

Welcome to the fifth Lancashire and West Yorkshire 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 current Trust and School Improvement Offer (TSIO) for 2021/22.

Previous newsletters and other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of NLEs in LWY we will be your first point of contact during matching and when matched - a.bennett@greatheightstrust.org.uk

Kindest regards

Amanda Bennett OBE

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LWY TSIO - Delivery Progress and Case Studies

As part of our RDP measure of impact activities, in the new year we will be contacting system leaders deployed on the TSIO programme in LWY, so that we can capture case studies of the support given; illustrating challenges, successes and effective ways of working to share with others.

We are particularly interested in who system leaders have commissioned to support schools from within the system, and the key areas that are requiring intervention and increased focus.

If you would like to be part of this case study group we are keen to hear from you and can offer support with templates and case study drafts from others - please email the RDP's [Amanda Bennett](#) or [Nicola Foulkes](#).

We do hope that all matched System Leaders feel that their support work is going as they had anticipated, without any issues holding back progress and being well received by supported schools and trusts. If this is not the case, as the Regional Delivery Partner, we need to be aware of any areas of concern as soon as possible to offer remedial support where needed. Please use the same contacts as above to update us.

Ofsted Annual Report

The Chief Inspector's 2020/21 Report (published 7 December 2021) says that nearly all children and learners have been affected by the pandemic, with long-term consequences as yet unknown.

Amanda Spielman, Her Majesty's Chief Inspector writes:

"The education and social care sectors have been under tremendous strain since the pandemic began, and their staff have worked tirelessly in children's interests. Their efforts deserve the highest praise.

Much has been said and written about the need for academic catch-up, and it is clear that, overall, children have fallen behind. From our inspections, we're beginning to see that schools that already had a well-planned and implemented curriculum have been best placed to assess and adjust their teaching to get children to where they need to be. There has also been significant additional funding for catch-up and tutoring programmes, although it is too early to assess their impact.

But for children to really regain a sense of normality in their lives and their education, we should not focus solely on bridging gaps in learning. Schools must once again become places where children can enjoy a rounded experience: a rich and broad curriculum, sport and physical activity, and extra-curricular opportunities that broaden their horizons."

Click on the following links for the [summary press release](#) and [full report](#).

The Annual Report of Her Majesty's Chief Inspector of **Education, Children's Services and Skills 2020/21**

Free CPD for Non-Specialist Secondary Teachers Teaching Maths

“Do you currently have non-specialists teaching in your maths department?

Want to give them the opportunity to hone their subject knowledge and classroom practice?

Then our **Specialist Knowledge for Teaching Mathematics** programme is ideal.

If you'd like to know more about the programme and its suitability for teachers in your school please see this [short video](#).

Our programme begins online in the Spring term and is FREE to join. Places are available on a first come first served basis and you can register your interest on our website [here](#).



Please do share these details with any colleagues you think would benefit, and please let us know if you have any questions.

Kind regards, [Kate Nield](#), Maths Hub Project Co-ordinator

An overview of the SKTM Secondary Non-specialist Teachers Programme

DfE Reading Framework

[English Hubs](#) update: The [DfE Reading Framework](#) gives schools an opportunity to audit their current reading curriculum against a research informed model of best practice. This guidance:

- focuses on the early stages of teaching reading and the contribution of talk, stories and systematic synthetic phonics (SSP)
- supports primary school leaders to evaluate their teaching of early reading and best practice for improving early reading, especially in Reception and Year 1, and older pupils who have not yet mastered the foundations of reading
- helps schools to meet existing expectations for teaching early reading, as set out in:
 - the [national curriculum programmes of study](#)
 - the [statutory framework for the early years foundation stage](#)
 - Ofsted's [education inspection framework](#)

Contact your nearest English Hub for guidance and support to best use the new framework – click on the map, then scroll down the English Hub homepage to the interactive location map.

The reading framework

Teaching the foundations of literacy



English Hubs

EEF blog: Supporting Reading Comprehension in Key Stage 2

The [EEF's Aoife Duff](#) introduces 'The Reading House', designed to support practitioners in developing their pupils' reading comprehension capabilities.

“Reading is demanding. It is at once dizzyingly complex, requiring us to coordinate several different cognitive processes at once, and an everyday act that feels almost effortless for skilled readers.

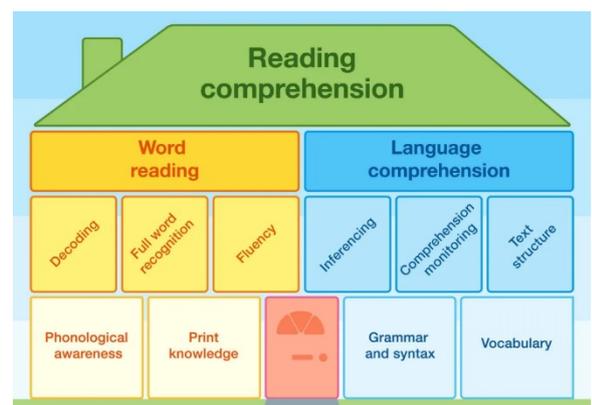
It takes extensive teaching and practice for children to learn how to decode letters into sounds and read with fluency. Plus, every teacher knows that just because a child can read a text aloud, there's no guarantee that they have actually understood it. To fully grasp a text, children need to know most of the vocabulary it includes, understand grammar and text structures, learn how to connect ideas together as they are reading to make sense of them, infer underlying meanings, and more.

Today (26/11/21), we are publishing [the second edition of EEF's guidance report on Improving Literacy in Key Stage 2](#).

One of the most exciting additions to the updated guidance report is the 'reading comprehension house'. It represents a visual summary of the component parts of reading (adapted from Hogan, Bridges, Justice and Cain's 2011 publication).

The 'reading house' is grounded in Gough and Tunmer's 'simple view of reading', showing word reading and language comprehension as the two key sides of reading that need to come together to enable reading comprehension (the ultimate goal of reading).”

Read more [here](#).



Initial Teacher Training (ITT) Market Review Update

The DfE recently published a new [ITT core content framework](#), which sets out the fundamental knowledge, skills and teaching opportunities that all new entrants to the profession need.

The [ITT Market Review gov.uk webpage](#) was updated on 01 December, in particular regarding accreditation:

- All providers wishing to offer ITT that leads to qualified teacher status from 2024 must undergo an accreditation process.
- Applicants will be able to apply for accreditation in one of at least 2 application rounds taking place in 2022 which will finish well in advance of the 2023 to 2024 recruitment cycle.

For more information on how to become an accredited provider of ITT and the support available, see [Initial teacher training \(ITT\): accreditation and support](#).

To register for a provider information session on 15 December, 11.00am-1.00pm, please click [here](#).

LWY TSIO Regional Delivery Team

Our delivery team includes links to your previous sub-regional TSC contacts and our direct team as below:

LWY Lead Representative – matching and monitoring	<i>Amanda Bennett supported by Dani Worthington as Director of School Improvement</i>	a.bennett@greatheightstrust.org.uk
Communications	<i>Nicola Foulkes and Jayne Firth</i>	mat@greatheightstrust.org.uk
Regional Delivery Co-ordinators – will contact you when a proposed match is approved	<i>Tessa Mason – LCR&W & BBL Baljit Birring – WY & GM</i>	t.mason@greatheightstrust.org.uk b.birring@greatheightstrust.org.uk
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