

“Alone we can do so little; together we can do so much.” Helen Keller



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Central South Wales Challenge

Her Canol De Cymru

Central South Consortium

Consortiwm Canolbarth y De



Central South Wales Challenge

In January 2014, the five local authorities that constitute Central South Wales (Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taff and the Vale of Glamorgan) launched a major new strategy to raise standards across all schools in the region.



Central South Wales Challenge Aims

To stimulate the sharing of expertise amongst schools and joint efforts to innovate in order to:

- ❖ Improve the performance of every school
- ❖ Increase the numbers of good and excellent schools
- ❖ Reduce the gap between high and low performing groups of learners
- ❖ Improve outcomes for vulnerable groups of pupils

Experiences and research that point to five key ideas

- ❖ Education systems have untapped potential to improve themselves
- ❖ Networking is a means of sharing effective ways of working
- ❖ School partnerships are a powerful means of fostering improvements
- ❖ Leadership has to come from within schools
- ❖ Local authorities and the Consortia have important roles in making sure this happens

The development of a self-improving school system.

- ❖ This means those within schools taking responsibility for raising standards within their own organisations.
- ❖ It also requires a strengthening of the partnerships between schools, so that they are able to support and challenge one another.
- ❖ The success of the Challenge depends on the active involvement of schools.

Research shows that....

When schools help others, they help themselves!



The Strategy

A group of 15 headteachers from across the region agreed and implemented the plan

405 primary schools and 60 secondary schools involved

All schools were invited to join a School Improvement Group (SIGs). Each of these groups involve schools at different stages of development from across the partner local authorities.

School Improvement Groups

33 primary SIGs and 10 Secondary, soon to be 6.

£1000 each Primary

£3,000 each Secondary

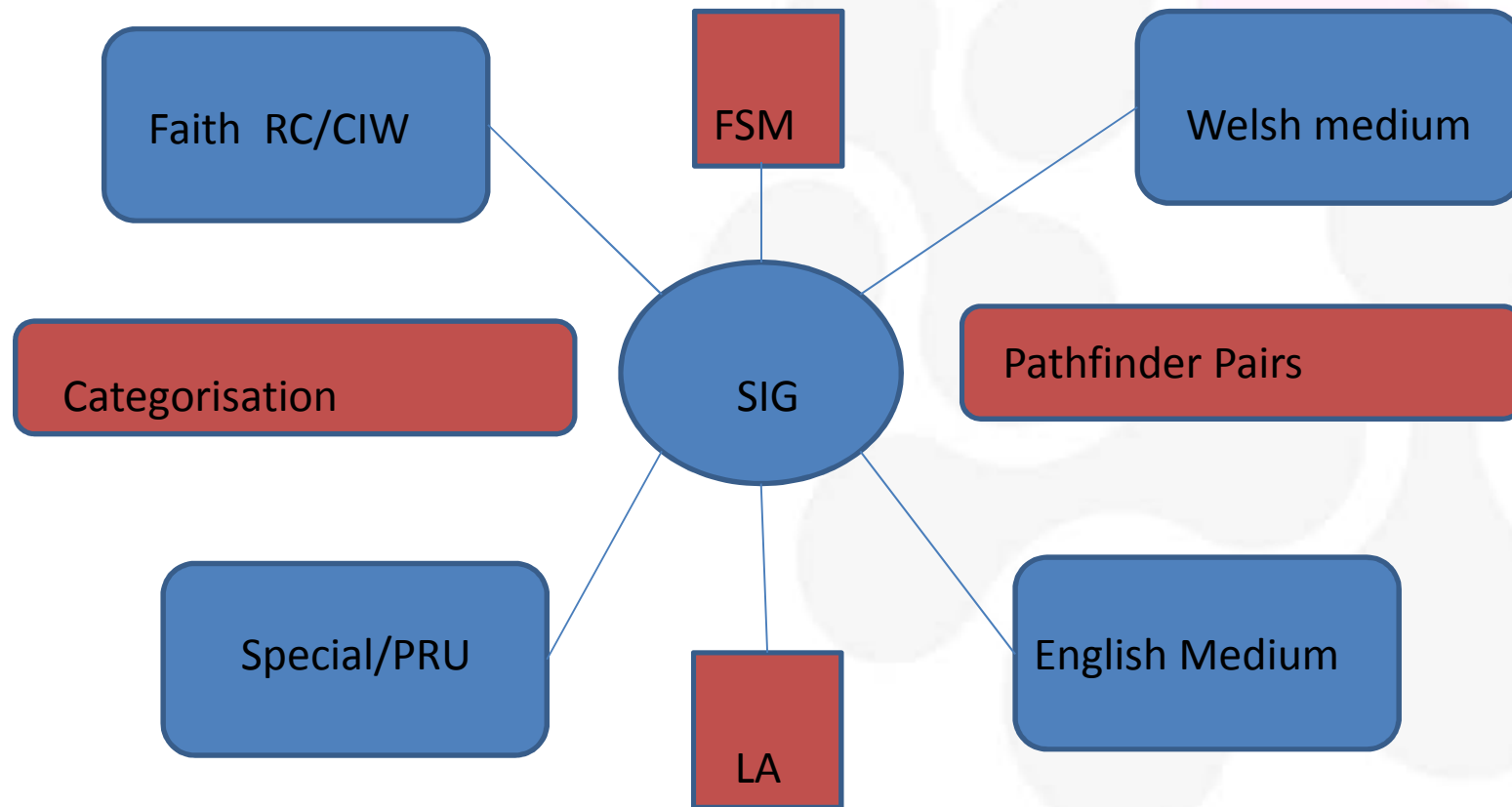
Action Plan

Budget Plan

Regular Progress Reports



Composition of School Improvement Groups



Convenor

Each SIG nominated one head teacher who acted as the Convenor. These representatives take part in a series of workshops that explore ways of making school networks effective in raising standards.


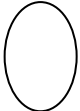



Professor Mark Hadfield, Cardiff University provided input on organisation, process and evaluation.

Network-o-grams

Network-o-grams help highlight:

- ❖ • the communication flows
- ❖ • scope and reach of activity
- ❖ • core roles, processes and aims
- ❖ • growth over time.

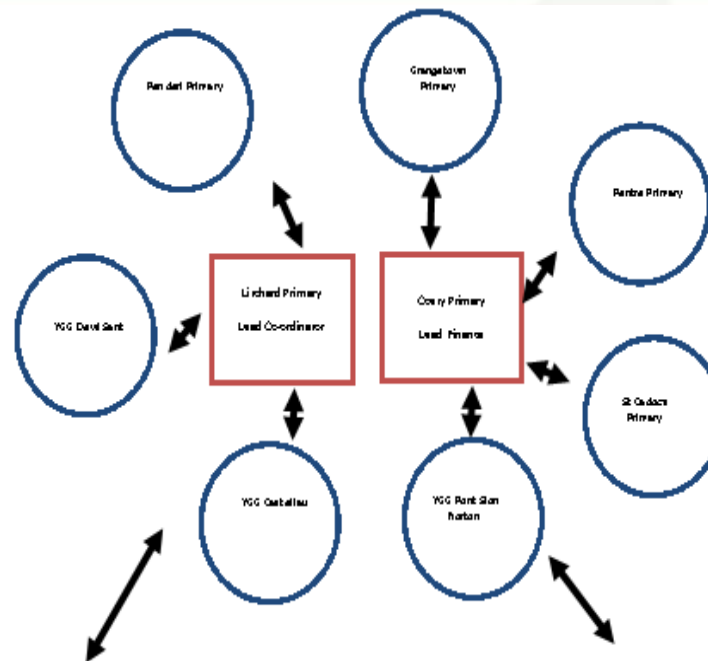


| Scope of group/ event/ process | Name | Symbol | Make up of group | Frequency of meeting | Key Activities |
|-----------------------------------|------------------------------|---|--|--|---|
| Across whole SIG | Steering committee |  | | Once a half term | Develops overall strategy for the SIG and oversees publicity, events and finance. |
| | Headteachers' group |  | Heads from all 12 schools in network | Once a term | Is briefed by strategy group as to proposed plans for the next year |
| | Professional learning event |  | All staff | Once a year | Staff from all schools are involved in one off training day |
| Between Schools | Subject co-ordinators |  | Groups of subject co-ordinators meet to discuss their developmental issues | Irregularly | General discussion of progress. Reporting is up to strategy rather than down to all schools |
| Within schools | Pairs of teacher researchers |  | Various often deputy heads plus one other | Once a week, given blocks of time for specific research activities | Report and feedback to staff about enquiry in their school |

Narrative

The structure of SIG 30 was set up quickly at the first meeting. Coity Primary initiated the meeting with Litchard Primary due to their close proximity. 7 schools met at the first meeting where there shared their contexts and areas for school improvement. It soon became clear that there were common areas for development.

4 areas of focus were agreed with schools "buying" in them according to their needs.

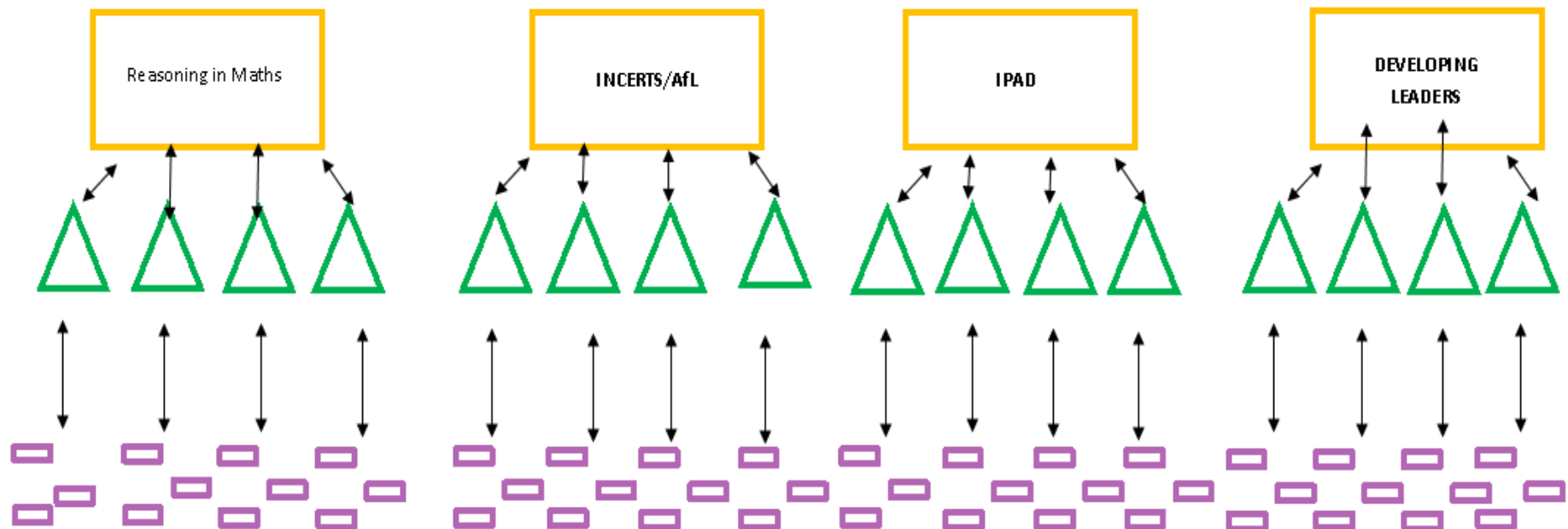


To spread the work load Litchard took on the role of SIG convenor (paperwork) for plans whilst Coity primary took on the responsibility for finances and group communication e.g. emailing.

Litchard Primary has a training room on its site and close to M4.

Meeting was held soon after first meeting and structure was set up below for delivery.

However the delivery evolved as the groups met.



What evidence do we have to date that demonstrates school to school working improves standards for all learners?

What has been the impact of what we have done?

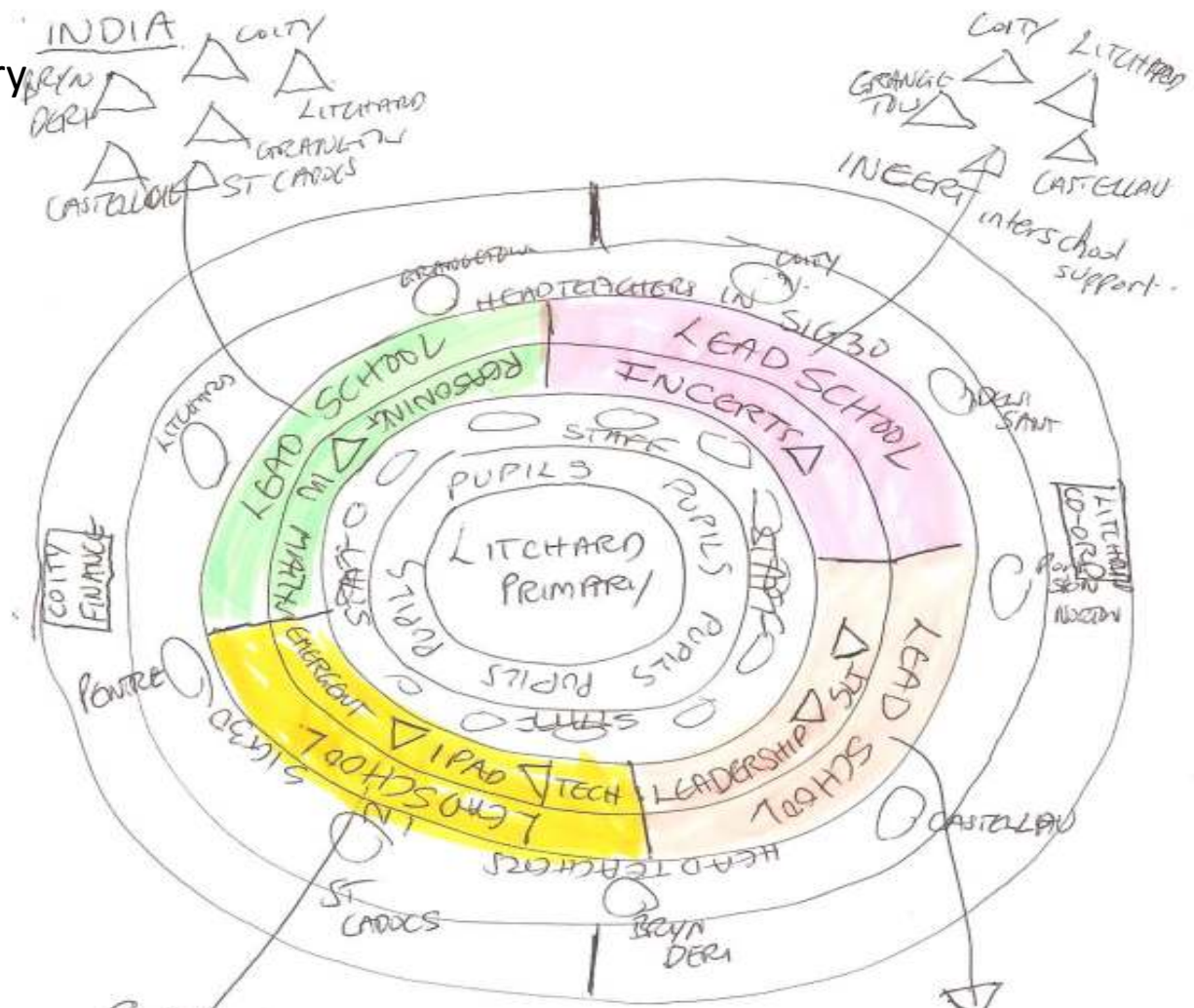
Who is involved?

What difference has it made to standards achieved?

What do we need to do to improve?



Litchard Primary



COITY
LITCHARD
WORKING
TOGETHER

SLT Networking
Sharing

SIG 30
2014 / 15

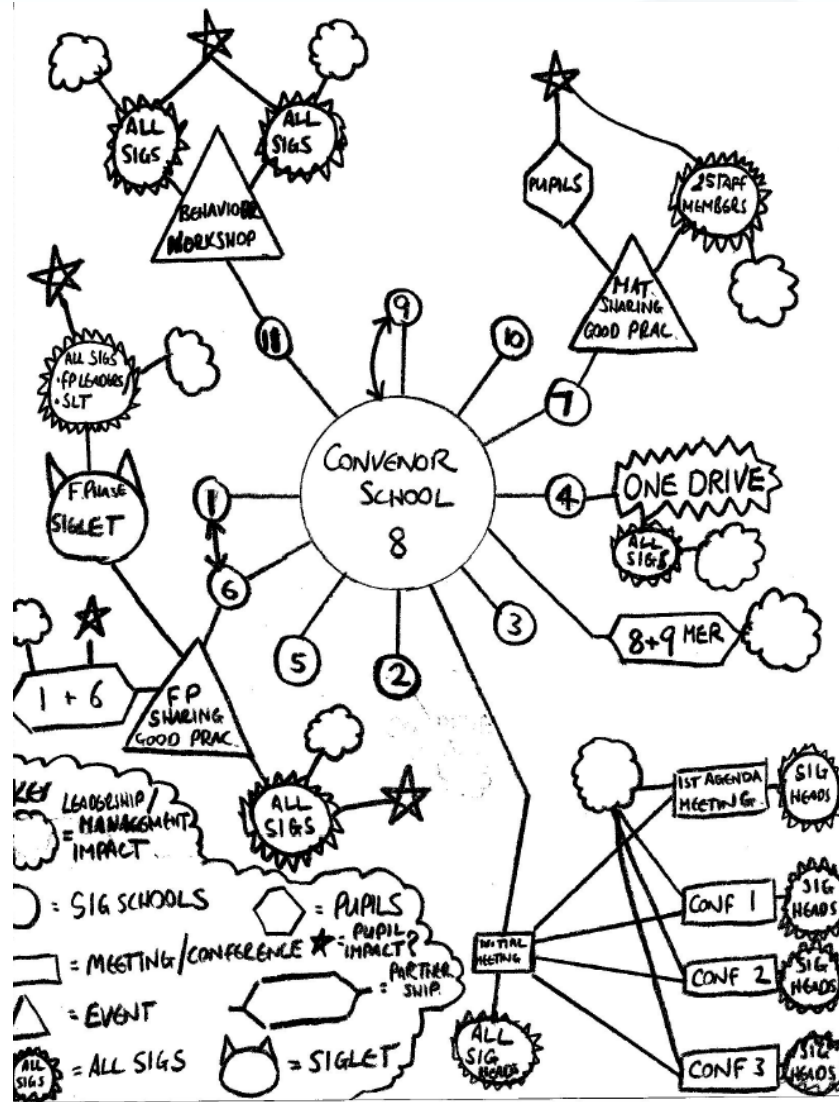


CHESHIRE
LOCAL EDUCATION
AUTHORITY



How does my SIG work?

How do I really build capacity in my SIG??



Succession planning?

How does it link to key priorities?



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Evaluation- Measuring Impact

- Variety of ways to organise evaluations suggested.
- 3 step narrative
- Artefact narrative
- Focus on one aspect of SIG work, one teacher, one class, one group of children – measure impact on standards of teaching and learning

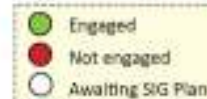
"Gettin' good players is easy.
Gettin' 'em to play together is the
hard part." Casey Stengel



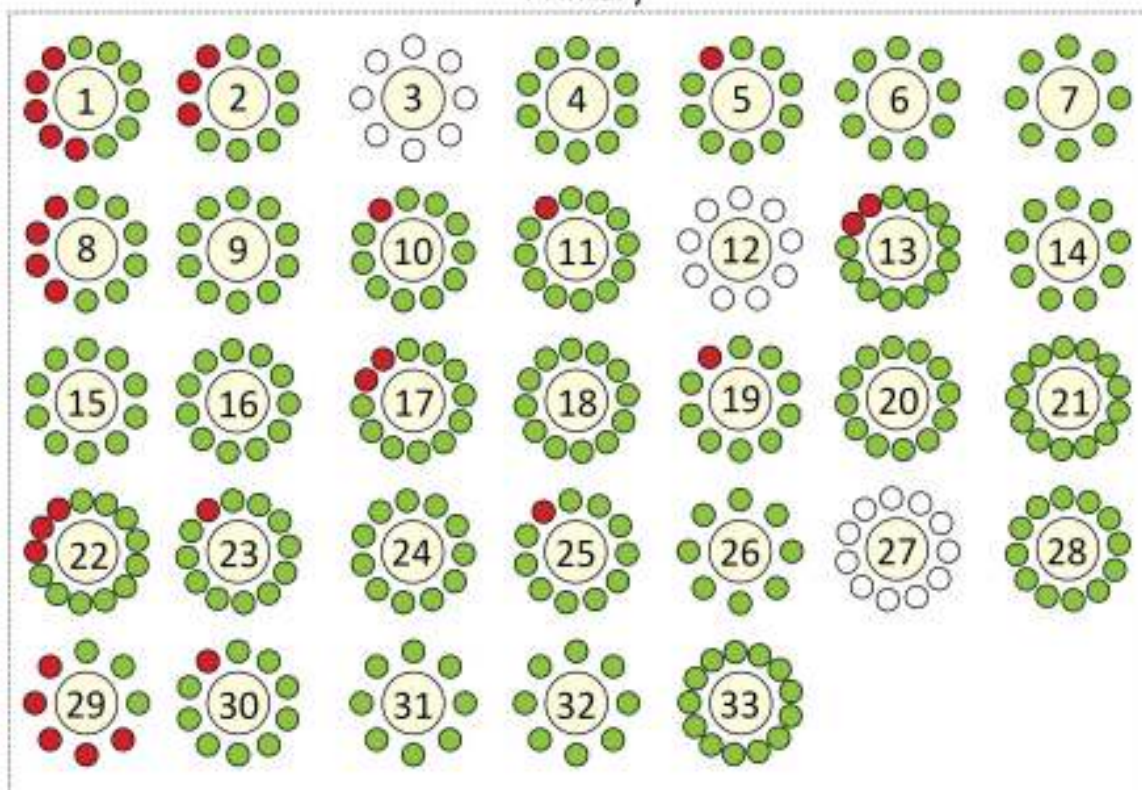
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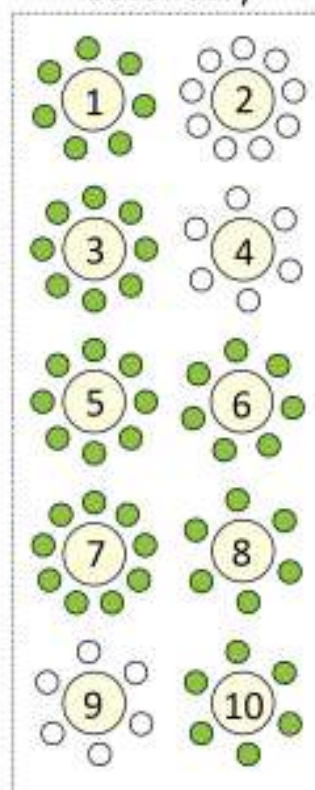
SIG Activity - September 2014



Primary



Secondary



Queries:

SIG 4 - Ysgol Gymraeg Nant Cwmau
SIG 9 - Ysgol Pencasa/Glancaubel

SIG 16 - Ysgol Pencasa/Glancaubel
SIG 17 - Gwaselod y Garth

SIG 22 - Gwaselod y Garth
SIG 31 - YGO Llanrhysant & Uwysolwyn Infanta



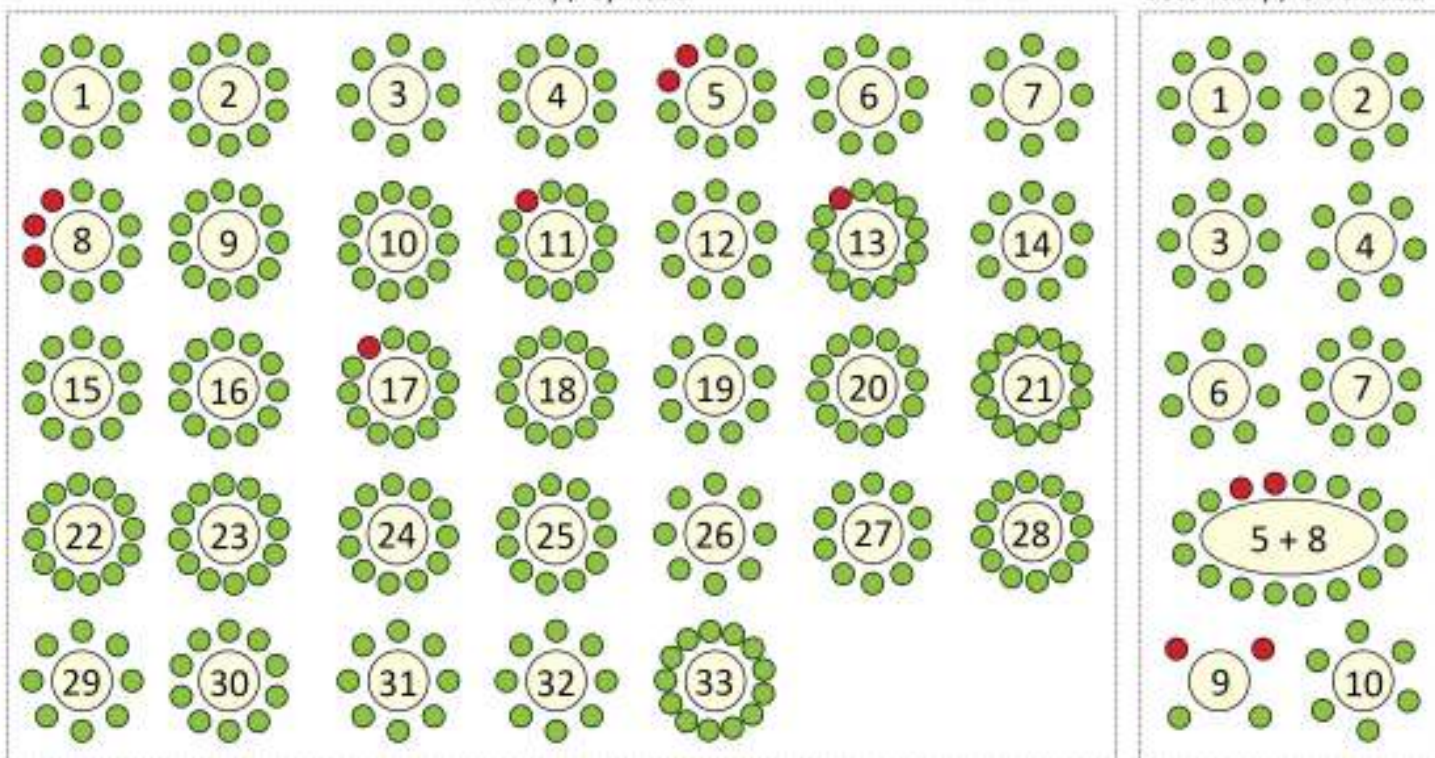
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SIG Activity - March 2015 Gweithgarwch GGY - Mawrth 2015

- Engaged / Wedi Ymgysylltu
- Not engaged / Heb Ymgysylltu
- Awaiting SIG Plan / Aros am Gynllun GGY

Primary / Cynradd

Secondary / Uwchradd



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Areas of focus

- Improving standards of literacy including MAT
- Numeracy across the curriculum
- Numerical reasoning
- Attendance
- Pupil tracking
- Reducing the impact of poverty/closing the gap
- Improving teaching using shared lesson observations/Moving good to excellent
- Developing middle leaders
- ALN

Examples of impact

Target: to develop greater awareness of strategies to cope with challenging pupil behaviour

SIG members found visiting a specialist behavioural school rewarding and informative. Strategies used at the specialist school are being used in other SIG schools when challenging behaviour presents itself. Pupils are responding positively to the behaviour strategies used. Approaches are being incorporated into school behaviour policies which are having a beneficial impact on behaviour

Target : to develop a robust coaching model to ensure continued development

One experienced teacher from each school carried out peer reviews of learning in lessons and through observation of pupils' work with partners within the SIG, following an agreed criteria. Findings were shared with the SIG group and a way forward agreed. The initial peer review group were tasked with organising a second group of teachers to continue the project and take forward the recommendations they put forward in their work. The standard of teaching of those involved has improved, coupled with confidence levels. A few of the initial group have indicated an interest in middle management and have developed management and independent management skills.

Pathfinders

Schools were invited to take part in a Pathfinder Initiative, the purpose of which was to carry out collaborative action research in order to determine how partnerships between two schools can help to improve standards.



Pathfinders

20 schools in Cohort 1

17 partnerships for Cohort 2



- Part of Support and Challenge Framework
- In Consultation with Challenge Advisers
- Needs based
- £4k between the 2 schools to reflect the additional challenge / expectations

How are schools identified and paired?

- **Lead School**

Schools categorised as green. Part of categorisation criteria was the capacity to support other schools.

Schools categorised as yellow schools with particular strengths identified by Challenge Adviser.

- **Supported School**

➤ Schools categorised as amber/ red part of the support is to be through a partnership.

Pairings

Need is identified through Challenge Adviser reports and visits.

Same Challenge Adviser.

Personality taken into account.

Sensitivity

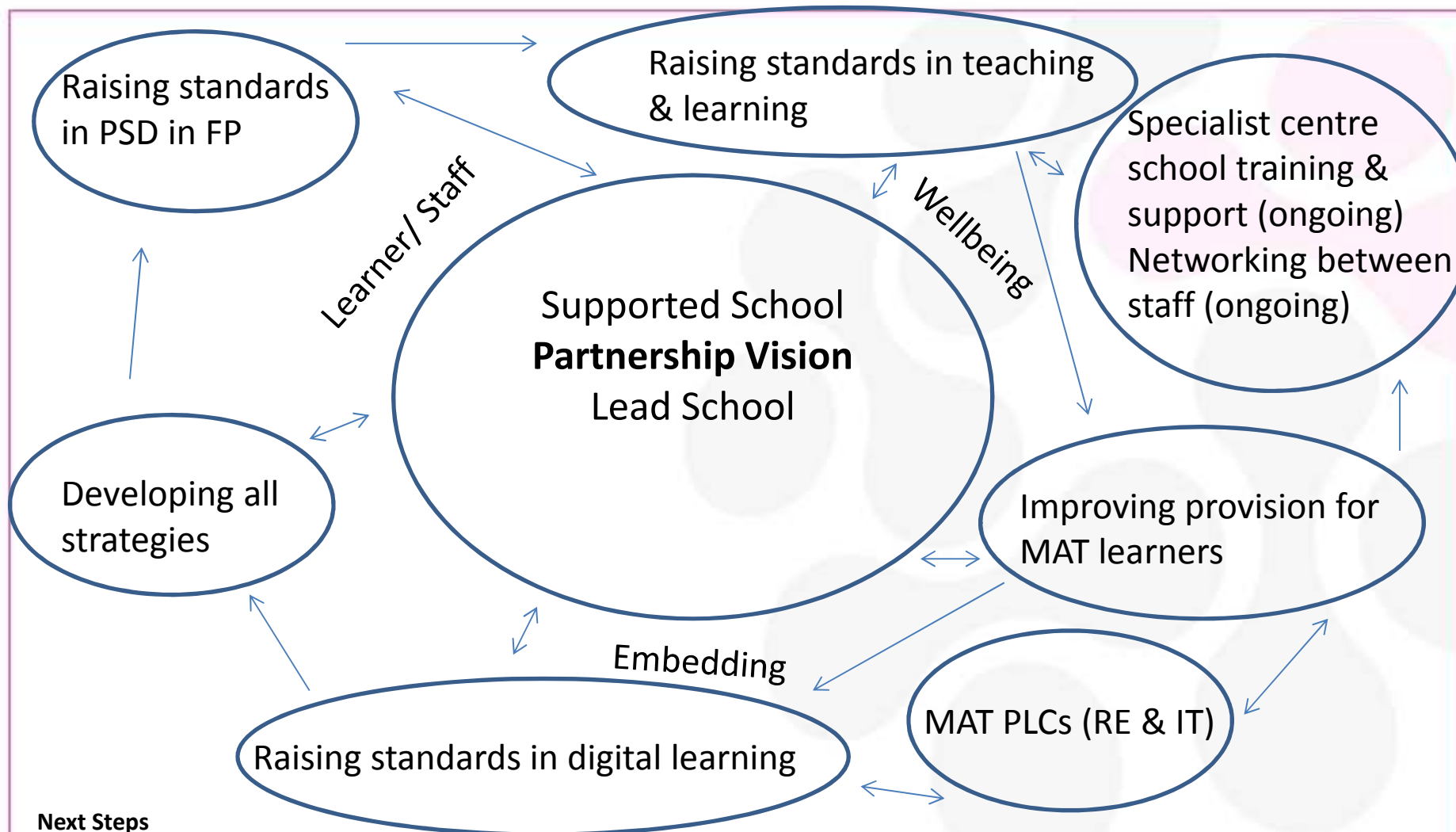
Focus on improvement, systems and standards



Quick fix?



Initial thought was to encourage rapid improvement in short, focused activity.
Amended ideas as progress made and longer lasting partnerships have developed.
Linked to SIG and cross SIG work.
Positive dialogue and improved schools.



Next Steps

School visits to lead school (support school closure day)

Classrooms-to-classroom working continuation between schools

Children-to-children between schools

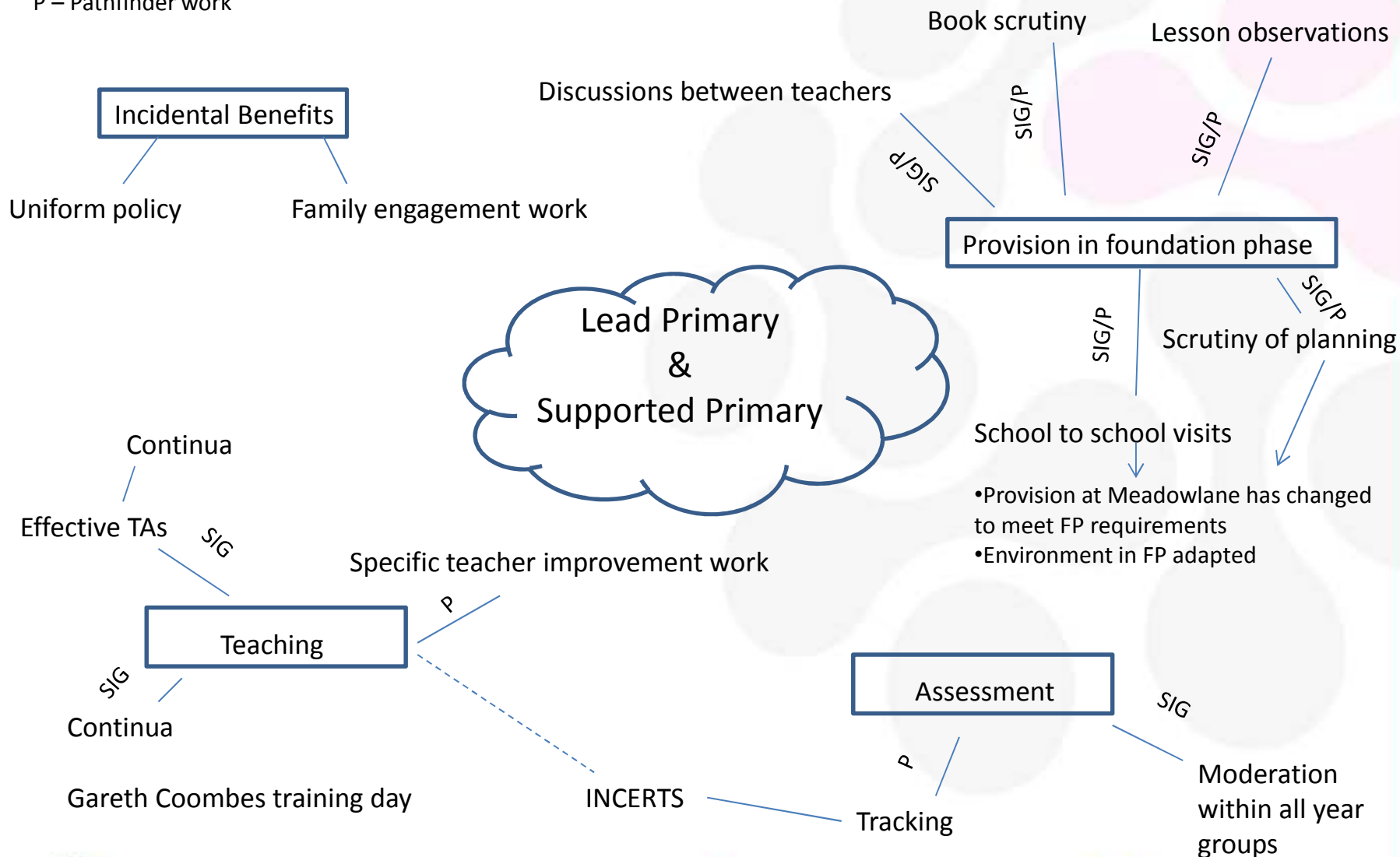
Teacher/LSA swap for a half-term



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SIG - SIG focus group
P – Pathfinder work



Focus Area/s: CTK Estyn Recommendation 2 - Improve the quality of teaching so that it consistently challenges pupils of all abilities, especially the more able

| Milestone (Date/Month) | Activity | Monitoring activity required | Evaluation of outcome | Partnership Costing |
|---|---|--|----------------------------------|---|
| 5 th & 17 th December 2014 | Establish a support, development and monitoring programme using the <i>Teaching for Learning Continua</i> for spring & summer terms 2015. | MPS HT & Ch. Av to monitor progress of implementation of MER cycle, including conducting joint session observations. | | Lead School Support School - £160 (supply cover) |
| 6 th January 2015 | CTK SENCO development of role & increased effectiveness meeting with MPS AHT. | MPS AHT follow-up meeting to evaluate impact to date Feb 15. | | Lead School MPS - £160 (supply cover) Support School CTK - £160 (supply cover) |
| 28 th January 2015 | To establish an agreed SLA and work programme for Pathfinder project with dates and costings | Evaluation built into the SLA. | | Lead School £160 (supply cover) Support School CTK - £160 (supply cover) |
| Evaluation | To be completed by the support school challenge adviser in the school monitoring report. | | | |
| 4 th /5 th /6 th February 2015 | CTK SENCO to attend MAT training | Completed provision map for CTK MAT pupils by MPS AHT | | Lead School Support School CTK - £480 (supply cover) CTK - £xxx (course cost) |



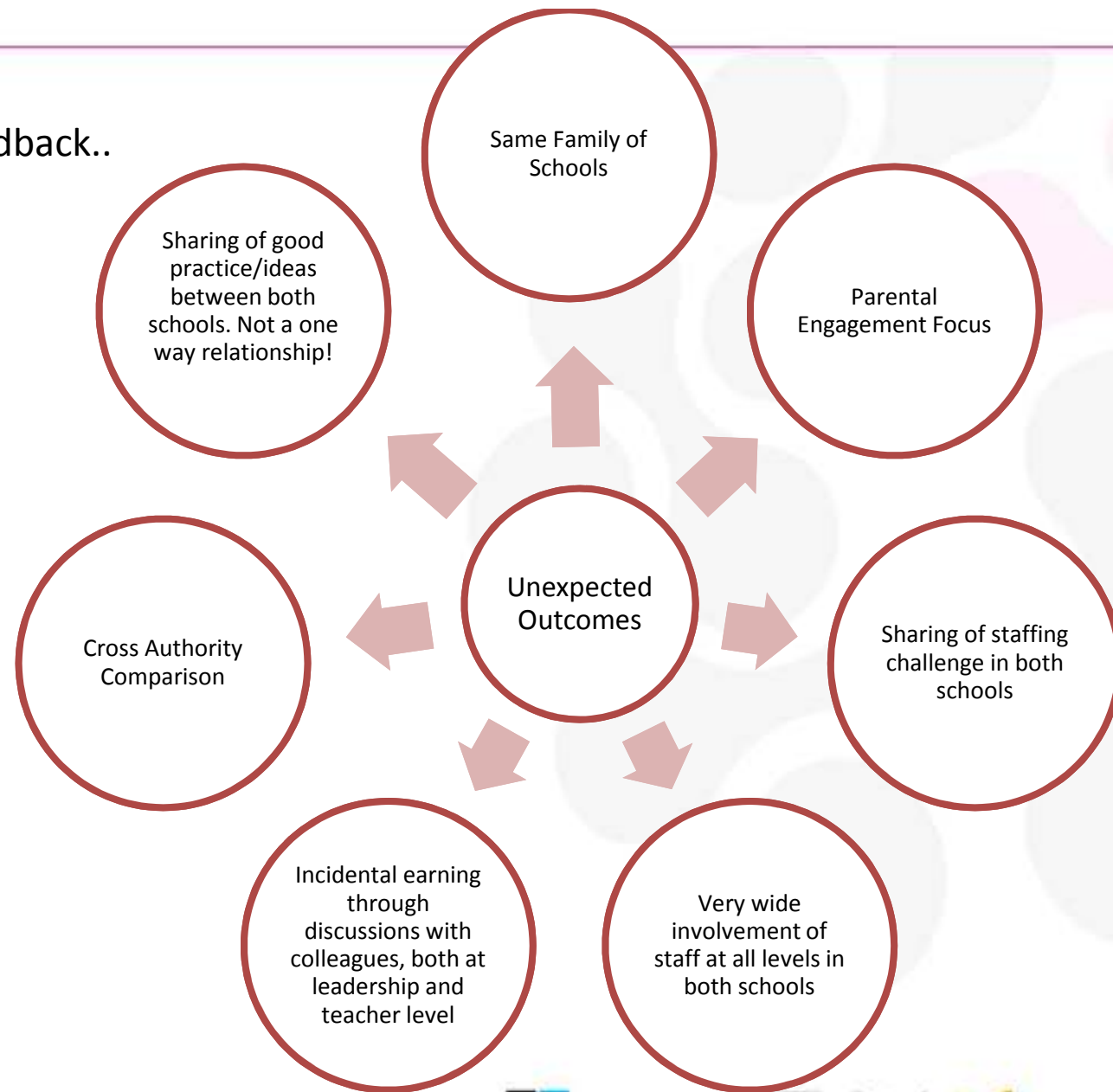
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Consortium Cansbwrth y De
Cwmwlled Cymru
Cwmwlled Cymru



Feedback..



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How is it working?

The progress of SIG and Pathfinder activities are monitored by an Operational Group, made up of a group of senior staff from the partner local authorities and the Central South Consortium. Regular centrally held Pathfinder meetings



Other school to school working in the Central South Wales Challenge

- Peer review. Head teachers supporting serving head teachers for professional development.
- Growing Leaders- led by leaders with proven leadership skills
- Specialist Centres: schools with recognised sector leading practice deliver courses. Practitioners to practitioners. School centred. £10,000 grant, costed action plan and evaluation.

HUBS- centres of excellence

- OLEVI HUBS –Primary and secondary schools with recognised excellent practice for teaching and learning provide the Outstanding Teacher, Improving Teacher and NQT programmes delivered by expert practitioners.
- General HUBS offering training in: More Able and Talented, Thinking Skills, Digital Learning, Using IRIS for Improvement, Restorative Approaches, Tackling Deprivation. Recognised sector leading practice.
- Both case rigorous grant application with set criteria. Funded.

Growth



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Diolch am wrando

Any questions?



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