

Education Improvement Programme Update **March 2013**

Outcomes Workshop

An outcomes workshop attended by all the project leads within the Education Improvement Programme took place in March at Future House to share information about the impact of each project and how the learning can be embedded to optimise its impact across the district.

Innovation Fund Projects

Language for Learning

The project is going from strength to strength with many training programmes, all focused on talk, being well attended. The Talking School conference, held on 5th March, 2013, was a huge success with national speakers Pie Corbett and Jean Gross addressing the very pertinent issues of how to teach grammar creatively through Talk for Writing, how to support parents in developing language at home plus other talk-focused workshops. If you'd like some guidance on what is available and what your next steps might be, look out for The Talking School Route Map on Bradford Schools Online or contact [Carol Satterthwaite](#)

Powerful Learning

Strand 1: Outstanding provision for literacy and English as an Additional Language (EAL). In February a third literacy summit was held and an EAL toolkit workshop, both with good attendance. **Strand 2:** Effective Transitions. The Parkside School case study has been published by the Open University and the pupils were invited to Bradford University. **Strand 3:** Innovative Teaching and Learning. The schools selected for this strand had a "satisfactory" judgement for the quality of teaching at their last Ofsted. Two schools have moved from satisfactory to good in recent Ofsted inspections. All schools in the project submitted mid-spring term progress reports and visits are taking place this half-term to collect photographic evidence of their work.

Bradford Leadership Development

The Business Managers' Development Group has produced a toolkit for new business managers and training about the role of a business manager has been delivered to governors.

The Bradford Leaders of Governance strand has funded five experienced current or former chairs or vice chairs of governors to support chairs of governing bodies who have expressed a wish to be mentored or coached. This strand is supervised by the School Governor Service which prioritises the allocation of support.

The Aspirant Headteacher programme is an exciting leadership opportunity for Deputy and Assistant headteachers aspiring to be a headteacher within the next three years. It will provide the opportunity to shadow an experienced Bradford Headteacher over a five day period in a school whose context and characteristics differ from their current school. The programme is part of Bradford District's local solution to support succession planning. Improvement in leadership succession planning is building capacity to achieve wider system change and address the recruitment of headteachers in the district. It is a key priority within the leadership strand of Bradford Primary Improvement Partnership (BPIP).

A briefing session was held on **Wednesday 20th March 2013 at 4pm at Cottingley Village Primary School.**

Early Years Teaching Consortium

Case studies are complete and data analysis is now taking place. The project will be written up by early April and a short film is being developed as a vehicle for ongoing staff development.

DAP (District Achievement Partnership) Website Launch: new resource for moderating P levels for Bradford Schools

The special schools in Bradford have worked with mainstream schools to moderate the work of pupils from levels P1 to P8 in English and Maths and have collated these examples into a resource for Bradford Schools.

Over the past 18 months, colleagues from Beechcliffe, Chellow Heights, Delius, Hazelbeck, High Park, Southfield, The Phoenix, Lapage and Heaton primary schools have looked at over 150 examples of pupil evidence to collect a moderated sample of video clips.

The aim of this resource is to improve the confidence and accuracy of teacher assessments at P Levels and for schools to use the sample as a reference point for making assessment judgments. The work has grown from just English and Maths, and new schools have joined in the moderation activity as we are now collecting evidence from L1 to L4. Each year, the website will be updated with new moderated evidence. To access the moderated sample, schools will need to request a username and password from the website.

www.dapbradford.org.uk

For more information about the website, please contact [Gary Johnson](#), Deputy Headteacher at Southfield School.

Media Literacy

Media Literacy material is being used in a variety of ways as a stimulus for writing. Children have demonstrated their understanding of the role of writer/director through effective use of camera angles to focus on aspects of the text. Sacred Heart school joined the project in January increasing the number of classes involved to 13.

Aspiring Leaders

Day 2 of the aspiring leaders programme took place on 14th February, 19th 2013 focussing on school improvement based projects which will have an impact in the leaders' own schools. The programme will impact on raising pupil achievement in areas of Inclusion, Early years or specific priorities in the leader's own school.

Good and Great Learning

The initial coaching day for participating schools took place in January, led by Tim Pank from the Assessment and Qualifications Alliance. Coaching activities and coaching models are now being considered as a vehicle for supporting colleagues in their development of teaching and learning.

Other Education Improvement Programme projects

Outdoor Learning Strategy

A marketing and communications plan has been formulated which will be continually developed as the project progresses. An outdoor learning news item is added to Bradford Schools Online on a weekly basis and it is proposed that a newsletter be produced in order to provide updates on outdoor learning. Work has now begun on the website and the initial concept has been agreed by the Marketing Strategy Group and Teaching and Learning Group, who continue to meet on a regular basis. Further work will take place with teachers around the curriculum and how this fits in with learning outside the classroom.

A memorandum of Understanding between the Local Authority and Schools Forum has been drawn up and well received.

Engaging Families in Outdoor Learning - As part of the development of the learning activity centre for children with disabilities, a tree house adventure frame has now been constructed at Nell Bank.

Jennifer Philpott is leading on this project and can be contacted on 01274 385843.

School Governor Service Review

Since the Education Improvement Programme Board approved the five recommended areas identified by the School Governor Service work has been accomplished by the team to support development and implementation in 2012-2013.

A brief update on progress is listed below. The team reports positive developments in four out of the five areas identified for development.

Five areas were identified that could enhance how the School Governor Service can strengthen the effectiveness of governance and accountability in schools. They include:

- 1 Information Provision:** An upgrade to the management database is still awaited so that plans for enhanced electronic communications with governors have been delayed until the upgrade is completed. There has been significantly greater demand for governing body audits, meanwhile, as a means of highlighting strengths, identifying areas for development, and preparing action plans. This may be linked to the new inspection criterion whereby an external review of governance can be recommended or required.
- 2 Governor Briefings:** The amalgamation of Local Authority governor briefings and governor meetings into single termly briefings has been successfully measured by attendance and reflected in discussions and feedback. The future format will continue to be reviewed to consider whether participation can be further improved.
- 3 Training and Development:** Greater flexibility has been introduced into the training programme, including location, timings, and e-learning. We are monitoring the impact of these initiatives and indications suggest that the take up of central training has risen while an encouraging number of schools have already subscribed to e-learning

(currently 24 schools). We will be actively targeting specific types of governors for particular courses.

- 4 Development of clerking services and standards:** The continuing focus has been to develop the quality of support provided by clerks to school governing bodies. All clerks within the district, who have not already done so, are offered opportunities to undertake the National Training Programme for Clerks. Consideration is being given to development of a mentoring scheme for clerks modelled on the Bradford Leaders of Governance scheme for chairs of governing bodies. In addition, the team is producing a 'Clerking Menu' that outlines what the range of support and other services governing bodies can access from the School Governor Service for distribution to all District schools. An increasing number of schools (including academies and free schools) are buying into the clerking service in recognition that professional clerking and access to appropriate advice gives schools the ability to prepare and effectively respond to inspection.
- 5 Governors' Consultative Group:** Development of the governor focus group working in partnership with the Local Authority has been delayed, although Terms of Reference were presented and agreed by the Education Improvement Strategic Board in September 2012. It is now planned to establish the group before the end of the school year as a focus group working in partnership with Bradford Council in gathering and sharing governor perspectives from across the District.

For further information please contact the [School Governor Service](#).

Development of Designated Specialist Provision for pupils with higher functioning autism

Work is well underway to support the implementation of this project.

Discussions with families are underway in relation to the placement and admission of pupils for September 2013. It is anticipated that transition planning for all agreed admissions will take place in the summer term. The school is developing proposals for the staffing structure for the new provision and a timeline will be developed with a view to the appointment of staff from September 2013. A detailed project plan is now in place for the capital building and refurbishment programme. Architects have been appointed and plans have been developed. It is anticipated that internal changes to existing accommodation will be completed for September 2013 and the additional accommodation will be available from December 2013. Ongoing communication with local support groups will continue.

Early Learning Strategy

Many partnerships have been formed. Trust and understanding of the range of expectations across the birth to 7 sectors has been shared. It is a credit to all the participants that the vision of the steering group is growing and agreed areas of development are coming to fruition.

The five action practice groups have been completing a number of activities and will reconvene to present work to the strategy group. This work will be reviewed on March 20th. The work of each group will be evaluated against the objectives of the project. The steering group will review available resources to disseminate the work across the district.

Work has included:

- The development of good practice materials reflecting the requirements of the revised Early Years Foundation Stage (EYFS).
- Guidance for leaders and managers to support self evaluation.
- Agreed principles and practices for assessment.
- The evaluation of software to support the gathering of children's learning journeys through the ages and stages of development towards the EYFS profile.
- Approaches to working with parents.
- Transition guidance and good practice.

All work will be collated onto the website.

Anne Manns and Dulcie Leach are leading on this project. Anne can be contacted on 01274 431812 and Dulcie can be contacted on 01274 385728.

Two-year-old Places Expansion Programme

Delivery of funded two year old places has more than doubled over the past year. 1130 two year olds have accessed free places this term. Over the course of the next year we anticipate this will grow to 2400. Of these 91% of children would have qualified for free school meals. We need to ensure that this group of children continues to be able to access provision when the funding criteria enable a wider range of families to access provision.

Eligibility Criteria: from summer term 2013 Linked Childcare Providers will be able to offer places directly to a wider range of low income families. From next term they will also be able to offer places directly to children from other low income families where earned income (before Working Tax Credit) does not exceed £16,190.

Discretionary Places: Each Children's Centre will be able to award up to five discretionary places, not dependent on family income, in the summer term.

Marketing: Many of the Linked Childcare Providers have proved adept and innovative at marketing their services to families. We are proposing to offer marketing grants to Linked Childcare Providers to encourage local awareness and take-up of places

Susan Moreau is leading on this project and can be contacted on 01274 431390

Closing the Gap**Purpose and background**

This project has identified priorities for closing attainment gaps of specific groups of children. The strategy focuses on the identification and sharing of good practice and the development of new practice. The project is linked to and is building on the Early Learning Strategy, the Reading Strategy and Powerful Learning. It is also a strand of the Council's overall Poverty Strategy.

Three strands of work have been identified: closing the gap for Free School Meal pupils at the end of Key Stage 2 through dissemination of existing good practice and development of further successful practice; producing curriculum guidance for New Arrivals in Key Stage 4; and reducing health inequalities through working with a group of schools to implement a behaviour change programme which will be shared with all schools.

Progress to date

Case studies of good practice in Bradford primary schools in closing gaps between children on free school meals and others have been completed and have been launched, accompanied by summaries of national research and links to other relevant resources. They are located on [Bradford Schools Online](#) or can be accessed directly from [Closing the Gap blog](#). The site has had 195 visits so far.

The primary schools in Central Keighley, Keighley First Local Achievement Partnership (LAP), have begun an action research project to close gaps drawing on the resources which have been developed. In addition, links have been made with the group of heads and deputies who are leading on pupil premium for Bradford Primary Improvement Partnership (BPIP). The lead officer for Closing the Gap is leading a half hour session for the governor briefings in Bradford and in Keighley on Closing the Gap and Use of Pupil Premium on 18th and 19th March.

Resources to support the development of outstanding practice for new arrivals with English as an Additional Language (EAL) in Key Stage 4 are now available on [Bradford Schools Online](#). Many of these resources are also relevant to Key Stage 3 and some are applicable across the whole age range. A group of secondary school senior leaders is working with the project team to develop a provision map and new arrivals strategy for all Bradford secondary schools. This is featured in the Children's Services section of the Council's Equality Action Plan and will be completed by July 2013. In addition, six secondary schools are piloting the use of innovative technology through learning tools to support students in the early stages of language acquisition.

Schools have been selected for the Behaviour Change Model. A website has been developed for these schools to audit current provision and to identify a developmental focus. The lifestyle survey of all schools has now started and will be completed by June 2013. This is aimed at all settings, including those in the private sector.

[Ros Garside](#) is leading on this project and can be contacted on 01274 385796.

Ros is particularly interested to hear from more schools with good practice in closing FSM/non-FSM gaps.

Future Updates

The Education Improvement Strategic Board meets on a bi-monthly basis. Regular updates will be issued to staff following these meetings. Information will also be provided to staff through team briefings and staff one-to-ones.

Programme Team Information

The Programme Team is based in City Hall. Call on 01274 431020/434010 or email [Education Services Review PMO](#) if you require further information about the programme.