

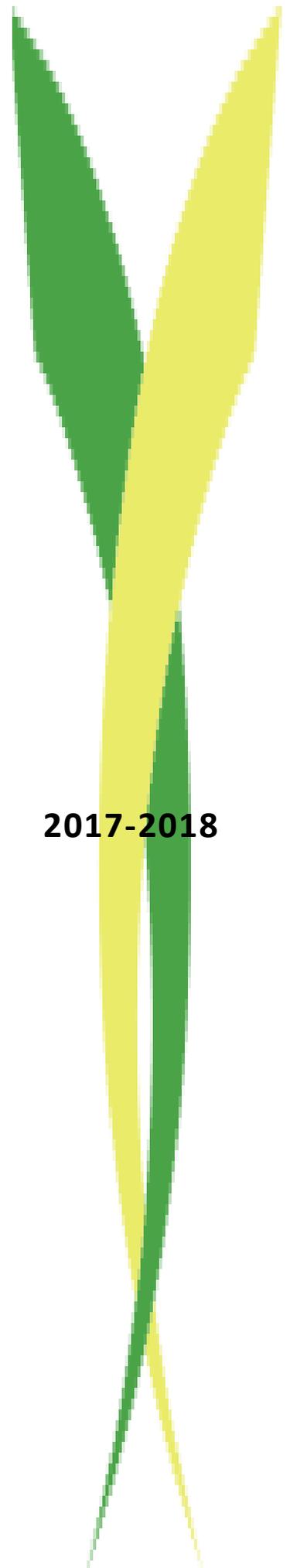
EMSYH Region TSC

Mid-year Report

March 2018

What difference are we making?

Engaging every school as a giver
and receiver of support, to achieve
sustainable improvements in
outcomes for all the region's
learners.



2017-2018



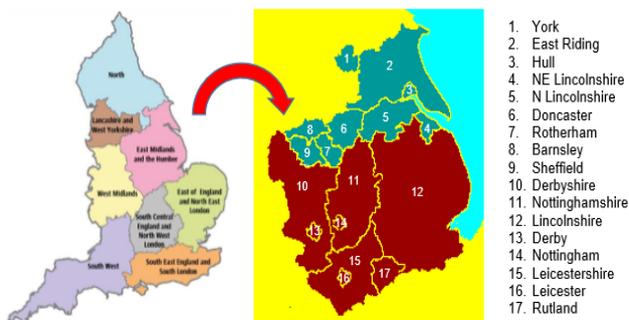
Background and Introduction

*“We entered the 2017 – 2018 academic year as a ‘EMSYH Region’ of East Midlands, South Yorkshire and Humber (EMSYH). The Teaching School Council (TSC) realigned its areas to match those of the Regional Schools Commissioners (RSC) offices, meaning change for all. The continued development of a school led system, that can evidence the impact of activity on improving learner outcomes, continues to be a challenge that we will continue to rise to, by **working collaboratively** and extending the reach of our **connectivity and collaborative relationships**. We are sure you will join us in celebrating what we have achieved so far by extending our **collaborative relationships**, sharing and learning from each other to improve outcomes for our learners in more than 2500 schools across our region. We are not complacent, we still have much to do, but this an opportunity to pause and reflect on what we have jointly achieved so far”*

Chris Wheatley and Chris Abbott, TSC representatives EMSYH

This mid-year report is compiled by the Teaching Schools Council (TSC) region of East Midlands, South Yorkshire and Humber (EMSYH) for the 2017-2018 academic year.

The EMSYH region consists of a total of 17 mini region/Local Authority areas (Illustrated below).



In 2017/18 we have worked predominantly in two sub-regions:

Mini region/Local Authority areas 1 – 9, referred to as South Yorkshire and Humber (SYH)

Mini region/Local Authority areas 10-17, referred to as East Midlands (EM)

In September 2017, the East Midlands, South Yorkshire and Humber TSC Region, agreed a [strategy](#) for the year. In our strategy we described our vision as:

“That **every child** should attend a great school that is judged by Ofsted to be at least ‘good’. To achieve this, we are committed to working collaboratively so that:

- **Continuous improvement** is best driven from within the sector by proven, existing outstanding practitioners.
- Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver **sustainable system-led continuous improvement** within and across the region at every level.
- Teaching Schools are committed to **working together**, in partnership with a range of stakeholders, to lead, manage and deliver high quality support based on sound intelligence gathering and analysis, supportive challenge, strong recruitment and CPD for all the region’s schools
- Every school in the region should be **connected** into the system and engaged as a giver and/or receiver of support.”

This mid-year report provides a ‘moment in time’ reflection on what we have achieved against what we set out to do, using the above framework as a guide. Where possible we have illustrated our story with quantitative ‘**performance snapshots**’ of our impact.



Every child should attend a great school that is judged by Ofsted to be at least 'good'. To achieve this, we are committed to working collaboratively

How are we doing?

The formation of a EMSYH region provides a tremendous opportunity to build on the best of what we have learned from our two sub-regions and develop EMSYH approaches together. We recognised that to further achieve the region's ambitions, we needed to release the capacity of the school led system to lead and embed sustainable change and improvements in learner outcomes. Dialogue across the region indicated that system leaders were, too often, being asked to spend their time undertaking administrative and analytical tasks. This potentially reduces their capacity to get involved in the important, evidence based and research informed, improvement work that they have the expertise to undertake.

To release local system leader capacity, we developed a regional support infrastructure¹, consisting of:

Regional TSC representatives.



Chris Wheatley is the EMSYH TSC regional representative and budget holder for the TSC Regional Delivery Grant.



Chris Abbott is the SYH sub-regional TSC representative.

Their role is to:

- Provide strategic system leadership and protect the integrity of the region's school led system.
- Represent the interests of their constituency² at the TSC³ and be accountable for the regional finance and performance of the region's teaching school offer.
- Represent the Teaching School Council with National, Regional and Local stakeholders.
- Commission support to release the capacity and expertise of the system to focus on improvement work including School to School Support (S2SS), Continuing Professional and Leadership Development (CPLD) and Initial Teacher Training (ITT) all informed by evidence-based practice and research.



EMSYH Regional Strategic Co-ordinator - Kate McKenna is the EMSYH regional Strategic Co-ordinator with lead responsibility for the EM sub-region.

The role is to:

- Provide the EMSYH TSC representative with additional strategic leadership capacity including oversight of the SYH Sub-Regional Co-ordinator and Business Support Partner.
- Provide additional strategic leadership capacity to the regional EMSYH TSC representative by supporting relationships with senior stakeholders including The Regional Schools Commissioner, Education Standards Directorate Regional Delivery Division, Ofsted, Local Authority Colleagues and Diocesan Boards.
- Support the delivery of Strategic School Improvement activity including support for any regional infrastructure e.g. Local Partnership Meetings (LPMs).
- Challenge and support the maturity of Local Hubs, holding Local Hub Coordinators to account for local delivery of TSC commissions and representation of their constituency.
- Serve as representative for the region as required.

¹ More detailed information about the roles and functions in the infrastructure can be found on pages 11-17 of the strategy.

² 85 designated teaching schools, 184 NLEs/NSS, 80 NLGs, 190 + LLEs, 1661 SLEs.

³ Teaching School Council.



SYH Sub-Regional Co-ordinator - Pat Dubas is the SYH Sub-Regional Co-ordinator.

The role is to:

- Develop a SYH sub-regional teaching school infrastructure which enables SYH teaching schools to be effectively represented.
- Provide additional strategic leadership capacity to the sub-regional TSC lead and region, supporting relationships with senior stakeholders, including The Regional Schools Commissioner, Ofsted, Local Authority Colleagues and Diocesan Boards.
- Support the delivery of Strategic School Improvement activity, including support for any regional infrastructure e.g. Local Partnership Meetings.
- Challenge and support the maturity of the Local Hubs, holding Local Hub Coordinators to account for local delivery of TSC commissions and representation of their constituency.



EMSYH Business Support Partner (BSP) - SDSA is the commissioned organisation that provides the region's Business Support Partner function. Ellen Lee leads the Business Support Partner (BSP) function.

The role is to provide a BSP function to the EMSYH teaching schools by, including but not exclusively:

- Establishing, maintaining and developing a EMSYH regional knowledge hub to support the region and its network of local hubs in planning, decision making and securing of sustainability funding.
- Supporting the infrastructure.
- Supporting delivery (including, but not exclusively, TSC commissions).



Stronger Governance - Jane Lewis is the EMSYH Regional Stronger Governance Champion.

The role is to:

- Promote and lead the NLG regional approach including the development, support and quality assurance of a network of Area⁴-Based NLG Co-ordinators. Area Based NLG Co-ordinators provide a mechanism for linking to Local Hubs.
- Mobilise and support the brokerage of NLGs by TSAs.
- Lead the mapping and growth strategy for NLGs across the region.

All elements of this infrastructure have service level agreements with appropriate reporting and monitoring arrangements in place

It is intended that the development of this regional infrastructure will release the capacity of local leaders, working in Local Hubs⁵, to carry out the important improvement work that they have the skills and expertise to undertake.

⁴ Area Based Co-ordinators work in the following geographical patches, North Humber, South Humber, South Yorkshire, Nottingham/Nottinghamshire, Derby/Derbyshire, Lincolnshire, Leicester/Leicestershire/Rutland.

⁵ See Page 7.



Performance snapshot

September 2017.

EMSYH TSC rep in place with SYH Sub-regional rep post vacant.
 EMSYH Regional Strategic Co-ordinator in place with SYH post vacant.
 BSP for EM sub-region in place.
 EMSYH regional Governance champion in place with Area Based NLG Co-ordinators in 50% of the region (EMN & EMS).



March 2018.

TSC SYH Sub-regional rep elected and operational.
 SYH Sub-regional Co-ordinator in place.
 BSP role in place across EMSYH region.
 Area Based NLG Co-ordinators in place in 100% of the region, with improved NLG deployment processes and relationships with TSAs and an expectation that every NLG will be linked to at least one TSA by the end of Spring Term 2018 .

How are we doing in our vision that every child should attend a great school that is judged by Ofsted to be at least ‘Good’?

LPM ⁶	LA area	Number of schools	Number of Good and O/S	Number with no inspection grade	% Good and O/S (in total)	% Good and O/S (of those with inspection grades)
EMN	Derby	104	73	11	70.2%	78.5%
	Derbyshire	415	348	20	83.9%	88.1%
	Nottingham	98	74	12	75.5%	86.0%
	Nottinghamshire	338	285	25	84.3%	91.1%
EMS	Leicester	107	87	8	81.3%	87.9%
	Leicestershire	283	242	15	85.5%	90.3%
	Lincolnshire	359	311	17	86.6%	90.9%
	Rutland	22	16	3	72.7%	84.2%
SY	Barnsley	89	67	12	75.3%	87.0%
	Doncaster	123	77	22	62.6%	76.2%
	Rotherham	121	93	9	76.9%	83.0%
	Sheffield	175	135	14	77.1%	83.9%
Y, NL, H	East Riding	146	124	7	84.9%	89.2%
	Hull	91	67	16	73.6%	89.3%
	North Lincs	79	69	2	87.3%	89.6%
	NE Lincs	61	48	0	78.7%	78.7%
	York	63	57	4	90.5%	96.6%

As of November 2017, all the region’s LA areas have >75% of all those schools that have been inspected by OfSTED, as ‘Good’ or better⁷:

- 83.6% of all schools overall in the region are ‘Good’ or better.
- 90.1% of those schools in the region with an inspection grade are ‘Good’ or better.
- Doncaster and Derby have the lowest number which, as they are both Opportunity Areas, is not surprising.

⁶ Local Partnership Meeting/SRIB.

⁷ Source DfE data download, November 2017.



The local and regional percentage of schools judged as 'Good or better' should be celebrated but:

- This figure excludes academies that have not yet been inspected.
- This does not give us an indicator of the number of children that are, or not, in schools judged as 'Good' or better.
- This does not give us an indicator of where our most vulnerable populations are.
- This does not tell us how well teaching schools and their alliances are doing.

What will we do next?

We will:

- Continue to work closely with our strategic partners including, Local Authorities, Ofsted and the DfE to enable us to share data to drive regional performance.
- Support teaching schools to continue to meet the designation [eligibility](#) criteria, supporting designations and designation reviews, where needed, to protect the integrity of the teaching school 'brand'.
- Develop mechanisms to enable teaching schools and Local Hubs to exchange practice on tracking the impact of activity against OfSTED judgements of the schools that they work with.
- Continue to work with our strategic partners, including through the EMSYH [Education Summit](#), to ensure that every school is connected into the system to maximise the sharing of practice, enable joint practice development and target improvement activity, so that the % of great schools at local and regional levels, increases incrementally.



Continuous improvement is best driven from within the sector by proven, existing outstanding practitioners.

In our strategy we suggested that:

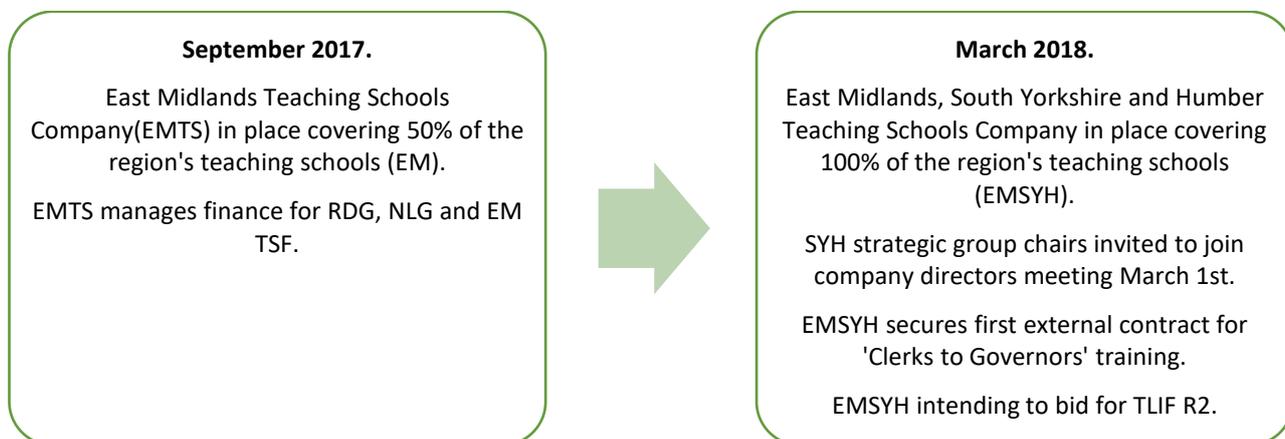
- Consideration is given to the footprint of the **EMTS Company** and/or whether a parallel model for SYH is desirable.
- **Local Hubs** are developed and actively engaged in targeting and building capacity of potential EMSYH system leaders, supporting the induction of EMSYH designated system leaders, supporting designation review processes and brokerage of system leader deployment, across the EMSYH, as part of their ‘core function’ of supporting and delivering TSC commissions.
- The EMSYH **knowledge hub** and portal should be further developed to ensure that teaching school, system leader and specialist hub mapping and mini region/Local Authority area intelligence, fully represents the EMSYH region.
- EMSYH systems and processes are developed, that enable the system to provide **evidence-based practice** and evidence of impact, to aid teaching school sustainability and support funding applications.

How are we doing? - EMTS Company

The [EMTS company](#) was set up to undertake all financial transactions⁸ and regional business activity of the region’s teaching schools. The main aim is to provide a level of transparency and neutrality that could not be achieved if the regional finances were to be managed by a single teaching school. By forming a company, we have created a legal entity and a way for government and others to contract directly with the region’s teaching schools, as one, in the future. The company also provides a vehicle for the region’s teaching schools to collectively ‘bid’ for funding thus providing a sustainable vehicle for the important work that teaching schools do in the future.

The company directors are drawn from those who represent their mini regions on strategic groups. The EMSYH regional TSC representative is also a director of the company. The EMSYH Regional Strategic Co-ordinator was nominated and elected by the company directors as an independent chair.

Performance snapshot



What will we do next?

We will:

- Ensure SYH colleagues are represented on the EMSYH Company Directors Board, so they can take shared ownership of the direction and resources of the region, thus further developing a sustainable, united school led system.
- Explore opportunities provided by TLIF and other funding streams to secure additional funding to enable the region to further its vision and ambitions.

⁸ Regional funding allocations.



How are we doing? - Local Hubs

The East Midlands created a Local Hub model, managed predominantly on good will, before the creation of the EMSYH region. There are 7 Local Hubs, bringing all but 1⁹ teaching school together, in the East Midlands¹⁰. The local hubs, now commissioned, funded and with an identified Local Lead, are all represented at the [EMTSA Strategic](#) Group which is chaired by two democratically elected system leader co-chairs.

The model of local hubs was not in place in SYH before the creation of the EMSYH region. We worked with system leaders in South Yorkshire and Humber to create a sustainable school led model that works in their local context. There are now two Joint Groups¹¹ in SYH, chaired by democratically elected system leader chairs. The joint groups are attended by a network of commissioned and funded Local Leads¹², who are in the process of developing Local Hubs to ensure that all teaching schools are connected.

The network of local leads and hubs are commissioned to:

- 1) Establish and maintain the Local Hub infrastructure:
 - a. To develop a Local Hub infrastructure that connects and communicates with all local TSAs and extends membership to include a range of strategic partners including but not exclusively Local Authority, MATs, DBEs, NSS.
 - b. To establish and maintain 'knowledge banks' to include data and intelligence on engagement and connectivity of schools in the hub area, performance and trend data to enable effective targeting and deployment of resource, evidence of impact.
 - c. To seek and secure additional funding where possible to secure sustainability for the work of the Hub, e.g. SSIF.
- 2) Support the delivery of TSC commissions and deliverables:
 - a. To support the local delivery of TSC commissions¹³ in their local area, providing information for reporting and monitoring purposes.
 - b. Provide data and intelligence in response to regional and national requests for examples of practice and representation on working groups/boards etc.
 - c. To support the coordination and implementation of School Improvement activity, including the [Strategic School Improvement Fund \(SSIF\)](#) by acting as brokerage hubs, fostering collaboration with LAs, MATs and DBEs¹⁴, within and between Local Hub areas.
- 3) Strategic engagement in the work of the EMSYH region, including but not exclusively:
 - a. To effectively represent the Local Hub constituency on regional and sub-regional strategic groups.
 - b. Support the work of the Local Partnership Meetings (LPMs)/Sub-regional Improvement Boards (SRIBs).

Commissioned Local Hub Leads are held to account by robust financial and activity reporting, as an integral part of their formal commission. Hub reporting informs strategic review, enables practical learning across the region and the region to quality assure activity, holding Hubs to account against their delivery.

⁹ Outwoods which is part of a national model and engaged elsewhere.

¹⁰ Derby Hub, Derbyshire Hub, Nottingham Hub, Nottinghamshire Hub, Lincolnshire Hub, Leicester Hub, Leicestershire and Rutland Hub.

¹¹ South Yorkshire Joint Group and York and Humber Joint Group.

¹² Local Leads for Barnsley, Doncaster, Rotherham, Sheffield, East Riding, Hull, North and North East Lincolnshire and York.

¹³ Including but not exclusively, growing system leader capacity, developing a leadership pipeline, supporting networking and opportunities for joint practice development, quality assurance including providing intelligence for designation and designation review processes, Strategic School Improvement Fund.

¹⁴ Local Authorities, Multi Academy Trusts, Diocesan Boards of Education.

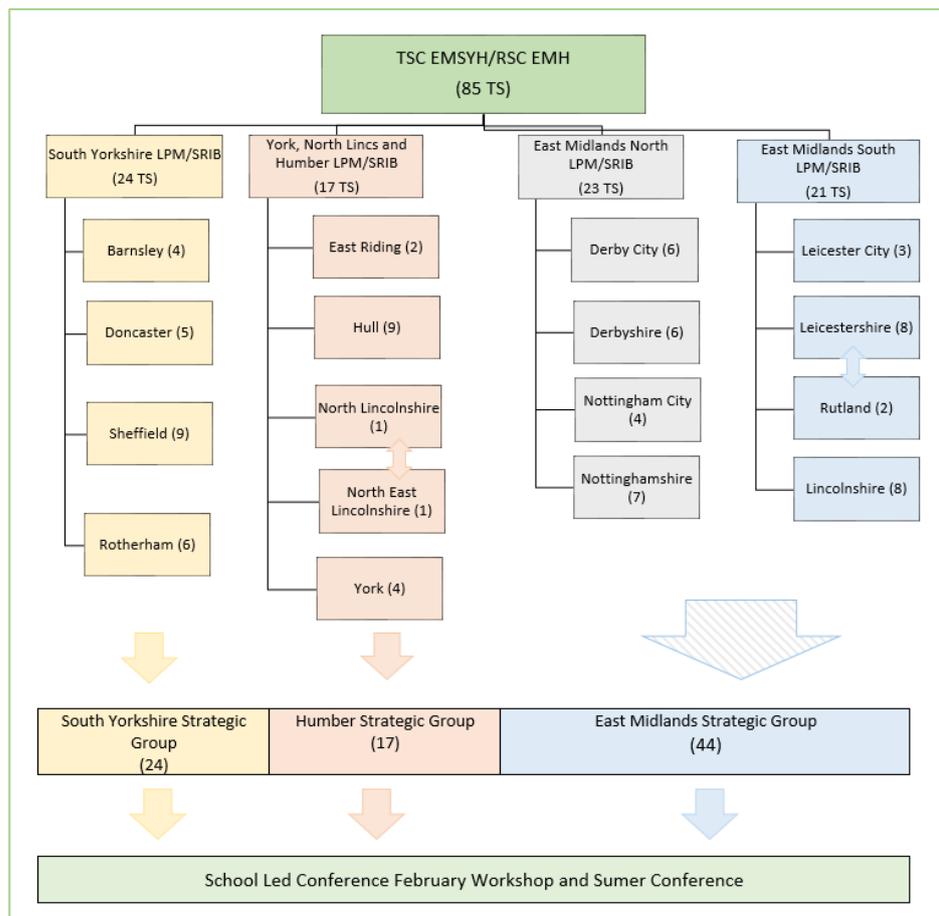


We have worked with DfE colleagues to enable the Local Hub infrastructure to represent their Local Authority/mini region areas on, and provide local intelligence to, the LPM/SRIBs alongside their Local Authority and Diocesan Board of Education colleagues.

We are using our TSC School Led Conference commission to bring the entire region together in both teaching school and extended stakeholder events.

NB.

Numbers in brackets indicate the number of designated teaching schools.



Performance snapshot

September 2017.
Local Hubs in place covering 50% of the region (EMN & EMS).
50% of LPM/SRIBs (EMN & EMS) had representatives of local teaching school hubs as members alongside the TSC rep.



March 2018.
Local Hubs in place covering 100% of the region.
100% of LPM/SRIBs (EMN, EMS, SY, Y,NL,H) have representatives of local teaching school hubs as members alongside the TSC rep.

What will we do next?

We will:

- Continue to support Local Hub Leads to develop a more mature school led system at local level, including the development of more mature teaching school networks in SYH.
- Work with local hubs of teaching schools to support them in their brokerage hub local partnership working with LA/MAT/DBE/NSS colleagues.
- Enable local hubs to support the quality of SSIF applications and share learning across funded projects.
- Continue to support chairs of Strategic Groups to increasingly lead strategic networks.
- Provide opportunities for the whole region to come together to exchange best practice and jointly develop next practice.

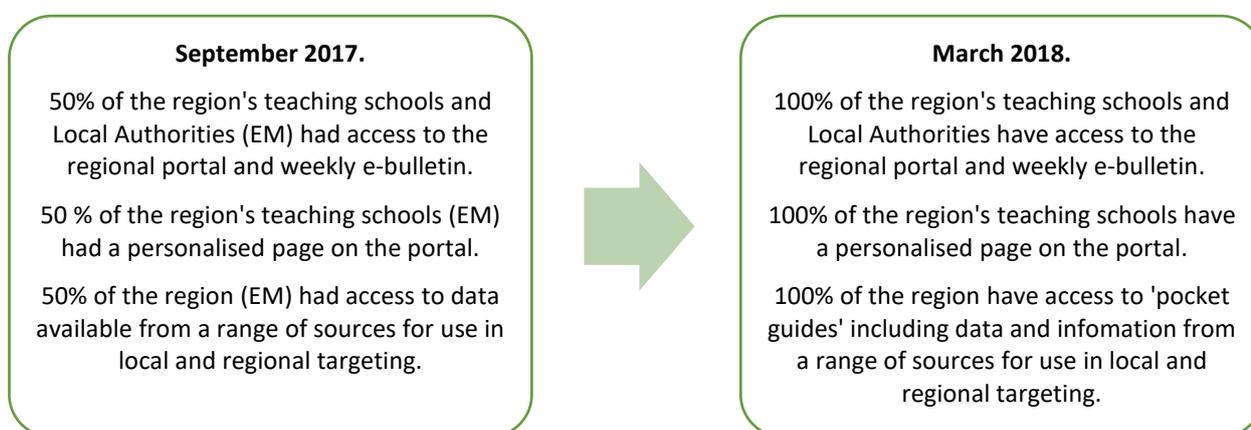


How are we doing? - Knowledge Hub

Before the creation of the EMSYH region, the East Midlands had recognised that communication is key to ensuring an effective school led system. In an attempt to ensure that communication to all the region's teaching schools was managed strategically, and in an attempt to limit the amount of email traffic that teaching school colleagues received, the region had developed a [regional portal](#) and accompanying weekly e-bulletin. The portal hosts a plethora of regional and national information and provides a page for each teaching school as a 'window for the world' into teaching school activity. Before the creation of the EMSYH region, South Yorkshire and Humber colleagues did not have access to a similar infrastructure.

It is acknowledged that the system has access to multiple data streams and information sources. We agreed in our strategy that, to enable the system, we would further develop the portal to include a '[knowledge hub](#)'. We have combined publicly available performance data, system leader data and other local context information into local area 'pocket guides' and made them available to aid and support local planning and targeting activities.

Performance snapshot



What will we do next?

We will:

- Work with DfE colleagues to encourage Multi Academy Trusts to sign up for the weekly e-bulletin to provide a regional shared communication system.
- Agree and communicate a schedule for developing and updating pocket guide information to ensure it is fit for purpose.
- Agree and communicate a schedule for developing, reviewing and updating the portal, including if possible, developing a pass word protected area for Local Hub Leads, to enable TSC commissions to be delivered most effectively.
- Continue to work at a regional level to negotiate data sharing agreements to help unblock local barriers.
- Work with DfE colleagues to ensure that system leader data is accurate and accessible by those who need it.

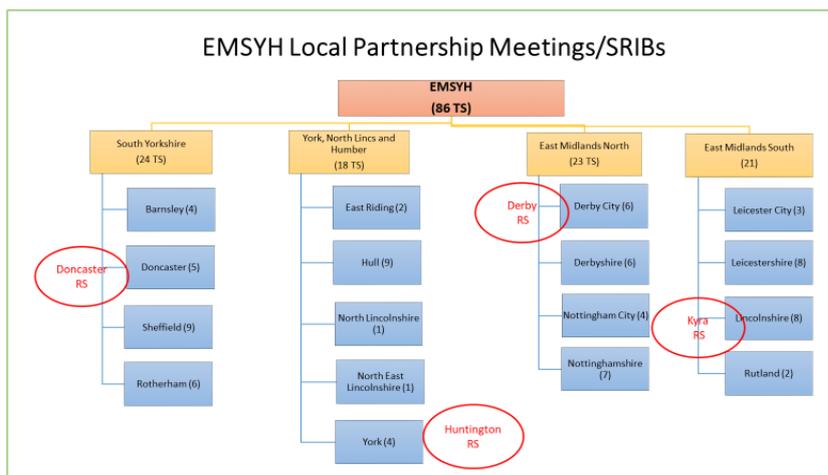


How are we doing? - Evidence based practice

There are four research schools in the region, Kyra (Lincolnshire, EMS), Huntington (York, Y, NL, H), Derby (Opportunity area in EMN) and Doncaster (opportunity area in SY). The region’s designated research schools had not been systematically supported, by the TSC, to engage with teaching schools in either the East Midlands or South Yorkshire and Humber sub-regions before the creation of the EMSYH region.

To facilitate the embedding of evidence based and research informed practice and develop closer links with the Education Endowment Foundation (EEF), we are developing a network of the region’s research schools and are negotiating their membership of the LPMs/SRIBs.

We are encouraging relationships at local level to be developed, using SSIF as a catalyst.



We are investing in our systems to systematically embed evidence based and research informed practice. We have developed a peer review scheme that is aligned to the teaching school KPIs and are engaging teaching schools in collecting evidence of impact case studies as part of our School Led Conference Strategy.

We have commissioned Kyra research school to pilot [Evidence Leads in Education](#), as part of a sustainable school led improvement model.

We have included links and alerts to our [research schools](#) and Education Endowment Foundation in our portal and weekly e-bulletin.

Performance snapshot

September 2017.
Research schools do not systematically work as part of LPM areas and engagement with teaching schools is variable.



March 2018.
100% of the region's research schools have engaged in a TSC led network meeting and have been invited by DfE colleagues to consider whether they are willing to become members of LPM/SRIBs.

What will we do next?

We will:

- Continue to bring the research schools together in a regional network, support them to share evidence based and research informed practice and work to include them as members on LPM/SRIBs.
- Support our teaching schools to develop case studies, to demonstrate the difference the big three are making to learner outcomes.
- Establish mechanisms for local evidence-based practice to be validated and shared alongside that from national sources.
- Evaluate the success of the Evidence Leads in Education Pilot and if it proves impactful, seek ways to share the learning and extend the model.



Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver **sustainable, system-led, continuous improvement** within and across the region at every level.

In our strategy we suggested that:

- We support the implementation of successful **SSIF** round 1 applications and the development of applications into future rounds, including support for bid writing.
- We work at regional and sub-regional levels to develop improved opportunities to work with our identified **Research Schools (RS)**. (Covered on P10).
- We initiate and progress conversations with the **workforce development agencies**, ITT and CPD networks and organisations across the region, to collaboratively construct approaches to developing the core skills needed for achieving systemic change, in the use of evidence-based practice in the future and developing workforce.

How are we doing? – SSIF

Round 1.

The Strategic School Improvement Fund Round 1 (R1), was launched before the creation of the EMSYH region and during a period of Purdah, resulting in two contrasting approaches to the development and coordination of applications. The variance in approaches, presents an interesting ‘control’ as a backdrop against which to view our continued and developing performance as we reflect on R2 and progress through Round 3.

The Regional Schools Commissioners team instigated discussions with the TSC teams, in both the East Midlands and Yorkshire and Humber regions, at the beginning of 2017. TSC colleagues were invited to work alongside the RSC team to develop the model for the forthcoming SRIBs and to begin to identify priorities to drive R1 applications. The TSC team in the East Midlands prioritised this activity and shared developments with the regional infrastructure, (teaching schools, Local Authorities and Diocesan Boards of Education), as they occurred.

EM TSC colleagues were successfully able to negotiate that teaching school representatives from the established local hubs should become members of the pending SRIBs, alongside their LA and DBE colleagues. This model enabled the TSC regional representative to more effectively discharge his duty within the framework of a national model and provided a greater depth of local knowledge into discussions. This model also enabled teaching schools to identify early future capacity needs to develop improvement activity.

When Purdah was announced, just after R1 opened, and the initial meetings of the SRIBs were postponed, the EM TSC region took a decision to bring representatives from the teaching school hubs, LA colleagues and DBEs together to support the development of collaborative approaches and to maximise improvement capacity. The initial regional meeting triggered substantial activity at local level, with both teaching school and LA colleagues anecdotally reporting that this regional meeting positively moved local relationships forward at an unprecedented speed.

The activity at local level was supported by activity at regional level including the delivery of an EEF bid writing workshop, exchanging information on pending applications with the DfE and providing feedback to the system, and providing opportunities for the region to exchange ideas and moderate applications prior to submission.

It would appear that TSC colleagues from Yorkshire and Humber were less engaged in R1 with several teaching schools, still unaware of SSIF when EM TSC colleagues began early dialogue in July 2017, as part of the creation of EMSYH¹⁵. SYH teaching school colleagues were not represented at LPM/SRIBs alongside LA and DBE colleagues. SYH were not included in the EM portal and weekly e-bulletin in R1 as EMSYH was not operating as a region. At the time of writing this report, we are not aware of how the Y&H TSC supported the R1 process so are unable to comment further.

¹⁵ EMSYH region went live in September 2017.



How did we do in EMN?

- The EM TSC directly supported the development and submission of two successful teaching school led collaborative¹⁶ applications.
- Two unsuccessful R1 teaching school led applications were subsequently supported by the EM TSC and were successful in R2.
- 22/23 (96%) teaching schools in EMN were involved, either as lead applicant or named delivery partners in R1 applications and 4/4 (100%) LAs were involved as named delivery partners.
- All 4 EMN mini region/LA areas were covered by a collaborative application.
- The two successful R1 applications will support 40 schools.
- Of those applications that were successful 100% were supported by EM TSC.

How did we do in EMS?

- The EM TSC directly supported the development and submission of 3 successful teaching school led collaborative applications.
- 18/18 (100%) of the teaching schools designated at the time were involved either as a lead applicant or delivery partner and 4/4 (100%) LAs were involved.
- All 4 EMS mini region/LA areas were covered by a collaborative bid, including Rutland, which subsequently became part of the Leicestershire Hub to enable the area to engage effectively.
- The three successful R1 applications will support 83 schools.
- Of those applications that were successful 100% were supported by EM TSC.

How did we do in SY? (Data is limited as this was pre EMSYH).

- There were two successful teaching school led applications.
- Data suggests that 5/20 (25%) of the teaching schools designated at the time were involved, as either lead applicant or delivery partner but as some teaching schools share the same name this is difficult to determine.
- It is not possible to determine the extent of LA, DBE, MAT involvement from the data available.
- The two successful applications will support 34 schools.

How did we do in Y, NL, H? (Data is limited as this was pre EMSYH).

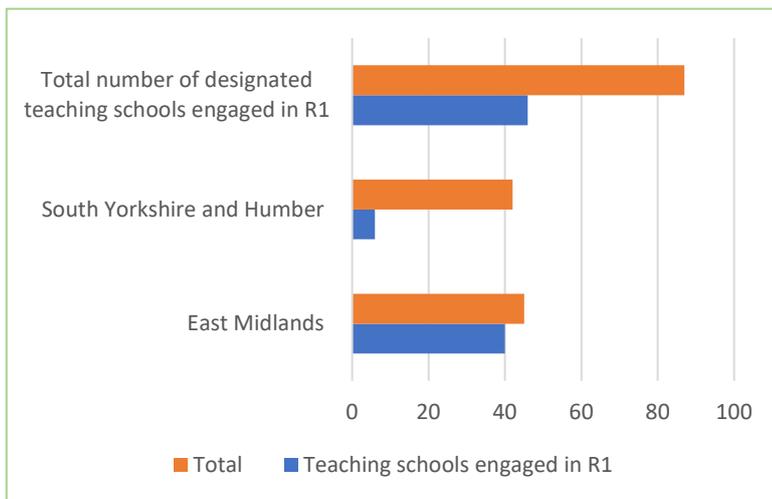
- There was one successful teaching school led application in Y, NL, H as successful.
- Data suggests that 1/14 (7%) of the teaching schools designated at the time was involved, as either lead applicant or delivery partner.
- It is not possible to determine the extent of LA, DBE, MAT involvement from the data available.
- The one successful application will support 14 schools.

¹⁶ Led by a teaching school with a network of teaching schools and LAs as delivery partners, some of which also included MATs, NLEs and DBEs.



Round 1 summary:

EMSYH achieved 7 of the 55¹⁷ successful projects in Round 1 with 3 in SYH and 5 In EMN & EMS supporting a total of 171 schools across the region.

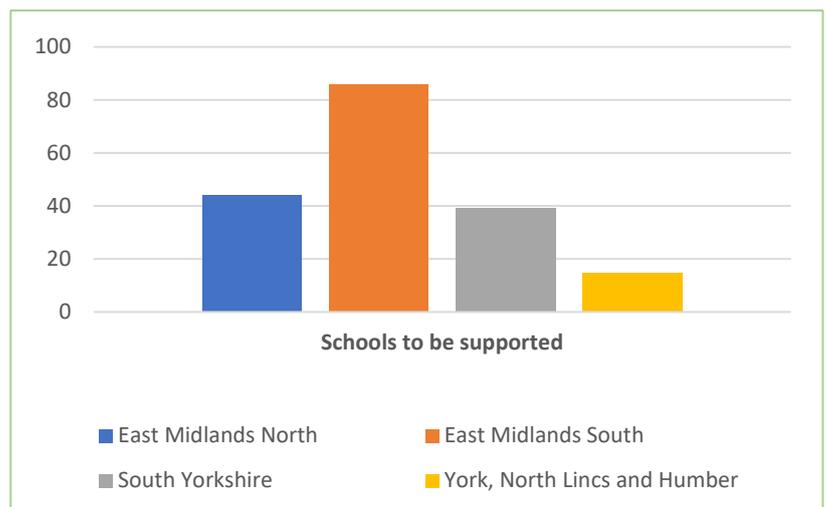


The teaching school engagement figure provides an interesting view of how effective the engagement methods deployed were in R1.

There were significantly more teaching schools engaged in EMN & EMS than SYH.

The number of schools supported by R1 projects is greater in EMN & EMS (123) than SYH (48).

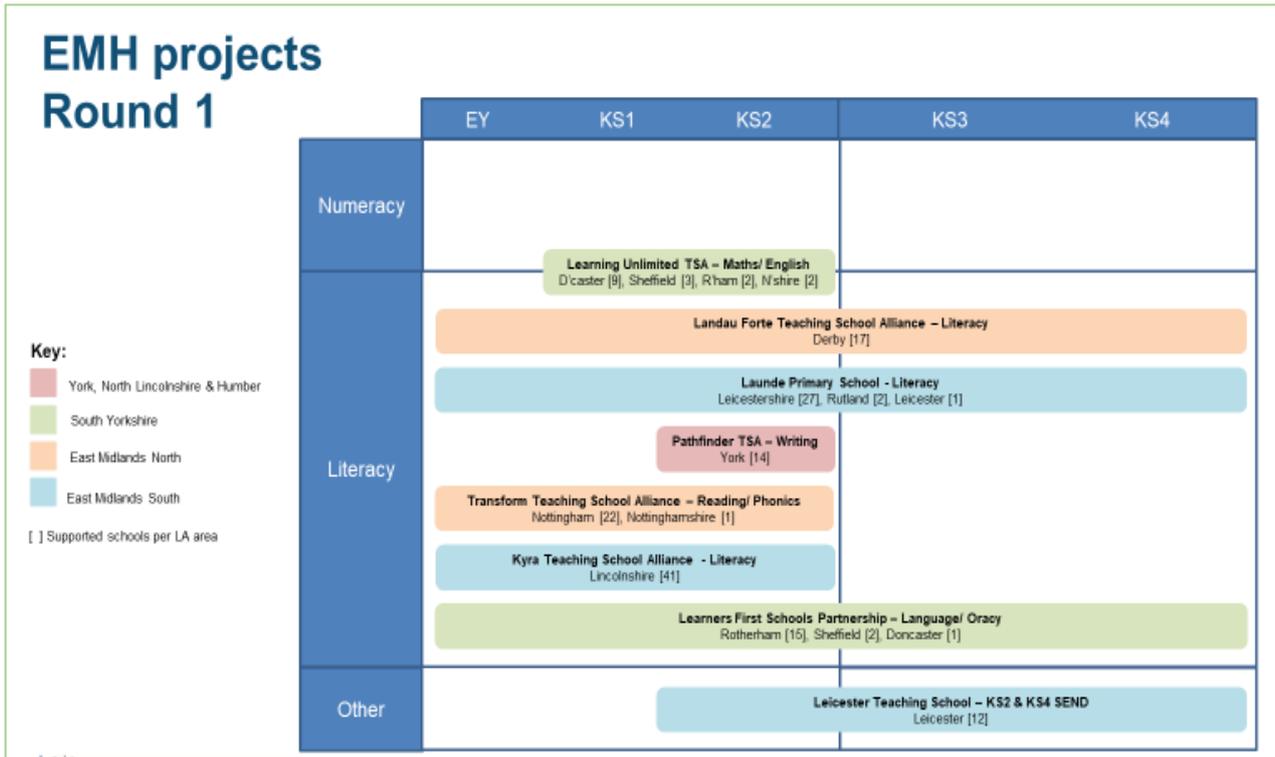
It could be argued that this is due to the broader range of delivery partners facilitated by the collaborative application process.



¹⁷ <https://www.gov.uk/government/publications/strategic-school-improvement-fund-round-1-successful-applicants/strategic-school-improvement-fund-ssif-round-1-successful-applicants>



As a general trend, successful applications to support KS 1 & 2 were more plentiful, or more successful, than applications to support KS3 & 4.





Round 2

Round 2 of SSIF opened after EMSYH had been in operation for approximately 4 months. The delivery mechanism for EMSYH is to provide the region with a support infrastructure (Page 2/3) while empowering and enabling local system leaders to create sustainable partnerships for enduring and impactful improvement activity.

The financial commitment to the region, accompanying the SSIF commission was intended to provide approximately:

Regional Strategic Coordinator	130 days.
Local Hub Leads	300 days.
BSP support	70 days.
Total	500 days.

By the end of December 2017, it was reported that activity to support SSIF had been approximately:

Regional Strategic Coordinator	81 days.
Local Hub Leads	104 days.
BSP support	47 days.
Additional TSC rep days	6 days.
Total	238 days.

Performance in Round 2 suggests that this investment has paid dividends.

Round 2 summary.

Local Hub Leads worked with local partners, responding to agreed priorities and targeting eligible schools, to develop high quality, collaborative applications in Round 2, resulting in 15 successful applications.

In EMN and EMS provided a representative teaching school presence at the Local Partnership meetings.

EMSYH achieved 15 of the 73¹⁸ successful projects in Round 2 with, 5 in EMN, 3 in EMS, 5 in SY and 2 in Y, NL, H, supporting a total of 355 schools

The increased engagement¹⁹ of teaching schools, particularly in SYH between R1 and R2²⁰ suggests that the collaborative model and the development of local hubs, is proving an effective engagement vehicle to maximise capacity and expertise. By the close of R2:

- 21 out of 22 (96%) teaching schools in EMN are engaged with the 1 exception being a part of a national model and active in another region.
- 18 out of 21 (86%) teaching schools in EMS are engaged (3 recently designated are not yet engaged).
- 19 out of 24 (79%) of teaching schools in SY (including 4 recently designated) are engaged.
- 8 out of 17 (47%) of teaching schools in Y, NL, H are engaged (2/3 recently designated not yet engaged)

¹⁸ <https://www.gov.uk/government/publications/strategic-school-improvement-fund-round-2-successful-applicants/strategic-school-improvement-fund-ssif-round-2-successful-applicants>

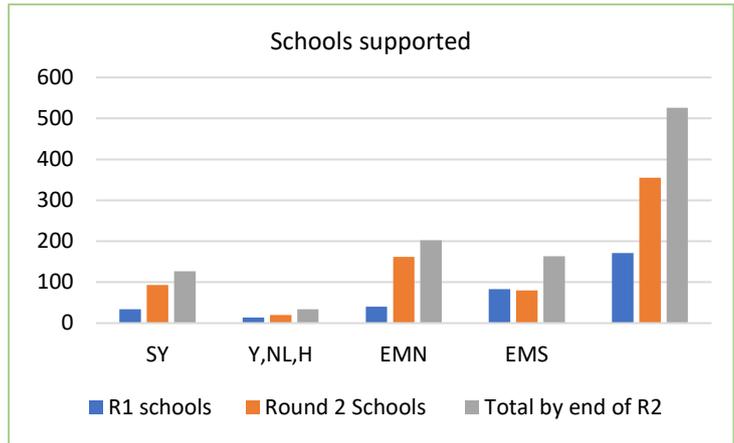
¹⁹ as either lead or named delivery partner.

²⁰ Round 1 took place in the previous TSC geographical regions. Round 2 took place when EMSYH in place.

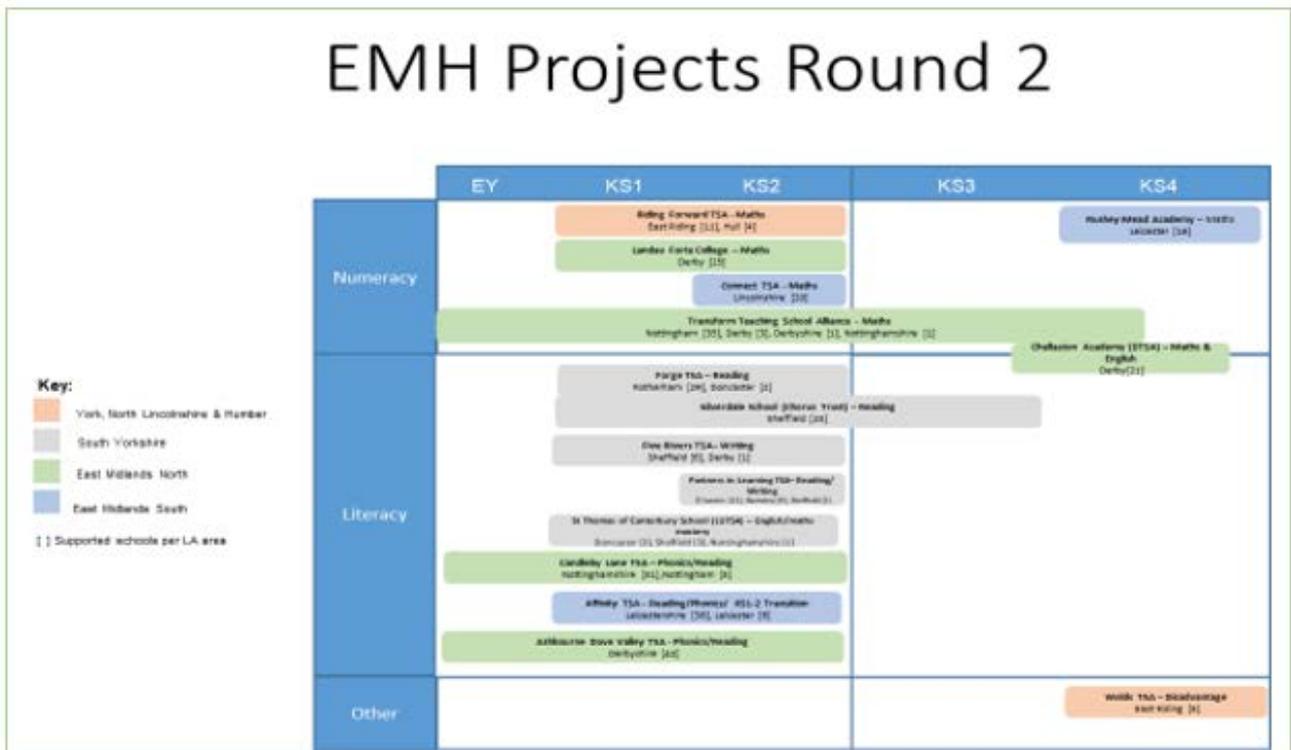


The number of schools to be supported has risen, with 171 in R1 and 355 in R2, making a total of 526:

- In South Yorkshire there were 34 in R1 and 93 in R2, making a total of 127.
- In York, North Lincs and Humber there were 14 in R1 and 20 in R2, making a total of 34
- In East Midlands North there were 40 in R1 and 162 in R2, making a total of 202.
- In East Midlands South there were 83 in R1 and 80 in R2, making a total of 163



The trend of successful applications to support KS 1 & 2 being more plentiful, or more successful, than applications to support KS3 & 4 continues.



Performance snapshot

Round 1.

8 successful applications.

3 successful applications in SYH engaging 6/34 teaching schools.

5 successful applications in EMN & S engaging 40/41 teaching schools.



Round 2.

15 successful applications.

7 successful applications in SYH engaging 27/41 teaching schools.

8 successful applications in EMN & S engaging 39/44 teaching schools.

66/85 teaching schools engaged in EMSYH.



What will we do next?

We will:

- Continue to develop Local Hubs of teaching schools and support their expansion to include LA, DBE, MAT and NSS colleagues, as the model is clearly and effective engagement model.
- We will use what we have learned from successfully engaging teaching schools to support the engagement of MATs, regionally and locally.
- Explore the 'secondary gap' and the potential for targeting TSA, MAT and LA activity.
- Support Local Hub Leads to be activity engaged in the work of LPM/SRIBs.
- Continue to deliver the SSIF commission, using a mixed economy of central support and empowerment of system leaders, to enable systemic change and the development of sustainable improvement models for the future.
- Continue to support the development of improved methodologies for targeting support where it is most needed by those who are most skilled to provide it.
- Consider our outstanding action to link with strategic partners regarding workforce development.



Teaching Schools are committed to **working together**, in partnership with a range of stakeholders, to lead, manage and deliver high quality support based on sound intelligence gathering and analysis, supportive challenge, strong recruitment and CPD for all the region's schools

In our strategy we suggested that.

- We develop an effective EMSYH infrastructure that builds on the best of existing practice and enables us to work collaboratively as a EMSYH region. We suggest that we:
 - Hold two EMSYH conferences in 2017 (January and June) as opportunities for exchanging, developing and co-constructing effective approaches across the 'EMSYH region'.
 - Work with strategic partners to consider the development of a SYH Education Summit Group to work in parallel with the EM Summit and/or the development of a EMSYH Education Summit Group.
 - Consider the development of a SYH equivalent of the EMTSA network and Strategic Group to work in parallel with the EM infrastructure.
 - Develop a network of local hubs (P16), which either build on the work of mini region teaching school networks and system leader symposia or develop networks in areas where they do not currently exist. The geographical representation of local hubs for 2017/18 has been agreed for the EM and we will work with SYH teaching Schools to agree the SYH local hub infrastructure. This will provide an infrastructure that enables teaching school representatives to be democratically elected to sit on a range of significant groups including the Partnership Meetings.
 - Map and develop links between ITT networks and local hubs to ensure connectivity across the agenda.
 - Map and support the development of links between TSAs and MATs, networks and hubs, to improve connectivity.
- Develop the EM communications strategy, including the portal, to reflect the EMSYH region.
- Consider the development and implementation of a EMSYH Peer Review framework and system as a cornerstone of EMSYH QA and CQI activity, protecting the integrity of the teaching school 'brand' and encouraging maturation of the school led system.

How are we doing?

We have developed a School Led Conference (SLC) strategy, that will enable us to bring the whole region together on two occasions over the course of the year. We ran a teaching school workshop on February 6th, where we focused on methodology for collecting impact case studies to demonstrate how the 'Big 3'²¹ are making a difference to learner outcomes. We will use the summer conference to showcase those case studies. A planning group, bring together colleagues from across the region is steering this strategy.

We have extended the Education Summit to cover EMSYH. The first meeting of this group took place in January 2018.

	East Midlands North (Nottingham, Nottinghamshire, Derby, Derbyshire)	East Midlands South (Leicesters, Leicestershire, Rutland, Lincolnshire)	South Yorkshire (Barnsley, Rotherham, Sheffield, Doncaster)	Humber (Hull, North Lincolnshire, York, East Riding, NE Lincolnshire)
Department for Education	John Edwards (Regional Schools Commissioner) and Chris Caroe (School Improvement)			
Ofsted	Ian McNeill (for Emma Ing)		Helen Lane (for Cathy Kirby)	
Teaching Schools Council	Chris Wheatley (TSC Rep) Kate McKenna (Co-ordinator)		Chris Abbott (TSC Rep) Pat Dubas (Co-ordinator)	
Teaching Schools	tbc	Inderjit Sandhu (Leicestershire) or Helen Barker (Lincolnshire)	Tom Benham (Barnsley)	Ged Fitzpatrick (Hull)
MAT Networks	Andrew Burns (Nottinghamshire)	Volunteers to date: Rebecca Meredith (Transform), Rowena Hackwood (DRET), Matt Freston (Learners Trust), Andy Yarrow (CFBT), Mark Wilson (Wallspring).		
LA Directors of Children's Services	Debbie Barnes (Lincolnshire)		Jon Stonehouse (York)	
LA Education AD Leads	Kathryn Boulton (Derbyshire)	Heather Sandy (Lincolnshire)	Leanne Hornsby (Doncaster) or Jayne Ludlam (Sheffield)	Maxine Squire (York)
Elected Lead Members	Cllr Alex Dale (Derbyshire) January meeting Cllr Sarah Russell (Leicesters) April meeting		tbc	
Dioceses	Jackie Waters Dewhurst (CE Dioceses - Lincoln) Peter Giorgio (RC Dioceses - Nottingham)		Andrew Smith (CE Dioceses - York)	
Governors	Jane Lewis (Regional NLG Champion for EMSYH)			

The East Midlands South Yorkshire and Humber Education Summit

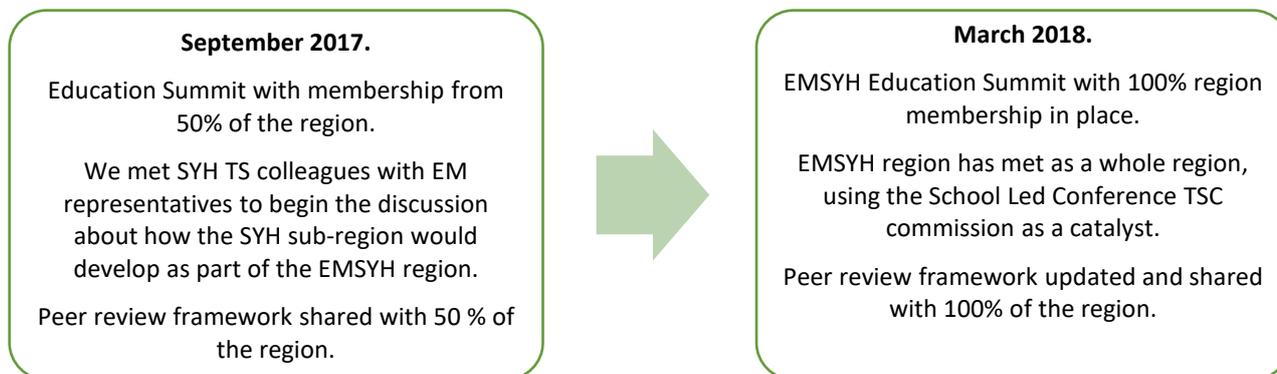
²¹ School to School Support (S2SS), Continuing Professional and leadership Development (CPLD) and Initial Teacher Training (ITT).



We have discussed developments in local hubs, strategic groups, the portal and e-bulletin previously in this report.

We have extended the [peer review](#) framework to be EMSYH relevant and to link to the teaching school KPIs and are linking it to the development of case studies for the summer conference.

Performance snapshot



What will we do next?

We will:

- Support teaching schools in the development of case studies to demonstrate the impact on learner outcomes of the Big 3.
- Work with the SLC planning group to plan and deliver the summer conference.
- Complete mapping activity to demonstrate where Maths Hubs, ITT networks and other hubs fit into the local and regional infrastructure.
- Establish a regional Peer Review scheme mechanism for those who wish to participate.



Every school in the region should be **connected** into the system and engaged as a giver and/or receiver of support.

In our strategy we suggested that.

- The Knowledge Hub is further developed to cover the EMSYH region geographical and provider footprint.
- The methods used for regional communications (e-bulletin and portal), be expanded to provide mechanisms for collating and sharing best practice, developing next practice and joint practice development.
- We work more strategically with the EMSYH Research Schools to enable systemic development and strengthen the use of evidence-based practice.
- Connectivity mapping is prioritised at local level, with regional activity being developed to support the extension of our ‘reach’, either through additional designations or expansion of footprints, to those schools not yet connected.

How are we doing?

We have previously discussed the development of the knowledge hub, portal, e-bulletin and our work with research schools.

A key priority, for the region and Local Hubs, is to continue to map connectivity to ensure that no school is left behind. We firmly believe that every school should be a giver and receiver of support and connectivity is vital to that aim.

We are aware that we need to continue to grow sufficient system leader capacity to enable us to carry out the important improvement work we are commissioned to deliver. We are supporting local hubs to target additional system leaders as opportunities arise and to provide local knowledge for the purposes of targeting and designation.

The region currently²² has:

- 85 designated teaching schools,
- 184 NLEs/NSS,
- 80 NLGs,
- 1661 + SLEs
- Other locally validated system leaders including LLEs²³, and a growing number of LLGs.
- A pilot to develop up to 20 Evidence Leads in Education. (ELEs)

Data comparing system leader designations between September 2017 and January 2018, indicate that the headline figures are generally increasing. Within these figures, are designation and de designations that impact on when capacity is ready to ‘go live’. As we would predict, the largest rise is in designated SLEs. Numbers of LLEs are not reflected in these figures as that data is no longer collected nationally.

	Sep-17			Jan-18			Increase Sept 17 -Jan 18			
	SYH	EM	EMSYH	SYH	EM	EMSYH		SYH	EM	Increase
Teaching schools	42	45	87	41	44	85	Teaching schools	-1	-1	-2
NLE/NSS	70	111	181	74	111	184	NLE/NSS	4	0	4
NLG	42	31	73	42	38	80	NLG	0	7	7
SLE	745	780	1525	785	876	1661	SLE	40	96	136

²² Extracted from DfE January data pack.

²³ LLE data no longer collected nationally.



Regardless of the figures the question we need to continually pose is:

Are the system leaders, designated either nationally or locally, in the areas and with the specialisms that the system needs to improve learner outcomes in targeted populations?

What will we do next?

We will:

- Support local hubs to develop additional system leader capacity and map school connectivity.
- Develop quality assurance and continuous quality improvement processes to ensure that system leaders are effective and that we have the specific resource to target areas of need.
- Utilise data to facilitate targeting activity and feed local intelligence into targeting and designation processes.



What will we do next – a summary of what we've said elsewhere

Every child should attend a great school that is judged by Ofsted to be at least 'good'. To achieve this, we are committed to working collaboratively.

We will:

- Continue to work closely with our strategic partners including, Local Authorities, Ofsted and the DfE to enable us to share data to drive regional performance.
- Support teaching schools to continue to meet the designation [eligibility](#) criteria, supporting designations and designation reviews, where needed, to protect the integrity of the teaching school 'brand'.
- Develop mechanisms to enable teaching schools and Local Hubs to exchange practice on tracking the impact of activity against OfSTED judgements of the schools that they work with.
- Continue to work with our strategic partners, including through the EMSYH [Education Summit](#), to ensure that every school is connected into the system to maximise the sharing of practice, enable joint practice development and target improvement activity, so that the % of great schools²⁴ at local and regional levels, increases incrementally.

Continuous improvement is best driven from within the sector by proven, existing outstanding practitioners

The EMSYH Company - We will:

- Ensure SYH colleagues are represented on the EMSYH Company Directors Board, so they can take shared ownership of the direction and resources of the region, thus further developing a sustainable, united school led system.
- Explore opportunities provided by TLIF and other funding streams to secure additional funding to enable the region to further its vision and ambitions.

Local Hubs - We will:

- Continue to support Local Hub Leads to develop a more mature school led system at local level, including the development of more mature teaching school networks in SYH.
- Work with local hubs of teaching schools to support them in their brokerage hub local partnership working with LA/MAT/DBE/NSS colleagues.
- Enable local hubs to support the quality of SSIF applications and share learning across funded projects.
- Continue to support chairs of Strategic Groups to increasingly lead strategic networks.
- Provide opportunities for the whole region to come together to exchange best practice and jointly develop next practice.

Knowledge Hub - We will:

- Work with DfE colleagues to encourage Multi Academy Trusts to sign up for the weekly e-bulletin to provide a regional shared communication system.
- Agree and communicate a schedule for developing and updating pocket guide information to ensure it is fit for purpose.
- Agree and communicate a schedule for developing, reviewing and updating the portal, including if possible, developing a pass word protected area for Local Hub Leads, to enable TSC commissions to be delivered most effectively.

²⁴ Judged by Ofsted to be good or better.



- Continue to work at a regional level to negotiate data sharing agreements to help unblock some local barriers.
- Work with DfE colleagues to ensure that system leader data is accurate and accessible by those who need it.

Evidence based practice - We will:

- Continue to bring the research schools together in a regional network, support them to share evidence based and research informed practice, and work to include them as members on LPM/SRIBs.
- Support our teaching schools to develop case studies to demonstrate the difference the big three are making to learner outcomes.
- Establish mechanisms for local evidence-based practice to be validated and shared alongside that from national sources.
- Evaluate the success of the Evidence Based Leads in Education Pilot and, if it proves impactful, seek ways to share the learning and extend the model.

Teaching Schools have the expertise, track record, capacity, local knowledge, diversity and passion to deliver sustainable system-led continuous improvement within and across the region at every level.

SSIF - We will:

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- We will use what we have learned from successfully engaging teaching schools to support the engagement of MATs regionally and locally.
- Explore the 'secondary gap' and the potential for targeting TSA, MAT and LA activity.
- Support Local Hub Leads to be activity engaged in the work of LPM/SRIBs.
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Glossary of Terms

TSC	Teaching Schools Council.
EMSYH	East Midlands South Yorkshire and Humber region.
EM	East Midlands Sub-region.
SYH	South Yorkshire and Humber Sub-region.
Mini Region	Geographical area of the Local Authority.
RSC	Regional Schools Commissioner.
RC	Regional Coordinator.
BSP	Business Support Partner.
DCS	Director of Children's Services.
KPI	Key Performance Indicators.
SSIF	Strategic School Improvement Fund.
EEF	Education Endowment Fund.
NCTL	National College for Teaching and Leadership.
LA	Local Authority.
RS	Research School.
MAT	Multi Academy Trust.
DBE	Diocesan Board of Education.
QA	Quality Assurance.
CQI	Continuous Quality Improvement.
ROD	Review of Designation.
NSS	National Support School.
NLE	National Leader of Education.
NLG	National Leader of Governance.
SLE	Specialist Leader of Education.
SRIB	Sub-regional Improvement Board.
LPM	Local Partnership Meeting.
RDG	TSC Regional Delivery Grant.
TSF	Targeted Support Fund.