

Welcome to the eighth Lancashire and West Yorkshire Regional Delivery Partner (RDP) update from the Great Heights Academy Trust team as part of our contracted work to match and monitor system leaders for the current Trust and School Improvement Offer (TSIO) for 2021/22.

Previous newsletters and other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of NLEs in LWY we will be your first point of contact during matching and when matched - a.bennett@greatheightstrust.org.uk

Kindest regards

Amanda Bennett OBE

In this TSIO newsletter:

1. **Next TSIO Returns deadline – 04/07/2022** (allowing time to check and process before end of term)
2. Schools White Paper: 'Opportunity for All' - DfE Implementation Guidance
3. Maths Hubs and the Trust and School Improvement Offer - Additional Guidance for System Leaders
4. EEF Update - Professional Learning Guidance for TSIO System Leaders
5. LWY TSIO Regional Delivery Team information

Attached:

[Implementing School System Reform slide set](#)

Submission of TSIO Returns

Further to the information in [newsletter 6](#), and [newsletter 7](#), once support for a school or trust is completed, [the Excel claim form](#) should be completed (including being signed by the supported school or trust) and sent to your Regional Delivery Partner (RDP) which for LWY is Amanda Bennett a.bennett@greatheightstrust.org.uk.

As per the latest TSIO guidance (v2.2, Jan '22) deployments should be completed by the end of the term following the term system leaders are matched to a school/trust.

All deployments matched pre-Spring 2022 should now have been submitted. Any that were granted extensions must be submitted by the end of June.

We would be very grateful if System Leaders who accepted commissions in the Spring term 2022 could plan to submit their completed deployment forms as soon as possible before schools break up for end of term, ideally to facilitate their full administration by Monday 4th July.

Many thanks to those who have already returned their form(s) to us as your RDP link, our top tips for completion are:

- Section 2, do tell us which areas you have covered in your deployment
- Section 3, whether the school wishes to pursue a funded Trust partnership – please confirm if the school does or does not wish to, and add any context
- Section 4, top box - this needs to be the school/MAT you are employed by and where the payment should be sent – when you complete this it will automatically populate the grey shaded area above the signature on section 4 with the name of your school/MAT as required. An example from my form below ...
- Also in section 4 do add the bank details for your school or trust. Without this the payment cannot be processed.

Please sign on **section 4** re your organisation and bank details: depending on your version of Excel you may be able to sign or you may need to cut & paste your digital signature. You also need to sign **section 5** for the amount you wish to claim and this must be counter-signed by the head of your supported school on **section 6**.

Please return to us as your RDP and cc. the head of your supported school to your email.

If you have any problems do get in touch.

Section 1 - School/Trust Details

Supported School/Trust Details

If you supported a single-academy trust (SAT) or local authority (LA) maintained school, please complete the school information.
If you supported a multi-academy trust (MAT), please complete the MAT information.
DO NOT COMPLETE BOTH SECTIONS.

Supported school URN: Name of supported MAT:

School Name:
Status:
RSC Region:
Local Authority:

If you are unsure of the school URN or the correct name of the MAT you can find the information by clicking the 'get URN or Trust Information' button

Supporting System Leader Details

If you are a National Leader of Education (NLE) you should fill in the URN section with the school that you are linked to as part of your designation. Only leave blank if you are a MAT CEO that is not also an NLE.

Name of supporting system leader (SL): Is system leader an NLE, MAT CEO or both?:

School URN (leave blank if N/A): Name of MAT (leave blank if N/A):

School Name:
Status:
RSC Region:
Local Authority:

Term in which matched	Deployment completed by
Autumn 2021	1 April 2022
Spring 2022	28 July 2022
Summer 2022	21 December 2022

Schools White Paper: ‘Opportunity for All’ - DfE Implementation Guidance

[This white paper](#) demonstrates how our education system can deliver on the government’s priority to level up across the country. The economic benefits of meeting the white paper’s ambitions, and the case for a fully trust led system, are also set out. The DfE’s ‘Levelling Up’ targets: by 2030, 90% of primary school children are meeting the expected standard in reading, writing and maths; and that the average GCSE grades in both English language and maths are raised to 5, ensuring:

- an excellent teacher for every child;
- high standards of curriculum, attendance and behaviour;
- targeted support for every child who needs it;
- and a stronger, fairer school system that works for every child.

The White Paper outlines how a *‘strong school system will be delivered by schools, trusts, local authorities (LAs), faith bodies and the Department for Education (the Department) working together’* – setting an ambition for all schools to be in a strong multi-academy trust (MAT), or with plans to join or form one, by 2030.

Links:

[Implementing school system reform in 2022 to 2023 - GOV.UK \(www.gov.uk\)](#)

This document outlines immediate next steps towards the ambition for all schools to be in a strong multi-academy trust, or with plans to join or form one, by 2030. It focuses primarily on academic year 2022 to 2023 and is designed to help schools, trusts, local authorities, and where applicable dioceses or other faith bodies, think about what they should do next.

Education Investment Areas (EIAs) including Priority EIAs, where an area based approach to commissioning trusts will be introduced. These are the areas where DfE will focus new powers of statutory intervention in underperforming schools, subject to the outcome of consultation and parliamentary approval.

[Education Investment Areas: selection methodology - GOV.UK \(www.gov.uk\)](#)

Area based commissioning will see us working closely with local partners to establish a coherent local organisation of schools based on strong trusts, as per guidance on building strong academy trusts, and addressing problems of sustained underperformance

The [Local authority established MATs: registration of interest](#) document.

This [implementation framework](#)* is aimed at supporting:

- MATs considering their role and future in a stronger, more collaborative school system, including how they work with partners and how they grow to sufficient size and capacity to lead rapid and sustainable improvement;
- Maintained schools and single academy trusts (SATs) looking to find further information about joining or establishing a MAT;
- LAs keen to work with us to further develop a coherent, high performing local school system; and
- Dioceses exploring their approach to supporting the development of enough strong diocesan and mixed article MATs.

**See attached slide set summarising this document*

Maths Hubs and the TSIO - Additional Guidance for System Leaders

System leaders matched with a school or a trust may want to broker support for the sustainable improvement of the teaching and leadership of mathematics in the school or trust. This guidance is offered in addition to the information given about Maths Hubs in Appendix A of the DfE "Trust and school improvement support for the 2021 to 2022 academic year: Guidance for system leaders".

The school-led Maths Hubs Network offers fully funded programmes to state-maintained schools in England from Reception to post-16. 68% of all primary schools and 70% of all secondary schools have participated in a Maths Hubs project, and over half of all schools participated in 2021/22.

Maths Hubs projects use the Work Group model, harnessing teacher collaboration to develop strong classroom practice and subject leadership. Participating teachers implement change in their classroom and school over a long-term period, coming together for Work Group sessions led by local leaders of mathematics education (LLME), classroom practitioners with experience of supporting teachers, leaders and schools in implementing changes to the teaching and learning of mathematics.

Maths Hubs offer over 30 projects to meet schools'/trusts' needs for improvement in teaching and leadership development, including the Teaching for Mastery Programme in the primary and secondary phases, subject knowledge programmes for practising, early career and secondary non-specialist teachers, accredited programmes for Mastery Specialists, Professional Development and School Development Leads, and a programme for leaders of mathematics across a MAT.

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These substantial programmes typically recruit in the summer and autumn terms, with most Work Groups starting by spring half-term. System leaders with an interest in brokering the participation of a matched school or trust can contact the relevant NCETM Regional Lead to discuss the needs of the school or trust, how a Maths Hubs programme could complement your direct support, and to make arrangements with the local Maths Hub.

Region	NCETM Regional Lead	Email
East Midlands and Humber	Margaret Young	margaret.young@ncetm.org.uk
East of England and North East London	Chris Dale	chris.dale@ncetm.org.uk
Lancashire and West Yorkshire	Gaynor Bahan	gaynor.bahan@ncetm.org.uk
North	Paul Treversh	paul.treversh@ncetm.org.uk
South Central and North West London	Matt Lewis	matt.lewis@ncetm.org.uk
South East England and South London	Heidi Whitney	heidi.whitney@ncetm.org.uk
South West	Annabelle Grose	annabelle.grose@ncetm.org.uk
West Midlands	Barbara Rodgers	barbara.rodgers@ncetm.org.uk

Maths Hubs Professional and School Development Opportunities

2022/23

A catalogue of school and professional development opportunities for next year can be downloaded [here](#).

Discover fully funded subject-specific opportunities to support professional learning for teachers and development for departments and schools.



EEF Update - Professional Learning Guidance for TSIO System Leaders

Most areas of school improvement involve developing the staff in the schools in which system leaders are matched. Behavioural change is hard, it explicitly involves addressing three possible barriers:

- Capability of change. Do teachers currently have the knowledge/skills they need
- Opportunity to change. Are there the time and resources available to make the change?
- Motivation to change. Do teachers believe that the change is the right one? Does it have credibility?

The [EEF's guidance report on professional learning](#) unpicks the evidence about the best ways to tackle these three barriers to behaviour change.

It reminds us what professional learning is (and isn't) and provides heads with a [useful tool](#) to support the planning of professional learning that is more likely to result in behaviour change.

The concept of a balanced design means that a professional learning programme has at least one element planned in under the four headings:

1. Building knowledge: without this, teachers may misinterpret what they being asked to do
2. Motivating teachers: without this change is hard to drive because teachers will subvert it
3. Developing teacher techniques: without this, teachers may lack the skills to put their knowledge into action
4. Embedding practice: without this, initial changes are likely to revert to old habits

Box 1: What is PD?

Professional development is...	Professional development is not...
School-wide, monthly twilight sessions on how to improve formative assessment in the classroom.	A briefing provided to practitioners on how to use new smartboards.
A training day provided by a nursery school headteacher on how to use strategies to improve children's language.	An information session for teachers on the new school admissions code.
A series of online webinars delivered by an external provider on how to improve behaviour management in the classroom.	Teachers receiving a new curriculum programme via email, complete with schemes of work and assessment materials.

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Within each of the 4 areas there are [mechanisms](#) describing how you might do each, for example managing cognitive load in section 1.

These tools can be used to both assess the quality of any external professional learning and for the design of any internal professional learning. Your local research school can provide further guidance on the report or can support the development of a PD programme against the 4 areas. You can find your local RS [here](#) or [sign-up for our newsletter](#) for regular updates.

LWY TSIO Regional Delivery Team

Our delivery team includes links to your previous sub-regional TSC contacts and our direct team as below:

LWY Lead Representative – matching and monitoring	<i>Amanda Bennett</i> <i>supported by Dani Worthington as Director of School Improvement</i>	a.bennett@greatheightstrust.org.uk
Communications	<i>Nicola Foulkes and Jayne Firth</i>	mat@greatheightstrust.org.uk
Regional Delivery Co-ordinators – will contact you when a proposed match is approved	<i>Tessa Mason – LCR&W & BBL</i> <i>Baljit Birring – WY & GM</i>	t.mason@greatheightstrust.org.uk b.birring@greatheightstrust.org.uk
Data management	<i>Jonathan Pascall</i>	mat@greatheightstrust.org.uk



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