

Welcome to the seventh 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

In this TSIO newsletter:

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Linked attached documents: [03/02/22 matched system leader email](#), [TSIO NLG Support Offer](#), [NCETM Resources](#)

Dates to note: by **18th February** the matched system leader Deployment Form (also known as the claim form) should be returned to us as your RDP so we can approve and send for DfE final approval to release payment.

Deployment Claims forms

All matched system leaders will have received [an email from the school improvement mailbox \(03/02/22\)](#) reminding them of the 18th February 2022 deadline to return deployment forms (claim forms).

Many thanks to those who have already returned their form(s) to us as your RDP link, our top tips for completion are;

- Section 2, do tell us which areas you have covered in your deployment
- Section 3, whether the school wishes to pursue a funded Trust partnership – please confirm if the school does or does not wish to, and add any context
- Section 4, top box - this needs to be the school/MAT you are employed by and where the payment should be sent – when you complete this it will automatically populate the grey shaded area above the signature on section 4 with the name of your school/MAT as required. An example from my form below ...

Section 4 - Annex B - Bank Details

Bank account details – TSI Offer – September 2021 - August 2022

Information required by the Department to make payment of grant for the activities stated in the offer letter.

Contact details for to whom payment should be sent (this should be the school or MAT at which the SL providing support is employed)

Organisation name	Great Heights Academy Trust
Address	School Street, Greetland, Halifax
Post Code	HX4 8JB
Telephone no	01422 761019
Remittance E-mail address	a.bennett@greatheightstrust.org.uk

You should sign this document using a scanned signature or by signing in the box with the draw function. If you are not sure how to use this click the button below for instructions. Typed signatures will **NOT** be accepted.

Provide the following bank account details for your organisation.

Account no	<input type="text"/>
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Signed by a person authorised to sign on behalf of

If you are not sure how to sign this document digitally, please click below.

Section 4 also needs the account number where your payment needs to be sent to – very important!

Please sign on **section 4** re your organisation and bank details: depending on your version of Excel you may be able to sign or you may need to cut & paste your digital signature. You also need to sign **section 5** for the amount you wish to claim and this must be counter-signed by the head of your supported school on **section 6**.

Please return to us as your RDP and cc. the head of your supported school to your email.

If you have any problems do get in touch.

TSIO Programme Information - NLG Deployments

A reminder (covered in last newsletter) that NLG deployments are available for trusts supported by the TSI offer. NLGs offer a free, independent, and objective review of a trust's governance. The review is supportive and developmental, providing the equivalent of 5 days support and produces a report of recommendations for the trust to implement. The review can support the growth of a trust or further strengthen governance where needed. Please notify your RDP if you think that the trust you are supporting would benefit from an NLG.

Please see the [linked attached document](#) for further information.

“ An objective independent external review of the effectiveness of the board can be a more powerful diagnostic tool than a self-evaluation. External reviews are particularly important before the board undertakes any significant change... or in cases where concerns around governance arise. The Department's strong preference is that external reviews of governance are also conducted routinely as part of a wider programme of self-assessment and improvement. ”

Attendance Updates & Guidance

Attendance challenges may be an area identified for support by matched system leaders in schools they are supporting. The recent DfE and Ofsted updates below are useful reference points to help address these needs.

[The 6th January update](#) includes useful 'principles' and 'actions' which could easily form a self-evaluation tool and/or a starting point for a system leader conversation to scope needs

And [this week's Ofsted report](#) looks at different aspects of attendance and how schools tackle the challenges they face. This could add next steps within your system leader roadmap that you leave your schools with.



Guidance

Improving school attendance: support for schools and local authorities

Updated 6 January 2022

Research and analysis

Securing good attendance and tackling persistent absence

Published 7 February 2022

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[Principles of an effective whole school attendance strategy](#)

[Actions for school staff and local authorities to improve attendance](#)

[Further resources](#)

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Overview

This document gives guidance to schools and local authorities to support them to improve school attendance.

The first part of this document sets out the principles underpinning an effective whole school strategy for attendance.

The second part of this document outlines actions that school staff and local authorities may consider taking to improve attendance for all pupils, pupils at risk of persistent absence and pupils who are persistently absent (PA).

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Introduction

In this short report, we look at different aspects of attendance and how schools tackle the challenges they face.

Schools that improve attendance from a low baseline, maintain high levels of attendance and minimise persistent absence all have different starting points and take slightly different approaches. However, these approaches tend to have a number of features in common. They can best be summarised as 'Listen, understand, empathise and support – but do not tolerate'.

In addition, the following **School Attendance – DfE webinars** are useful signposts:

These webinars focus on how a variety of schools across the country, have maintained or improved their attendance levels, and the approaches they have taken.

- 9th February, 16:00-16:45 - John Taylor Multi Academy Trust (register for this webinar [here](#))
- 15th February, 16:00-16:45 – Key findings from the Ofsted attendance report (register for this webinar [here](#))
- 17th February, 16:00-16:45 – St Thomas More Catholic Academy (register for this webinar [here](#))

All sessions, including the North Shore webinar from December, will be recorded and posted [here](#).

Connecting to System Leader Updates from National Providers

Teaching school hubs are providing high-quality professional development to teachers at all stages of their careers and system leaders may well wish to reference this in their roadmaps for supported schools. In previous newsletters ([2](#), [4](#) and [6](#)) we have spotlighted Teaching School Hubs in Lancashire and West Yorkshire. All LWY TSHubs can be found via <https://www.gov.uk/guidance/teaching-school-hubs>.

As many matched system leaders are coming to the final aspects of their deployments and signposting to nationally approved DfE programmes, below are some useful quick links:

1. Finance Support

[School Resource Management Advisors & School Resource Management Collection of resources](#)

2. Teacher Development

[National Professional Qualifications – NPQs](#)

[Early Career Framework](#)

3. Recovery, Behaviour and Curriculum Hubs

[Maths Hubs Programme](#)

[English Hub Programme](#)

[Science Learning Partnership Programme](#)

[Computing Hubs Programme](#)

[SEND Hubs](#)

4. Digital Support Programmes

[EdTech Demonstrator Programme for Schools and Colleges](#) - Sustaining Digital and Remote Education Toolkit

5. Workload Reduction

[School workload reduction toolkit](#)

6. Mental Health

[Senior mental health lead training](#)

7. Research Schools Network – also see below

[Research Schools Network](#)

Maths Hubs Update – ‘Ready To Progress In Maths?’

To support schools in understanding when pupils are *ready-to-progress* in maths and for support with curriculum prioritisation, attached is [a presentation with links to all NCETM resources published on the website, including the most recent DfE non-statutory guidance documents](#). There’s a 2 minute video to accompany it [here](#).

Research School Network - Updates

How well do you know your local Research School?

As the School Improvement cycle rolls out this is an excellent time to remind system leaders about the wealth of experience in supporting evidence-based school improvement through the Research School network. Lancashire and West Yorkshire have 5 Research Schools based in the region (Bradford, Halifax, Blackpool, Southport and Manchester) and 2 Associate Research schools (Oldham and Haslingden) but also access to the expertise of the other 32 research schools across England: <https://researchschool.org.uk/find-your-research-school>

The network exists to support headteachers, senior/middle leaders and classroom teachers to understand what the research says are the best approaches to improving outcomes in the classroom but also, more importantly, what this looks like in practice. There are some features of classroom practice (see below) that have a greater impact on pupils and the Research Schools have programmes that develop each of these strands and can support individual schools in their practices in these areas.

Toolkit Strands	Cost	Evidence	Research School support
Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small>			Research School support Core training programme suitable for all settings from EYFS through to post 16 and special schools. EEF Guidance report Metacognition and Self-regulation. Core training programmes for EYFS, KS1, KS2 and secondary literacy. Four guidance reports Embedded into core programmes for curriculum, literacy, learning behaviours and metacognition. EEF Guidance report Effective Feedback
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small>			
Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small>			
Feedback <small>Very high impact for very low cost based on extensive evidence</small>			

In addition, there are programmes framed around effective implementation, curriculum, professional development and improving outcomes for disadvantaged learners all run from schools who have embedded these practices in their own settings and can support schools with walking the walk of evidence-based teaching and learning. The support can range from light touch such as helping schools unpick the latest guidance reports (Feedback and Professional Learning being the latest) to intensive training over two terms with follow on support and coaching.

Next steps

- Sign up to the newsletter of your local Research School to keep in the loop each half term (our sign up is <https://researchschool.org.uk/oldham/news/newsletter>)
- Contact your Research School lead to find out about capacity and expertise across the network for bespoke support (my contact details: jpearson@teamworkstsa.org)

LWY TSIO Regional Delivery Team

We are happy to talk to any partnership groups or local networks to detail [the current TSIO offer](#) if at all helpful – do contact us if we can help.

[DfE overview flyer for the offer](#).

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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