National Professional Qualifications for School Leadership (NPQs) with The Humber Teaching School & NCTL
- **Professional Support** by developing, recruiting and deploying highly effective System Leaders (LLEs & SLEs)
- Research & Development in close association with our HEI & National Research School partners
- Dynamic partnerships across North Lincolnshire, North-East Lincolnshire, Yorkshire & the Humber and beyond.

JOIN US

New partners welcome

Apply online at:

www.leadinglearningforward.org.uk

or contact the TSA office on: 01724 842960

LEARN WITH US

Initial Teacher Training

Professional Learning

Professional Support

WORK WITH US

Specialist Leaders of Education

Local Leaders of Education

National Leaders of Education

National Leaders of Governance

Business Managers

LLF TSA CONTACTS

LEADERSHIP

Tracy Millard

Headteacher

BUSINESS

Claire Felters

Business Manager

ADMINISTRATION

Catherine Thompson

Administrator