



Federation News November 2018

**Incorporating the
Annual Report
2017 – 2018**

SLF Annual Report 2017-18 Newsletter November 2018

Directors and Institutions, 2017-18

Mr A Lund, Appleby Grammar School

(CHAIRPERSON: 2017-18)

Dr P Williams, Cartmel Priory School

(CHAIRPERSON: 2018-19)

Mr W Bancroft, Dallam School *(to 31/5/18)*

Mr N Whittle, Dallam School *(from 1/6/18)*

Mr P Blackburn, John Ruskin School

Mr G Wilkinson, Kendal College *(to 31/5/18)*

Mr K Nash, Kendal College *(from 1/6/18)*

Mr P Hyman, Kirkbie Kendal School

Mr G Hartley, Kirkby Stephen Grammar School

(From 1/9/17)

Mr A Cunningham, The Lakes School

Mr C Clarke, Queen Elizabeth School

Miss C O'Neill, Queen Elizabeth School

(From 1/9/17)

Mrs A Semple, QES-Studio School *(from 1/9/17)*

(VICE-CHAIR: 2018-19)

Mr D Hinton, Sandgate School *(from 1/9/17)*

Ms S Campbell, Settlebeck School *(from 1/9/17)*

Ms K Fox, University of Cumbria

Members and Institutions, 2017-18

Mark Williams, Appleby Grammar School

Dorothy Lownds, Cartmel *(CHAIRPERSON)*

Alan Gerrard, Dallam School

John Murray, John Ruskin School

Naomi Brown, Kirkbie Kendal School

Barbara Dowson, Kirkby Stephen Grammar School

Bill Smith, The Lakes School

Ty Power, Queen Elizabeth School

Myles Ripley, Settlebeck

Introductory remarks from Mr A Lund:

SLF Chair 2017-18

It has been a pleasure and privilege to Chair the SLF in 2017-18. Federation schools are united by their commitment to high educational standards and an ethos which values each and every student as an individual. Our federation structure also allows each member school to maintain its history, traditions and individuality whilst contributing to a greater whole and the strength that comes from partnership.

The past year has seen a series of challenges for all our schools including budgetary constraints, curriculum and assessment changes and

maintaining high standards of pastoral care against a background of cutbacks in other public services. The fact that SLF schools continue to thrive in such a challenging environment is due to the extraordinary hard work and commitment of staff and governors who give so freely of their time. It is this bedrock of dedication that gives each student in our schools not only the chance but also the knowledge, skills and confidence to fulfil their potential.

As in previous years, Ofsted visits to our schools in 2017-18 have reaffirmed the quality and value of SLF support. I would particularly like to thank Steve Houghton and Miriam Bailey for their tireless work for the federation and through this newsletter let them both know how much Heads and their senior teams value and appreciate the support they receive. Peer reviews in particular have become a real strength of the federation's work providing a challenging and supportive evaluation of each school's work. As Heads, the feedback we receive is of a quality second to none as we know it comes from fellow professionals who are best placed to evaluate the work within our schools.

Undoubtedly the number and scale of challenges facing our schools is unlikely to diminish. Our responsibility to ensure that our students receive the best possible education is great, but it is also a challenge we relish. As school leaders it is an immense privilege to see our students achieving success, whether it be through exam success, sporting or arts achievement or overcoming a personal challenge. The strength of the SLF is that it allows us to work together to achieve these objectives and perhaps, for a moment, all of us should stop and reflect on the benefits that effective collaboration brings to our students and communities.

OfSTED Updates from William Bancroft

Four of our schools were inspected during 2017-18 with the following outcomes:

- Kirkby Stephen – Good (September 2017)
- Dallam - Good (December 2017)
- Settlebeck - Good (January 2018)
- Appleby - Requires Improvement (June 2018)
- John Ruskin School - Good (July 2018)

This was completed under the new framework, following a successful one day inspection the school was informed that OfSTED will return within two years to consider whether the school is outstanding

- Kirkbie Kendal School is the only SLF School currently awaiting inspection.
- The Studio School will not be inspected until the autumn of 2019.

A new OfSTED framework will be consulted on in the New Year for implementation in September 2019. The strong indications from HMCI Amanda Spielman are that there will be much less of a focus on data, outcomes and compliance curricula which will be welcome.

The timescale for short inspections of schools already deemed good will now be 4 years (currently 3). Outstanding schools are unlikely to be subject to re-inspection for simple reasons of finance. Once the consultation is published we will update governors.

NPQML: Report William Bancroft

The SLF has been granted the franchise for the delivery of National Professional Qualification for Middle Leaders (NPQML), a nationally accredited qualification, from The School, Students and Teachers' network (SSAT). Four SLF colleagues have trained as facilitators for the programme and on training day William Bancroft and Steve Houghton delivered the first two modules to fifteen candidates. Other deliverers are Alison Wilkinson (QES Studio), Sarah Campbell (Settlebeck) and Jo Colledge (Ingleton Primary School).

It has been agreed that the SLF will subsidise the programme for internal candidates and external candidates will pay the full fee. Fifteen internal candidates, from 7 of our schools have engaged, with one external, this year. The programme has been started on training day with the delivery of further modules scheduled throughout the year as a mixture of twilight and day-release sessions with the final modules to be delivered by October 2019. We are currently discussing the possibility of delivering a second cohort.

School to School support / School Improvement: Reports Steve Houghton

The mechanisms by which we gauge our priorities for school to school support include

- Our well-established Autumn Term peer review process with a second meeting in the Spring Term to gauge progress against priorities
- Meetings of the SLF Board comprising all Heads within our partnership
- Meetings of key strategic groups such as the data, curriculum and PD groups
- Information from our subject network leads

As might be expected the priorities for improvement vary from school to school although it is fair to say that as with the national agenda boys' performance at GCSE remains a key focus for a number of schools across our partnership.

Members may recall that in the summer term 2018 and in partnership with Lancaster University we submitted a bid for DFE funding to support our work in this area. The key focus was development of writing skills in key stages 2 and 3. Supported by research evidence from our university colleagues our premise was that boys perform less well in written tasks across the curriculum and this depresses their achievement.

Again, backed by research evidence our bid promoted training and strategies that could be proven to improve the writing skills of boys. Alas our bid was unsuccessful despite receiving favourable reviews – in fact there were no successful bids from Cumbrian Teaching Schools in this round. However not to be daunted by the mere lack of funding we are exploring as to whether we can deliver a more modest programme for our schools.

As a partnership we have invested much time and energy in diagnosing improvement priorities and have, by relying on professional generosity and goodwill, provided support from within our schools to address the issues. However for 2017 / 18 we decided to finance some additional "hands on support" for English and literacy across the curriculum for the equivalent of one day per week.

In the first instance we have focussed on support for those schools in greatest need in terms of their OFSTED grading. We have been fortunate in securing the services of Ian Walker from John Ruskin School to lead with this work. The impact of Ian's work has been universally praised to the extent that Board has agreed to fund the services of Adrian Hall, a mathematician and AHT from QES for the academic year 2018/19 to work alongside Ian. We are confident that this type of support by proven leaders and classroom practitioners is well worth the investment.

Curriculum Group

Reports Steve Houghton

Since our last newsletter we have had two meetings. In summer term 2018 we were pleased to welcome John Tarbox the Headteacher of Bowland High School to our meeting. Bowland is a medium sized 11-16 school in a rural area of Lancashire which has consistently achieved good progress outcomes for young people as well as being judged an outstanding school by OFSTED.

In addition to sharing good practice from within our partnership it's always a good idea to get an external perspective on things. John gave the group an insight into curriculum design and school improvement initiatives that have made a positive impact in terms of teaching and learning and outcomes for young people. A number of colleagues expressed an interest in visiting Bowland and this is something we are planning for Spring Term 2019. In addition we have offered reciprocal visits to our schools for John and his colleagues.

In the autumn term 2018 meeting we shared improvement priorities emerging from our summer term examinations and strategies that are already under way to address these priorities.

In addition we explored the implications for curriculum design emerging from OFSTED proposals to launch a new framework from September 2019 which if they come to fruition will place less emphasis on "outcomes" as a performance measure. For forthcoming meetings the group would like to

- Re-visit some primary school classrooms with a view to making better connectives between the primary and secondary curriculum / teaching and learning
- Invite a Head, external to our partnership, to talk about school improvement strategies that have impacted positively on outcomes for young people.
- Explore the potential for supporting literacy across the curriculum strategies
- Complete an audit of KS 3 provision (RAG rated with evidence)
- Visit the QES Studio School

Governor Training: Reports Miriam Bailey

In May 2018, Phil Houghton of QES led a comprehensive session on how to interpret the IDSR which has succeeded the Raiseonline data

reporting by the Department for Education. Governors worked on a generic version of the document that they could use to interpret their own school's data.

Governing bodies were asked to submit their skills' audits to inform future training. While only a few were submitted, data analysis had been an area identified for support. Inspections were also identified and this has been addressed in the past.

Subject Networks / Training Day:

Reports Miriam Bailey

We continue to support the development of subject and thematic networks through termly meetings and agreed release time negotiated with Headteachers. We are extremely grateful to subject leads for giving time to facilitate these cross-partnership meetings all of whom already have a demanding work load within their home schools. In total we currently have 14 subject networks with requests for additional areas to be incorporated: Careers and Personal, Health, Social and Citizenship Education leads also now meeting within the schedule.

Subject networks met on our annual training day to which were added some additional training opportunities including approach strategies for Pathological Demand Avoidance Syndrome and 'Promoting Positive Behaviour for learners with a range of needs including Autism, Asperger Syndrome, PDA and ADHD', facilitated by an external speaker, Andrew Whitehouse who is a long-standing friend of the SLF. Officially about 130 colleagues attended our area wide events with many others taking advantage of the day to meet informally.

Groups met at a range of locations including Queen Elizabeth, Kirkbie Kendal, The Lakes School, Settlebeck and John Ruskin Schools.

Inclusion Advocates: Reports Miriam Bailey

The Inclusion Advocates group is comprised mainly of deputy and assistant head teachers, school based education welfare staff, representatives from Cumbria LA and our local Pupil Referral Unit in Barrow. Inclusion Advocates meet at least once a half term, usually monthly.

The main purpose of the group is to:

1. Agree school places for 'hard to place' pupils such as the permanently excluded or those who have been out of education for some time.
2. Consider applications from schools for a student placement at the Pupil Referral Unit, (PRU), in Barrow.
3. Consider strategies for managing those at risk of exclusion.
4. Agree managed moves of students at risk of permanent exclusion between the Federation schools.
5. Disseminate best practice in inclusion.

This group plays an active role in ensuring that young people can access their educational entitlement. There is very little funding for alternative provision (there is only one SLF alternative provision course running which is an Art course) for a small group of young people which schools pay for if they use it.

During the course of the last academic year, staff from the PRU have offered a six week Outdoor Education course as alternative provision. This has taken place on one day per week and a small group (maximum 6) of young people have been led through a range of outdoor education activities. Those who have participated have clearly derived enjoyment and success from the programme; the idea is that if young people are given the opportunity to engage and enjoy something, they will be able to 'take this with them' into the school setting. Most reports about students' engagement and attitude in school have been positive. The SLF are grateful to the PRU for providing this facility and have worked with Inclusion Advocates to ensure its success.

In the last academic year (2017-18), nineteen young people (of which four were reintegrated from the PRU) from both the local area and outside the county, were accommodated in South Lakes schools through the Fair Access Protocol.

During the course of the academic year eight students have been dual-registered between their home school and the PRU. The original intention of PRU provision was to offer short-term intervention to improve behaviour so a student could return to school full-time. Unfortunately the increase in permanent exclusions has meant that most of the SLF allocation (9 full-time) of PRU places, are taken up by those students. At the time of writing there

are no dual-registered students and the SLF are using 8.5 of their allocation.

Just two young people had a successful supported transition from one local school to another through a managed move.

Pastoral and Safeguarding Group: Reports Miriam Bailey

This group meets regularly after the Inclusion Advocates' meeting. The purpose of the group is to disseminate best practice and strategic planning in the SLF relating to pastoral support.

Schools carry a range of responsibilities regarding child protection and pastoral issues which include the Prevent agenda, child sexual exploitation and a vast range of safeguarding matters. This group provides an opportunity to share feedback from courses and conferences, new and developing information that schools must be aware of and ready to action as well as good practice. Every opportunity is taken to invite colleagues from other agencies to share their knowledge and experience with the group.

In 2017-18 there was a visit from Applied Theatre in Cumbria (ATiC) which is funded by the SLDC. They took feedback from colleagues on material that might be used in a production and in the spring of 2018 they staged a highly regarded play called 'Ruby' which addressed mental health issues in young people. Colleagues who have attended conferences and training have also reported back to the group.

The Targeted Youth Service attended a meeting to find out how they can improve their support for schools and young people; the Head of Home and Hospital Tuition attended to clarify their procedures; Early Help paperwork has been re-formatted and colleagues shared thoughts and practice; a representative from Health attended to explain their role with schools and to introduce their website with the ten pathways which focus on 5 key areas. Other items discussed have been Child Sexual Exploitation, behaviour management plans, raising awareness about: possible training opportunities for colleagues; new practitioners offering services to support schools; new Apps and social media which could adversely affect young people's lives.

This is a strong group who offer a great deal of mutual support and are an outstanding example of SLF collaboration; it is a privilege to work with them.

Initial Teacher Education (ITE):

Reports Jane Henderson

Whilst we continue to work closely with the University of Cumbria core PGCE trainees, SLF Schools are extending their providers and have recently been approached by other universities and the Ripley TSA SCITT to support placements opportunities for the 2017-18 cohort. This will be an interesting development for future years and brings with it the possibility of working more effectively across our local TS alliances. Many of our staff involved with ITT have the expertise to support the delivery of an up-to-date, relevant curriculum for all our trainees. Being able to take part in their delivery again would be the goal for so many.

Two of SLF Lead Mentors have completed portfolio submissions and have been awarded the University of Cumbria's QLMS Mentor Training Award. A SLF representative is now a member of the moderation panel for this Award at the University and this is a QA opportunity for mentoring support in all our SLF and cross alliance schools. We hope to promote this opportunity for others as a Professional Award in SLF schools in the future and are encouraging others to submit similar portfolios in the light of future developments in ITT.

SLF Schools are committed to training the type of teachers schools want to employ. SLF staff value and support trainees at all stages of their training as the expert practitioners and outstanding mentors they are and are aware that future developments will need to support the in-school training opportunities once again. We hope that next year we can extend these skills once again to prospective teachers new to our profession.

Provision for Newly Qualified and Recently Qualified Teachers (NQT/RQT):

Reports Jane Henderson

The development of the SLF NQTs induction and support programme remains one of the most useful professional development tools for new staff in our schools and it has now been extended to include all our RQTs. We know that the first few years of teaching brings with it many teething problems and are committed to creating a bespoke programme of

PD and with the best quality guidance and support for those new to our schools.

This term, 14 NQTs have newly registered with us as an appropriate body. Once again in November, we will be holding a Conference event designed to support the NQTs' school induction. Lead staff from primary and secondary schools from SLRP and the SLF will use a cross-phase delivery to work with our newest recruits to SLF schools. Developing these insets further, RQTs at the end of the last academic year were offered the opportunity to take part in the RQT Inset Programme. The programme design was as a result of canvassing our RQTs about what their early years in the professional might best support them with. The programme offered RQTs the chance to find out more about differentiation in the classroom by taking part in a learning walk and supported professional dialogue at Kirkbie Kendal School; the chance to extend their CASE Technique and HOTS (Higher Order Thinking Skills) with a session developing question skills and techniques run by Rachel Mallett from John Ruskin Schools and strategies for workload balance when various techniques and sharing of ideas to help with increasing demands were explored together with Ian Walker and Jane Henderson.

The SLF Induction programme continues to follow the principle that a formal structure is vital in ensuring that the support needed is available for all during their school induction. During our half termly meetings, we are extending inset opportunity for staff to focus more closely on those skills needed to make induction effective for all working with our NQTs and now our RQTs. Working together to meet the challenges of teacher retention and build capacity in SLF schools, our NQT and RQT programme brings together expertise from established teachers aiming to improve and share their classroom teaching skills and quality experiences with those new to the profession.

Concluding remarks from William Bancroft:

From September 2018 until August 2019 SLF staffing is as follows:

Executive Officer: (3 days) William Bancroft.

This role now includes some of the functions undertaken by previous Executive Officers, including facilitation of Board and Executive meetings but also some of the functions of the Director of Quality and development. These include managing the trios for 6 of our schools (Cartmel,

John Ruskin, Kirkbie Kendal, Kirkby Stephen and Settlebeck), some school to school support, leadership and delivery of NPQML.

For the coming year there will also be responsibility for Training Day. The role was created as a stop gap measure to accommodate the wishes of Steve and Miriam to reduce their hours and following two unsuccessful attempts to find a full or part time Director of Quality and Development.



Inclusion Officer: (1 day) Miriam Bailey.

Miriam continues to manage Inclusion Advocates and has responsibility for the subject groups. In addition she leads the Pastoral and Safeguarding groups and is co-lead of the CPD group. Miriam is also the link with the PRU in Barrow and serves on their Management Committee. Miriam was the Executive Officer from 2015 to 2018.

Training Officer: (ad hoc) Jane Henderson.

Jane leads on our links with Initial Teacher Training providers such as the University of Cumbria. She also leads on NQT assessment through The Teaching School. Jane heads up the Special Educational Needs and Careers groups

**Director of Quality & Development:
(1 day funded from the Teaching School)**

Steve Houghton is now employed via QES not SLF, he is also employed 1 day per week by the South Lakes Rural Partnership of primary schools as their Executive Officer).

Steve leads on the school improvement function of SLF working with schools in a category and delivering bids for additional funding. He runs the trios for QE Studio, The Lakes School, Appleby and Dallam. His role was originally full time and Steve has scaled back in preparation for retirement.

Finance Officer: (2 days) Sarah Platt

Sarah runs our accounts and undertakes a number of other important administrative roles. She plays a key part in the co-ordination of our activities including training day.

The future

Currently heads are discussing what the SLF's needs will be moving forward and how these can best be staffed. We will report further on this at the spring meeting.