

Teaching school expectations and key performance indicators (KPIs)

November 2017

Foreword from Roger Pope

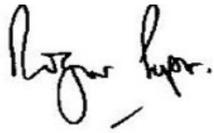
Six years after their launch, Teaching Schools and their alliances are now a mature part of the school-led system. They are playing a clear role in the leadership and delivery of Initial Teacher Training, Continuous Professional and Leadership Development, and School Improvement. It is a sign of confidence in their work that funding for expanding this activity is being provided through the Strategic School Improvement Fund and Teaching and Learning Innovation Fund.

So now is a good time to reflect upon what has been achieved and how this work can be developed in the future. These key performance indicators capture the key activity of alliances and set a benchmark of what can be achieved. They have been developed by a group of school leaders and representatives from the Teaching Schools Council, so have rightly grown from, rather than being imposed upon, the work of teaching schools.

Thank you for all you are doing to raise the educational achievement of all our children and young people.

Best Wishes,

Roger Pope

A handwritten signature in black ink, appearing to read 'Roger Pope'.

Chair, National College for Teaching and Leadership



Foreword from Andrew Warren

We have come a long way since the first 100 schools were designated as teaching schools in 2011. We have moved from a focus on delivering the “Big 6” to the “Big 3” of ITT, CPLD and school-to-school support. And there are now many more of us – 820 teaching schools spread across the 8 regions of the country, working in sub-regional groups of teaching schools to deliver on our aim of ensuring that “Every child goes to a great school”.

As the number of teaching schools has grown, the role of the Teaching Schools Council (TSC) has developed so that, on your behalf, we work very closely with ministers and policy makers to shape the direction of travel on this journey of the school-led system. Teaching schools are seen as a vital part of the government’s strategy for school improvement. But with this great responsibility comes the need for clearer accountability. We know that teaching schools are having a huge impact in many areas around the country and it is important that we capture this impact.

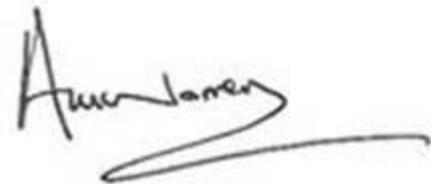
Over the past 12 months, we have been working with an expert group to revise the KPIs so that we can more accurately measure what impact we are having, understand more clearly where we need to do more, and ultimately celebrate and showcase the very best practice.

We are grateful to the NCTL team, the expert group, and others who have freely given their time in pulling this together. It is not the only tool that we will use to evaluate our work and many of you will be aware of the peer review model we are developing in each region. But it is nonetheless an important step in helping us and policy makers see the impact of what we are doing, and where we need to do more.

I hope you find this new process allows you time to think through what you do, why you do it, and how together we can do it even better.

Best Wishes,

Andrew Warren

A handwritten signature in black ink, appearing to read 'Andrew Warren', with a long horizontal flourish extending to the right.

Executive Director of Manor Teaching School and Chair of the Teaching Schools Council



What is expected of teaching schools?

In order to ensure a self-improving, school-led system, teaching schools are required to operate by the following principles:

Effective Delivery	Each teaching school alliance effectively delivers across all three areas of core activity: ITT; CPD & leadership development (CPLD); school-to-school support. KPIs set out the minimum requirements for a teaching school alliance to achieve.
Accountability	In order to ensure credibility and high impact of all teaching schools, they must adhere to requirements set by NCTL and co-operate with necessary reporting processes.
System leadership and engagement	Teaching schools build an effective alliance of schools, and work strategically with other schools and providers within their regional and sub-regional networks to ensure every school can engage in school-led improvement.
Continuous Improvement	Each teaching school is required to pursue continuous improvement supported by the peer review process in order to develop and achieve/sustain maturity of provision.

Role of teaching schools:

Teaching schools have an important role to play in a school-led system and school improvement. Teaching schools are centres of excellence, taking a focused role that prioritises:

- co-ordinating and delivering high quality school-based ITT
- providing high quality school-to-school support to spread excellent practice, particularly to schools that need it most
- providing evidence-based professional and leadership development for teachers and leaders across their network

School-led Initial teacher training (ITT)

Teaching schools are expected to provide school-led ITT through School Direct (as a lead or partner); by running a SCITT or by offering placements working in partnership with a SCITT and achieve positive impact on trainee outcomes. In addition, drive improvement externally by ensuring newly qualified teachers are recruited to schools in areas of need.

Continuing Professional Development and Leadership Development (CPLD)

Teaching schools are expected to ensure participants are engaging in a range of evidence-based CPLD which:

- focuses on improving and evaluating pupil outcomes;
- is underpinned by robust evidence and expertise;
- includes collaboration and expert challenge;
- be sustained over time; and
- be prioritised by school leadership.

School to school support (StSS)

Teaching schools are expected to diagnose and provide high quality support to schools in need, by quickly matching supply and demand including identification of individuals with appropriate skills to provide high quality support.

Visit the [Teaching school webpages](#) at gov.uk for further information about the role of teaching schools.

Key performance indicators:

Teaching schools are required to go through a robust and rigorous assessment process at point of designation to ensure each newly designated teaching school has sufficient track record in delivery of initial teacher training (ITT), continuing professional and leadership development (CPLD) and school-to-school support (StSS). To evaluate impact and retain credibility of the programme, NCTL will continue to monitor delivery across these core areas at both a national level and individual alliance level, throughout the designation period. In addition, we will continue to review the ongoing eligibility of teaching schools through the [review of designation process](#).

NCTL have worked with an expert group, consisting of teaching school leaders, teaching school council members and a Regional Schools Commissioner (RSC), to develop a set of key performance indicators (KPIs) to provide clarity on the '**minimum**' expectations for each teaching school alliance in terms of ITT, CPLD and StSS delivery.

We will not be formally assessing teaching schools against these KPIs during this academic year, however, we will assess teaching schools' readiness to meet KPIs next academic year, using 2016/17 self-reported data. As in previous years, we will continue to identify those alliances that are not delivering effectively across all 3 priority areas as outlined in the current Review of Designation policy.

Delivery area	TSA ¹ Key Performance Indicator
School-led Initial teacher training (ITT)	1.1. <u>At least 15</u> teachers trained ² per year 1.2. Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages ³
Continuing Professional Development and Leadership Development (CPLD)	2.1. <u>At least 50 evidence based</u> CPLD ⁴ days delivered per academic year 2.2. At least 90% of participants believe ⁵ that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPD activity outweighed any short term impact on workload
School to school support (StSS)	3.1. Provide at least 30 days of deployment ⁶ per academic year, to schools identified as in need of support ⁷ 3.2. <u>At least 90%</u> of support provided is rated as good or better by the supported school.

KPI footnotes/definitions:

¹ A teaching school alliance (TSA) is defined as a group of schools and other partners, who actively engage in collaborative improvement of the school system, led by 1 or more teaching school. Teaching schools report on the activity of those schools and organisations that actively contribute to the ongoing delivery of their alliance.

² Teaching school alliances are monitored on the number of teachers trained per year through school-led training routes only. Teaching School alliances also work in partnership with higher education institute(s) (HEI) to offer placements. However, teaching schools will not be monitored on the scale of delivery for this route.

³ The national average for school-led trainees is subject to change annually. The national average relative to the year the teaching school alliance is reporting on is applied.

⁴ Teaching school alliances are monitored for the number of evidence-based CPLD days delivered including HEI research driven CPLD. CPLD provision is the means by which professionals maintain, improve and broaden their knowledge and skills through activity, which is intended to be of direct benefit to the individual, or school and aim to improve the quality of outcomes of children and young people. For teaching school alliances, this includes working in collaboration with other schools, and with other partners, in the planning, design, development, delivery and evaluation of CPLD provision. NCTL will also collect quantitative data through 'the hub', about the number of CPLD participants reached annually.

⁵ Satisfaction rates for CPLD activity will be defined in the satisfaction template provided by NCTL. Alliances are required to collect ratings based on these definitions.

⁶ School to school support deployment is defined as bespoke support packages for schools in need that lead to positive impact with measurable outcomes. Teaching schools designated to support could

spot areas will be measured against KPIs for school-to-school support activity within cold spot areas only.

⁷ Schools in need are defined as either schools who meet the Strategic School Improvement Fund eligibility criteria and/or those that are graded 'Requires Improvement' by Ofsted and are located in challenging areas of the country. The latter would be defined as 'Category 5 & 6' Areas' (this is a group of Local Authority Districts defined in 2016 as having low standards and limited capacity for school-led improvement)

In addition to the KPIs outlined above, each alliance is expected to:

- Adhere to conditions of designation
- Sign the grant funding agreement terms and conditions within timescales set by NCTL (counter signed by Chair of Governors or Chair of Board)
- Adhere with financial assurance processes, including completion of required documentation, within timescales set by NCTL
- Engage with your local and/or regional teaching school network and teaching school council (TSC) representative
- Co-operate with the quality assurance activities undertaken by NCTL including completion of the teaching school data hub
- Produce and maintain an action plan of delivery which addresses local need
- Provide details through the teaching school data hub 'the hub', of any peer to peer review completed
- Recruitment and management of placements for SLEs

Should you have any queries regarding the above KPIs, please view our [frequently asked questions](#). Alternatively, please contact your regional Teaching School Council representative or the Teaching School team. You will have the opportunity to feedback on KPIs in the new year, through an online survey.