

Regional Update: July 2021 (#12 2020/21)

Introduction

Welcome to the 12th Lancashire and West Yorkshire TSC update of 2020/21. This is the final bulletin for this school year, and the final time that the LWY TSC team will compile this overview of the educational landscape, as the new Teaching School Hubs Council will be established for September 2021. We thank you all for your wonderful work in the region, and we are sure that we will all continue to work together in new and refreshed collaborations and partnerships in the years to come.

This newsletter provides essential system leader news, links and updates that have been issued this week.

Previous newsletters, attachments and other resources can be accessed at <https://greatheightstrust.org.uk/lwytsc>.

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Lancashire and West Yorkshire's representatives for the national TSC

supported by

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& sub-regional co-ordination teams led by: Cheryl Brindle, Michael Tonge, Jen Murphy and Liz Whetham

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- EEF - Effective Governance Links

Attachments: EEF: SEN in Mainstream Schools Report
July '21 Message from Education Secretary Gavin Williamson

School Improvement and System Leadership

Request to NLEs and System Leaders for school improvement support for the autumn term 2021:

For the attentions of NLEs, CEOs and system leaders:

The DfE and TSC will shortly be contacting named system leaders directly to ask you to support an underperforming academy or maintained school, in line with [this guidance](#):

*'how strong trusts improve educational outcomes
and how more schools can join a strong family, including support for
prospective converters'*

- The government is looking at how to bring into the Trust sector schools which have received three RI judgments in a row.
- Research will be undertaken into how to make the process of joining a Trust as easy as possible.
- The Academies Financial Handbook will be updated to bring greater clarity to guidance.
- Trust Capacity Fund: DfE will release up to £24m over the 2021-22 financial year to help trusts to help trusts to grow.

Overview of the Trust School Improvement Offer (TSIO):

[This offer](#) focuses on matching eligible schools with system leaders from schools and trusts who can help leaders identify short-term improvement actions and priorities to ensure that there is sustainable improvement capacity in the long-term.

Support will be sought for a maintained school or a school within a trust with any of the following criteria:

- The school receives an Ofsted 'requires improvement' judgement during the 2021 to 2022 academic year
- The school enters the 2021 to 2022 academic year with a current 'requires improvement' judgement for overall effectiveness where their previous judgement was also 'requires improvement' (or worse)
- In addition, and by exception, if a school does not meet these criteria but identifies as needing support or the Regional Schools Commissioner (RSC) judges that they are in need, they should contact school.improvement@education.gov.uk and it will be considered whether support can be provided.

Building strong academy trusts

Guidance for academy trusts and prospective converters

TSIO Process Summary:

1. Initially the eligible school has been contacted to confirm their involvement in the TSIO and scoping conversations have been held with MAT CEOs, Local Authorities and Dioceses as appropriate. This has been taking place in recent weeks and is ongoing.
2. Following this process, the TSC will write to NLEs by email to ask for their support with eligible maintained schools.
3. The DfE will contact NLEs in relation to specific support for academies.
4. NLEs and system leaders should expect a more detailed DfE guidance document which will be sent in the next week to help you to prepare for the autumn term deployment(s).
5. As announced in the System Leader newsletter of 24/06/21 Inspiring Leaders has been appointed by the DfE to create the national training programme for NLEs which is scheduled to be launched and begin initial delivery in September 2021, this followed by further training and support given across the year.
Please note that involved with the Inspiring Leaders writing team in our region is [Great Heights Academy Trust](#) as a wider partner in Inspiring Leaders: <http://inspiringleaderstoday.com/index.php/who-are-we/the-partnership>
6. NLEs should not contact the eligible school until the deployment is confirmed with TSC/DfE by email.

LWY schools and trusts being offered this support can find out more by contacting the following LWY sub-regional contacts for more information:

LWY Sub Regions	LWY TSC SI Contact	Email
West Yorkshire Greater Manchester	Baljit Birring	baljitbirring@indigodiversity.co.uk
Liverpool City Region & Warrington Blackpool, Blackburn with Darwen & Lancashire	Tessa Mason	Tessa.Mason@education.gov.uk

Professional and Leadership Development:

National Professional Qualifications Reforms (NPQs)

DfE Pre-Information Notice for EYFS: November 2021 – concluding March 2022

The purpose of [this early engagement notice](#) is to notify the market of forthcoming market engagement events relating to the procurement of the full suite of National Professional Qualifications (NPQs) including the proposed introduction of two new NPQs focused on Early Years and on Literacy.

The Department will be undertaking two online events between 12 and 15 July 2021 for interested national lead providers to input into the potential implementation of these programmes (see below for details).

To ensure the NPQs continue to offer the best possible support to teachers and leaders wanting to expand their knowledge and skills, there are current consultations with sector representatives and other experts on the value of developing additional qualifications in early years education and in teaching literacy, among other potential areas.

Successful providers will be required to work within a set of frameworks, designed for any additional qualifications.

Additional information

There are two supplier events scheduled to take place in the week commencing 12 July. These are anticipated to last between 2 and 3 hours. Please note that a maximum of two people from each organisation can attend each event. For details on how to register to attend, please click on your preferred date.

Procurement is expected to open in November 2021 with contracts being awarded in March 2022. More information on the procurement process will be provided in due course.

<https://www.eventbrite.co.uk/e/162301398853>

Tender Notice: Wednesday 14th July - Market Engagement Event

<https://www.eventbrite.co.uk/e/162303376769>

Tender Notice: Thursday 15th July - Market Engagement Event

Maths Hubs Update (NCETM)

New [checkpoints diagnostic activities](#) will soon be available from the NCETM, along with associated professional development for teachers of Year 7. Checkpoints are classroom activities that will help teachers assess the understanding students have brought with them from primary school and suggest ways to address any gaps that become evident.

To support effective transition this year, Maths Hubs are offering a project exploring [Years 5-8 Continuity](#). This opportunity is open to primary and secondary schools: linked 'families' of schools are encouraged to take part.

 NCETM
Newsletter

Maths teaching news & updates from the NCETM



Maths Hubs are continuing to recruit primary schools for a new large-scale national programme designed to ensure that pupils in Reception, Year 1 and Year 2 develop strong early 'number sense'. Participation in [Mastering Number](#) will provide schools with resources for daily maths teaching, and involve high quality professional development for teachers.

To learn more about national teaching for mastery programmes and other CPD available from the Maths Hubs Network, visit [What Maths Hubs are doing](#).

Email: gaynor.bahan@ncetm.org.uk - Gaynor Bahan, Regional Lead (Lancashire and West Yorkshire) NCETM

Initial Teacher Training

ITT Market Review Proposed Reforms: Report of the ITT market review group

ITT Market Review Report Published

The [report of the ITT market review group](#) has been published this week, launching a [period of consultation](#). It sets out the fundamental knowledge, skills and teaching opportunities that all new entrants to the profession need and includes specific proposals for the role of TSHs.

Extract - rationale for this review from the report:

"The review of ITT reflected in this report, is part of a broader arc of wide-ranging and profound reform to teacher training and teacher and school leader development that has been underway for several years, starting with the [Carter Review of ITT \(2015\)](#) and flowing from DfE's teacher [Recruitment and Retention strategy \(2019\)](#). It is well-known that investing in teachers is vital to the outcomes that pupils achieve, and it is imperative that we make sure that the best available evidence is being deployed in the training and development of our teachers.

The evidence for the characteristics of effective teaching that underpins both the [ITT core content framework \(CCF\)](#) and the [Early Career Framework \(ECF\)](#) has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

These frameworks set out the core areas of expertise that teachers need to learn during their training and induction phase.

To fulfil its potential, the CCF needs to be delivered as the core of an ITT curriculum, which has itself been designed in light of the evidence we have for effective training.

The CCF will go some way to addressing the areas for improvement and 'considerable variability' in course content and quality identified by the Carter Review, but we believe that much more can be done to improve the content and quality of training across providers.

The Review also provides an opportunity to align ITT with the ECF and the new NPQs, and to build on the capacity and expertise afforded by the new teaching school hubs, thereby creating a coherent national architecture for the delivery of teacher training and development".

We encourage system leaders to read the report in full, to respond to the consultation and the 14 recommendations around quality requirements, reference the ITT core content framework and remain aware of the proposals around procurement that may follow consultation in the autumn term 2021.

National Leaders of Governance

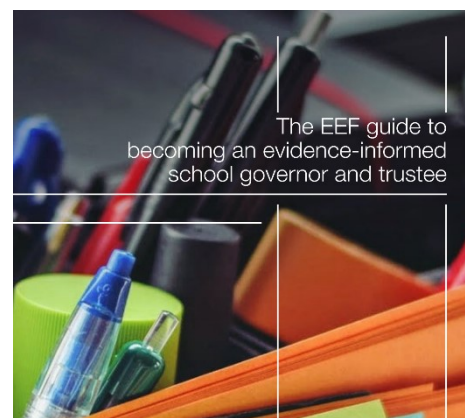
EEF - Effective Governance Links

Guide for Governing Boards

School governors and trustees play a crucial role in improving school performance by providing support and challenge to the headteacher and their leadership team. It is essential, therefore, that governors and trustees can access and use the best available evidence-based resources.

This can sometimes be difficult. Many governors and trustees are short on time and do not have a background in teaching. It can also be hard to know where to find jargon-free and trustworthy information. This is where the Education Endowment Foundation (EEF) can help.

The [EEF guide to becoming an evidence-informed school governor and trustee](#) is designed to offer a quick way into the evidence made freely available to all schools. It hopes to promote better-informed discussion in governing boards about how schools can improve.



The [Teaching School Council \(TSC\)](#) is a national body representing all Teaching Schools in England. The Council is made up of membership with either a national or regional remit, who direct or shape the work of Teaching Schools through discussion with government ministers and senior officials. The Teaching Schools Council believes that **every child is entitled to be in a great school**.