GREAT HEIGHTS
ACADEMY TRUST

**NW Regional Delivery Partner (RDP)
for the 2022/23
Trust and School Improvement Offer (TSIO)**

*Update 6
April 2023*

Welcome to the sixth North West 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 the NW, 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. Mid-Engagement Deployment Form Submission
2. Academies Regulatory and Commissioning Review
3. Teacher Labour Market Annual Report 2023 - NFER
4. Research School / EEF Updates
5. National Tutoring Programme Update
6. Math Hubs Live Event

Link: 'Sector-led' attendance hubs to tackle school absence rates

Mid-Engagement Deployment Form Submission

Following on from our update in Newsletter 4 and the 10-day offer guide, the mid-engagement reviews are now due for completion on matched system leader's deployment forms and should be and returned to us as your RDP.

The initial Commissioning/Grant Offer Letter email included **the deployment form** required for **the mid-engagement review**.

Once section 3 is completed please email the form with 'Mid-Engagement Review' in the subject box to n.foulkes@greatheightstrust.org.uk.

A process summary can be found in section 8 of your 'Guidance for System Leaders' and is highlighted below:

8. The Deployment Form and its completion

To ensure ease of reporting, and to document the deployment effectively, we have produced a Deployment Form that will be used by the system leader from the scoping and diagnosis phase through to closure, next steps, verification and payment claim.

To minimise reporting time, we have sought to use dropdowns where possible, and only use free text boxes where an explanatory note is required. Even here, the expectation would be for such a note to be brief. The form contains eight sections:

1) **School/Trust Details** – Here the information on the recipient school/trust and the system leader details are to be completed, with access to URN and Trust information via a link.
2) **Scope and Diagnostics** – Complete using dropdowns and, where necessary, free text information relating to why the school/trust is eligible for support, the intended areas of focus and a menu of potential mechanisms for support.
3) **Mid Engagement** – It is important to take stock of the success of the deployment to date, and any changes required to optimise the outcomes. This section is a prompt to undertake such an interim review, and a way to document any amendments to the programme of support that result from it.
4) **Closure and Next Steps** – to be completed at the conclusion of the deployment. Here you should indicate whether all activities initially planned have been completed and suggest next steps.

Section 2 Diagnostics / Areas of Support

Why did the school be come eligible for TSI Support

Provide additional details if relevant

From you our sources of information do you intend to focus the below areas.

Teaching & Learning

Governance / Trust

Behaviour

Absence / Attendance

Curriculum and teacher development

Academies Regulatory and Commissioning Review

The DFE have recently published the Academies Regulatory and Commissioning Review. The review has looked at how to maximise the difference that academy trusts make to children's lives, so parents and carers can be confident that their child will receive a high-quality education wherever they live.

It includes references to a series of new Trust Development Statements setting out the priorities in each Education Investment Area (EIA) for developing a trust landscape led by high-quality trusts to transform standards locally and turn around underperforming schools.

Academies Regulatory and Commissioning Review

March 2023

Teacher Labour Market Annual Report 2023 - NFER

The NFER's annual Teacher Labour Market report monitors the progress the education system in England is making towards meeting the teacher supply challenge by measuring the key indicators of teacher supply and working conditions.

This fifth annual report highlights how the teacher recruitment and retention challenge in England has intensified significantly since the pandemic. Historically low recruitment into initial teacher training and falling retention rates point towards a deteriorating attractiveness of teaching compared to other occupations and affirms that urgent policy action is needed across the sector to address the teacher supply challenge.

Key Findings:

- Last year's recruitment to initial teacher training was substantially below the estimated number of teachers required to ensure adequate staffing levels in schools. Based on applications made so far this year, recruitment for the current cycle is likely to be little better than last year, while the number of teacher vacancies posted by schools has doubled since pre-pandemic.
- A key driver of falling recruitment and retention is teacher pay, which has fallen in real terms since 2010 and has lost competitiveness with the graduate workforce and the wider labour market.
- High teacher workload has seen some improvement in recent years. However, teachers' hours worked and perceived workload remain higher than for similar graduates outside teaching.
- Teachers' ability to work from home, a key flexible working arrangement and feature of post-pandemic working life, remains very limited. This may constitute a further competitive threat while the prevalence of home working in the workforce outside teaching remains high.

Research School / EEF Updates

Research Schools are hosting '***Putting Evidence to Work in Your Setting - EEF Opportunities for 2022/2023***'. Sign up to your local webinar here to find out how taking part in an EEF-funded project can support your attainment priorities.

We will:

- Give an overview of the EEF's evidence-generation activity.
- Explore how to identify your school improvement priorities and make evidence-informed decisions about which projects to sign-up to.
- Explain how your school can get involved in an EEF-funded project.

Sessions will last around an hour and will include information about all projects currently on offer in your area, and information on how to get involved. There are separate sessions for primary (including nurseries) and secondary schools, as well as for the different regions in England. Make sure you sign up to the relevant webinar for you.

Updated - Early Years Toolkit: The EEF's Early Years Toolkit gives you information on average impacts and costs of different strategies, alongside guidance on what to consider when putting a particular approach into practice in your setting.

Upcoming trial of Reciprocal Reading: Primary schools across England can take part in the EEF's upcoming trial of Reciprocal Reading. This programme is a structured, targeted, 12-week approach to teaching reading comprehension to Key Stage 2 pupils. You can register your interest here.

National Tutoring Programme (NTP) Update

A useful guide has been created to help those supporting school improvement in our schools.

The National Tutoring Programme can provide schools that System Leaders are supporting with funding to allocate to targeted academic support to suit the needs of their pupils. System leaders may also find useful whilst supporting schools the NFER guide to implementing effective tutoring.

The DfE provides a range of support to enable the effective delivery of NTP from individual or group advice to leaders through to accessing free, accredited online training for teachers and support staff. Whilst supporting schools it may be useful to unpick which NTP route is most suitable and a helpful checklist is available to support you with this. If you are working with a school that needs support to deliver, or improve the delivery of NTP, you can also refer them to the DfE for a personalized conversation with one of the NTP team.

Data released for the North West region suggests as of January 2023 67.2% % of schools were participating in the NTP.

IMPLEMENTING EFFECTIVE TUTORING
Key tips for school leaders and teachers

Math Hubs Live Event

The Trust and School Improvement Team has organised a webinar to support System Leaders' understanding of how the Maths Hubs Programme can be used to support school improvement. Please join: Maths Hubs Live Event Here.

It will be held at **16:00pm on Wednesday 14th June**.

We would like to invite all MAT CEOs and NLEs as well as anybody within wider system leadership to engage with the event. The webinar will support System Leaders to develop knowledge and understanding that will enhance the effectiveness of the support they can provide and signpost, especially following the recent announcement of the expansion of the Maths Hub Programme to include targeted support for schools in Maths.

Regular Updates on the TSIO

We hope you, your colleagues and those you work in partnership with find this newsletter supportive of your work. You can find copies of previous and future editions on our RDP pages on the Great Heights website.

Thanking you for your continuing support, *Great Heights Academy Trust Regional Delivery Partner (RDP) Team*

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