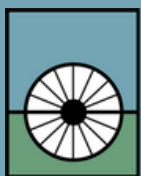




CPD OFFER 2024/25 IMPACT REPORT

Together, Barnsley schools become
a part of something more.





INTRODUCTION

Barnsley Schools Alliance demonstrate a commitment to professional development by investing in a series of opportunities to wrap around the regional offer from our local Teaching School Hub 'Exchange Teaching Hub'. We are proud to say that our offer has once again been co-constructed through consultation with the CPD/Networking Working Party. It is research informed, drawing upon the latest guidance from the Education Endowment Foundation and all opportunities are aligned to the DFE's CPD standards. It continues to be inclusive of all schools in Barnsley whether they are part of a multi academy trust or are a local authority-maintained school.

We have also collated an array of opportunities available to Barnsley schools from a range of partner organisations including our regional Curriculum Hubs into our digital brochure with the aim of ensuring all professional development opportunities are visible and easy for school leaders to locate. Together, Barnsley schools become part of something more.

HEADLINE DATA

We are delighted to share that the offer;

Engaged over 96.25% of Barnsley Primary schools.

Only 3 schools did not access the offer. All if these are part of multi-academy trusts and therefore are likely to access professional development internally.

Was attended by approx. 488 Delegates

We provided 29 individual session (*Delegates may be double-counted if they attended multiple programmes)

Provided consistently high-quality sessions.

Delegates are asked to anonymously evaluate each session, the average rate for sessions was 4.66 out of 5. Sessions were described as *'Always incredibly useful and reassuring'*, and *'Thank you. Really informative, rich CPD that supports reflection.'*

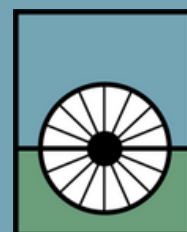
Increased delegates new knowledge, skills and/or understanding.

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 +103.47 net promotor score post-delivery.

* (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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HEADS DRB BRIEFINGS

PROGRAMME DATA

Programme Description:

These termly briefings are provided by DRB Schools and Academies Services Limited to ensure headteachers are fully updated with the latest information from the Department for Education, the ESFA, Ofqual and Ofsted. Delegates hear the latest advice on Assessment, Government issues, Funding, Leadership, Early Years, Teaching, Pupils' personal development and Inspection updates.

Designed and facilitated by: DRB Schools and Academies Services Limited

Attendance, evaluation and participants learning:

Session	Number of participants	Number of schools	Overall programme rating /5
1	36	32	4.88
2	28	26	4.86
3	24	20	4.88

Comments included:

"Superb as ever"

"Always incredibly useful and reassuring."

"The knowledge from all the latest documents - I know the important info without spending the time reading"

"Excellent information - these sessions are incredibly informative for school leaders."

"A very useful service and would be missed if lost."

"Love the style of presentation"

"Please continue to deliver these sessions they are so valuable, engaging and more importantly support my wellbeing as important information is shared and saves me so much time - thank you"

NEW TO HEADSHIP/ ASPIRING HEADS

PROGRAMME DATA

Programme Description:

This was a bespoke programme designed to support delegates to fulfil the Head teacher Standards. There were opportunities to examine research, network across schools and trusts, develop peer support and have one to one follow up school visits.

Designed and facilitated by: Gerry Foster-Wilson and Chloe Lawson, Every Child Matters Academy Trust

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools	Overall programme rating /5	Change in KSU*
1	12	11	4.88	+119
2	6	6	4.86	+79
3	10	8	4.75	+113

Comments included:

"In addition to the training and documentation shared- calendars so useful-the opportunity to network with other new heads experiencing similar challenges has been supportive as well as developmental. Thank you! "

"Gerry is engaging and entertaining as always and makes content relevant and easy to digest"

"These sessions are as good for well-being as they are for professional development! Thank you"

"Thank you- the program has been so valuable, developmental and supportive."

"A brilliant and insightful course that has helped me immensely to reflect and grow in confidence"

"Just thank you. Really inspiring and supportive. Feel really lucky to have this opportunity and feel better equipped with a good support network to tackle it."

GETTING WRITING RIGHT IN YEAR 6

PROGRAMME DATA

Programme Description:

This bespoke programme provided an opportunity to develop staff knowledge and confidence around writing. It was designed by the LA Moderation Team (who are all current school practitioners) based on feedback from Barnsley schools and the analysis of writing moderation in 2023 and 2024.

What does effective teaching and learning look like in Year 6? The day focused on the expectations for writing at the end of Key Stage 2. It gave teachers clarity and understanding of the moderation process, the standards for the end of Year 6 and evidence informed content that allowed them to 'hit the ground running'.

Designed and facilitated by: Georgina Fletcher, LA Moderation Manager

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools	Overall programme rating /5	Change in KSU*
1	54	42	4.8	+85

Comments included:

"Great time of the year for this session. Clear content. Well balanced."

"Excellent delivery and engaging session. Real purpose and use to apply in school"

"Georgina, Rachel and Hannah were great. They imparted their information, knowledge and experience in a clear way making the best use of the time we had"

"Well delivered. Clear and concise. Good balance of input and opportunity to reflect and share ideas "

"A really interesting and helpful course. Thank you so much."

THE WRITING PROGRAMME

PROGRAMME DATA

Programme Description:

The themed sessions were aimed at teachers from all year groups. Some were a repeat of the sessions delivered last academic year for those who were unable to access them. Others were designed as a 'building upon' session for teachers who attended last year and wish to develop their understanding of the standards in different year groups and improve outcomes at GDS. Sessions were booked individually or as a series.

Designed and facilitated by: LA Moderation Team

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools	Overall programme rating /5	Change in KSU*
1	14	11	4.75	+145
2	9	9	4.8	+151
3	9	9	4.56	+150
4	20	17	4.8	+162
5	20	16	4.27	+143
6	14	12	4.67	+159
7	15	12	4.58	+141
8	13	7	4.62	+156

Comments included:

"Great session. All the writing training has been incredibly useful. Thank you."

"I found the training very informative and well delivered. I look forward to implementation!"

"We are hoping a copy of the presentation is shared, as we found this CPD very useful and engaging."

"Great session. I learnt so much which I am eager to implement in school."

"Excellent and interesting speakers and very friendly too"

"Fabulous session so informative"

"Thank you - made me think and write!"

SUBJECT NETWORKS

PROGRAMME DATA

Programme Description:

Our Subject Champions are experienced and effective subject leaders of History, Geography and Science from across Barnsley primary schools and academies. Our Subject Champions planned and delivered evidenced based subject network meetings aimed at both subject leaders and teachers.

The sessions focused on research informed practice in each subject to improve the subject knowledge and pedagogical understanding of both subject leaders and Teachers.

Designed and facilitated by: Subject Champions

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools	Overall programme rating /5	Change in KSU*
Autumn Term Subject Networks	43	33	3.47	+143
Spring Term Subject Networks	33	17	3.71	+140

Comments included:

"Great presentation and venue"

"Making links to prior learning withing the year/age phase and also Enabling children higher up school to make links with prior learning from EYFS.."

"Overview of Science progression"

"Questions to ask early years teachers when doing subject observations"

"Knowing where the children come from to ensure progression through into KS1"

EMBEDDING ORACY THROUGHOUT SCHOOL: LIFE, LEARNING AND THE EARLY YEARS

PROGRAMME DATA

Programme Description:

This five-day oracy training was an essential professional development opportunity for primary school leaders designed to build the skills and knowledge needed to implement a whole-school approach to oracy. Across the course, leaders explored research-based evidence on the impact of oracy on academic achievement, social confidence and emotional well-being. Beginning with an introduction to oracy curriculum intent and expectations for each year group, participants gained a clear understanding of how to develop a purposeful oracy framework for their school.

Each session built progressively, focusing on the three key pillars - Talk in the Early Years, Talk for Life and Talk for Learning - ensuring leaders were equipped with practical strategies to improve language development, emotional literacy and communication skills in every phase. The course concluded with a tailored planning session where leaders created a personalised, actionable oracy implementation plan to embed long-term improvements in their school. This comprehensive CPD programme empowered leaders to foster a culture where every child is given the language skills they need to succeed academically, socially and emotionally.

Designed and facilitated by: Filippa England & Georgina Fletcher, Every Child Matters Academy Trust, Rachel Knox, Gawber Primary School and Jeni Lowre, HCAT

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools	Overall programme rating /5
1	84	49	4.87
2	95	51	4.87
3	71	47	4.94
4	71	46	4.93
5	68	43	4.86

Day 1	Percentage of delegates who agree or strongly agree
The session developed my understanding of raising the profile of Oracy in school	99% (82% strongly)
The session developed my understanding of the importance of why Oracy is a whole school responsibility	98% (83% strongly)
The session provided me with resources that will be useful to share in my setting	98% (87% strongly)
The session provided me with opportunities for discussion and personal reflection	100% (85% strongly)
The content, activities and facilitators supported my learning well	100% (82% strongly)

Day 2	Percentage of delegates who agree or strongly agree
The session developed my understanding of the importance of prioritising communication and language in the early years.	100% (87% strongly)
The session developed my knowledge and understanding of high-quality adult interactions.	100% (89% strongly)
The session provided me with knowledge and resources to upskill adults in high-quality interactions within our provision.	100% (91% strongly)
The session improved my knowledge and understanding of the importance of explicit and implicit teaching of vocabulary and language.	100% (80% strongly)
The session provided me with the knowledge and resources needed to support other adults to explicitly and implicitly teach vocabulary and language.	100% (84% strongly)
The session provided me with opportunities for discussion and personal reflection.	100% (87% strongly)
The content, activities and facilitators supported my learning well.	100% (84% strongly)

Day 3	Percentage of delegates who agree or strongly agree
The session developed my understanding of the importance of prioritising emotional literacy	100% (94% strongly)
The session developed my knowledge and understanding of how inner voice and <u>self belief</u> contribute <u>self esteem</u> .	100% (91% strongly)
The session provided me with knowledge and resources to upskill adults in teaching strategies to positively impact upon self-talk.	100% (85% strongly)
The session improved my knowledge and understanding of the importance of explicitly teaching <u>self regulation</u> strategies.	100% (91% strongly)
The session provided me with the knowledge and resources needed to support other adults to explicitly teach <u>self regulation</u> .	100% (85% strongly)
The session provided me with the knowledge and resources to develop opportunities for children to engage in Talk for Life.	100% (94% strongly)
The session provided me with opportunities for discussion and personal reflection.	100% (76% strongly)
The content, activities and facilitators supported my learning well.	100% (94% strongly)

Day 4	Percentage of delegates who agree or strongly agree
The session developed my understanding of the importance of prioritising vocabulary.	100% (88% strongly)
The session developed my knowledge and understanding of embedding oracy across the curriculum.	100% (91% strongly)
The session provided me with knowledge and resources to upskill adults in getting the balance of teacher talk and child talk accurate.	100% (81% strongly)
The session improved my knowledge and understanding of the importance of explicitly teaching ways to talk.	100% (74% strongly)
The session provided me with the knowledge and resources needed to support other adults to use talk strategies in the classroom.	100% (74% strongly)
The session provided me with the knowledge and resources to develop opportunities for children to engage in Talk for Learning.	100% (81% strongly)
The session provided me with opportunities for discussion and personal reflection.	100% (78% strongly)
The content, activities and facilitators supported my learning well.	97% (84% strongly)

Comments included:

"Amazing session. Thank you for such a great session. This joint way of working between schools and sharing resources is so unbelievably helpful to ensure we are all doing the same thing and offering children the same opportunities."

"Thank you for all the resources, this is going to make an impact on implementing it, without the massive workload added as you have provided it all!"

"Highly informative. Excellent delivery, knowledgeable and approachable colleagues thank you very much"

"Very helpful and we are excited to develop our practice across school."

"Very interested in assessment/ tracking - have discussed with Phillipa- serious food for thought as effective tracking/ assessment will help raise profile of oracy with all stakeholders"

"Very helpful and lots to reflect on with leaders and staff"

"Thank you for raising the profile of such an important life skill. As an EYFS practitioner I appreciate and understand it but many colleagues don't but will do as a result of CPD using your course materials."

"Thank you. Really informative, rich CPD that supports reflection."

"Fabulous children at Gawber! Really interesting speakers. Thank you."

"The best day so far. Worked really well to deepen our own understanding by 'doing' the activities or seeing them in practice."

AN EVIDENCE-INFORMED APPROACH TO MEETING THE NEEDS OF PUPILS RECEIVING SEND SUPPORT PROGRAMME DATA

Programme Description:

Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. Yet nationally we know that the attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.

'An evidence-informed approach to meeting the needs of pupils with SEND support' was an extended, bespoke leadership programme which has been designed by The Exchange Research School for Barnsley schools in response to specific, local challenges. It gave an overview of some of the key 'best bets' for improving special educational provision and to explore a range of practical evidence informed approaches. The programme focused specifically on those pupils receiving SEND support. The programme focused essentially on exploring powerful, adaptive teaching strategies and understanding the needs of individual pupils to ensure that teachers weave these strategies into every day, high-quality classroom practice. Schools considered the effective use of SEND support plans to inform planning and teaching, including exploring the principles of cognitive science and how pupils acquire and retain information.

In addition, school leaders explored what effective leadership of SEND looks like and the way in which staff should work together to take collective responsibility. The programme included the importance of accurate, early identification and robust monitoring.

Attendance, evaluation and participants learning:

Session	Number of delegates	Number of schools
1	91	54
2	94	58
3	84	52

- The session developed my understanding of the key features of effective implementation: 96% agree or strongly agree (64% strongly).
- The session supported me in developing an implementation plan: 98% agree or strongly agree (64% strongly).
- The content, activities and facilitators supported my learning well: 93% agree or strongly agree (70% strongly).
- 98% of participants rating the programme overall as 4 or 5 star (66% as 5 star).

Comments included:

"Thank you for some very useful and informative sessions with really inspiring speaking."

"Excellent facilitators and leaders."

"Thank you- what an opportunity for Barnsley's teaching profession and our young people."

GREATER DEPTH IN MATHS OPEN HOUSE EVENTS

PROGRAMME DATA

Programme Description:

Four schools selected for their exceptional outcomes at Greater Depth in Maths by the end of KS2, shared their best practices by hosting 'open house' events designed to support individual professional development needs.

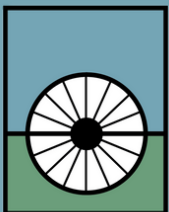
Attendance, evaluation and participants learning:

Number of participating schools: 16

Number of participants: 21



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BECOME PART
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MORE.



TYKES
TEACHING
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BARNSELY SCHOOLS' ALLIANCE

STRONGER TOGETHER TO IMPROVE EDUCATION

Support • Challenge • Inspire