

Trust and school improvement support for the 2022 to 2023 academic year

Guidance for system leaders and maths hubs 25/01/2023

Yorkshire and the Humber and the North West RDP

Great Heights Academy Trust is the strategic DfE Delivery Partner for the DfE TSIO 22/23 in YH and NW regions

[Great Heights Academy Trust](#)

[Trust and school improvement offer - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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The Trust and School Improvement offer

- Strong MATs are the best way to advance education and deliver clear benefits for teaching & pupil outcomes.
- The **TSI offer** is a tool for ensuring that vulnerable schools and trusts receive the best support:
 - In the **short-term**, through helping the leaders to ensure they have high-quality evidence-based improvement strategies that address and prioritise the right needs.
 - In the **longer-term**, through consideration of what further support may be needed including the development of links between vulnerable schools and trusts and our strongest MATs.
- Learning from **previous SI offers** has been incorporated into this programme to enable:
 - Flexible and proactive support;
 - A greater focus on ensuring matches reflect longer-term strategy with sustained support and improvement for schools/trusts.





Plans for an improved 22/23 offer - overview

How the DfE have improved the TSI offer for 22/23 academic year:

- **The system leader time** is expanded to fund (normally from a strong trust but otherwise from a newly designated NLE), from 3/5 to 10 days, in response to evidence that this helps secure greater improvements and builds stronger relationships.
- We have extended the focus of the support from only diagnosing areas for improvement to also include early delivery of bespoke support/implementation of improvement plans
- We have taken a new approach to identifying eligible MATs.

- **MATs will be eligible for support from a strong trust if they meet either of the following criteria**
 - a) 50% of schools within the trust have an Ofsted rating of RI or Inadequate (includes only schools inspected since joining the trust).
 - b) There has been an overall decline in Ofsted judgements for schools within a trust, taking in account the schools' most recent inspection since joining the trust (internally referred to as SI score).

Role of Regional Delivery Partners in TSI



- The **TSI offer** is a core aspect of a sector-led improvement strategy and the DfE's work with schools and trusts through our regional teams.
- The DfE **Regional Delivery Directorate** is split into **nine regional teams** who work directly with trusts and with local authorities.
- **Regional Delivery Partners** provide strategic support to the provision of the offer by:
 - Working with and being accountable to our **regional teams** to identify the best system leader match for schools and trusts. This may mean disrupting the 'status quo' with new approaches.
 - Ensuring **system leaders** provide timely and impactful improvement support including:
 - encouraging strong school-trust partnerships
 - working with trusts to continuously improve leadership and governance (encouraging NLG deployment take-up where it might be beneficial)

National Leaders of Education: newly recruited for 2022/23

[National leaders of education: a guide for potential applicants - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

“Over recent years, there has been a dramatic slowing down in the closure of the disadvantage gap (at the end of Year 11)... the five-year rolling average now suggests that it would take 560 years to close the gap...an increase in the gap in 2018 suggest(s)...that **we could be at a turning point and that we could soon enter a period where the gap starts to widen.**” – *(EPI, 2019)*

“Socio-economic attainment gap remains stubbornly wide after the pandemic, with reading skills particularly affected.” - *EEF November 2022*

“The quality of teaching is by far the biggest factor within schools that can make a difference to the achievement of children and young people.” (Coe et al., 2014)

“School leadership has a significant effect on features of the school organisation which **positively influences the quality of teaching and learning**...this leadership effect is vital to the success of most school improvement efforts.” *(Leithwood, Harris & Hopkins, 2019)*

National Leaders of Education: newly recruited for 2022/23

[National leaders of education: a guide for potential applicants - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/national-leaders-of-education-a-guide-for-potential-applicants)

‘NLEs are our most effective school leaders.

This new elite cadre of NLEs will **provide capacity and support to their peers to facilitate improvement in schools and trusts that are facing substantial challenges.** They are quickly able to understand a school or trust’s context and identify the specific areas for improvement.

NLEs demonstrate the strongest leadership skills, not only because of their own track record in school improvement, but because of their knowledge and **mastery of the specialist domains set out in the NLE Development Framework.** They display understanding of the relationships between these different domains, how they can change over time, how to support the school to set an ambitious improvement plan and how to establish the culture and conditions in which this can be delivered and staff and pupils can thrive.

NLE Framework (2021) p.3



The essential role of commissioned, strong system leaders

‘The role of system leaders in delivering the TSI offer is so important – your leadership and expertise will provide the foundations for sustained and strengthened school improvement in our most vulnerable schools and trusts, including recovery from the impact of the pandemic, and the longer-term capacity to deliver continuing improvement.’

The TSI offer is a core aspect of a sector-led school improvement strategy and the Department for Education’s (DfE) work with schools and trusts through our regional teams. I want to thank you personally for giving your time and expertise to make a fundamental difference for schools and trusts, and ultimately for children and their educational experience and attainment.’

[Trust and school improvement offer - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

Summary of content covered in this slide set (TSIO System Leaders Guidance 2022/23)

Please note that the additional sections are more detailed guidance for system leaders + FAQs

1. Foreword
2. What is the 2022/23 offer?
3. The Content of the offer
4. The Key to a Successful Deployment
5. How will the offer be delivered?
6. Process Overview
7. System leader support
8. The Deployment Form and its completion

Case Studies 13

- Additional support elements
- National Leaders of Governance
- Reducing absence and tackling persistent absence
- Research Informed Networks
- An Excellent teacher for every child reform offers
- How effectively is the school using its pupil premium (and recovery premium) funding?
- Annexes A and B - Summary of content
- Annexes A - System leader training/professional development
- Annexes B - Approved DfE programmes
- Frequently asked questions

What is the 2022/23 offer?

Key Principles

- DfE believes that **strong trusts are the best structure for supporting long-term school improvement**. Support for vulnerable schools should either anchor them to a strong trust where they are not already part of one or support them *through* their existing trust by strengthening their own trust's school improvement model.
- **Key principles for eligibility are outlined below.**
- **Support to all schools** (local authority-maintained schools (LAMs), single-academy trusts (SATs) and empty MATs) that receive an Ofsted RI judgement during the 2022 to 2023 academic year.
- **MATs will be offered support** if on the 1 Sept 22 they contain at least two schools that have been part of their trust for three years and meet either of the following criteria:
 - the trust has as at least 50% of its schools with a current Ofsted RI judgement or worse (only includes schools that have been inspected since joining your trust) or
 - there has been an overall decline in Ofsted judgement for schools within your trust (only includes the most recent inspections since the schools joined the trust)
- ***Furthermore, additional schools and trusts can be added by exception where they either self-identify as needing help or Regional Directors consider that to be the case. Schools and trusts that consider themselves as potentially benefitting from the offer, should alert their Regional Director's team. If approached by such a school or trust, please advise them of this as the only route by which to be considered.***

The Content of the offer

The following support is on offer to eligible schools/trusts

- **Up to 10 days support and advice from a system leader** – normally a CEO of a strong MAT (supported by their wider team), or national leader of education (NLE) when a suitable MAT cannot be found, to help the recipient school/trust leadership team identify and implement strategies for improvements within the school/trust and support the building of relationships with a MAT.
- **Signposting towards additional support** available (e.g., curriculum and behaviour hubs), help to identify activities likely to support the needs of a recipient school/trust and guidance on how to access.
- A conversation about **long term sustainable improvement** including about joining a strong MAT.
- In addition, for MATs:
 - Access to a funded external review of governance undertaken by a **National Leader of Governance (NLG)**. NLGs will advise the trust on ways in which MAT-level governance and accountability could be strengthened, through a governance review. Approval for an NLG deployment will be subject to DfE agreement and funding availability.

Successful Deployment

Effective support

- It is vital system leaders engage with the recipient school/trust in a way that builds both understanding of current context, strengths and needs and a relationship of transparency and trust.
- Without these two components, it is unlikely that support provided will be aligned effectively to address areas of need or will be received and acted upon positively and productively.
- System leaders are expected to take full ownership of co-ordinating the support offer and delivering most of the support required.
- Where system leaders have identified areas in which the recipient school/trust could benefit from further specialist and validated assistance, they can draw upon skills and expertise from within their own organisation to act as a conduit through which expert support for areas beyond their own personal remit can be deployed (i.e. subject specialist support, timetabling, financial and HR support).

How will the offer be delivered ?

Working with DfE regional teams and new Regional Delivery Partner's (RDPs)

Schools and trusts eligible for support will be matched to a system leader (MAT or NLE) who will provide them with support and advice. System leaders (SLs) providing support will be managed by DfE regional teams who will work with a contracted Regional Delivery Partner (RDP). The TSI offer Regional Delivery Partner (RDP) lead contacts for each region are:

RG region	Lead name	Contact email address
North West	Amanda Bennett	a.bennett@greatheightstrust.org.uk
East Midlands	Chris Wheatley	ceo@flyinghightrust.co.uk
East of England	Lesley Birch	LBirch@meridiantrust.co.uk
South West	Andrew Earnshaw	andrew.earnshaw@iaspire.net
Yorkshire and Humber	Amanda Bennett	a.bennett@greatheightstrust.org.uk
North East	John Hardy	Headteacher@sjvschool.co.uk
West Midlands	Mike Donoghue	m.donoghue@jtmat.co.uk
South East	Amanda Parry	a.parry@hispmat.org
London	Amanda Parry	a.parry@hispmat.org

The RDP

What is the matching process?

1. The DfE regional team and the RDP will match an eligible school/trust with a suitable system leader. It is important that matching considers the capacity, experience, and expertise of system leaders as well as regional strategic priorities such as area-based statements of requirements in Education Investment Areas, to make an appropriate match.
2. If a system leader is identified as a potential match, your RDP will be in touch regarding your availability and to ensure the match is suitable. If you agree to supporting the school/trust, they will contact them to confirm the match.
3. If the school does not agree with the choice of system leader offered, the matching team will let you know. Your RDP will email you with the final details of the match including contact details for the relevant person at the school/trust and any contextual information that could inform the support you provide.
4. System leaders are likely to be called upon at different points during the 2022/23 academic year and asked to support schools as they become eligible for the TSI offer.

How will the offer be delivered ?

Working with your Regional Delivery Partners (RDPs)

North-West RDP

Organisational structure for the North-West TSI offer 2022-23

Contract Holder – **Great Heights Academy Trust**

Lead Representative:

Amanda Bennett

NW initial comms & claim form management:

Nicola Foulkes

NW Regional Delivery Co-ordinators:

Jonathan Johnson (Cumbria & Lancashire)

Tessa Mason (Greater Manchester, LCR & BB)

Dani Worthington (Cheshire West & East)

NW comms with matched system leaders:

Jane Woodcock

Yorkshire & Humber RDP

Organisational structure for the Yorkshire & The Humber TSI offer 2022-23

Contract Holder – **Great Heights Academy Trust**

Lead Representative:

Amanda Bennett

Y&H initial comms & claim form management:

Nicola Foulkes

Y&H Regional Delivery Co-ordinators:

Chris Abbott (East & South Yorkshire, inc. Selby North & NE Lincs)

Jonathan Johnson (North Yorkshire)

Tessa Mason (West Yorkshire inc. York)

Y&H comms with matched system leaders:

Julie Reininger

The offer relies upon the effective working of four key partners – the DfE Regional Team, the contracted Regional Delivery Partner, the system leader, and the supported school/trust. In order to frame the whole offer from the four key partners, the chronology of the process is outlined below with linking timeframe expectations

	School / Trust identified as eligible	School / Trust confirmation	Engage System leader	Confirm Provider	DfE regional team approve match	Deployment	Engagement	Up to 10 days of activities commence (See 10-day model)	Deployment Completed (See 10-day model)	Report & Claim	Follow up engagement call	Case Study / Further support
DfE Regional Delivery Team	Contact School/Trust [alert relevant LA/Diocese] to confirm participation in TSI offer	School declines - No action. School accepts - provide details to RDP			Gain Regional Director approval & confirm with RDP.					Receive & process form. Approval & payment.		
		3 days			1 week							
Regional Delivery Partner (RDP)		Receive info. from DfE Regional team, on school and any suggested / preferred system leader	Contact made with system leader to determine capacity and any conflict	Contact school/ trust to confirm participation & details.	Inform RG of school & system leader agreement	Issue final deployment emails and info to system leader & School/trust	RDPs keep in touch with SLs throughout the deployment. Interim check-ins on support delivered			Receive form, review and submit to RG	Hold end of deployment call with supported school/trust. RG updated.	
			3 days	3 days	3 days	3 days				3 days	10 days	
System leader			Receive RDP contact. Confirm ability to support. (Y/N)			Receive deployment information	System leader contact school / trust to arrange initial meeting	First visit carried out. Initial scoping and diagnostic form completed (Ref to 10-day model)	Deployment completed. Closure & next steps on form completed.	Complete form, sign, send to school to sign, then submit to RDP		Support case study
			3 days				10 days	4 weeks	End of following term	10 days		
School / Trust	Receive contact from RG. Confirm participation.			Confirm engagement & confirm system leader suggestion		Receive deployment information	Arrange initial meeting with System leader	Host System leader and engage positively	Deployment completed.	Sign off form as deployment complete.	Engage with RDP for end of deployment call.	Support case study
	5 days			3 days			10 days	4 weeks	End of following term	3 days	10 days	

What support is available to you as system leaders?

Do look out for our RDP newsletters ...

<https://greateightstrust.org.uk/22-23-nw-newsletters/>

<https://greateightstrust.org.uk/22-23-yh-newsletters/>



Y&H Regional Delivery Partner (RDP)
for the 2022/23
Trust and School Improvement Offer (TSIO)
Update 1
October 2022

Welcome to the first Yorkshire and Humberside 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 2022/23.

This and future newsletters plus 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 System Leaders in Y&H we will be your first point of contact during matching and when matched - a.bennett@greateightstrust.org.uk

Kindest regards

Amanda Bennett OBE

In this TSIO newsletter:

1. Overview of the 22-23 TSI offer
2. Your Yorkshire and Humberside RDP Team
3. Accessing support from School Hubs Guidance
4. Maths Hub updates
5. EEF Research School feature
6. Regular Updates on the TSIO

2022-23 Trust and School Improvement Offer

The current Trust and School Improvement Offer was updated on 2nd September 2022 including an eligibility overview – <https://www.gov.uk/guidance/trust-and-school-improvement-offer>

Offer Summary – at a glance ...

Schools will be offered up to 10 days' support and advice from a system leader. This will normally be a CEO of a strong MAT, supported by their wider team or an NLE. They will help leadership teams identify and implement sustainable improvements and support the building of relationships with a MAT, where appropriate.

MATs will get improvement support at trust rather than school level. Trusts will be offered:

- Up to 10 days' support and advice from a CEO of a strong MAT, supported by their wider team. They will help your leadership team identify and implement improvements within the trust and ensure actions in schools align with the trust's strategy for improvement
- access to governance support from a NLG where beneficial and funding allows

When support is available

If a school is eligible, or becomes eligible because of a new Ofsted rating, the DfE will contact you within the term you become eligible. Where a school is maintained, the DfE will first contact your local authority. If it is also diocesan, the DfE will also contact the diocese. The DfE will inform them of the offer available before contacting your school directly.

For trusts, the DfE will make direct contact with you when you become eligible.

The Role of the RDP

Do look out for DfE additional guidance ...

Trust and school improvement support for the 2022 to 2023 academic year

Guidance for system leaders
September 2022

System Leader Guidance

Trust and School Improvement Offer 2022/23
Department for Education

Who can access this offer?
Support is available to:
a) standalone schools (SATs and LAM) that receive an Ofsted 'Requires Improvement' (RI) judgement during the 22/23 academic year
b) multi-academy trusts (MATs) which meet the following criteria:
• Contain at least two schools for 3 years and,
• Have at least 50% of schools in receipt of an Ofsted RI or Inadequate judgement (only includes schools that have been inspected since joining the trust)
• Or, have a school improvement score of less than 0 (SI score is based on improvement/decline of Ofsted judgement whilst in the trust)

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 schoolimprovement@education.gov.uk and we will consider whether support can be provided.

What support is available? This is determined by the status of the school:
Standalone schools and academies: local authority-maintained schools, single academy trusts (SATs) and multi-academy trusts (MATs) with only one school
The school or trust will be offered:
• up to 10 days' support and advice from a national leader of education (NLE) or equivalent to help your leadership team identify and implement improvements within the school.
What is the system leader role?
When working with standalone schools and academies, the MAT CEO/NLE or equivalent will support school leaders to identify the changes required to drive school improvement and put in place a school improvement strategy. They should also consider how the school can secure longer term improvement by building a relationship with a MAT and explore the possibility of a trust partnership with the school leaders.
The matched system leader will work with the school and should not contract others to deliver the support on their behalf.

Multi-academy trusts with eligible 'requires improvement' schools
The trust will be offered:
• up to 10 days' support and advice from a national leader of education (NLE) or equivalent to help the leadership team identify and implement improvements within the trust
• access to 5 days of governance support from a National Leader of Governance where beneficial and funding allows
What is the system leader role?
When working with the leaders of a trust, the MAT CEO or equivalent will work with them to drive improvement at the trust level and ensure school-level actions align with the trust's improvement approach.
The system leader may call upon other leaders within their leadership team to support them. The matched system leader remains accountable for the delivery of the deployment and the quality of the support provided.

TSIO Flyer

PD webinars

School Improvement – **TSIO Webinars** – look out for emails from School Improvement and signposts in our TSIO newsletters.

&

NiOT Regional Champions as your representatives as part of the Professional Development Community for system leaders ...

Amanda Bennett & Jonathan Johnson

Governance

Is there a need for an external review of governance from a newly designated NLG ?

When carrying out the initial diagnosis a system leader might want to undertake conversations with the chair/trustees and executive team, as well as reviewing papers and minutes from recent board meetings to help reach this decision.

Is there clear evidence that the board:

- have a good working understanding of the legal and contractual requirements? (Including the governance professional)
- have trustees with the right balance of skills and experience? Is there L&D for trustees and others in governance structure? Is the board committed to continuous improvement? Has there been a recent self-review or external review of governance?
- sets a clear strategy, ethos and vision for the trust
- maintains effective financial oversight and taking responsibility of financial affairs, stewardship of assets and efficient use of resources?
- has access to good quality data to allow them to challenge and hold executives to account? Do they do this effectively?
- ensures all policies reviewed as per schedule and up to date
- has a governance professional, who is used effectively and their experience utilised
- has a clear governance structure? [Consider whether roles, responsibilities and decision-making functions of committees and any local governance tier are clearly identified].
- evidence that functions are understood and carried out effectively?

Next steps

- NCETM and DfE are currently exploring the possibility of a national webinar for System Leaders, to further support their understanding of Maths Hubs
- Contact emails for Maths Hub Leads will be shared by DfE with other Regional Delivery Partners
- SLL working with MHL: continue to build relationships with System Leaders in your region, to support their understanding of the support Maths Hubs offer

Next steps

- MHL working with AMHL: share intelligence about schools in your region that have already received an RI judgement this year, to inform 23/24 planning,
 - If they are not already on their teaching for mastery journey, might we target them for suitable support e.g. Mastery Readiness?
 - If already on their teaching for mastery journey, review their progress and consider any additional support needed.
- LLME working with RI schools: it may be helpful to understand if schools are in receipt of the TSI offer, who the System Leader is, and how improvement in maths aligns with their other priorities.