

Welcome to the fourteenth Yorkshire & Humberside and 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 School Improvement Offers (SIOs) for 2022/23, 2023/24 and 2024/25.

This, plus past and future newsletters with other TSIO information/guidance can be found on [our webpages](#).

This SI 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 and this newsletter is part of communication as we hand over to RISE teams.

As the contracted body supporting the matching of System Leaders in Y&H and 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 SIO newsletter:

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### SIO deployment dates and timescales

#### **System leaders matched under 2023-24 TSIO where the 2-term delivery extends into 2024-25 . . .**

In accordance with your 'Grant Offer Letters' all support is to conclude within this financial year to utilise the funding offered. 2023-24 deployments will conclude as of 31<sup>st</sup> March 2025. If the full allocation isn't met by then, please only claim for the days delivered. In order for claim forms to be processed and payment processes initiated, it would be helpful to submit these by the week beginning 24<sup>th</sup> March, as usual to [n.foulkes@greatheightstrust.org.uk](mailto:n.foulkes@greatheightstrust.org.uk).

Claims which fall outside of these timescales will be forwarded to the DfE teams.

Any matched deployments with pre-agreed extensions are to conclude any additional 5 days by July 2025.

#### **System leaders matched under 2024-2025 have until July 2025 to conclude their support deployment . . .**

Please do refer to your grant offer letters if unsure of TSIO or SIO and as ever our team are around until 31<sup>st</sup> March if you need clarification. Details on submission to the DfE teams will follow.

#### **Case Studies**

It is really helpful when leaders can find time to capture the impact and successes of deployments within case studies. We have a designed template (attached and [downloadable here](#)) and we can provide capacity to populate from Tessa, Jonathan and Amanda. Please email us directly ([n.foulkes@greatheightstrust.org.uk](mailto:n.foulkes@greatheightstrust.org.uk)) during February and March if you wish to share your successes. These case studies are shared with the Regions Group and form part of lessons learnt and what works well.

#### **Please find below official communication from the DfE:**

##### System Leader Transition Communication

#### Background:

The Regional Delivery Partner (RDP) contracts will conclude on 31 March 2025. Following this date, the responsibilities previously managed by the RDPs will be transferred to the regional delivery leads.

#### Important Dates:

**TSI 2023/24: the cut-off for deployments will be 31 March 2025,  
with any additional agreed extension days concluding by July 2025**

**SIO 24/25: the cut-off for deployments will be 31 July 2025**

#### Contact Information:

After the RDP contracts end, your primary point of contact will be your regional delivery leads. For any queries related to TSI or SIO offers, please reach out to your regional leads. Any issues or questions regarding claim forms please forward them to the School Improvement mailbox at [School.IMPROVEMENT@education.gov.uk](mailto:School.IMPROVEMENT@education.gov.uk).

## RISE Update

### Government sets out plans to target 'stuck' schools

Stronger accountability, increased intervention in stuck schools and faster school improvement are at the heart of this government's plan to give every child the best start in life, the Education Secretary has said.

Plans unveiled by the Education Secretary provide for a stronger, faster system, spearheaded by an initial £20m investment in new regional improvement teams, known as RISE teams which will prioritise these stuck schools. They will draw up bespoke improvement plans with those schools, with government making significant funding available initially to each school for specialist support.

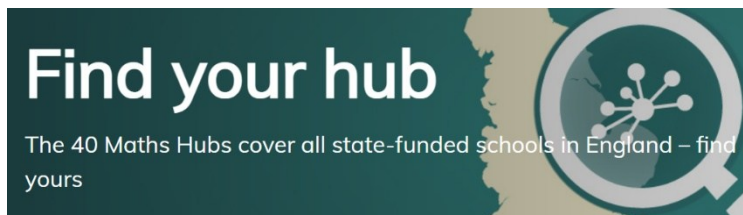
The government will continue to use structural intervention - converting to an academy, or moving to a new, strong trust - where Ofsted identifies the most serious concern or does not identify rapid improvement. It has also proposed closer monitoring of schools with the most serious problems to track progress.

## Maths Hub updates



[Maths Hubs | NCETM](#)

[Find your hub | NCETM](#)



### Useful downloads (click to download):



### Secondary Round-up - January 2025

Our latest Secondary Round-up is now available

24/01/2025



Children's chances of success are maximised if they develop deep and lasting understanding of mathematical procedures and concepts.

Here we explain the rationale behind this, and provide planning and assessment resources, as well as case studies and interviews from schools involved in mastery projects.

Contact your local Maths Hub to find out about teaching for mastery professional development opportunities.



## English Hub Updates

English Hubs offer support to local schools, academies, and free schools to improve the teaching of phonics, early language and reading for pleasure in Reception and Year 1. They provide a range of assistance and funding opportunities to help schools optimise the effectiveness of their Systematic Synthetic Phonics (SSP) programme.

The DfE has recently published a Process Evaluation of the English Hubs Programme (EHP). The evaluation identified:

- 2316 schools have received intensive and sustained support, delivered by Literacy Specialists that visit schools to provide bespoke support.
- Strong working relationships with LAs, MATs and within Partner Schools was pivotal for the efficiency and effectiveness of the EHP.
- Almost all (96%) of surveyed Hubs rated the support provided by DfE as very or extremely valuable
- Initial quantitative analysis conducted by DfE has shown a positive impact of the programme on phonics outcomes.

Further evaluation of impact will be published later in the Spring term.

The English Hubs operate within specific local authority regions and can be located via <https://englishhubs.net/#hubs>. If you're uncertain about which Hub covers your school's region, please contact us via email at [englishhub@greetlandacademy.org.uk](mailto:englishhub@greetlandacademy.org.uk), we'll promptly guide you to the appropriate Hub.

## Lancashire and West Yorkshire regional school commissioner region

- All Souls CE Primary School
- Burley and Woodhead C of E Primary School
- Jerry Clay Academy
- Outwood Primary Academy Lofthouse Gate
- St John Vianney Catholic Primary School
- The Greetland Academy

## North regional school commissioner region

- Lealholm Primary School
- Orgill Primary School
- St Michael's C of E Primary School
- Westgarth Primary School

Colleagues may find it useful that at The Great Heights Secondary Schools we have continued to develop our offer to support struggling readers. Diagnostic assessments are used to identify if pupils have a phonics or fluency need. They are then provided with the 'Fresh Start phonics' or the Fixing Fluency programme previously referenced in these newsletters. One of the schools is also taking part in the 'Little Wandle' secondary intervention trial. Initial impact on outcomes across subjects is positive.

## Research School Updates

Research Schools provide support to schools, colleges, and early years settings to access, understand, and apply evidence, to improve quality of teaching and learning, especially for children from socio-economically disadvantaged backgrounds.

Access as Research Schools;

- host events and produce newsletters that encourage the use of evidence-based practices and programmes
- are advocates for the use of systematic, robust research evidence within local education networks

Understanding as Research Schools;

- develop openly available resources that exemplify evidence-use in teaching and learning
- organise briefings for school leaders to better understand the evidence base in key topics

Apply as Research Schools;

- provide direct support through bespoke partnerships with groups of schools, Local Authorities, Multi-Academy Trusts, and other organisations
- advise on the appropriate use of systematic, robust research evidence to support school improvement

You can find your nearest Research School via <https://researchschool.org.uk/find-your-research-school>

### North West Region Research Schools:

[Alexandra Park Research School](#)

[Blackpool Research School](#)

[Lancashire Research School](#)

[Manchester Communication Research School](#)

[Pinnacle Learning Research School](#)

### Yorkshire Region research Schools:

[Bradford Research School](#)

[Exchange Research School at Don Valley Academy](#)

[Great Heights Research School](#)

[Huntington Research School](#)

[North Yorkshire Coast Research School](#)

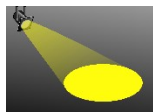
### Current updates of interest:

The EEF have announced the launch of their Spring funding round which is open to applications focusing on Post 16 and Early Years. You can find out more information about the types of projects that the EEF will fund, as well as links to guidance notes and the application forms [here](#).

The Effective Deployment of Teaching Assistants Guidance Report is the latest EEF Guidance Report due to be published mid-March. A briefing on this new report is being held on Tuesday 18<sup>th</sup> March from 3.45-5pm, this is a free online event. Colleagues can register their interest [here](#).

If you would like to discuss MAT/school improvement priorities and how the Research School network can provide support, please contact [researchschool@greatheightstrust.org.uk](mailto:researchschool@greatheightstrust.org.uk) and we would be happy to connect you to local Research School opportunities.

## Spotlight on Teaching School Hubs & NLEs



It has been a while since we did a spotlight on some of the offers from your local Teaching School Hubs. See below for two updates:



*Since its launch in September 2021, Rainbow Teaching School Hub has been dedicated to supporting schools and Trusts across Sefton, St Helens, Knowsley, and beyond.*

*With a strong focus on recruiting and retaining high-quality teachers, the Hub collaborates with professional service providers to deliver exceptional training and*

*support, from early career development through to senior leadership progression, delivering on all aspects of the golden thread. Building strong, collaborative relationships has been at the heart of Rainbow Hub's success, ensuring schools receive the tailored support they need for positive outcomes.*

*As its provision has expanded, so too has its workforce. A dedicated and knowledgeable team now drives service delivery, resolves queries, and upholds quality assurance across all areas.*

*Rainbow Teaching School Hub is a strong advocate of Apprenticeship Levy-funded CPD, offering an innovative alternative to traditional ITT and NPQs. This fully funded pathway extends beyond ITT and NPQ content while ensuring manageable workloads, providing schools with a valuable professional development opportunity.*

*Recognising the growing challenges of SEND in all settings, Rainbow Teaching School Hub is committed to supporting schools in this area. Later this year, it will host a conference exploring how AI can help teachers manage workloads, enhance differentiation, and improve outcomes for all pupils.*

### **Anita Johnson**

Hub Manager

Rainbow Teaching School Hub

Part of the Rainbow Education Multi Academy Trust

<https://www.rainbowtsh.org.uk/>

[rainbowhub@remat.org.uk](mailto:rainbowhub@remat.org.uk)



*Since its inception in 2021, Exchange Teaching Hub (ETH) has been united by a common call to develop great teachers, great school leaders and more great schools in Barnsley, Doncaster, Selby and Wakefield. Our mission is to ensure that every trainee and early career teacher receives the best possible start to their career, with access to the Early*

*Career Framework (ECF) and Appropriate Body services, whilst experienced teachers and leaders have the opportunity to access world-class professional development through the National Professional Qualifications (NPQs), ETH supports schools in accessing high-quality professional development and teacher training to help recruit and retain the best teachers. Through our role as an appropriate body, we ensure that Early Career Teachers (ECTs) receive their statutory entitlements while being fairly and consistently assessed. Our NPQs offer a wealth of professional development for teachers and leaders who wish to deepen their knowledge and skills. Exchange Teacher Training and our accreditation as an apprenticeship provider offer a range of routes to QTS.*

*At ETH, we aim to exchange knowledge to drive school improvement, sharing effective strategies through tailored teacher and leader development. Our CPD strategy, delivered through The Exchange Partnership, including Exchange Research School at Don Valley Academy, is needs-based and evidence-informed, reflecting local priorities and the context of our region. Ultimately, our aim is to unite schools within our hub areas, ensuring access to world-class professional development for all.*

*By working collectively, we have the capacity, expertise, and talent to transform education and create lasting impact for children across our region.*

### **Jo Twiby**

Executive Director

The Exchange Partnership

<https://www.exchangepartnership.org.uk/>

[info@exchangepartnership.org.uk](mailto:info@exchangepartnership.org.uk)



## National Landscape Updates

Ofsted sets out proposals for fairer education inspections and [new, more detailed report cards](#).

Ofsted has launched [a major consultation](#), seeking the views of parents, carers, professionals and learners, on a new approach to inspecting and reporting on education providers, from the autumn.

Proposals for a new inspection model (3.2.25) include:

- Introducing the Ofsted report card, giving parents detailed information about standards across more areas of practice in their child's school, early years, or further education provider.
- Replacing the 'single word judgement' with a new 5-point grading scale for each evaluation area, including a new top 'exemplary' grade to help raise standards.
- Returning to schools with identified weaknesses, to check timely action is being taken to raise standards.
- Increasing focus on support for disadvantaged and vulnerable children and learners, including those with SEND.
- More emphasis on providers' circumstances and local context.
- New toolkits to tailor inspections to the phase and type of provider

## Regular Updates on the 2024/25 SIO

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](#).

Thank you for your continuing support from the Great Heights Academy Trust Regional Delivery Partner (RDP) Team:

<b>Lead Representative – matching and monitoring</b>	<a href="#">Amanda Bennett</a>	<a href="mailto:a.bennett@greatheightstrust.org.uk">a.bennett@greatheightstrust.org.uk</a>
<b>Communications &amp; Administration</b>	<a href="#">Nicola Foulkes</a> <a href="#">Julie Wilkinson</a>	<a href="mailto:n.foulkes@greatheightstrust.org.uk">n.foulkes@greatheightstrust.org.uk</a> <a href="mailto:j.wilkinson@greatheightstrust.org.uk">j.wilkinson@greatheightstrust.org.uk</a>
<b>Regional Delivery Co-ordinators – will contact you when a proposed match is approved</b>	<a href="#">Jonathan Johnson</a> <a href="#">Tessa Mason</a> <a href="#">Dani Worthington</a>	<a href="mailto:J.Johnson@greatheightstrust.org.uk">J.Johnson@greatheightstrust.org.uk</a> <a href="mailto:t.mason@greatheightstrust.org.uk">t.mason@greatheightstrust.org.uk</a> <a href="mailto:d.worthington@greatheightstrust.org.uk">d.worthington@greatheightstrust.org.uk</a>