

Welcome to the twelfth 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 Trust and School Improvement Offer (TSIO) for 2022/23 and 2023/24.

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](mailto:a.bennett@greatheightstrust.org.uk)

Kindest regards

Amanda Bennett OBE

### In this TSIO newsletter:

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3. Peer Mentoring for School Leaders
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## RDP Returns Reminder and New Offer Information

### RDP Returns Reminder:

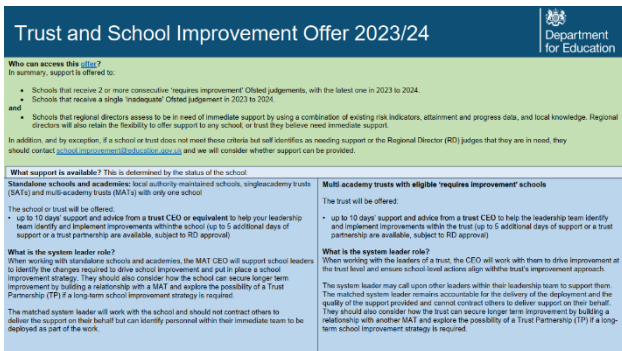
A polite reminder for those system leaders who were commissioned in Spring/early Summer 2023 on the DfE 22-23 TSIO, the final date to return your claim form for processing will be 1st December 2023.

Your point of contact for 22-23 TSIO remains Nicola Foulkes ([n.foulkes@greatheightstrust.org.uk](mailto:n.foulkes@greatheightstrust.org.uk))

### 23/24 New Offer Information:

Please click on the images below or the following text links for the

[23/24 Offer Flyer](#) and [Trust Partnership Expectations](#)



**Trust and School Improvement Offer 2023/24**

Who can access this offer?  
In summary, support is offered to:

- Schools that receive 2 or more consecutive 'requires improvement' Ofsted judgements, with the latest one in 2023 to 2024.
- Schools that receive a single 'inadequate' Ofsted judgement in 2023 to 2024.

and

- Schools that regional directors assess to be in need of immediate support by using a combination of existing risk indicators, attainment and progress data, and local knowledge. Regional directors will also retain the flexibility to offer support to any school, or trust they believe need immediate support.

In addition, and by exception, if a school or trust does not meet these criteria but still identifies an ongoing need for support or the Regional Director (RD) judges that they are in need, they should contact [school.enquiries@education.gov.uk](mailto:school.enquiries@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.

Stand-alone schools and academies: local authority-maintained schools, single-academy trusts (SATs) and multi-academy trusts (MATs) with only one school	Multi-academy trusts with eligible 'requires improvement' schools
<p>The school or trust will be offered:</p> <ul style="list-style-type: none"> <li>up to 10 days' support and advice from a trust CEO or equivalent to help your leadership team identify and implement improvements within the school (up to 5 additional days of support on a trust partnership are available, subject to RD approval)</li> </ul> <p>What is the system leader role? When working with stand-alone schools and academies, the MAT CEO 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 (TP) if a long-term school improvement strategy is required.</p> <p>The matched system leader will work with the school and should not contact others to deliver the support on their behalf but can identify personnel within their immediate team to be deployed as part of the work.</p>	<p>The trust will be offered:</p> <ul style="list-style-type: none"> <li>up to 10 days' support and advice from a trust CEO to help the leadership team identify and implement improvements within the trust (up to 5 additional days of support or a trust partnership are available, subject to RD approval)</li> </ul> <p>What is the system leader role? When working with the leaders of a trust, the CEO 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 and cannot contract others to deliver support on their behalf. They should also consider how the trust can secure longer-term improvement by building a relationship with another MAT and explore the possibility of a Trust Partnership (TP) if a long-term school improvement strategy is required.</p>



**Trust and School Improvement Offer 2023/24**

Trust partnerships - expectations for schools and trusts

## Research School Updates: Science, Behaviour & Attendance, Early Years

System Leaders may wish to be aware when supporting TSIO schools that the EEF are due to publish their latest guidance report focusing on Primary Science, this is due for release the week commencing 27<sup>th</sup> November. The Great Heights Research School are running a remote briefing from 3.30-4.30pm on Wednesday 29<sup>th</sup> November to provide colleagues with an overview of the recommendations and underpinning evidence. Register to attend [here](#).



In addition, to build awareness of the latest evidence updates, and EEF developments, the Great Heights Research School is hosting a Research Breakfast for Senior Leaders on Friday 8<sup>th</sup> December from 8-8.45. This Research Breakfast will have a focus on behaviour and attendance and will provide an opportunity to discuss a piece of evidence linked to this theme. Register to attend [here](#).

The Early Years Evidence Store has been expanded with two new themes: early mathematics and early literacy. The store provides a summary of the best available evidence for the different approaches and illustrates how they could be put into practice including video exemplification. Developed as part of the EEF's work supporting the Department for Education's Stronger Practice Hubs, the Evidence Store takes a comprehensive look at priority areas for early years learning and development and can be accessed [here](#).

## Peer Mentoring for School Leaders

[Whole School SEND's](#) (WSS) [peer mentoring project](#) offers support to leaders in schools that have received a judgment of Requires Improvement (RI) at their last Ofsted inspection and where SEND was identified as an area for improvement.

To date 16 schools have benefitted from the support on offer – expert mentoring delivered by a National and Regional SEND Leader, which walks participating settings through a four-step process of information gathering, planning, implementation, and evaluation.



Despite initial scepticism – due to the amount of ‘support that had been offered since becoming double RI – one participating primary school told said that the programme had been the most beneficial intervention they had received. For them, it led to noticeable changes in practice, increased confidence in the headteacher and SENCO, and a clear action plan which focusses on developing high quality adaptive teaching with an understanding of the four broad areas of need. The programme is fully funded by the Whole School SEND programme.

A participating Headteacher says: “The process has, not only enabled us to tap into the expertise of WSS but has forced us to reflect and concentrate on what it is we need to improve and provided us with pathways to achieve this. The support has enabled us to develop a clear plan.”

A participating SENCO says: “You don’t know what you don’t know. And this has enabled us to improve things. Following the OFSTED inspection, I was destroyed. Following this support from WSS I am ready to go again.”

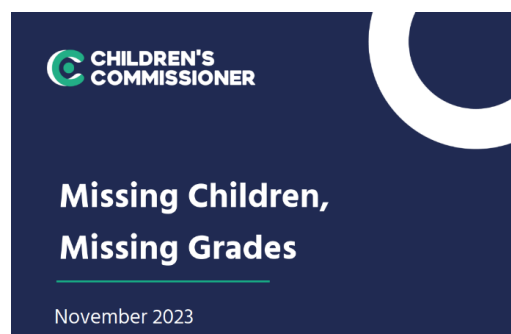
## Children’s Commissioner Report: ‘Missing Children, Missing Grades’

Dame Rachel de Souza, Children’s Commissioner for England, writes:

“[This report](#) looks at the relationship between school attendance and academic attainment. As Children’s Commissioner, it is my mission to make England the best place for children to grow up. I want every child to be able to access their right to education and to leave school armed with the qualifications that they need to get a brilliant job and to thrive in later life. I am deeply concerned by this report’s findings that children who attend school less regularly are less likely to get the GCSEs that they need.”

The report finds that:

- School absence has become endemic in Key Stage 4. Over the last couple of years, over a third of all pupils in Key Stage 4 were either persistently or severely absent for at least one year.
- Poor attendance has a dramatic relationship with GCSE results. While 78% of all children who were rarely absent in both years passed at least 5 GCSEs including English and maths, only 36% of children who were persistently absent in both years and just 5% of children who were severely absent in both years reached this same standard.
- When pupils’ attendance improves, the likelihood of achieving qualifications at the end of school massively increases. More than half (54%) of pupils who were persistently absent in Year 10 and then rarely absent in Year 11 passed at least 5 GCSEs including English and maths, compared to 36% of pupils who were persistently absent in both years.



## 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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