



TYKES
TEACHING
ALLIANCE



TYKES TEACHING ALLIANCE
EVALUATION REPORT
AUGUST 2022
APPENDIX 1

Together, Barnsley schools become *part of something more.*

External Evaluation Model for Tykes Teaching Alliance PD programmes

Programme A: Deputy and Assistant Headteacher Programme

Programme Description:

The programme comprised of:

- Three full days face to face delivery.
- It is aimed at Deputy and Assistant Headteachers to provide an understanding of how the role differs from UPS/TLR.
- It is an opportunity to network and discuss aspects of the role on how to be an effective leader.
- Content for the sessions will be under consultation based on the needs for participants and subject specialists will attend specific sessions based upon requirement.
- The programme will focus on practical approaches that can be taken back into school and implemented for immediate impact in key areas such as: curriculum leadership, finance, strategies for difficult conversations and the role of governance.

Designed and facilitated by: Barnsley system leaders.

Objectives

- To have a clear understanding of their key roles and responsibilities enabling them to be an effective school leader.
- To be able to effectively support both senior and middle leaders with self-evaluation processes and driving school improvement.
- To provide opportunities to collaborate and connect with peers enabling delegates to build sustainable support networks.
- To understand how the Barnsley Schools' Alliance works and how they can access the support on offer (either through the Alliance or external organisations).

Purpose of the Evaluation

The purpose is to evaluate the extent to which the following key questions, which are aligned to the programme objectives, are met:

- (1) What new knowledge and understanding do leaders have with regards to self-evaluation processes and driving school improvement.
- (2) To what extent has this knowledge transferred into leadership practice?
- (3) The extent to which the Barnsley Alliance Board 'golden threads' are apparent?

Programme B: Subject Leaders' Programme

Programme Description:

The programme comprised of:

- Six half days blended delivery, three face to face and three virtual.
- This programme is aimed at subject leaders to improve teaching and learning through the delivery of a broad and balanced curriculum.
- The programme will incorporate three key themes:
 1. Effective Subject Leadership.
 2. Implementation and Monitoring.
 3. Impact - Developing your Leadership Presence

Objectives

- To have a clear understanding of their key roles and responsibilities enabling them to be an effective school leader.
- To enable curriculum leads to improve the quality of education by developing effective monitoring and evaluation skills.
- To provide opportunities to collaborate and connect with peers enabling delegates to build sustainable support networks.
- To understand how they can access the support on offer (either through the Alliance or external organisations).

Designed and facilitated by: Tykes system leaders.

Purpose of the Evaluation

The purpose is to evaluate the extent to which the following key questions, which are aligned to the programme objectives, are met:

- (1) What new knowledge and understanding do leaders have with regards to the role of the subject leader in improving teaching leading to improved outcomes for pupils.
- (2) To what extent has this knowledge transferred into leadership practice?

The Barnsley Alliance Board Golden threads (Programme A and B)

1. The importance and benefits of interconnected monitoring activities
 - Leadership discussions
 - Lesson visits
 - Discussions with teachers and teaching assistants
 - Work scrutiny
 - Talking to pupils

2. Don't put the cart before the horse
 - Checks on the curriculum design and sequencing comes before checks on pedagogy.
 - Don't make the cart too big for the horse to pull!
 - Scope and Ambition

3. Progress is knowing more and remembering more so you can do more
 - Clarity and importance of key concepts and end points.
 - Careful thought to how we assess pupils' progress through the curriculum, and use this information to shape future plans, is paramount.
 - If nothing has altered in long term memory, nothings has been learned. (para 209 School Inspection Handbook Sept 2021)

4. Ongoing professional development leads to expertise
 - Routine and regular
 - Well- planned
 - High quality
 - Informed by evidence
 - Carefully checked

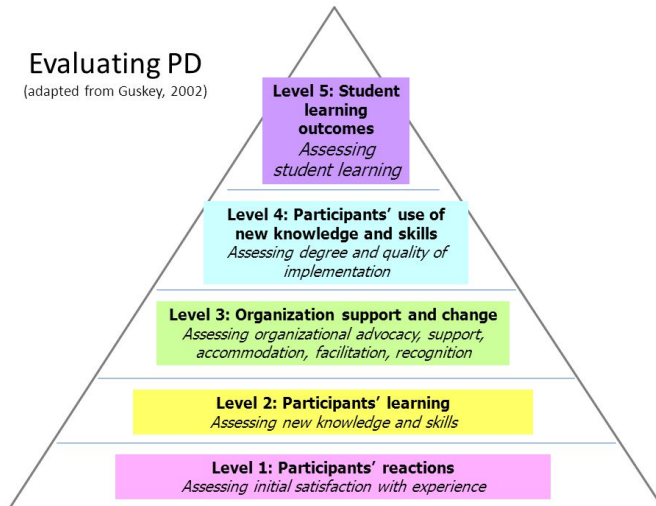
5. A good Quality of Education for ALL pupils
 - Pupils with SEND
 - Disadvantaged pupils
 - The most able pupils
 - Ghost pupils

Evaluation model

The evaluation design is based on the Guskey model of professional learning evaluation and will focus primarily on levels 1 to 4 for both programmes A and B.

Evaluating PD

(adapted from Guskey, 2002)



Evaluation method

The external evaluation model involved 4 aspects:

(1) Attendance data	Level 1	Attendance data will be used as an initial measure of engagement.
(2) Review of programme planning documents	Level 1 and 2	Used to measure the quality of programme design and facilitation
(3) Leadership survey Participants to complete on led by Tykes	Level 1 and 2	The leadership survey will be used primarily to evaluate participants satisfaction with the training and their new knowledge and understanding.
(4) Focused interviews with a random sample of 5/6 participants led by HB Programme A: DHT and AHT 28.6.22 Programme B: Subject Leaders 22.6.22	Level 2, 3 and 4	The focused interviews will be used to evaluate the extent to which the programme has influenced the work of leaders and other colleagues in school.

Evaluation Outcomes – Programme A: Deputy and Assistant Headteacher Programme

Level 1: Participants Reactions

- The programme was highly valued by participants who spoke positively about how the programme had contributed to improving their understanding of both the use of evidence to inform their leadership decisions and developing self-evaluation process to drive school improvement. The average session evaluation rating was 4.8/5 with an average positive shift in new knowledge, skills and understanding of +110.5.
- Planning documents were detailed and clear with precise objectives and outcomes identified. The underpinning evidence and opportunities for collaboration and expert challenge were outlined, as were the EEF PD mechanisms for individual sessions. A focus on many of the 'Golden threads' was apparent in planning documentation and through focussed interviews.
- Facilitators were highly credible, serving school leaders with a strong awareness of current school issues and challenges. Participants valued their expert input. Sessions were well-planned but thoughtfully adapted to meet the individual needs of schools, in response to feedback from participants. Opportunities for discussion with other leaders were built in and considered by some participants to be one of the most useful parts of the programme. Comments included:

"Refreshing - sharing experiences and knowing we are not the only ones experiencing the same problems and challenges."

"Great to get clarity about current issues from experienced, serving Headteachers"

"Reassuring that we are all at different points on the journey, but goals are similar."

"Informative and relevant, helping shape clear actions to take back to school"

- Programme objectives and outcomes were clear as were objectives and outcomes for individual sessions. A number of useful tools and resources were shared including monitoring and planning templates.
- Attendance at sessions was high with an average overall programme attendance of 95%.

Attendance and Evaluation

Number of participating schools: 18

Number of participants: 28

Session	Number of delegates attending	% of delegates attending	Overall programme rating /5	Change in KSU*
1	28	100	4.8	+92
2	25	89	4.8	+129
3				

* have a clear understanding of their key roles and responsibilities enabling them to be an effective school leader.

Level 2: Participants Learning

- Participants shared their new knowledge and understanding during the focussed interviews making reference to:
 - having a better understanding of evidence-based approaches and the time to dig deeper and unpick recommendations within EEF guidance reports
 - understanding the importance of implantation stages including taking the time to explore and prepare before delivery
 - more effective school planning processes
 - understanding the new Ofsted Inspection framework and the role of leaders
 - being better able to develop other middle and senior leaders
 -
- Participants felt confident in knowing where to look for the most reliable evidence eg T&L toolkit and EEF guidance reports. One leader, new to the role of PP lead, felt that this was invaluable to her. Another leader commented on the importance of using the evidence to explore 'best bets'.
- All participants interviewed acknowledged new learning and felt significantly more confident in their ability to be an effective senior leader. One senior leader commented on now being motivated to apply for NPQH.
- Comments related to the acquisition of new knowledge and skills included:

'The programme is helping us think more clearly about where our school issues lie and the process to tackle them.'

'Made me think more deeply about the drilling down on issues and using research to create plans.'

'It has allowed me to be much more focused when thinking about changes we need to make in school.'

'I now realise that that the implementation process is a long-term process rather than something that is done from start to finish in an academic year'

"I now have clear objectives to support staff in delivering their own effective deep dive and to help prepare staff and children for the deep dive process"

Level 3 and 4: Organisational change and participants use of new knowledge and skills

Participants were able to describe some of the organisational changes made and how they were beginning to apply their new learning. Examples of new practice include:

- Adapting existing plans to ensure a more rigorous and evidence-informed approach to school improvement planning
- Specific work with Teaching Assistants on effective scaffolding
- Developing a whole school training programme to explore the EEFs '5-a-day teaching strategies'
- Training with all staff on deep dives with specific coaching for middle leaders
- Comments from participants included:

'The school is now working on developing more granular plans across all priorities within our SDP'

'I now feel much more confident and able to hold others to account through the work on 'challenging conversations'. This is now in my leadership toolkit!'

'My school has strengthened its monitoring processes and is better informed to undertake deep dives'

'Our response to the training around developing the deep dive process prompted a new priority for us around metacognition'.

- One participant reported how this programme had complemented their new learning as part of the Supporting Recovery Programme.
- Some participants who were interviewed felt that they needed much more time to demonstrate the impact on organisational change and had not yet had the time to put their new learning into practice. They spoke with optimism about being able to put their new learning into practice in the new school year.

Level 5: Impact on Student Learning Outcomes

Whilst some participants felt it was too early to evaluate the impact of the programme on student learning outcomes, others talked positively about the potential and signs of promise. Comments included:

'More pupils can now talk confidently about themselves as learners, as a result of our focus on developing metacognition'

'Our pupils who work with TAs are now less dependent and more independent. This is due to the training we provided for TAs on scaffolding and tied in with our Ofsted priority (more effective use of TAs).'

'Staff now understand the evidence around the 5-a-day approach and know that those pupils needing the most help with their learning need to be taught by the most capable adults'

Conclusions

- The Deputy and Assistant Headteacher Programme has clearly impacted positively on developing leaders' new knowledge and understanding with regards to self-evaluation processes and driving school improvement. The examples shared illustrated their ability to transfer this into leadership practice.
- The programme was expertly planned and facilitated with opportunities for collaboration and expert challenge, as well as valued opportunities for discussion between school leaders.
- A focus on many of the Barnsley Alliance Board 'Golden threads' or key principles was clearly apparent in planning documentation and through focussed interviews.
- Sessions were responsive to individual school contexts and highly relevant in supporting schools with current challenges.
- Engagement with the programme has been strong with an average attendance overall of 95%, despite the challenges faced by schools this academic year.

- Satisfaction rates are high with an average evaluation rating of 4.8/5 and evidence of significant new learning, most notably in relation to school improvement planning processes, the development of subject deep dives and holding others to account through challenging conversations.
- Whilst some leaders reported needing more time to demonstrate the impact on organisational change and student outcomes, a number of examples were shared of the early signs of impact. One leader described the programme as 'providing me with a clear plan of what I need to do next and the confidence to do it!'
- The use of planning templates was seen as being a key driver in helping to frame the school improvement planning process. Leaders may benefit from having the opportunity to share examples with one another or to have access to a completed example.
- All leaders interviewed agreed that it would be useful for the programme to continue. They described feeling motivated and empowered by the programme.

Evaluation Outcomes - Programme B: Subject Leaders' Programme

Level 1: Participants Reactions

- The programme was highly valued by participants who spoke positively about how the programme had contributed to improving their leadership knowledge and understanding. The average session evaluation rating was 4.5/5 with an average positive shift in new knowledge, skills and understanding of +91.
- Planning documents were detailed and clear with precise objectives and outcomes identified. The underpinning evidence and opportunities for collaboration and expert challenge were outlined, as were the EEF PD mechanisms for individual sessions.
- Facilitation was consistently of a high quality - sessions were well-planned, thought provoking, engaging and included relevant content. Opportunities for reflection (within own own context) and discussion with other leaders were built in and highly valued.
- Participants valued the expert input from the highly skilled programme facilitators who brought in the most up to date and relevant research evidence as well as their own professional expertise. Comments included:

"Fast paced and engaging, really relevant information and good to get the chance to evaluate own practice in light of discussions and information presented"

"The information given by Chloe & Rachel was very thought provoking and has made me evaluate what we do in our school.

"It was useful to talk to other teachers who are in a similar position around monitoring and assessing the children. Great to hear from all the different schools'

- Programme objectives were simple and clear as were objectives for individual sessions with pre reading and intersessional tasks supporting the learning.
- Session tasks were engaging and relevant though break out groups used during remote sessions were not always useful and perhaps needed more structure.
- The opportunity to visit another school was highly valued. Participants would have welcomed more opportunities to visit at least one more school as part of the programme with a contrasting context.
- Attendance at sessions was high with an average overall programme attendance of 90%.

Attendance and Evaluation

Number of participating schools: 20

Number of participants: 35

Session	Number of delegates attending	% of delegates attending	Overall programme rating /5	Change in KSU*
1	35	100	4.7	+81
2	35	100	4.4	+75
3	28	80	4	+109
4	32	91	4.5	+100
5	28	80	4.7	+90
6				

* knowledge of the expectation of the role of subject leader

Level 2: Participants Learning

- Participants shared their new knowledge and understanding during the focussed interviews making reference to:
 - the importance of all 4 stages within the implementation process

- how to effectively monitor and evaluate the quality of education as a subject leader
- being more aware of their own developmental steps as a leader
- understanding the Ofsted framework and what this means as a subject leader
- knowing where to start and having a clear developmental sequence to follow
- knowing how to undertake an enquiry walk (supported by the school visit)
- Participants felt confident in knowing where to look for the most reliable evidence eg T&L toolkit and EEF guidance reports. One leader commented on the importance of using the evidence to explore 'best bets'.
- All participants interviewed acknowledged new learning, some significant new learning.
- Outcomes session evaluations were highly positive - comments related to the acquisition of new knowledge and skills included:

'I know have the confidence to monitor within my own subject and know what a good enquiry walk looks like'

'I have a much better understanding of my role as a subject leader and feel much more confident'

'I understand the importance of effective professional development and how to design and facilitate CPD in my own school'

'I know where to look for the evidence which will give me the best bets'

Level 3 and 4: Organisational change and participants use of new knowledge and skills

Participants were able to describe some of the organisational changes made and how they were beginning to apply their new learning. Examples of new practice include:

- Being able to identify gaps in CPD and plan new CPD for staff eg progression in Art
- Using drop-ins then follow-on coaching to ensure that subjects are taught consistently, frequently and effectively in MFL.

- Supporting staff to enable children to create their own knowledge organisers and the importance of retrieval in children 'knowing more and remembering more'.
- Using the information from a staff audit to identify where precise support is needed in computing rather than making assumptions about what training is needed.
- Comments from participants included:

'I now undertake more thoughtful and considered monitoring, more explicitly planned whilst remaining informal.'

"I am now exploring with my head the assessments and monitoring systems that we have for Art & DT so that they can be reviewed.

I have begun to find more evidence to answer possible Ofsted deep dive questions'.

"I understand the process of exploring and preparing before rolling out changes and have changed formatting and clarity of my action plans."

Some participants who were interviewed felt that they needed much more time to demonstrate the impact on organisational change and had not yet had the time to put their new learning into practice.

Level 5: Impact on Student Learning Outcomes

All participants talked positively about the impact of the programme on their leadership and how they had begun or were planning to implement changes to their professional practice. For some participants it was considered too early to evaluate the impact of the programme on student learning outcomes although others provided examples of the potential impact:

'I can see how art is developing in school and how it is now integrated into other subjects. I can now see the skills progression in pupils' work!'

'Skills in reading and writing should no longer be a barrier for pupils to achieve well in history'.

'My subject now has more of an importance in school with clear progression built into the curriculum – pupils will now be able to demonstrate better progress'.

Conclusions

- The 'Subject Leaders' Programme' has clearly impacted positively on developing leaders' new knowledge and understanding with regards to 'the role of the subject leader in improving teaching, leading to

- improved outcomes for pupils'. They are beginning to use this knowledge to develop their skills, particularly in relation to developing effective monitoring and evaluation processes.
- Engagement with the programme has been strong with an average attendance overall of 90%, despite the challenges faced by schools this academic year.
- Satisfaction rates are high with 100% of participants reporting that learning from the programme so far has supported them in their role as a subject leader.
- The programme design and delivery is considered to be consistently of a high quality. Sessions were described as 'well-planned', 'thought provoking', 'engaging' and 'packed with relevant content'. Sessions were tailored to meet the individual needs of schools and content adapted.
- Subject Leaders' new knowledge and understanding is beginning to transfer into leadership practice with examples given in both the focussed interviews and individual session evaluations.
- Some Subject Leaders reported needing more time to demonstrate the impact on organisational change and some had not yet had the time to put their new learning into practice. They were optimistic about their next steps.
- Subject Leaders described how they now look to the evidence first to identify best bets before deciding what to do. They feel much more confident in knowing where to look.
- Subject Leaders described having increased confidence and being more knowledgeable, feeling more supported and being better prepared as a result of engaging in the programme.
- School leaders would have valued the opportunity to meet face to face for more of the sessions and have an opportunity to visit another school with a contrasting context.
- Subject Leaders would benefit from having access to ongoing networking opportunities for specific subjects.

Helen Bellinger (Education Consultant) August 2022