

EMSYH Joint South Yorkshire Meeting
Thursday 15th March
Hoyland Common Primary School, Barnsely



Minutes

- 1. Apologies:** Theresa Di'Iasio – Barnsley TSA, John Coats – Hallam TSA, Gaynor Jones – Sheffield TSA, Alan Richards – South Yorkshire NLG, Andrew Truby – LUTSA, Sarah Page – Learners First

Attendance:

Janet Foster - Partners in Learning
Pat Dubas – TSC Regional Coordinator
Claire Garbutt – Primary Learners First
Sarah Rockliff – LUTSA
Tom Banham – Tykes TSA (Chair)
Gerry Wilson – Tykes TSA
David Silvester – Forge TSA
Jackie Arundale – Mercia TSA
Judith Smith – Fusion TSA
Cheryl Gaughan – Fusion TSA
David Ashmore: Learners First
Deborah Sanderson – Five Rivers TSA
Ellie Lee – EMSYH TSC Business Partner
Emma Sheasby – EMSYH TSC Business Partner

Actions: A proposal based on what is understood will go out to local leads for them to sign off within the next few weeks.

- 2. Minutes of previous meeting and matters arising not elsewhere on the agenda**

- a. Peer review**

Following the discussion that took place at the school led conference the Business Support Partner are working up a proposed 3 stage process for standardising the approach to Peer Review across the region. It was discussed that teaching schools are each at different stages in their journey and therefore will require/request different levels of support and engagement. The proposal will reflect this and be shared with local hub leads for the sign off.

The group are keen to not have to duplicate work from the various requests e.g. teaching schools, data requests and NCTL therefore the business support partners are working to see whether a data sharing agreement can be put in place so information can be prepopulated to support a peer review.

If we don't have a standardised approach it will be difficult to make comparisons, would like to be minimum criteria so they know the peer reviews are on the right lines.

3. Update from TSC meeting 6th February 2018

June School Led Conference

A telephone conference call took place last week to discuss the remit of the regional school led conference. It was agreed that:

- There would be a balance of case study work, demonstrating impact and learning aspects for teaching schools
- Invitation to attend will be extended to NLE's LLE's NLG's and local authority.
- Potential date: 25th June 2018, Venue is likely to be the Doncaster Racecourse. (Will be confirmed via the E-bulletin).

It was agreed that business support partners would work with NCTL to explore as to whether the case studies collected as part of the data hub return could be shared to minimise duplication. It was also discussed that we would create an anthology which describes the demographic of a teaching school along with their areas of strength. It was discussed in the meeting that this could become an online resource as well as a hard copy in order for it to be a search function and kept up to date.

b. Impact and Case studies:

What is your way of working, thinking about the three key points, ITT, School to School Support and CPD.

4. Strategic School Improvement Fund (SSIF) – update

a. Update on R1 & R2 successful bids and number of eligible schools:

David from Learners First R1:

Implementation going well, however monitoring can be difficult and it is advised to be mindful of realistic time scales when planning. The DfE have visited a few of the schools and setting it up has been difficult to facilitate.

Andrew stated:

- Keen on keeping the whole school cultural change, can already see the impact in classrooms and how leaders are talking.
- The communication is in the handbook.
- It's a great way to see the impact the value is having.
- Quick improvement, the model of full time SLE's have been really positive.

Challenges:

- The school experience certain pressures to make sure they are working on the key priorities in their implementation plans.
- On the second round put in a questionnaire, asking who they are working with and what are their priorities.
- Some schools have found it difficult to allow staff to leave for the training. Not as much funding in the bid as was needed.

- Discussion about backfilling the information to the DfE so they know how important it is. September start isn't a problem if you know in June, it will likely have more difficulties if we are not informed until August.
- Do need that assurance and have the time to plan for it.
- Significant amount of admin time to fill in the data, sometimes they do not have the data. Needed to take on additional staff. Found putting an application to be one of the bids schools was helpful
- Keep the change simple, build more capacity than you will think you will need. Be realistic about costing. E.g cost of standardised test.

Sarah put a bid in with Sheffield Hallam University for £13,000 and it wasn't enough. It is advised that colleagues do not underestimate the costs associated with the research.

The DfE have addressed about giving a longer window from when you know you have got it to when you can start it.

Plan to start from October, there's nothing to stop you from starting it then. The DfE have confirmed it is an option.

Andrew Truby information with progress of Round 1, has stated that it is going well.

Positives:

- The schools are really enjoying it.
- Our theory of change is proving to be sound and keeping the project very focussed.
- It involves whole school cultural change, which is very exciting.
- Can already see an impact in classrooms and in the way that teachers and leaders are talking about learning.
- Produced a high quality handbook for each of the teachers and leaders - they really feel like they are part of something.
- The clear direction is leading to rapid improvement.
- The model of full time lead SLEs is very positive for continuity and they can be responsive to the challenges in schools where necessary.
- We have expanded to 24 schools and potentially will be at 30 next term if DfE approve this.

Challenges:

- The schools often face other external pressures so it is important that we work with anyone else involved in the schools to make sure that they are only working on the key priorities agreed in their implementation plans.
- Some schools have found it hard to release staff for the training and development so we have had to run additional twilight sessions. Building in supply costs to the SSIF bid would have helped with this but would have made the programme much more expensive.
- There is a significant amount of admin time to chase the schools for data, bookings, etc so we have added additional admin capacity to our team.
- Some of the initial schools were not entirely clear about our expectations so for any expansion schools we have asked them to physically apply to the project to show their commitment and to ensure that they have thought through capacity, etc.

Advice to others:

- Keep the theory of change focussed and simple.
- Make sure that the schools are crystal clear about the expectations and that the intervention is the right one for them at the time - getting them to apply is a useful process.
- Build more capacity that you think you need as the schools typically need even more follow up or additional support.
- Be realistic about the costings as lots of the additional things that you may find you need along the way cost a lot of money when doing this at scale. E.g. the prices of standardised tests can be very high to get decent ones.

Andrew has stated they are happy to run an hour session for other TSAs to talk through our Theory of Change, the programme structure and how we are managing things if that is useful to people.

Action: Include the learning within the e-bulletin

SSIF Round 2:

SLE's have done their first launch. Training has had to be adjusted.

Janet Foster –Partners in Learning:

Looking at a model of explore, prepare and deliver stage, a lot of time has been spent on prepare time and time has been invested, making sure the right schools are going to be a part of it. Project ready to start next week. One of the strengths: link things to research based work, more likely to be successful. A significant amount of time has been invested into the planning stages to ensure the right schools are engaged.

Recommendation for all TSAs to access the research school website – Doncaster.researchschool.org.uk and follow us on twitter to gain all the latest information and opportunities

Helen Bellinger (Director) is very happy to attend events in any of the South Yorkshire areas to provide information about the role of the research school and opportunities for colleagues across the region. The information was recently very well received at the Barnsley Breakfast briefing for Heads. There is an open invitation for people to attend the PIL Research School conference on the 10th October which will be held at Doncaster Racecourse.

Mercia TSA: Up to fifteen schools now and have submitted a R2 bid?

Clarification that the implementation duration for Round 1 and 3 are 5 terms long and Round 2 is 4 terms.

Action: No actions mentioned

b. Intentions and local protocols

Local hub leads have discussed protocols to SSIF and make sure the right schools are being offered the right support/ having the professional ethos and being transparent and open to different schools in different areas.

Action

All applicants to make inform their local hub leads are aware of what SSIF activity in their area.

c. Round 4 co-ordination, capacity and need

Still not confirmed that there will be a Round 4 yet.

d. Round 3 Applications:

- It was discussed the importance of drawing the distinction between both primary and secondary.
- How can we work together to meet the needs of the school?
- There is the danger of vulnerable schools being inundated with multiple SSIF bids and put them under more pressure.

Information from Chris Abbott:

- If an eligible school hasn't been contacted and agreed to engage in the project then this will go against the strength of the application.

It was suggested in the meeting for a 'School Agreed Plan' to be created in order to have the confidence to say that the schools are aware and happy to go ahead with it.

Action – all application inform Pat Dubas if anything changes with the South Yorkshire Round 3 applications mapped against R3 priorities.

Sarah Rockliff - LUTSA

- Looking to target infant schools and nurseries, looking at around ten schools in Sheffield and eight schools in Rotherham.
- Some of the schools who are currently on SSIF 1 and seeing if they have capacity.
- SLE recruitment round and recruited SLE's that were all early years focused. Asking for expressions of interest.
- Targeted schools on the eligible list as a focus on something they would like to improve on.

Learner unlimited are working to address the priorities and putting a collaborative bid together.

Mercia TSA:

- Are aiming to try and support teachers within two eback departments to development their use of cognitive theory
- Achievement of white disadvantaged pupils.
- Working with Mercy Learning Alliance and Barnsley Teaching School.
- Each school will be 2 EBAC subjects, preferable English/Science and an additional.
- All areas are covered and all priorities are covered, strong partnership working across the area

e. Network Mapping (LPM/SRIB)

Attached document.

5.) EMSYH TLIF Bid:

Expression of interest TLIF application was presented. It was discussed that should it be successful in getting through to the next phase of application, the BSP will work with the LHL to ensure it is an effective localised model that reduces cross over between locally led programmes.

6.) TSC Commissions and updates:

Met as a group and mechanisms being fed back to local hubs meetings. Coming back to the core principals ITT, CPD and School to School Support and making sure that is the key priority.

Janet Foster - Partners in Learning: Conference on the 10th October 2018.

Actions: Put conference information into the weekly update.

a. Local Hub Leads

Have met to discuss how best to make the process work for the South Yorkshire.

b. Teaching School KPI's

- It was discussed that it would be helpful to have clarity on the hours of evidence based CPD.
- Would like the KPI's to be purposeful.
- The system to enable the correct collaboration in order for them to be successful.
- There could be a KPI based on the collaboration.
- Demonstrate you are contributing to teacher, more of an open ended question rather than ticking a box and being able to demonstrate you are having a positive impact.

Actions: Ask if we could invite Emma Fletcher to one of these meetings

c. Conference

A venue is still to be confirmed for the Conference on 25th June 2018.

d. Women into Leadership

Local hub leads will receive a proposal shortly to review, sign off and then share across the region.

e. Stepping up to Headship:

This is the second year of the programme, and they would appreciate support in promoting.

Actions: To be promoted in the weekly E-bulletin

i. Maths Hubs:

Opportunities will become available for next year. All colleagues submitted a Maths focused SSIF application will need to liaise with the Maths Hub.

7.) Teaching School Priorities:

Added to the next agenda as priority items.

8. Local hub reporting template

Local Hub Leads to report as a sub region and not individually.

9. Direct of future meetings:

- Feedback in relation to quick updates, whether things are on track an understanding where people need support as well as having a collective response. Want to have a good indication of the learning available and the issues and how to deal with them.
- A discussion around commitments to helping one another if there are issues as well as collective responsibilities and lessons learned so people know where they are heading and how issues can be resolved.
- It was discussed that it is helpful having Chris Abbot attending the meetings and feeding the information back and reassuring us that other regions are having the same experiences.
- There was a discussion around a possible Doodle pole to see which people can attend the meetings to ensure consistency.
- Whether to get together every 12 weeks evenly.
- Keep information in the newsletter and remind people to read the newsletter to keep updated.

Actions: Half day per half term for the next period.

AOB and local hub updates:

Next Meeting

Emma has created a doodle poll to agree dates for the next meeting, this will go out with the minutes.