



TYKES
TEACHING
ALLIANCE



TYKES TEACHING ALLIANCE PROFESSIONAL DEVELOPMENT OFFER IMPACT REPORT

2021 / 2022

TYKES TEACHING ALLIANCE CONTINUOUS PROFESSIONAL DEVELOPMENT PROGRAMME
IN PARTNERSHIP WITH BARNSELY SCHOOLS' ALLIANCE

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

TYKES TEACHING ALLIANCE PROFESSIONAL DEVELOPMENT OFFER IMPACT REPORT 2022/23

INTRODUCTION:

Tykes Teaching Alliance delivered an extensive professional development offer in 2021/2022.

We were proud to say that our offer was co-constructed in collaboration with the Barnsley Schools' Alliance and through consultation with school leaders from each geographical cluster. Year on year we have built on our offer to local schools progressing further towards a true system-led approach.

The commitment of Barnsley Schools Alliance to professional development was supported by a greater financial investment than ever before, fully funding a suite of professional development opportunities.

The offer was inclusive of all schools in Barnsley whether they are part of a multi academy trust or are a local authority-maintained school.

It aimed to pro-actively support schools at all stages of their improvement journey and incorporated opportunities for colleagues at all levels within a school team to engage in their development.

It was delivered as a blended approach of face-to-face and remote delivery, utilising lessons learned from lockdown and ensured opportunities are accessible.

We commissioned Doncaster Research School to complete an external evaluation. This report draws upon the results of their findings along with both qualitative and quantitative data collated throughout the year to demonstrate the impact of the offer.

HEADLINE DATA:

We are delighted to share the offer;

- **Engaged over 90% of Barnsley Primary schools.**

Only 8 schools did not access the offer. All of these are part of larger multi academy trusts and therefore may feel they can access professional development internally.

- **Was attended by approx *519 delegates.**

We provided 52 individual sessions (*Delegates could be doubled counted if they attended more than multiple sessions.)

- **Provided consistently high-quality sessions.**

Delegates are asked to anonymously evaluate each session, the average rating for sessions was 4.6 out of 5.6 sessions were described as 'well-planned', 'thought provoking', 'engaging' and 'packed with relevant content'.

- **Increased delegates new knowledge skills and understanding.**

Delegates are asked to anonymously score their knowledge, skills or understanding of the session content both pre and post session using a Net Promotor Score*. The data shows an average increase of +90 net promotor score post-delivery.

Conclusions from the commissioned external evaluation report (Appendices 1) stated that programmes had '*...clearly impacted positively on developing leaders' new knowledge and understanding*'.

* (Ratings 0-10, 0-6 categorised as detractors, 7-8 categorised as passives and 9-10 categorised as promoters. Each session's overall score is calculated using the formula of % promoters - % of detractors x 100. The difference between the pre session and post session score demonstrates the increase in skills, knowledge or understanding).

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PROGRAMME DATA:

NEW TO HEADSHIP/BARNSELY

Programme description:

This programme was designed specifically for Headteachers and Heads of School that were either new to their role or new to the Barnsley borough. It was delivered over two half days and one full day face to face delivery.

It provided:

- An oversight of all aspects of headship to enable individuals to feel confident within their role.
- A safe network of peer support where people were able to collaborate and feel connected.
- An introduction to the Barnsley Schools Alliance and the latest information/expectations from the local authority.

Objectives:

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

Designed and facilitated by: Tykes system leaders.

Participants reactions / Comments included:

"A fantastic morning with lots of opportunities to reflect and discuss with colleagues"

"It was good to meet other heads. It was useful to learn about the structure and purpose of the Alliance Board."

"Useful and well delivered."

"It was a great session with real examples."

Attendance and Evaluation:

Number of participating schools: 9

Number of participants: 9

Participants learning:

Session	Overall session rating out of 5	Change in KSU*
1	4.00	+120
2	4.67	+100
3	4.8	+140

Comments included;

"Gain a better knowledge of finance including how these impacts upon staffing structures. Curriculum development with clear sequenced lessons."

"When focusing on SIP & SEF to look at referencing key themes of the White Paper."

"Pulling all strategic documents together in one place; considering all the different types of data collecting across school; ensuring focused SLT time."

"Importance of remaining strategic and some key approaches to facilitate this."

WHOLE SCHOOL APPROACH TO LEARNING TIME TABLES

Programme description:

The programme was aimed at Maths subject leads and Year 3 and Year 4 teachers. It was designed and facilitated by Jenny Field, Professor of Mathematics and the South Yorkshire Maths Hub to support Barnsley schools to explore a whole school approach to the teaching of times tables. It was delivered as four half days face to face with one remote catch up meeting when Covid rate were high.

The sessions covered the following themes:

- Focus on a deep understanding and mastery.
- Research driven.
- Focus on conceptual understanding, leading to automation.
- Advocates progression and consistency across the school - 'whole school approach'.
- Supporting schools to take control of their curriculum

Designed and facilitated by: Professor Jenny Field.

Participants reactions / 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"

Attendance and Evaluation:

Number of participating schools: 23

Number of participants: 21

Participants learning:

Session	Overall programme rating out of 5	Change in KSU*
1	4.94	+134
2	4.78	+116
3	4.9	+120
4	4.9	+160

Comments 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."

CREATIVE TEACHER PROGRAMME

Programme description:

- 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 incorporated three key themes:
 1. Effective Subject Leadership.
 2. Implementation and Monitoring.
 3. Intent - Developing your Leadership Presence

Designed and facilitated by: Tykes system leaders.

Participants reactions / Comments included;

"Great to work with other professionals and observe high quality teaching and interactions."

"I enjoyed being able to see quality teaching in the school as it helped to me to see how to deliver it well myself. Also, I liked the discussions with other teachers from other schools as sometimes I like clarification that what I am doing is fine."

"The facilitators were very welcoming and easy to confide it/ ask any questions. Very inspiring."

"...I have been challenged in many ways."

Attendance and Evaluation:

Number of participating schools: 9

Number of participants: 9

Participants learning:

100% of delegate responses agreed that the programme had;

- Encouraged to develop high order thinking
- Had the learning processes been role-modelled effectively
- The programme made an impact on them
- Their own expectations been challenged
- They had been engaged in their own and others' learning

Comments included;

"Refreshing, new ideas to trial."

"Loads of impact. I am now to support others in school with this."

"Will use strategies learnt in class."

"It has made me become more motivated and want to better myself."

HIGHLY EFFECTIVE TEACHING ASSISTANT PROGRAMME

Programme description:

The programme was designed for Teaching Assistants in line with teaching assistant standards from the Education Endowment Foundation 'Making best use of Teaching Assistants' guidance. The key ingredient to the training is the opportunity to share previous experience and existing expertise with colleagues in a safe, supportive and challenging environment. It was delivered as three half days face to face.

The programme focused on the following aspects based on the TA Standards:

- Understanding the Teaching Assistant role – 'understanding me and others'.
- Applying effective questioning to current practice.
- Maximising the impact of the TA role – how to have the greatest impact on pupil's learning and progress through the understanding of differentiation to support learners.
- Higher Level Teaching Assistant awareness session.

Designed and facilitated by: Karen Hartshorne, Tykes Teaching Alliance.

Participants reactions / Comments included;

"Enthusiastic tutor with great knowledge. The course was positive and engaging. I have furthered my understanding of the expectations of a Teaching Assistant role with new tools to better my practice. Thank you for the opportunity."

"The programme has provided me with knowledge and resources to help with developing my AFL practice. It has also given me more confidence to do this."

"Karen made the course so interesting. Also, having the opportunity to look around a school was a great experience."

"Karen was great at delivering the course and made me feel confident to put forward my own views and opinions. It was great to speak to other teaching assistants to hear how things are done at their schools."

Attendance and Evaluation:

Number of participating schools: 7

Number of participants: 13

Participants learning:

Themes	Overall rating out of 5
Planning and Preparation	4.5
Facilitation of Programme	4.5
Outcomes and Impact	4.4

Comments included;

"Ensuring that I am modelling and following the teachers planning, open questioning encouraging independent learners."

"I feel I'll be asking the children a lot more in-depth questions when in the classroom and have an understanding of how to reach all children whatever ability."

"I will use the Blooms Buttons to assist with questioning whilst supporting the children. It's made me focus more on which factors are the most important to support children's learning."

"I'm more aware of my role within the classroom."

APPENDICES:

APPENDIX 1

External Evaluation

Deputy and Assistant Headteacher Programme and Subject Leaders Programme

APPENDIX 2

Learners First Mid-Point Review Summary and Final Review Summary

APPENDIX 3

Times Tables Follow up visit case studies to follow