

## IMPROVING LIVES SELECT COMMISSION

**Venue:** Town Hall, Moorgate  
Street, ROTHERHAM.  
S60 2TH

**Date:** Tuesday, 24th April, 2018

**Time:** 5.30 p.m.

### A G E N D A

**There will be a pre-briefing for all members of the Improving Lives Select Commission at 4.00 p.m.**

1. To consider whether the press and public should be excluded from the meeting during consideration of any part of the agenda.
2. To determine any item(s) the Chairperson is of the opinion should be considered later in the agenda as a matter of urgency.
3. Apologies for absence.
4. Declarations of Interest.
5. Questions from members of the public and the press.
6. Communications.
7. Minutes of the previous meeting held on 13th March, 2018 (Pages 1 - 10)
8. 2017 Education Performance Outcomes (Pages 11 - 150)
9. OFSTED Single Inspection Framework Recommendations (Pages 151 - 159)
10. Date and time of the next meeting - Tuesday 5 June 2018 at 5.30 pm

#### **Improving Lives Select Commission membership:-**

Chair – Councillor Clark  
Vice-Chair – Councillor Cusworth

Councillors Beaumont, Brookes, Cooksey, Elliot, Fenwick-Green, Hague, Ireland, Jarvis, Khan, Marles Marriott, Pitchley, Senior, Short, Julie Turner and Tweed (18).

Co-opted members:- Ms. Jones (Voluntary Sector Consortium), Mrs. Clough (ROPF: Rotherham Older Peoples Forum) for agenda items relating to older peoples' issues.

*Sharon Kemp.*

Sharon Kemp,  
Chief Executive.

**IMPROVING LIVES SELECT COMMISSION**  
**13th March, 2018**

Present:- Councillor Clark (in the Chair); Councillors Beaumont, Brookes, Cooksey, Cusworth, Elliot, Fenwick-Green, Jarvis, Khan, Pitchley, Senior and Short.

Councillors Watson and Steele were in attendance at the invitation of the Chair.

Apologies for absence were received from Councillors Hague, Marles and Marriott.

The webcast of the Council Meeting can be viewed at:-

<https://rotherham.public-i.tv/core/portal/home>

**116.       DECLARATIONS OF INTEREST**

There were no Declarations of Interest made at the meeting.

**117.       QUESTIONS FROM MEMBERS OF THE PUBLIC AND THE PRESS**

There were no members of the public present at the meeting. The Member of the press present did not wish to ask any questions.

**118.       COMMUNICATIONS**

Councillor Cusworth gave the following updates:-

**Performance Sub-Group**

The Performance Sub-Group had met with officers the previous week to discuss Safeguarding, performance data and how it was captured, benchmarked and monitored. A further meeting would be held to consider Early Help performance data.

**Corporate Parenting Panel**

An update had been circulated to Select Commission Members.

**119.       MINUTES OF THE PREVIOUS MEETING HELD ON 23RD JANUARY, 2018**

Consideration was given to the minutes of the previous meeting of the Improving Lives Select Commission, held on 23<sup>rd</sup> January, 2018, and matters arising from those minutes.

Further to Minute No. 109(2) (Adult Learning), it was noted that a spotlight review had taken place. A report would be submitted to the April meeting.

Further to Minute No. 109(3) (MASH Visit), it was noted that not all Members of the Select Commission had been able to take part in the visit. Consideration should be given to holding a further visit in the new Municipal Year.

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Further to Minute No. 110(4) (Domestic Abuse Update), it was noted that the Chair had been interviewed as part of the Peer Review.

Resolved:- That the minutes of the previous meeting of the Improving Lives Select Commission held on 23<sup>rd</sup> January, 2018, be approved for signature by the Chairman.

**120. CHILD AND YOUNG PERSON FRIENDLY BOROUGH 2018-2025**

Shokat Lal, Assistant Chief Executive, gave the following powerpoint presentation:-

“For Rotherham to be a great place to grow up in; where children, young people and their families have fun and enjoy living, learning and working”

Why are we doing this?

- Ambition to become a child friendly borough – result of CSE report and Council’s Fresh Start Improvement Plan
- The Council wanting to improve the Borough for all children and young people – not just focusing on ‘Children’s Services’

Our Approach

- Established a local Child Friendly Board providing governance and help steer the work. This ensured:
  - Local leaders were engaged: Elected Members, Chief Executives and Senior Managers
  - Partners were engaged who already work with children and young people:
    - Voluntary and community sector
    - Health, Police and Education

Our Approach

- Children and young people engaged from the start
- Ensured it was not ‘adult-led’ but children and young people had their voices heard and acted on
- Feeding this into everything we do in the Council
- Influencing other partners

Who we spoke to

- We spoke to around 4,000 children and young people using a range of methodologies:-
  - Attending meetings (Youth Cabinet/Youth Parliament)
  - Events and activities led by young people
  - Embassy for Reimagining Rotherham consultation and manifesto
  - Online survey
  - Lifestyle survey for schools
  - Rotherham Show

What children, young people and their families told us

- Children and young people feel positive and proud of where they live
- Enjoy opportunities to be with friends and family and celebrate their cultural diversity
- Enjoy what was on offer – just wanted to have a bit more “fun”!
- Adults much more likely to be negative, critical and concerned about diversity and lack of things to do

Reimagining Rotherham Project – The Reimagined Rotherham Town Plan

- Park – everyone should be able to go to the park to relax or get active
- Art – an arts centre would show off the town’s talent as well as how cultural Rotherham is
- Museum – help people learn about things in an enjoyable way
- Cinema – watching films helps you be more imaginative
- Café – we would like a café where people can gain work experience

Four Themes for ‘Child Friendly Rotherham’

- Analysis of all consultation and CF Board workshop highlighted 4 themes:-
  - A vibrant borough with age-appropriate, fun things to do
  - Places in Rotherham to be safe, clean and welcoming
  - All children and young people have a voice and are listened to
  - Opportunities to bring together and celebrate Rotherham’s diverse communities

‘Our Rotherham’: Achieving the ambition to be a Child and Young Person Friendly Borough 2017-2025

- Using consultation responses and event the board and young people co-produced an action plan
- Plan for 2018-2025 in line with other key strategies and plans
- CF Board identified champions for each theme

‘Child Friendly Rotherham’ already in action

- Young people influencing town centre masterplan
- Influenced ambition to be Children’s Capital of Culture 2025
- Influencing policy and strategic agendas e.g. Safer Rotherham Partnership and Building Stronger Communities Forum
- Continuing to work with the Different but Equal Board and Grimm & co as key partners
- Community journalist project and ‘Our Rotherham’ website <https://www.ourrotherham.com>
- Programme of workshops/events being developed throughout the year

What Next

- Continue to use this initiative to influence everything we do always asking “what is the impact on children and young people?”
- Ensure co-production and meaningful engagement is the norm

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- Not just focusing on what children and young people want but using their influence to make Rotherham great for all ages
- Where can you contribute to the agenda?

Discussion ensued with the following issues raised/clarified:-

- Acknowledgement that there was a risk of over reliance on consulting the same young people and community groups from existing forums which may lead to an in-built bias in responses. An example of how this was being addressed was the Different but Equal Board; work had been undertaken to ensure that the views of a wide range of children and young people were represented. It was recognised that, because of age or circumstances, some young people would only be involved for a limited period of time, therefore, it was important that as many children and young people were given an opportunity to participate and contribute. Methods of consulting had include an online survey and use of some of the voluntary sector groups to widen participation
- With regard to the right balance of engaging young people and children on their own terms, lessons were being learnt on how this engagement should take place and how those discussions were facilitated with the use of the experts e.g. Children's Services, the Different but Equal Board, Grimm & Co. and Defeye Creative & Co.
- The consultation had taken place with children and young people from 6-16+ years with 4,000 participants. The views of a 7 year old would differ hugely from a 13 year old so mindful that when consulting/engaging it was across the whole range to ensure that different views were captured
- The 4 key themes within the plan had been broken down into issues that were more relevant to particular groups for consultation purposes
- The online survey had asked questions with regard to race, age and gender for which there were statistics available. The consultation was also supplemented with other engagement such as the Lifestyle Survey which highlighted issues around health and wellbeing
- The resident survey had revealed that adults were more negative and critical about the areas where they lived; that had not been put to children and young people
- The consultation on the Reimagining Rotherham Town Plan had taken place in the pop up shop in the Town Centre where young people had come in and talked about what they would like to see. It had been an open question about how they would develop Rotherham Town Centre

- It was believed that, in terms of some of the work that had been carried out so far, some of the most difficult to reach young people and children had been involved
- From a Council point of view, it was felt that the Child Friendly Borough Board had the correct representation i.e. Assistant Directors, Heads of Service and Children and Young People's Services and there was a good level of commitment. The same applied to the voluntary sector. Work was taking place through the Rotherham Together Partnership in terms of having decision makers on the Board from SYP, CCG, Hospitals, Fire Service, College etc. Representation had not been pursued until it was felt that there were examples of good practice. The clearly defined action plan would help organisation develop their own work and show exactly what being child friendly was and how it sat alongside the work of their organisation. The Rotherham Together Partnership was very well represented, supportive and hugely committed to Rotherham as a whole and the challenge of making the Borough child friendly
- It was clear that the young people celebrated diversity and felt that there was no place where they could meet children of different backgrounds and spend time with them. The Town Centre was not seen as a place where they could come and do that. The Reimagining Rotherham work had looked at how this could be addressed
- One of the big differences between the Reimagining Rotherham consultation with children and young people and the adult consultation on the Rotherham Town Centre Master Plan had been that the adult consultation spoke about the retail offer and shops. The children and young people responses differed from this focusing more on the availability of leisure activities. This had been used to influence the Town Centre Master Plan in terms of leisure, entertainment and places to meet and talk rather than just shop
- Leeds had engaged 750 child friendly city ambassadors from the business and voluntary sector. However, there was a high level of support resource required in terms of training, activity and managing it. In Rotherham there were the Rotherham Pioneers; discussions were to take place as to whether some of the child friendly work could be embedded within their work
- Quite a number of the children and young people were on the Child Friendly Board which met on a quarterly basis at Grimm & Co. That membership would continually change. They would receive feedback on consultation, how things had changed and work through the different agencies

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- Activities were planned with local town centre businesses about engaging young people. There had been some activity with other groups with regard to business sponsorship in the town centre but the Council had not necessarily actively led on it
- Work was underway to link Reimagining Rotherham into neighbourhood working and other Council priorities. The 4 key themes were now clear and based on what children and young people had said. The Directorates, through their Service Planning process, now needed to think about what their priorities would be for the next financial year and how they could build in the child friendly work and the 4 key themes. The Overview and Scrutiny Management Board would receive quarterly monitoring reports and would have the opportunity to question what Service was doing in relation to child friendly borough

Shokat was thanked for his presentation.

Resolved:- (1) That the presentation be noted.

(2) That a workshop be held in 6 months on the Child and Young Person Friendly Borough action plan.

(3) That Strategic Directors be invited to Select Commission meetings to discuss what work their Directorate was undertaking to make Rotherham a Child Friendly Borough.

**121. ALTERNATIVE MANAGEMENT ARRANGEMENTS FOR CHILDREN'S SERVICES**

It was noted that the actions for the implementation of recommendations from the Select Commission's cross-party review group on the range of Alternative Management Arrangements (AMAs) for Children's Services had been considered by the Cabinet and Commissioners meeting held on 19<sup>th</sup> February, 2018 (Minute No. 109 refers) and also at the meeting of the Council held on 28<sup>th</sup> February, 2018 (Minute No. 161 refers).

Appendix A of the report provided detail in respect of whether the recommendations were agreed, not agreed or deferred and, where agreed, what action would be taken, by when and who would be responsible.

Councillor Watson, Deputy Leader, stated that was an excellent example of work where Elected Members had added a lot of value to the organisation and had been really useful to the Service. He felt that the quality of the report and thought processes that had gone into it should be held up as an example to all Scrutiny work groups.

Councillor Steele endorsed the Deputy Leader's comments.



**Resolved:-** (1) That the Cabinet's response to the Scrutiny Review of Alternative Management Arrangements for Children and Young People's Services in Rotherham be approved.

(2) That the draft performance dashboard be submitted to the May meeting of the Select Commission.

(3) That the Select Commission request that the Performance Board consider submitting their reports to the Commission.

## **122. COMPLEX ABUSE PROCESSES**

Vicky Schofield, Head of Service for First Response, presented a report on the Complex Abuse procedures used within the Authority.

The procedures were used in cases where there were believed to be issues of connected, organised or multiple abuse of children. Complex Abuse investigations were governed by the same legislative principals as all other investigations of Child Abuse (Section 47, Children Act 1989 and Working Together to Safeguard Children 2015). The local authority, therefore, had a duty to investigate where there were reasonable grounds to believe that children were suffering or likely to suffer significant harm, taking all necessary action to ensure their welfare as a result.

Currently there was one large scale ongoing Complex Abuse Inquiry in Rotherham using the multi-agency procedure in place under the Rotherham Safeguarding Board. A bespoke Social Work Team had been established with connected Health, Police and Early Help colleagues. During the recent OFSTED inspection Inspectors had been impressed with the "forensic" and "tenacious" approach in place specifically identifying the quality of assessments and the impact that Social Workers were having in very challenging circumstances.

Organisational learning arising from the current inquiry had been significant; a learning review had been undertaken in parallel to the operational work in children's cases setting out specific developments in practice that go beyond the work on the particular cases.

Discussion ensued with the following issues raised/clarified:-

- There had been learning and development from the current complex abuse work being carried out including historical complex abuse inquiries in Rotherham that was multi-faceted. This included:-
  - working together across the partnership to share information and challenging each other in terms of securing the right outcomes for children
  - how to articulate the information to the South Yorkshire Court, the way in which the Service advocated in individual cases and sometimes challenged within the Court process

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- learning around the way in which the Service understood information when people had been resident in other countries and developing the processes to ensure that information was shared effectively to gain histories/backgrounds
  - some specific learning about families that may be mobile and may move around the UK/across borders to understand where the families went and not lose touch with them/identify where they had moved to
- 
- Brexit – Social Work agencies across the world had to have at some level some sharing of information and protocols. The assistance of Embassies would still be required as it was now to negotiate on the Authority's behalf. There was experience in the Social Care sector of working in non-EU countries and these principles would be applied once the UK had left the EU
  - The Service had been described by Ofsted as “tenacious” and “forensic”. The current complex abuse work could be described in that way for the work done to understand the extent of the issue, using information within the Service and proactively seeking out information and continually pressing for the best outcome for the child. A child would not be left in circumstances that the Service was not uncomfortable with
  - A real strength had been the engagement of partners
  - There were powers under the Local Safeguarding arrangements which could call agencies to account if they were not fulfilling their Safeguarding duties. The Director of Children's Services also had a statutory duty and powers to call to account agencies that were not fulfilling their duties. Neither had had to be used in Rotherham
  - The challenge for the Service was children moving across Council boundaries and ensuring that when they did move they were not lost to agencies. Work had been carried out locally to develop protocols to identify where children moved to/back into the Borough. Children who moved across internal boundaries had also been a feature of the work
  - In terms of “gaps” it was difficult to fully understand the history of children when they had not always lived in the UK as currently within the EU there was not one central place that provided all the information. That piece of work was still ongoing and trying to find a better resolution in that regard; the information could be found but it took time

- Work was taking place with the South Yorkshire Courts to ensure that when there was complex and complicated information it could be shared in such a way that enabled the right decisions to be made. However, it had to be balanced against a person's Human Rights and the right of privacy as well as the need to share information about numerous people in Court proceedings
- It was not known what effect the General Data Protection Regulation (GDPR) would have when working across countries and boundaries with regard to the sharing of information. Currently the Service was able to utilise the local legislation to enable the protection of children and, until tested in law, the change would not be known
- The Team was a relatively small team and very well supported given the area of work it was dealing with. They had additional input from Advance Practitioners in Children's Social Care
- Social Workers were supervised regularly through scrutiny of performance on a fortnightly basis with the supervision also quality assured
- The Principal Social Worker role was also utilised. This was a Social Worker who did not have management responsibility but was of sufficient seniority to raise issues with the workforce. It was an important role in terms of helping to make sure Social Workers were able to escalate if they felt any stresses and strains. Sickness absence was monitored and continuing to reduce
- There was a culture of sharing information and staff across partnerships feeling comfortable to raise issues
- There was a Detailed Quality Assurance Framework within Children's Services as well a monthly programme of quality audits that look at multiple cases across the whole organisation. All managers were involved in quality assurance activities on a monthly basis as information were re-audited and the quality of audits checked. The learning from the audits was then reviewed and fed back into the Service
- On a monthly basis a Team was selected at random and an announced visit made to look at practice and, with the permission of families, sit in on cases. The Team would be revised 3 months later with the feedback
- The Service was part of a regional Peer Review. As well as the Service being reviewed it had the opportunity to look at other local authorities. It was envisaged that a Peer Review would take place at some point during the next cycle to look particularly at Looked After Children

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- Approximately 70 children had come into the care of the Authority as a result of the inquiry

Resolved:- (1) That the report be noted.

(2) That consideration be given to a further report being submitted in the new Municipal Year to include the data protection changes and any ensuing impact.

**123. DATE AND TIME OF THE NEXT MEETING**

Resolved:- That a further meeting be held on Tuesday, 24<sup>th</sup> April, 2018, commencing at 5.30 p.m.

<b>ROTHERHAM BOROUGH COUNCIL – REPORT TO MEMBERS</b>
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<b>1.</b>	<b>Meeting:</b>	Improving Lives Select Commission
<b>2.</b>	<b>Date:</b>	Tuesday 24 <sup>th</sup> April 2018
<b>3.</b>	<b>Title:</b>	2017 Education Performance Outcomes (All Wards)
<b>4.</b>	<b>Directorate:</b>	Children's and Young People's Services

## 5. Summary

- 5.1 The purpose of the report is to present an overview of the educational outcomes of children and young people in primary, secondary schools and academies in Rotherham for the academic year ending in the summer of 2017 in comparison to national averages for the same period of time.
- 5.2 The Department for Education (DfE) made significant changes in the Key Stage 1 (KS1) Teacher Assessment (TA), Key Stage 2 (KS2) TA and Test Outcomes and Key Stage 4 (KS4) and Key Stage 5 (KS5) Examinations in 2016 and further changes in KS4 and KS5 in 2017. Therefore, it is not possible to make comparisons to historical data prior to 2016 at KS1 and KS2 and prior to 2017 for the majority of the thresholds at KS4 and KS5.

### Rotherham Schools and Academies – Overview (at 1<sup>st</sup> January 2018)

#### Total number of schools and settings

Type of School/Setting	Number	LA-maintained	Academy
Nursery Schools	3	3	-
Infant Schools	10	7	3
Junior Schools	9	5	4
Primary Schools	76	27	49
Secondary Schools	16	2	14
Special Schools	6	3	3
Pupil Referral Units	2	2	-
<b>Total</b>	<b>122</b>	<b>49</b>	<b>73</b>

#### Summary of Outcomes

- 5.3 Performance in the **Early Years Foundation Stage Profile (EYFSP)** for a 'Good Level of Development' (GLD) has continued to rise and is, again, above the national average. This is an established trend.
- 5.4 2017 GLD outcomes are ranked joint 1<sup>st</sup> compared against Rotherham LA statistical neighbours (11 LAs) and joint 2<sup>nd</sup> compared against other LAs in the Yorkshire and Humber region (15 LAs).
- 5.5 In **Phonics**, the percentage of pupils passing the phonics screening check in year 1 has increased annually up to 2016 but remained static in 2017. National averages also remained static in 2017. The gap to the national average has remained at 2% in 2017.

- 5.6 2017 year 1 outcomes are ranked joint 5<sup>th</sup> compared against our statistical neighbours and joint 7<sup>th</sup> compared against other LAs in the Yorkshire and Humber region.
- 5.7 In **KS1**, 64.0% of pupils met the expected standard (EXS+) in reading, writing and mathematics (R,W&M) combined in 2017, compared to 59.8% in 2016. Rotherham has improved by 4.2% and is just above the national average.
- 5.8 In the greater depth standard (GDS) for R,W&M combined at **KS1**, Rotherham has improved by 3.3% to 12.2%; this is 1.3% above the national average.
- 5.9 In 2017, the KS1 R,W&M combined indicator is ranked 4<sup>th</sup> at the EXS+ and 3<sup>rd</sup> at GDS against other LAs in the Yorkshire and Humber region.
- 5.10 In **KS2**, 61% of pupils met the EXS+ in R,W&M combined in 2017, compared to 53.9% in 2016. Rotherham has improved by 7.1% and is in line with the national average.
- 5.11 In the higher standard (HS) for R,W&M combined at **KS2**, Rotherham improved by 2.7% to 7.1%; this is 1.5% below the national average.
- 5.12 In 2017, the KS2 R,W&M combined indicator is ranked 3<sup>rd</sup> at the EXS+ and joint 5<sup>th</sup> at the HS compared against our statistical neighbours and is ranked joint 2<sup>nd</sup> at the EXS+ and 7<sup>th</sup> at the HS compared against other LAs in the Yorkshire and Humber region.
- 5.13 At **KS4**, the average Attainment 8 score has decreased by 3.8 points to 45.0 in 2017. National averages have decreased by 3.7 points to 46.4 (state-funded i.e. LA maintained schools, academies and free schools) and 3.9 points to 44.6 (all schools including the independent sector). The LA average is 0.4 points above the national average (all schools) and 1.4 points below the national average (state-funded schools).
- 5.14 In 2017, the Progress 8 score is +0.06; this is 0.09 above the national average (state-funded) score of -0.03. The Progress 8 score is only calculated at a national level for state-funded schools.
- 5.15 In 2017, the Progress 8 measure is ranked 2<sup>nd</sup> compared against our statistical neighbours and ranked 5<sup>th</sup> compared against other LAs in the Yorkshire and Humber region.
- 5.16 At **KS5**, the overall LA 'A' Level or equivalent pass rate (A\*- E grades) was 98.9% in 2017; this is 0.3% above 2016 results. The national pass rate remains at 98.1%, showing the Rotherham LA average is 0.8% above the national average.

## **6. Recommendations**

- 6.1 It is recommended that the contents of this report are noted to ensure that Scrutiny Panel is fully informed of the latest education outcomes.**

## 7. Proposals and Details

### 2017 Education Performance Outcomes

#### School Ofsted Inspections

7.1 The proportion of pupils attending a good or better Rotherham school is 82.2% as at January 2018 compared to 66% in August 2012. The latest comparison to the national average is 88% as at August 2017. The gap to the national average is 5.8%.

The proportion of Rotherham schools judged as good or better is 84.2% as at January 2018 compared to 66% in August 2012. This compares to the national average of 89% as at December 2017. The gap to the national average is 4.8%.

7.2 The Department for Education (DfE) academy conversion programme has a significant impact on the improvement of the aggregated Ofsted school profile for Rotherham. The first inspection for all new schools, including academies, will usually take place within three years of opening. If a convertor academy opens they retain their latest Ofsted judgement and this is reported against the school, aggregated LA and national profile until their first school inspection as an academy. When a sponsored academy opens their latest Ofsted judgement is currently removed from the school, LA and national aggregated profile. Schools with a 'requiring improvement' judgement that open as a convertor academy can retain the 'requiring improvement' judgement for up to five years if they were due an inspection at the time of conversion.

#### Early Years Foundation Stage Profile (EYFSP)

7.3 From 2013 to 2017 Rotherham has achieved better than nationally for a 'good level of development' (GLD), with an upward trajectory each year.

7.4 Rotherham's performance for a GLD has improved from 70.4% in 2016 to 72.1% in 2017. **The Rotherham average is 1.4% above the national average of 70.7% in 2017.**

7.5 The Average Total Points (ATPS) measure has remained static for the last three years at 34.4 points and is 0.1 points below the national average.

7.6 2017 GLD outcomes are ranked joint 1<sup>st</sup> compared against our statistical neighbours (11 LAs) and joint 2<sup>nd</sup> compared against other LAs in the Yorkshire and Humber region (15 LAs).

#### Rotherham LA and the National Average Trend for GLD

	2014 % GLD	2015 % GLD	2016 % GLD	2017 % GLD
Rotherham LA	62.2	67.4	70.4	72.1
National Average	60.3	66.3	69.3	70.7
Rotherham / National Gap	+1.9	+1.1	+1.1	+1.4

### EYFSP Statistical Neighbour Comparison 2017

The following table shows the percentage of pupils achieving a GLD for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender gap and ranked by the overall percentage of pupils achieving a GLD.

Local Authority	% achieving a Good Level of Development				Rank all Pupils
	All	Girls	Boys	Gender Gap	% GLD
Barnsley	68.5	77.6	59.4	18.2	8
Doncaster	70.2	76.3	64.3	12.0	4
Dudley	65.4	72.1	59.0	13.1	11
North East Lincolnshire	70.8	77.1	64.8	12.3	3
North Lincolnshire	72.1	78.2	66.4	11.8	1
Redcar and Cleveland	68.8	77.8	60.6	17.2	7
<b>Rotherham</b>	<b>72.1</b>	<b>78.7</b>	<b>65.7</b>	<b>13.0</b>	<b>1</b>
Tameside	66.0	73.2	59.1	14.1	10
Telford and Wrekin	69.7	76.6	63.2	13.4	5
Wakefield	67.7	75.9	60.3	15.6	9
Wigan	69.3	77.1	61.8	15.3	6
<b>Yorkshire and Humber</b>	<b>68.8</b>	<b>75.9</b>	<b>61.9</b>	<b>14.0</b>	
<b>National Average</b>	<b>70.7</b>	<b>77.7</b>	<b>64.0</b>	<b>13.7</b>	
Sheffield	69.8	76.6	63.2	13.4	

### Gender

7.7 In 2017, the percentage of girls achieving a GLD was 78.7% (an increase of 0.6% from 2016) compared to 65.7% boys (an increase of 2.5% from 2016). Nationally, the percentage of girls achieving a GLD was 77.7% (an increase of 0.9% from 2016) compared to 64.0% boys (an increase of 1.9% from 2016). The gap in achievement of a GLD between girls and boys continues to be prevalent, but following a focus on improving boys' outcomes in the 2016/17 academic year, this gap has narrowed from 14.9% in 2016 to 13% in 2017. This is also lower than the 2017 national gender gap of 13.7%.

### Free School Meals (FSM)

7.8 In 2017, the number of pupils eligible for FSM was 503 (14.8% of the cohort). The percentage of pupils eligible for FSM achieving a GLD was 57% (a decrease of 1% from 2016) compared to non-FSM at 75% (an increase of 3% from 2016). Nationally, the percentage of pupils eligible for FSM achieving a GLD was 56% (an increase of 2% from 2016) compared to non-FSM at 73% (also an increase of 1% from 2016). Outcomes for Rotherham FSM pupils were 1% above the national average; the gap between FSM and non FSM pupils in Rotherham has increased from 14% in 2016 to 18% in 2017; this is 1% above the national gap in 2017.



## Ethnicity

7.9 The following table shows the percentage of pupils achieving a GLD compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2015	2016	2017	2015	2016	2017
All Pupils	67.4	70.4	72.1	66.3	69.3	70.7
White British	69.3 (2730)	73.2 (2710)	74.1 (2773)	69.0	72.0	73.0
Asian Pakistani	61.1 (208)	67.7 (201)	71.0 (224)	58.0	62.0	64.0
Gypsy / Roma	7.0 (44)	7.0 (43)	20.0 (48)	24.0	26.0	31.0

7.10 The percentage of White British and Asian Pakistani pupils achieving a GLD in Rotherham has increased each year and is above the national average. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 13% in 2017 but remains below the national average.

## Early Years: Areas for Improvement / Priorities

7.11 A key priority is to further reduce the attainment gap between FSM and non-FSM pupils, especially boys.

7.12 To further reduce the attainment gap between boys and girls.

## Key Actions

7.13 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.14 To continue our drive to narrow the attainment gap between boys and girls by continuing to engage schools and Early Years settings in the '*Improving Outcomes for Boys in the EYFS*' project. Cohort 1 will continue the work developed in 2016/17. Cohort 2 was established September 2017 and a third cohort will start in September 2018. A bid for additional funding to extend the project has been submitted to the Education Endowment Foundation (EEF) and an outcome is expected in the summer term 2018.

7.15 New developments for 2018 include 'Early Engagement of boys in pre-school provision', aimed at changing practice and developing learning opportunities which ensure boys are engaged in their learning as early as possible. Additional to this will be 'Developing provision to meeting the needs of the 2 year olds'. This is aimed at narrowing the gap between FSM and non-FSM children.

7.16 Developing links with the South Yorkshire Futures which is aimed at increasing social mobility and specifically focuses on the under 5's provision. The project will consider additional professional development needed in the sector for both PVI and schools.

7.17 In addition to the 'Boy Projects' we are also trying to make 'engaging/supporting boys' a feature within existing training and network meetings. Each of the 3 EYFS Foundation Leaders Network Meetings will feature 'top tips' for working with boys and an input about engaging boys in writing and 'Expressive Arts and Design'.

7.18 During outreach visits with providers we are also highlighting LA priorities related to the improvement in boys' attainment and other target groups like those in receipt of Early Years Pupil Premium funding.

## Key Stage 1

### Phonics

- 7.19 In Rotherham, the percentage of pupils passing the phonics screening check has increased annually up to 2016 but remained static in 2017. National averages also remained static in 2017.
- 7.20 79% of pupils in year 1 achieved the standard mark in the national phonics screening check in 2017; this compares to the national average of 81%. The gap to the national average remains at 2% below.
- 7.21 91% of pupils met the expected standard of phonics decoding by the end of year 2 in 2017; this compares to the national average of 92%. The gap to the national average is 1% below.
- 7.22 2017 year 1 outcomes are ranked joint 5<sup>th</sup> compared against our statistical neighbour comparison (11 LAs) and joint 7<sup>th</sup> compared against other LA's in the Yorkshire and Humber region (15 LAs).

### Rotherham LA and National Average Trend – Percentage of pupils who met the expected standard in the phonics screening check in Year 1

	2014	2015	2016	2017
Rotherham LA %	69.0	74.4	79.0	79.0
National Average %	74.0	77.0	81.0	81.0
Roth / Nat Gap %	-5.0	-2.6	-2.0	-2.0

### Year 1 Phonics Statistical Neighbour Comparison

The following table shows the percentage of pupils who met the expected standard in phonics for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender gap and ranked by the overall percentage of pupils meeting the expected standard.

Local Authority	All %	Girls %	Boys %	Gender Gap %	Rank of All Pupils
Barnsley	78.0	84.0	73.0	11.0	9
Doncaster	78.0	83.0	74.0	9.0	9
Dudley	79.0	83.0	75.0	8.0	5
North East Lincolnshire	79.0	83.0	76.0	7.0	5
North Lincolnshire	80.0	86.0	75.0	11.0	4
Redcar and Cleveland	81.0	85.0	78.0	7.0	3
<b>Rotherham</b>	<b>79.0</b>	<b>83.0</b>	<b>75.0</b>	<b>8.0</b>	<b>5</b>
Tameside	79.0	84.0	74.0	10.0	5
Telford and Wrekin	83.0	87.0	78.0	9.0	1
Wakefield	78.0	82.0	74.0	8.0	9
Wigan	83.0	88.0	79.0	9.0	1
<b>Yorkshire and Humber</b>	<b>79.0</b>	<b>83.0</b>	<b>75.0</b>	<b>8.0</b>	
<b>National Average</b>	<b>81.0</b>	<b>85.0</b>	<b>78.0</b>	<b>7.0</b>	
Sheffield	77.0	81.0	73.0	8.0	

### Gender

- 7.23 82.8% of girls (decrease of 0.6% from 2016) and 75.1% of boys (an increase of 0.8% from 2016) achieved the standard mark in year 1 in 2017. This compares

to the national average for girls of 85% and boys 78%. The gender gap in Rotherham reduced by 1.0% to 8.0% and is just above the national gap of 7.0% in 2017. The proportion of girls meeting the expected standard is 2% below the national average and boys is 3% below the national average.

### Free School Meals

7.24 The number of pupils in the year 1 cohort eligible for FSM was 605 (18.1% of the cohort). The percentage of pupils eligible for FSM achieving the standard mark decreased by 2% to 65% from 2016 to 2017. This compares to the national average that decreased by 1% to 68% from 2016 to 2017. The gap between FSM and non-FSM pupils in Rotherham is 17.0% and has remained static; (boys gap – 21%, girls gap 13%). The national average gap is 16.0% an increase of 2% (boys gap – 17%, girls gap 13%).

### Ethnicity

7.25 The following table shows the percentage of pupils in year 1 meeting the required standard in the phonics screening check compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %			National %		
	2015	2016	2017	2015	2016	2017
All Pupils	74.5 (3335)	79.0 (3424)	78.8 (3341)	77.0	81.0	81.0
White British	76.2 (2726)	79.8 (2802)	80.3 (2712)	77.0	81.0	81.0
Asian Pakistani	77.7 (206)	79.9 (214)	84.1 (208)	76.0	81.0	81.0
Gypsy / Roma	8.8 (57)	23.0 (48)	23.3 (43)	32.0	37.0	39.0

7.26 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils meeting the required standard in Rotherham has increased each year. Asian Pakistani pupils were above the national average in 2015, 2016 and 2017. The percentage of Gypsy / Roma pupils achieving a GLD has increased by 14% from 2015 to 2017 but remains below the national average.

### Phonics: Areas for Improvement / Priorities

7.27 Continue to increase the percentage of pupils achieving the required national standard in phonics, in order to meet or exceed the national average

7.28 To accelerate the rate of progress in phonics, especially boys, and those eligible for free school meals / pupil premium funding.

### Key Actions

7.29 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.30 Teaching and Learning Consultant support including: bespoke training in schools, school based workshops to support parents/carers to help their child to use phonics to decode, central training for Teaching Assistants (TAs), new to the phonics screen check training, phonics reviews and support for the phonic leads, foster carer training.

7.31 A Targeted Support Workshop with a focus on phonics was held during the Autumn Term 2017. Consistently high performing schools and those that have improved significantly are invited to deliver short “best practice” workshops to other schools. These professional learning conversations are organised in a

carousel so that invited schools hear from all of the presenters. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop. NB We have been holding these workshops since 2014 focused on performance areas where the LA average has been below the national average. We have the data over time that demonstrates that these workshops help schools to make significant improvements in these targeted areas of performance the following year and that these improvements are sustained over time.

## Key Stage 1 Teacher Assessment

### 7.32 Rotherham LA Average 2017 (expected standard)

- 64.0% of pupils met the expected standard in reading, writing and mathematics (R,W&M) combined, compared to 59.8% last year **(increased by 4.2%)**
- 73.3% of pupils met the expected standard in reading, compared to 70.9% last year **(increased by 2.4%)**
- 68.6% of pupils met the expected standard in writing, compared to 64.9% last year **(increased by 3.7%)**
- 74.7% of pupils met the expected standard in mathematics, compared to 71.3% last year **(increased by 3.4%)**.

### 7.33 National Average 2017 (expected standard)

- 63.7% of pupils met the expected standard in R,W&M combined, compared to 60.3% last year **(increased by 3.4%)**
- 75.5% of pupils met the expected standard in reading, compared to 74% last year **(increased by 1.5%)**
- 68.2% of pupils met the expected standard in writing, compared to 65.5% last year **(increased by 2.7%)**
- 75.1% of pupils met the expected standard in mathematics, compared to 72.6% last year **(increased by 2.5%)**.
- Rotherham is above or in line with the national average at the expected standard (EXS+) in writing, mathematics and R,W&M combined and below the national average at the EXS+ in reading.

### 7.34 Rotherham LA Average 2017 (greater depth)

- 12.2% of pupils met the greater depth standard in R,W&M combined, compared to 8.9% last year **(increased by 3.3%)**
- 25.5% of pupils met the greater depth standard in reading, compared to 21.7% last year **(increased by 3.8%)**
- 16.9% of pupils met the greater depth standard in writing, compared to 12.3% last year **(increased by 4.6%)**
- 22.5% of pupils met the greater depth standard in mathematics, compared to 17.2% last year **(increased by 5.3%)**.

### 7.35 National Average 2017 (greater depth)

- 10.9% of pupils met the greater depth standard in R,W&M combined, compared to 8.9% last year **(increased by 2%)**

- 25.2% of pupils met the greater depth standard in reading, compared to 23.6% last year (**increased by 1.6%**)
  - 15.6% of pupils met the greater depth standard in writing, compared to 13.3% last year (**increased by 2.3%**)
  - 20.5% of pupils met the greater depth standard in mathematics, compared to 17.8% last year (**increased by 2.7%**).
- Rotherham is above the national average at the greater depth (GDS) standard in all subjects in 2017.

### Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and GDS in the R,W&M combined measure at the end of KS1

	R,W&M EXS+ %			R,W&M GDS %		
	2016	2017	16/17 Diff	2016	2017	16/17 Diff
Rotherham LA	59.8	64.0	+4.2	8.9	12.2	+3.3
National Average	60.3	63.7	+3.4	8.9	10.9	+2.0
Roth / Nat Gap	-0.5	+0.3	+0.8	0	+1.3	+1.3

7.36 In 2017, the KS1 R,W&M combined indicator is ranked 4<sup>th</sup> at the EXS+ and above and 3<sup>rd</sup> at GDS against other LAs in the Yorkshire and Humber region (15 LAs). The statistical neighbour comparison table isn't available for the end of KS1 teacher assessment outcomes as the DfE does not publish the R,W&M combined measure in their statistical release.

### Gender

7.37 Attainment over time shows that girls continue to outperform boys. This follows a similar gender trend to the national average. The gap between boys and girls working at the EXS+ in the R,W&M combined measure is 11.4%, this is 0.6% above the national average gap. The widest gap at both LA and national levels is in writing. Girls in Rotherham are above the national average in all subjects at GDS including the R,W&M combined measure.

Gender Comparison	R,W&M		Reading		Writing		Mathematics	
	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS	% EXS+	% GDS
<b>2017</b>								
<b>National</b>								
Boys National Average	58.4	9.2	71.4	21.7	61.5	11.4	73.9	22.2
Girls National Average	69.2	12.8	79.9	28.9	75.2	20.1	76.3	18.7
<b>Gender Gap</b>	<b>10.8</b>	<b>3.6</b>	<b>8.5</b>	<b>7.2</b>	<b>13.7</b>	<b>8.7</b>	<b>2.4</b>	<b>-3.5</b>
<b>LA</b>								
Boys LA Average	58.3	10.2	69	21.4	62.2	12.3	73.3	24
Girls LA Average	69.7	14.3	77.7	29.5	75.1	21.5	76.2	21
<b>Gender Gap</b>	<b>11.4</b>	<b>4.1</b>	<b>8.7</b>	<b>8.1</b>	<b>12.9</b>	<b>9.2</b>	<b>2.9</b>	<b>-3</b>
Nat / LA Boy Diff	-0.1	1	-2.4	-0.3	0.7	0.9	-0.6	1.8
Nat / LA Girls Diff	0.5	1.5	-2.2	0.6	-0.1	1.4	-0.1	2.3

### Disadvantaged Pupils

7.38 28.4% of the cohort were identified as disadvantaged pupils (please see Appendix 1 for definition) in 2017. The performance of disadvantaged pupils working at the EXS+ in the R,W&M combined measure was 49.3% compared to non-disadvantaged pupils at 69.8%; the gap was 20.5% (an increase of 4.8% from 2016). This compares to national average gap of 18.6%, the Rotherham gap is 1.9% above than the national gap.

### The teacher assessment outcomes for disadvantaged and non-disadvantaged pupils at the end of KS1

LA Average	EXS+ 2017			GDS 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	61.1	78.3	-17.2	15.3	29.5	-14.2
Writing	55.3	74	-18.7	8	20.4	-12.4
Maths	61.4	80.1	-18.7	11.7	26.8	-15.1
R,W&M Combined	49.3	69.8	-20.5	5	15.2	-10.2
National Average	EXS+ 2017			GDS 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	62.9	79	-16.1	13.9	28.3	-14.4
Writing	54	71.9	-17.9	7.6	17.7	-10.1
Maths	62.1	78.6	-16.5	11	22.9	-11.9
R,W&M Combined	48.9	67.5	-18.6	4.8	12.5	-7.7
LA and National Average Difference						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	%Gap
Reading	-1.8	-0.7	1.1	1.4	1.2	-0.2
Writing	1.3	2.1	0.8	0.4	2.7	2.3
Maths	-0.7	1.5	2.2	0.7	3.9	3.2
R,W&M Combined	0.4	2.3	1.9	0.2	2.7	2.5

### Ethnicity

7.39 The following table shows the percentage of pupils achieving the EXS+ in R,W&M combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %		National %	
	2016	2017	2016	2017
All Pupils	59.8	64.0	60.3	63.7
White British	61.8 (2712)	65.2 (2790)	60.5	63.8
Asian Pakistani	62.6 (211)	63.3 (207)	57.0	60.9
Gypsy / Roma	2.9 (68)	9.4 (53)	16.8	19.4

7.40 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased from 2016 to 2017. White British and Asian Pakistani pupils are above their national average counterparts in 2016 and 2017. Gypsy / Roma pupils are 10% points below their national average counterparts in 2017.

### Key Stage 1 Assessment: Areas for Improvement / Priorities

7.41 Continue to improve the performance in reading at the EXS+, in order to close the gap to the national average.

7.42 Continue to improve the performance of all pupils, but especially boys and pupils eligible for pupil premium funding.

### **Key Actions**

7.43 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.44 A wide range of reading focussed CPD opportunities including:

- National Literacy Trust – Reading for Enjoyment training / Early Words Together
- Visit to the North East Region to observe best practice in reading in a number of primary schools

7.45 Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, forming partnerships with external agencies, assessment support for year 2 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in writing, school based workshops to support parents/carers when helping their child with reading and mathematics.

7.46 A Targeted Support Workshop with a focus on KS1 reading was held during the Autumn Term 2017. Consistently high performing schools or those that have improved significantly are invited to deliver short “best practice” workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop.

### **Key Stage 2**

#### **7.47 Rotherham LA Average 2017 (expected standard)**

- 61% of pupils met the expected standard in the R,W&M combined measure, compared to 53.9% last year **(increased by 7.1%)**
- 69% of pupils met the expected standard in reading, compared to 63.5% last year **(increased by 5.5%)**
- 75.9% of pupils met the expected standard in mathematics, compared to 72% last year **(increased by 3.9%)**
- 75.7% of pupils met the expected standard in grammar, punctuation and spelling (GPS) compared to 70.9% last year **(increased by 4.8%)**
- 77.3% of pupils met the expected standard in writing TA, compared to 77.7% last year **(decreased by -0.4%)**

#### **7.48 National Average 2017 (expected standard)**

- 61% of pupils met the expected standard in the R,W&M combined measure, compared to 53% last year **(increased by 8%)**
- 72% of pupils met the expected standard in reading, compared to 66% last year **(increased by 6%)**
- 74.9% of pupils met the expected standard in mathematics, compared to 69.7% last year **(increased by 5.2%)**
- 76.9% of pupils met the expected standard in GPS, compared to 72.4% last year **(increased by 4.5%)**

- 76% of pupils met the expected standard in writing TA, compared to 74% last year **(increased by 2.0%)**
- Rotherham is above the national average at the EXS+ in mathematics and writing, in line with the national average at EXS+ in R,W&M combined and below the national average at the EXS+ in reading and GPS.

#### 7.49 Rotherham LA Average 2017 (greater depth / higher)

- 7.1% of pupils met the higher standard in the R,W&M combined measure, compared to 4.4% last year **(increased by 2.7%)**
- 19.2% of pupils met the higher standard in reading, compared to 15.1% last year **(increased by 4.1%)**
- 19.6% of pupils met the higher standard in mathematics, compared to 14.7% last year **(increased by 4.9%)**
- 27.0% of pupils met the higher standard in GPS, compared to 20.1% last year **(increased by 6.9%)**
- 17.8% of pupils met the greater depth standard in writing TA, compared to 13.8% last year **(increased by 4.0%)**.

#### 7.50 National Average 2017 (greater depth / higher)

- 8.6% of pupils met the higher standard in the R,W&M combined measure, compared to 5.4% last year **(increased by 3.2%)**
  - 24.5% of pupils met the higher standard in reading, compared to 18.7% last year **(increased by 5.8%)**
  - 22.6% of pupils met the higher standard in mathematics, compared to 16.6% last year **(increased by 6%)**
  - 30.9% of pupils met the higher standard in GPS, compared to 22.5% last year **(increased by 8.4%)**
  - 17.7% of pupils met the greater depth standard in writing TA, compared to 14.7% last year **(increased by 3.0%)**.
- The gap to the national average is wider at the higher standard (HS) in reading, maths and GPS.

#### Rotherham LA and the National Average Trend – Percentage of Pupils achieving EXS+ and HS in the R,W&M combined measure at the end of KS2

	RWM EXS+ %			RWM HS %		
	2016	2017	16/17 Diff	2016	2017	16/17 Diff
Rotherham LA	53.9	61.0	7.1	4.4	7.1	2.7
National Average	53	61	8.0	5.4	8.6	3.2
Roth / Nat Gap	0.9	0	-0.9	-1	-1.5	-0.5

7.51 In 2017, the KS2 R,W&M combined indicator is ranked joint 2<sup>nd</sup> at the EXS+ and 7<sup>th</sup> at the HS compared against other LAs in the Yorkshire and Humber region (15 LAs). The KS2 R,W&M combined indicator is ranked 3<sup>rd</sup> at the EXS+ and joint 5<sup>th</sup> at the GDS / HS compared against our statistical neighbours (11 LAs).



**KS2 Statistical Neighbour comparison in 2017**

The following table shows the percentage of pupils who achieved the EXS+ and HS in R,W&M combined at the end of KS2 for each of our statistical LA neighbours with a comparison to the National average. This also includes the gender and ranked by the overall percentage of pupils meeting the EXS+.

	% EXS+ R,W&M			% HS R,W&M			% EXS+ Ranked
	All	Boys	Girls	All	Boys	Girls	All
Barnsley	59	55	64	7	6	8	6
Doncaster	54	51	57	6	5	7	11
Dudley	55	52	59	6	5	7	10
North East Lincolnshire	59	56	63	8	7	10	6
North Lincolnshire	59	56	62	7	6	9	8
Redcar and Cleveland	69	65	72	10	8	12	1
<b>Rotherham</b>	<b>61</b>	<b>56</b>	<b>66</b>	<b>7</b>	<b>6</b>	<b>8</b>	<b>3</b>
Tameside	60	56	64	7	5	9	5
Telford and Wrekin	61	58	65	9	8	11	3
Wakefield	57	51	63	7	5	9	9
Wigan	66	62	70	10	7	13	2
<b>Yorkshire and The Humber</b>	<b>58</b>	<b>54</b>	<b>62</b>	<b>7</b>	<b>6</b>	<b>9</b>	
<b>National Average</b>	<b>61</b>	<b>57</b>	<b>65</b>	<b>9</b>	<b>7</b>	<b>10</b>	
Sheffield	60	56	65	9	8	10	

**KS1-KS2 Progress Measures**

7.52 The average progress score for Rotherham LA in reading is -0.1, in writing is **+1.0 (sig+)** and in maths is **+0.7 (sig+)**. The progress measures in writing and mathematics are identified as significantly above the national average.

7.53 The KS1 prior attainment average points score (APS) for Year 6 pupils was below the national average for both boys and girls in 2017 with boys being the wider gap to their national counterpart.

	Rotherham LA APS	National APS
All Pupils	15.3	15.8
Girls	15.9	16.2
Boys	14.8	15.5

Girls progress in writing was **+1.7 (sig+)** and boys progress in mathematics was **+1.5 (sig+)** in Rotherham in 2017.

**KS2 Floor Standards**

7.54 A school will be above the floor standard if:

- 65% of pupils meet the EXS+ in R,W&M (ie achieve that standard in all three subjects) or

- The school achieves sufficient progress scores in all of reading, writing and mathematics.

The sufficient progress threshold for 2017 was reading -5.0, writing -7.0 and mathematics -5.0.

7.55 There are three Rotherham primary schools below the floor standard. One school is a sponsored academy and two schools are convertor academies. All other schools are above the floor standard.

### **KS2 Coasting Schools**

7.56 The Education and Adoption Act 2016 (the Act) allows the Secretary of State to identify and support coasting schools for the first time. A coasting school is one that over time does not support its pupils to fulfil their potential. This is based on three years' of data and the expected attainment level and average progress needed to be made by schools in 2017 is the same as in 2016.

For primary schools, the measures are:

- In 2015, fewer than 85% of pupils achieved level 4 in R,W&M and below the national median percentage of pupils achieved expected progress in all of reading, writing and mathematics, and
- In 2016, fewer than 85% of pupils achieved the EXS+ in R,W&M and average progress made by pupils was less than -2.5 in reading, -2.5 in mathematics or -3.5 in writing, and
- In 2017, fewer than 85% of pupils achieved the EXS+ in R,W&M and average progress made by pupils was less than -2.5 in reading, -2.5 in mathematics or -3.5 in writing.

Schools must meet the criteria for three consecutive years to be deemed coasting.

7.57 There are four Rotherham primary schools identified as coasting in 2017, two of which are also below the floor standard. One school is a sponsored academy, two schools are convertor academies and one school is LA maintained. Details of the process that Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance last updated in January 2018.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/676326/Updated\\_Schools\\_causing\\_concern\\_guidance\\_-\\_Jan\\_2018.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/676326/Updated_Schools_causing_concern_guidance_-_Jan_2018.pdf)

### **Gender**

7.58 This is a similar profile to KS1, girls continue to outperform boys and this follows a similar gender trend to the national average. The gap between the performance of boys and girls working at the EXS+ in the R,W&M combined measure is 10.0%; the gap is 2.0% above the national average gap.

Gender Comparison	RWM*		Reading		Writing TA		Maths	
	% EXS+	% HS	% EXS+	% HS	% EXS+	% GDS	% EXS+	% HS
<b>National</b>								
Boys	57.0	7.0	68.0	22.0	70.0	13.0	75.0	24.0
Girls	65.0	10.0	74.9	27.8	82.0	22.6	75.0	20.9
<b>Gender Gap</b>	<b>-8.0</b>	<b>-3.0</b>	<b>-6.9</b>	<b>-5.8</b>	<b>-12.0</b>	<b>-9.6</b>	<b>0.0</b>	<b>-3.1</b>
<b>LA</b>								
<b>Boys</b>	56.0	6.1	65.2	15.5	70.0	13.0	75.0	22.0
<b>Girls</b>	66.0	8.2	73.0	23.1	85.0	23.0	77.0	18.0
<b>Gender Gap</b>	<b>-10.0</b>	<b>-2.1</b>	<b>-7.8</b>	<b>-7.6</b>	<b>-15.0</b>	<b>-10.0</b>	<b>-2.0</b>	<b>4.0</b>
Nat / LA Boy Diff	-1.0	-0.9	-2.8	-6.5	0	0	0	-2.0
Nat / LA Girl Diff	1	-1.8	-1.9	-4.7	3.0	0.4	2.0	-2.9

### Disadvantaged pupils

7.59 36.6% of the cohort were identified as disadvantaged pupils in 2017. The proportion of disadvantaged pupils in Rotherham working at EXS+ in the R,W&M combined measure was 44% while the non-disadvantaged pupils was 71.0%, the gap was 27% (an increase of 5% from 2016). The proportion of disadvantaged pupils nationally working at EXS+ in the R,W&M combined measure was 48% while the non-disadvantaged pupils was 68%, the gap was 20% (a decrease of 1% from 2016). The LA gap is 7% above the national gap.

### The outcomes for disadvantaged and non-disadvantaged pupils at the end of KS2

LA Average	EXS+ 2017			GDS / Higher 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	53.8	77.8	-24	10.4	24.3	-13.9
Writing	63.7	85.1	-21.4	8.2	23.3	-15.1
Maths	60.5	84.8	-24.3	10	25.2	-15.2
R,W&M Combined	44.0	71.0	-27.0	3.0	9.5	-6.5
<b>National Average</b>						
	EXS+ 2017			GDS / Higher 2017		
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	59.1	76.8	-17.7	14	29.1	-15.1
Writing	65.3	81	-15.7	9.7	21	-11.3
Maths	62.6	79.9	-17.3	12.4	26.7	-14.3
R,W&M Combined	48.0	68.0	-20.0	3.5	10.8	-7.3
<b>LA and National Average Difference</b>						
	% Dis	% Non-Dis	% Gap	% Dis	% Non-Dis	% Gap
Reading	-5.3	1	6.3	-3.6	-4.8	-1.2
Writing	-1.6	4.1	5.7	-1.5	2.3	3.8
Maths	-2.1	4.9	7	-2.4	-1.5	0.9
R,W&M Combined	-4.0	3.0	7.0	-0.5	-1.3	-0.8

## Ethnicity

7.60 The following table shows the percentage of pupils achieving the EXS+ in reading, writing and mathematics combined compared to the national average. The number of pupils in each of the Rotherham ethnic group cohorts is shown in brackets.

	Rotherham LA %		National %	
	2016	2017	2016	2017
All Pupils	54.0	61.0	53.2	61.0
White British	55.4 (2528)	61.5 (2558)	53.6	61.5
Asian Pakistani	51.3 (228)	60.6 (221)	46.6	55.4
Gypsy / Roma	0.0 (41)	9.3 (43)	12.9	16.5

7.61 The percentage of White British, Asian Pakistani and Gypsy / Roma pupils achieving the EXS+ in R,W&M combined has increased in 2017. Asian Pakistani pupils are well above their national average counterparts in 2016 and 2017.

## Key Stage 2 Assessment: Areas for Improvement / Priorities

7.62 To continue to improve the performance of pupils in reading at the EXS+ and HS to meet or exceed the national average.

7.63 To accelerate the rate of progress for higher ability pupils to meet or exceed the national average at the HS /GDS.

7.64 To improve the performance of disadvantaged pupils at a faster rate than national.

## Key Actions

7.65 The Rotherham School Improvement Service (RoSIS) traded offer to schools (see Appendix 2 and 3) contains a range of CPD activities linked to the areas for improvement / priorities identified above.

7.66 A wide range of reading focussed CPD opportunities including:

- National Literacy Trust – Reading for Enjoyment training / Early Words Together
- KS2 Oxford University Press Impact Study

7.67 Teaching and Learning Consultant support including: bespoke training in schools for teachers and TAs around the teaching and learning of reading comprehension and mathematics, forming partnerships with external agencies, assessment support for year 6 teachers in literacy and maths, school reading and maths reviews with senior and middle leaders, writing assessment support and moderation, provision of resources (written by LA consultants) to support quality planning in writing, school based workshops to support parents/carers when helping their child with reading and mathematics.

7.68 A Targeted Support Workshop with a focus on KS2 reading and KS2 mathematics for more able pupils was held during the Autumn Term 2017. Consistently high performing schools or those that have improved significantly are invited to deliver short “best practice” workshops to other schools. Invited schools are encouraged before they leave the session that day to draw up an action plan of what they will change in their school following their attendance at the workshop.

**Key Stage 4**

- 7.69 The average Attainment 8 score has decreased by 3.8 points to 45.0. National averages have decreased by 3.7 points to 46.4 (state-funded i.e.LA maintained schools, academies and free schools) and 3.9 points to 44.6 (all schools including the independent sector). The LA average is 0.4 points above the national average (all schools) and 1.4 points below the national average (state-funded schools).
- 7.70 The Progress 8 score is +0.06; this is 0.09 above the national average (state-funded) score of -0.03. The Progress 8 score is only calculated at a national level for state-funded schools.
- 7.71 The percentage of pupils achieving grade 5 or above in English and maths is 37.1%; 2.5% below the national average (all schools) and 5.8% below the national average (state-funded schools).
- 7.72 The percentage of pupils achieving grade 4 or above in English and maths is 59.0%; 0.1% below the national average (all schools) and 5.2% below the national average (state-funded schools).
- 7.73 The percentage of pupils who achieved English Baccalaureate (Ebacc) at grade 5 or above is 14.8%; 4.9% below the national average (all schools) and 6.6% below the national average (state-funded schools).
- 7.74 The percentage of pupils who achieved Ebacc at grade 4 or above is 17.0%; 4.9% below the national average (all schools) and 6.9% below the national average (state-funded schools).
- 7.75 In 2017, the Progress 8 measure is ranked 5<sup>th</sup> compared against other LA's in the Yorkshire and Humber region and 2<sup>nd</sup> compared against our statistical neighbours.

**KS4 Statistical Neighbour comparison in 2017**

The following table shows the percentage of pupils achieving the thresholds for each of our statistical LA neighbours with a comparison to the National average. This also includes the ranking of the Progress 8 measure. (SF = State-funded)

	Att 8 Score	Eng & Maths		Ebacc		Progress 8 Score	Ranking Progress 8
		Grade 5+ %	Grade 4+%	Grade 5+ %	Grade 4+%		
Barnsley	44.0	38.8	59.7	14.8	17.0	-0.15	8
Doncaster	43.6	38.6	58.4	14.5	15.5	-0.17	10
Dudley	43.7	37.1	59.1	15.6	18.5	-0.12	5
North East Lincs	43.8	35.7	59.3	19.0	22.3	-0.02	4
North Lincolnshire	44.8	40.7	64.8	16.2	18.8	0.13	1
Redcar and Cleveland	44.0	41.7	60.5	16.2	17.5	-0.32	11
<b>Rotherham</b>	<b>45.0</b>	<b>37.1</b>	<b>59.0</b>	<b>14.8</b>	<b>17.0</b>	<b>0.06</b>	<b>2</b>
Tameside	44.8	39.3	62.3	17.8	20.4	-0.13	7
Telford and Wrekin	46.4	41.5	62.5	22.5	24.0	-0.12	5
Wakefield	45.5	42.1	63.2	18.3	20.6	0.05	3
Wigan	46.2	37.8	63.3	15.0	17.4	-0.15	8
<b>Yorks &amp; Humber</b>	<b>45.4</b>	<b>40.7</b>	<b>61.8</b>	<b>19.4</b>	<b>21.8</b>	<b>0.03</b>	
<b>National (SF)</b>	<b>46.4</b>	<b>42.9</b>	<b>64.2</b>	<b>21.4</b>	<b>23.9</b>	<b>-0.03</b>	
<b>National (All)</b>	<b>44.6</b>	<b>39.6</b>	<b>59.1</b>	<b>19.7</b>	<b>21.9</b>	.	
Sheffield	44.6	39.1	59.5	19.2	21.2	0.01	
<b>Gap Roth / Nat (SF)</b>	<b>-1.4</b>	<b>-5.8</b>	<b>-5.2</b>	<b>-6.6</b>	<b>-6.9</b>	<b>0.09</b>	
<b>Gap Roth / Nat (All)</b>	<b>0.4</b>	<b>-2.5</b>	<b>-0.1</b>	<b>-4.9</b>	<b>-4.9</b>	<b>-</b>	

### **KS4 Floor Standards**

7.76 In 2017, a school will be below the floor standard if its Progress 8 score is below -0.5, unless the confidence interval suggests that the school's underlying performance may not be below average. Nationally, 365 schools were below the DfE floor standard in 2017 - There are no Rotherham schools below the floor standard.

### **KS4 Coasting Schools**

7.77 The 'coasting' definition covers school performance over 3 years. A school is identified as coasting if:

- In 2015 had fewer than 60% of children achieving 5+ A\*-C GCSEs including English and maths, and below the median percentage of pupils making expected progress in English and maths; and
- In 2016 and 2017 the Progress 8 measure falls below -0.25.

7.78 Nationally, 271 schools meet the coasting definition in 2017 - One Rotherham secondary academy is identified as coasting. Details of the process that Regional Schools Commissioners (RSCs) follow and the factors they may consider in determining the appropriate support for schools identified as 'coasting' are set out in the published DfE Schools Causing Concern guidance.

### **Gender**

7.79 As in previous years, girls continue to perform better than boys. The gap between the performance of girls and boys achieving Attainment 8 was 4.8 points (reduced by 0.2 points from 2016). The gap in national performance (state-funded) between girls and boys achieving Attainment 8 was -5.3 points; the Rotherham gender gap is 0.5 points less than with the national gender gap.

7.80 The performance of boys and girls is well below the national average (state-funded) at grade 5+ and grade 4+ in English and maths, with the girls gap to the national average being wider than the boys gap at -6.8% grade 5+ and -6.3% grade 4+.

7.81 Rotherham LA Progress 8 measures are 0.12 above the national average for boys and 0.05 above the national average for girls. The Rotherham LA gender gap for the Progress 8 measure is 0.07 less than the National gender gap.

**Gender Comparison**

<b>Boys</b>	<b>National (SF)</b>	<b>National (All)</b>	<b>Rotherham</b>	<b>Roth / Nat (SF)</b>	<b>Roth / Nat (All)</b>
Attainment 8 Score	43.8	41.8	42.6	-1.2	0.8
Progress 8 Score	-0.24	-	-0.12	0.12	-
English & maths 5+%	39.9	36.4	35.3	-4.6	-1.1
English & maths 4+%	60.6	55.2	56.8	-3.8	1.6
Ebacc 4+%	18.8	17.1	13.3	-5.5	-3.8
<b>Girls</b>	<b>National (SF)</b>	<b>National (All)</b>	<b>Rotherham</b>	<b>Roth / Nat (SF)</b>	<b>Roth / Nat (All)</b>
Attainment 8 Score	49.1	47.6	47.4	-1.7	-0.1
Progress 8 Score	0.18	-	0.23	0.05	-
English & maths 5+%	45.9	42.9	39	-6.8	-3.8
English & maths 4+%	67.9	63.1	61.3	-6.3	-1.6
Ebacc 4+%	29.1	26.9	20.7	-8.3	-6.2
<b>Gender Gap</b>	<b>Nat (SF) Gap</b>	<b>Nat Gap (All)</b>	<b>Roth Gap</b>		
Attainment 8 Score	-5.3	-5.8	-4.8		
Progress 8 Score	-0.42	-	-0.35		
English & maths 5+ %	-6	-6.5	-3.7		
English & maths 4+ %	-7.3	-7.9	-4.5		
Ebacc 4+%	-10.3	-9.8	-7.4		

**Disadvantaged Pupils**

7.82 31% of the year 11 cohort was identified as disadvantaged pupils in 2017 (31% boys and girls). In 2017, the Attainment 8 Score for disadvantaged pupils in Rotherham was 35.4; the gap between disadvantaged pupils and non-disadvantaged pupils was 14.0 points (an increase of 1.2 points from 2016). The Attainment 8 Score for disadvantaged pupils nationally was 37.1; the gap between disadvantaged pupils and non-disadvantaged pupils was 12.8 points (an increase of 0.5 points from 2016).

7.83 The Progress 8 score for disadvantaged pupils in Rotherham was -0.25 compared to the national counterpart average (state-funded) of -0.40. The performance in Rotherham is 0.15 better than the national average.

7.84 In 2017, the Rotherham gap between disadvantaged pupils and non-disadvantaged pupils is lower than the national average gap for the Progress 8 measure, grade 5+ English and maths and Grade 5+ Ebacc and above the national average gap for the Attainment 8 score and grade 4+ English and maths.

### The outcomes for disadvantaged and non-disadvantaged pupils at the end of KS4

	2017		
LA Average	Disadvantaged	Non Disadvantaged	Gap
Attainment 8 Score	35.4	49.4	-14
Progress 8 Score	-0.25	0.20	-0.45
Grade 5+ E&M %	20.5	44.8	-24.3
Grade 4+ E&M %	38.1	68.6	-30.5
Grade 5+ Ebacc %	6.2	18.8	-12.6
	2017		
National Average	Disadvantaged	Non Disadvantaged	Gap
Attainment 8 Score	37.1	49.9	-12.8
Progress 8 Score	-0.40	0.11	-0.51
Grade 5+ E&M %	24.5	49.7	-25.2
Grade 4+ E&M %	44.5	71.5	-27
Grade 5+ Ebacc %	9.9	25.8	-15.9
	2017		
LA and National Av Diff	Disadvantaged	Non Disadvantaged	
Attainment 8 Score	-1.7	-0.5	
Progress 8 Score	0.15	0.09	
Grade 5+ E&M %	-4	-4.9	
Grade 4+ E&M %	-6.4	-2.9	
Grade 5+ Ebacc %	-3.7	-7	

### Ethnicity

7.85 The following table shows the Progress 8 measure compared to the national average. Due to the variation on the ethnic cohorts the number of pupils in each of the Rotherham ethnic groups is shown in brackets.

	Rotherham LA Score		National Score	
	2016	2017	2016	2017
All Pupils	+0.04	+0.06	-0.03	-0.03
White British	+0.02 (2866)	+0.02 (2571)	+0.11	-0.14
Asian Pakistani	+0.15 (201)	+0.07 (193)	+0.13	+0.25
Gypsy / Roma	-0.12 (48)	-0.55 (30)	-0.69	-0.82

7.86 The overall Progress 8 score is significantly above the national average in 2016 and 2017 and the Progress 8 score for Asian Pakistani pupils is significantly above the national average in 2016. The progress of Gypsy / Roma pupils is above their national average counterparts in 2016 and 2017.

### Key Stage 4: Areas for Improvement / Priorities

7.87 Improve the performance for all pupils in English and mathematics and English Baccalaureate at grade 5+ and grade 4+ to meet or exceed the national average.

7.88 Improve the performance for disadvantaged pupils eligible for pupil premium funding.



### Key Actions

- 7.89 Secondary school performance data shared at the Joint Headteachers and the Secondary Headteachers meeting.
- 7.90 Signposting secondary school leaders to relevant sections of the RoSIS Directory of Services
- 7.91 Signposting secondary schools to relevant mathematics support at no cost from the South Yorkshire Maths hub.
- 7.92 Consulting with secondary school leaders regarding the RoSIS Directory of Services and CPD brochure for 2018-19.

### Key Stage 5

- 7.93 The overall LA 'A' Level or equivalent pass rate (A\*- E grades) was 98.9%; this is 0.3% above 2016 results.

A\* - A grade - was 30.8%.

A\* - B grades – was 54.7%

A\* - C grades – was 78.4%

The national pass rate reported on the BBC news website remains at 98.1%, showing the Rotherham LA average is 0.8% above the national average.

- 7.94 The Average Points Score (APS) per entry in 2017 has remained static at 28.81. National averages have increased by 0.69 points to 31.13 from 2016-2017 (state-funded) and 0.60 points to 32.39 (all schools). The LA average is 3.58 points below the national average (all schools) and 2.32 points below the national average (state-funded schools) in 2017.

### Level 3 Attainment at the end of 16-18 Study

The following table shows the average score (APS) per entry for A level, applied general and tech levels studies for Rotherham compared to LA statistical neighbours and national averages. This also includes ranking of the A Level APS per entry.

LA	A Level <sup>1</sup>		Tech Students <sup>2</sup>		Applied General <sup>3</sup>		A Level
	APS per entry	APS as a grade	APS per entry	APS as a grade	APS per entry	APS as a grade	APS Rank
Barnsley	27.59	C-	32.16	Dist-	35.75	Dist	10
Doncaster	28.07	C-	32.15	Dist-	37.36	Dist+	9
Dudley	29.82	C	31.84	Dist-	32.78	Dist-	7
North East Lincolnshire	27.10	C-	30.73	Dist-	35.01	Dist	11
North Lincolnshire	30.43	C	32.47	Dist-	38.87	Dist+	4
Redcar and Cleveland	32.52	C+	34.13	Dist	42.32	Dist*-	2
<b>Rotherham</b>	<b>28.81</b>	<b>C</b>	<b>29.81</b>	<b>Merit+</b>	<b>34.62</b>	<b>Dist</b>	<b>8</b>
Tameside	29.89	C	34.19	Dist	38.62	Dist+	6
Telford and Wrekin	32.18	C+	27.34	Merit+	36.68	Dist+	3
Wakefield	30.10	C	30.86	Dist-	38.58	Dist+	5
Wigan	33.33	C+	34.69	Dist	37.42	Dist+	1
<b>Yorkshire &amp; Humber</b>	<b>30.25</b>	<b>C</b>	<b>31.89</b>	<b>Dist-</b>	<b>36.88</b>	<b>Dist+</b>	
<b>National (SF)</b>	<b>31.13</b>	<b>C</b>	<b>32.25</b>	<b>Dist-</b>	<b>35.69</b>	<b>Dist</b>	
<b>National</b>	<b>32.39</b>	<b>C+</b>	<b>32.26</b>	<b>Dist-</b>	<b>35.72</b>	<b>Dist</b>	
Sheffield	30.69	C	30.65	Dist-	33.45	Dist	

1. **A Level** - Covers students at the end of advanced level study who were entered for at least one A/AS level, applied single A/AS level, applied double A/AS level or combined A/AS level during 16-18 study.
2. **Tech Students** -Covers students at the end of advanced level study who were entered for at least one tech level qualification during 16-18 study
3. **Applied General** - Covers students at the end of advanced level study who were entered for at least one applied general qualification during 16-18 study.

7.95 In 2017, the A Level APS per entry is ranked 11<sup>th</sup> compared against other LAs in the Yorkshire and Humber region (15 LAs). The A Level APS is ranked 8th compared against our statistical neighbours (11 LAs).

### **Rotherham 2017/2018 Overall Priorities**

- 7.96 Improve the percentage of our good and better schools so that Rotherham meets at least the national average.
- 7.97 Reducing the gap between the achievement of pupil premium and non-pupil premium groups needs to remain high on our agenda in all phases of education.
- 7.98 In KS1 and KS2, building on the improvements made in attainment in reading in 2017, we need to secure further gains in reading at both expected and higher standards.
- 7.99 While the percentage of pupils achieving expected or above in the KS2 R,W&M combined measure was good in 2017, our performance at the higher standard is still below the national average. Boosting the performance of our more able pupils must continue to be a high priority for us all in 2017/18.
- 7.100 Improve the overall performance of our secondary schools at Key Stage 4. In particular in English, mathematics and Ebacc at grade 5+ and grade 4+.
- 7.101 Our ambition is to not only meet national averages, but to exceed them. We believe there is the drive, knowledge and feeling of shared responsibility for children across the borough to make this a reality. Although there is much to celebrate across the key stages in 2017 we are still some way off achieving our collective Rotherham Mission.
- All students making at least good progress
  - No underperforming cohorts
  - All teachers delivering at least good learning
  - All schools to moving to at least the next level of successful performance
- 7.102 There has never been a more important time to collaborate together and tap into the excellent practice across the borough and beyond in order to capitalise on the collective expertise there is available to us.

### **Overall Key Actions**

- 7.103 **Rotherham Disadvantaged Pupils Research Project in association with Kyra Research School** – This is being led by Kyra Research school; 17 Rotherham schools (primary, secondary and special phase) and staff from the RoSIS are involved in the project. A visioning session was held in December with further meetings arranged in the Spring Term 2018.
- 7.104 RoSIS is a partner in the successful bid by the Forge Teaching School to the DfE Strategic School Improvement Fund (SSIF), a grant to support schools to

improve school performance and pupil attainment. The SSIF will fund the 'Enhancing Language Acquisition' project from January 2018 to April 2019. The project will be delivered by Forge Teaching School Alliance in partnership with Bedrock Vocabulary. The project is to focus on pupils in Year 4 to Year 9; to narrow the gap between disadvantaged and non-disadvantaged pupils in language acquisition and in outcomes in reading, while improving outcomes for all learners, by improving teaching of key academic vocabulary and enhancing teaching and learning resources.

7.105 Training of 35 Rotherham Senior Leaders to undertake nationally accredited Pupil Premium Reviews in schools.

7.106 Training of a group of Rotherham Senior Leaders to undertake SEND Reviews in schools across Rotherham.

7.107 Submission of a bid in April 2018 in round 3 of the DfE's SSIF funding targeted at improving outcomes for pupils in writing in KS2 and KS3.

## **8. Finance**

8.1 There are no direct financial implications arising from this report. The 2017/18 net revenue budget for RoSIS is £437,445 plus the traded service income from schools.

## **9. Risks and Uncertainties**

9.1 Individual schools or groups of schools e.g. MATs becoming isolated and not prepared to work productively and collaboratively with other schools. A potential lack of collective buy in from school leaders could lead to further fragmentation of the local educational landscape and a decline in educational performance. There is a need for the LA to maintain or re-establish positive links and effective communication with all of Rotherham's educational providers so that all schools retain a sense of belonging to a Rotherham-wide learning community.

9.2 The level of achievement of Rotherham pupils on leaving statutory education will have a major impact on the re-generation of the area. Schools are setting challenging targets and are striving to drive up the standards of attainment for all pupils.

## **10. Policy and Performance Agenda Implications**

10.1 Children and young people start school ready to learn for life. Children, young people and their families are ready for the world of work.

## 11. Background Papers and Consultation

- **Appendix 1** – Primary and Secondary National Curriculum; this provides a detailed background to the primary and secondary curriculum and the changes in 2016 and 2017.
- **Appendix 2** – RoSIS Directory of Services 2017/2018
- **Appendix 3** – RoSIS Continuous Professional Development Brochure 2017/2018

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## Primary and Secondary National Curriculum

The National Curriculum is divided into Key Stages that children are taken through during their school life.

### Early Years Foundation Stage Profile (EYFSP)

- 1.1 The EYFSP is assessed when children reach the end of Foundation Stage (age 5) through ongoing and summative teacher assessment. Rotherham's Early Years performance in many areas relating to children's outcomes has been on an upward trajectory since 2009. The framework was revised by the Department for Education (DfE) in 2012 and due to the changes in the way children are assessed at the end of the Foundation Stage it is not possible to make comparisons between post 2013 assessments and historical data.
- 1.2 The expected level to achieve at the end of EYFS is a 'good level of development' (GLD). A pupil is defined as achieving a GLD if they achieve at least the expected level for all eight goals within the three prime areas of learning: communication and language, physical development and personal, social and emotional development, and in all four of the literacy and mathematics goals.

### Key Stage 1 (KS1)

- 1.3 KS1 is taught during Years 1 and 2 of primary school when pupils are aged between 5 and 7. This includes the phonics screening check which is administered to all children at the end of Year 1 and the end of KS1 tests which are administered throughout May; the KS1 tests are informal and usually take place in a normal classroom situation. The results inform teachers' overall assessments in English, mathematics and science, which are reported to parents and the DfE.

### Phonics Screening Check

- 1.4 This is a short assessment that was introduced in 2012 and designed to confirm whether pupils have learned phonic decoding to an appropriate standard by the age of 6. All year 1 pupils in maintained schools, academies and free schools must complete the check.
- 1.5 The phonics check will help teachers identify any children who need extra help so they can receive the support they need to improve their reading skills. These children will then be able to retake the check in year 2.
- 1.6 The standard mark is released each year after the check has been administered. It has remained 32 out of 40 from 2012 to 2017.

**2017 Education Performance Outcomes Report to DLT****End of Key Stage 1 Teacher Assessments (TA)**

- 1.7 The statutory KS1 tasks and tests in reading, writing and mathematics are designed to test children's knowledge and understanding of the associated programmes of study. They provide a snapshot of a child's attainment and help inform the final teacher assessment judgement reported for each child at the end of KS1 (Year 2, aged 7).
- 1.8 There were significant changes in KS1 TA for 2016. The levels have gone and replaced by a range of performance categories for each subject, namely reading, writing, maths and science. These are described as "*interim*" *performance categories* for 2016 and 2017. The Standards and Teaching Agency (STA) conducted an evaluation of the interim teacher assessment frameworks during Spring 2017 and made changes to the frameworks for 2017 to 2018.
- 1.9 2016 and 2017 assessments are reported as working at the expected standard (EXS+), working at greater depth (GDS), and those working lower than the expected standard - working towards the standard (WTS), has not met the expected standard (HNM), pre-key foundations for the expected standard (**PKF**), below the standard of the pre-key stage (BLW).

**Key Stage 2 (KS2)**

- 1.10 KS2 is taught during Years 3, 4, 5 and 6 of primary school when pupils are aged between 7 and 11. Programmes of study set out what teachers should cover in every subject during the Key Stage. The KS2 national curriculum tests are designed to test children's knowledge and understanding of specific elements of the KS2 programmes of study. They provide a snapshot of a child's attainment at the end of the Key Stage.
- 1.11 In 2016 and 2017, tests and teachers assessments were revised to reflect the new and more challenging curriculum. New accountability measures were introduced for the statutory assessments at the end of KS2.
- 1.12 There are still national tests at the end of KS2 in mathematics; reading; grammar, punctuation and spelling; and a teacher assessment of mathematics, reading, writing, and science. The writing TA will be reported through the new performance descriptors. The new tests have a higher expected standard. A scaled score of 100 will always represent the 'national standard'. The scaled score range is 80-120 where 80-99 is working below the expected standard and 110 or more is working at the higher standard.
- 1.13 The progress measure between KS1 and KS2 will be based on value-added in each of reading test, writing TA and mathematics test. An individual pupil's scaled scores in each area at KS2 will be compared with the scores of pupils nationally who had the same results in their assessments at KS1.

**Key Stage 4 (KS4)**

- 1.14 KS4 is taught during Years 10 and 11 of secondary school when pupils are aged between 15 and 16 and follows KS3 when pupils are in Years 7 - 9. At the end of this stage, pupils in Year 11 (usually aged 16) are normally entered for a range of external examinations. Most frequently, these are General Certificate of Secondary Education (GCSE) exams and a range of other qualifications, including National Vocational Qualifications.
- 1.15 A new secondary school accountability system was implemented in 2016. The headline accountability measures for schools from 2016 are: Attainment 8, Progress 8, Attainment in English and mathematics (A\*-C in 2016, grade 5+ and grade 4+ in English and mathematics in the 2017), and English Baccalaureate (EBacc) by entry and achievement.
- 1.16 Attainment 8 measures the average grade of a pupil across 8 subjects including English and mathematics, 3 further qualifications that count in the EBacc measure and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.
- 1.17 Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of Year 11 in secondary school. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment.
- 1.18 Pupils who took GCSEs in England in summer 2017 will have received a mixture of number and letter grades. English language, English literature and maths are the first subjects to use the new system and were reported in 2017, with most other subjects adopting numbers by 2019. Eventually all GCSEs taken in England will receive numerical grades.

**End of Key Stage 5 (KS5)**

- 1.19 KS5 is a label used to describe the two years of education for students aged 16-18, or at sixth form. This stage is the last stage of secondary education for members of sixth form.
- 1.20 The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance.

**Disadvantaged Pupils**

- 1.21 Pupils will be defined as disadvantaged if they are recorded as:
- eligible for free school meals (FSM) in the last six years
  - looked after continuously for one day or more
  - adopted from care

# Rotherham School Improvement Service

Appendix 2

# Directory of Services to Schools and Academies 2017/2018



***Rotherham School Improvement Partnership Mission***  
*all pupils making at least good progress;*  
*no underperforming cohorts;*  
*all teachers delivering at least good learning;*  
*and all schools moving to at least the next level of successful performance*



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## Introduction

Welcome to Rotherham's School Improvement Service (RoSIS) Directory for schools and academies for 2017-2018. This Directory has been developed and shaped in consultation with headteachers who show a continued commitment to a School Improvement Service that represents value for money; is steeped in developing effective partnership working practices so that no school is left behind and is responsive to your needs enabling you as system leaders to influence both content and delivery.

Once again, you will have the opportunity to work with our team of talented, experienced and quality assured RoSIS Consultant Headteachers and Teaching & Learning Consultants who provide a wide range of knowledge and expertise. In addition, for 2017-18 we will increase our Associate Headteacher/Leader workforce derived from Rotherham schools in order to provide additional capacity to elements of our offer within the Directory. This group of current school leaders all have a proven track record of securing sustainable improvements and are fully committed to our shared Rotherham mission.

In addition to the services set out in the Directory, a comprehensive Continuous Professional Development Brochure and Governors' Prospectus is again being offered as part of your subscription. In constructing this offer, we have been very mindful to align our approaches to recent guidance contained within the DfE's document 'Standards for teachers' professional development' (July 2016) which acknowledges that while professional development can take many forms, the best available research shows that the most effective professional development practices share similar characteristics. These characteristics form the standard for professional development which:

- should have a focus on improving and evaluating pupil outcomes
- should be underpinned by robust evidence and expertise
- should include collaboration and expert challenge
- should be sustained over time
- and must be prioritised by school leadership.

As well as using this standard, we have also linked our new offer to other standards i.e.

- National standards of excellence for headteachers (2015)
- Teachers' standards (2013)
- Professional standards for teaching assistants (2016)
- Competency Framework for Governance (2017).

For those schools and academies not fully subscribing to the RoSIS offer for 2017-18, there is the opportunity once again for you to purchase specific school improvement services on a 'pay-as-you-go' basis.

We look forward to continue working productively with you over the next academic year as we work together towards achieving our Rotherham School Improvement Partnership mission of:

- all pupils making at least good progress
- no underperforming cohorts
- all teachers delivering at least good learning
- and all school moving to at least the next level of successful performance.

*Del Rew*

Del Rew, Head of Education, Rotherham School Improvement Service

## Contact

Please contact Fiona Radford, Business Manager, for all queries relating to this Directory by email [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk).

## Our Principles

- is a schools-led offer based upon schools' needs as customers with purchasing power to achieve economies of scale and value for money;
- focuses on prevention rather than intervention that provides both support and challenges;
- is independent and 100% committed to the Rotherham School Improvement Partnership Mission, including the re-investing of funding from schools back into school improvement; and
- is based upon robust data analysis.

## Our Pricing and Delivery Offer

Schools can access Rotherham's School Improvement Service in two ways:

1. Subscription fee of £27 per pupil based on school's October 2016 census data – **available to Rotherham Primary Schools only**. This funding covers the period 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018 and includes access to **all** the services listed at no additional charge, unless stated.

The subscription fee also entitles you to heavily subsidised rates to other services (e.g. Headteacher Appraisal and NQTs).

2. Purchasing specific improvement services on a very competitive day delegate and/or annual fee rate depending upon the service and level of support – available to any school/academy whether based in Rotherham or not; and to any Rotherham Primary School not subscribing to the full RoSIS offer.

The services set out in the Directory are not an exhaustive list but a starting point for discussion with the Service's Consultant and Associate Headteachers to agree and plan your school improvement needs.

## Our Customer Service Promise

1. All services will be supported by an instant access online and telephone helpline available Monday to Friday 8:30am to 5pm.
2. Services will be responsive to need and agreed in discussion with RoSIS Consultant Heads to ensure a meaningful offer is developed for your school or academy.
3. There will be no limit on the number of CPD places that a school or academy subscribing to RoSIS can have.
4. All RoSIS staff will be professionally trained with appropriate qualifications and experience.
5. All RoSIS staff will be covered by the Local Authority's professional indemnity insurance, hold current DBS checks and have received the necessary safeguarding training.
6. Delivery will take place in the most appropriate setting for that school or academy.
7. All learning materials, guidance and training will be delivered in the context of up-to-date legislation and based upon robust data and/or good evidenced-based practice.
8. RoSIS weekly Circulars which are intended to provide an efficient communication tool and updates provided instantly via the RoSIS website ([www.rosis.org.uk](http://www.rosis.org.uk)) and the Twitter feed (@RotherhamSIS)

## Rockingham Professional Development Centre

**Rotherham School Improvement Service is delighted to be working in partnership with Rockingham Professional Development Centre**



Rockingham Professional Development Centre (RPDC) was established in 1984 and was initially created to provide a training base for teachers and school staff. RPDC has developed immensely into an impressive conference and meeting centre providing the finest hospitality to support learning and inspire leadership. Rooms at the Centre are available to hire for Rotherham schools and academies but also to educational providers outside of the Borough.

### Service Description

Rockingham Professional Development Centre (RPDC) provides a cost effective, efficient base for both the delivery of a central Continuous Professional Development programme and for use by schools to run their own CPD events.

We offer:

- An ideal setting for staff meetings, interviews or bespoke CPD
- Free use of equipment onsite and/or the hire of specialist equipment for use in the centre
- A comfortable break-out area
- A professional catering service
- Easy access and wheelchair friendly; Induction Loop
- Easy access from the M1, Rotherham and Sheffield
- Free parking
- Free Wi-Fi

### Cost

Room hire prices inclusive of tea/coffee

- Rockingham Hall (capacity 100)  
£250 per day
- Training Rooms (capacity 30)  
£185 per day or £25 per hour
- Meeting Room (capacity 20)  
£185 per day or £25 per hour
- Meeting Room (capacity 10)  
£185 per day or £25 per hour

Delegate Rates available from £10 per person and 10% discount on room hire for subscribing schools

### Contact

[karen.howden@rotherham.gov.uk](mailto:karen.howden@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<https://www.rosis.org.uk/rockingham-pdc>

## NEW FOR 2017-18

<b>All services are included in the subscription fee of £27 per pupil</b>	<b>Non-subscription rates are:</b>
<b>** indicates subsidised additional cost to cover external fees **</b>	
Active Rotherham and Yorkshire Sport Foundation	£500 for package or CPD events individually available at delegate rates
Anti-Bullying <i>** (2 days support included in subscription; additional days at £160 per day) **</i>	£200 per day
National Literacy Trust	£100 per school for membership £650 per person for CPD £2,000 per school/setting for EWT programme
Outstanding Teaching Assistant Programme (OTAP)	£435 + VAT per delegate (charge set by Olevi)
Partnership work with The Kyra Research School <i>** (£50 per delegate at the Autumn Term Conference) **</i>	£130 for first delegate; £100 for additional delegates at the Autumn Term Conference Research Champions Network available at delegate rates
Power of Coaching (POC)	£435 + VAT per delegate (charge set by Olevi)
Roadmap to Teaching for Mastery in Mathematics – Phase 2 The 5 Big Ideas	£360 per delegate (4 x half day programme)
Rotherham Youth Enterprise	£150 per school
School-based CPD events	Delegate rates
South Yorkshire School Business Leaders Group (SYSBL) <i>** (£50 per school) **</i>	£50 per school

## Active Rotherham and Yorkshire Sport Foundation

**Rotherham School Improvement Service is delighted to be working in partnership with Active Rotherham**

**Active**  
Rotherham

RoSIS is delighted to be working in partnership with Active Rotherham and the Yorkshire Sport Foundation in a drive to ensure sustainability and value for money for schools and academies in their use of the PE and Sport Premium funding.

With the implementation of the childhood obesity plan (sugar levy used to provide additional funds) there is an intention to increase the PE and Sport Premium which may include increased accountability measures for schools.

Schools and academies who subscribe to RoSIS will receive membership to the Youth Sport Trust which enables you to:

- Be part of an influential network receiving the latest policy and news updates
- Digital Magazine & exclusive offers and discounts
- Enjoy priority access to Youth Sport Trust programmes that bring free resources and experiences
- Priority access to Youth Sport Trust national PE and school sport annual awards
- Youth Sport Trust Quality Mark
- Learn how to get your whole school healthier and more active and receive the new Youth Sport Trust Active 30:30 Schools activation pack
- Online PE CPD access for Members School

Schools purchasing this package will receive a copy of the fully updated reference guide for everyone involved in physical education, school sport or physical activity – “Safe Practice: In Physical Education, School Sport and Physical Activity” (RRP £44.99). The book offers advice across the complete physical education curriculum to help you protect your children and yourself from potential risks. The resource contains extensive information about what is considered best practice and can provide the basis for your health and safety policy.

We will link schools to best practice delivered from the Rotherham primary schools which are designated Centres of Excellence by the Youth Sport Trust and work closely with them and Active Rotherham to provide a full CPD offer relevant for teachers in their delivery of the PE and Sport curriculum.

**Supported by the Youth Sport Trust and the Yorkshire Sport Foundation**



### Endorsement

*School sport is an imperative part of our education. It also has huge benefits outside of school and throughout a person's life. Sport within schools helps to meet the NHS guidelines of daily physical activity that is advised for children. This can be through promoting active playtimes, PE lessons or other initiatives such as the Daily Mile.*

*Children also have the opportunity to learn and develop basic skills that are transferable in many other activities and jobs for example coordination skills. If we deliver a wide range of sports, children get the opportunity to work individually, in groups and as a team. We can focus on fair play, communication and leadership skills which are again transferable to other areas of learning.*

*Ensuring that lessons are active and enjoyable creates a love for learning, which we hope will stay with the children throughout their lives, leading them to lead an active and healthy lifestyle. Many children also realise that they enjoy a sport that they hadn't previously tried.*

Headteacher, Thornhill Primary

### Cost

Included in fee for subscribers;  
£500 for access to the full package for non-subscribers or delegate rates for CPD

### Contact

[ivy.dorchester-brown@rotherham.gov.uk](mailto:ivy.dorchester-brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.activerotherham.org.uk>

<https://www.youthsporttrust.org>

### Link to Professional Standards

Teachers' standards

Part One – standards 1 – 7

## Anti-Bullying

**Rotherham School Improvement Service is delighted to be working in partnership with The Anti-Bullying Company**



Ann Foxley-Johnson runs The Anti-Bullying Company.

Ann can support your school in a variety of ways:

- Definition of Bullying workshop
- Conflict resolution workshops
- Friendship Days
- Impact of Words Workshop (which challenges the use of the phrase 'that's so gay') racism & discrimination
- Variety of challenging and interactive assemblies.
- Group work with targets or perpetrators of bullying

Ann can also help launch your Diversity week with a whole school 'Diversity Day' as well as support for training playground buddies.

Parent/carer interactive sessions and staff training for all stakeholders including teachers, teaching assistants, governors and SMSAs is also part of the menu available from The Anti-Bullying Company.

The comprehensive programme of support and training links with The Rotherham Healthy Schools Scheme as well as the new Rotherham Anti-Bullying Award that was launched in October 2016.

### Endorsement

*The impact of Ann's input is significant and can be referred to even today. She has altered the way that my children engage with each other.*

Headteacher, Canklow Woods Primary

*Her assemblies are always fun while getting a serious message across. Y6 Pupil*

*Ann provides accurate up to date knowledge whilst at the same time, recognises the valuable work schools do too! She has developed effective relationships with all staff and many of the children. We feel that Ann has really enhanced our provision, the concepts being covered are too important for this type of work to end. Schools always benefit from external support – other professionals who just bring that something different.*

Headteacher, Bramley Sunnyside Junior

### Cost

2 days of support included in fee for subscribers, additional days £160 per day; £200 per day for non-subscribers

### Contact

[theantibullyingco@gmail.com](mailto:theantibullyingco@gmail.com)

01909774718 / 07737655229

### Professional Standards

#### Teachers' standards

Part One – standards 7 & 8 and

Part Two – Personal and Professional Conduct

#### National standards of excellence for headteachers

Domain One – characteristic 2,

Domain Three – characteristic 2,

Domain Four – characteristic 2



## National Literacy Trust

**Rotherham School Improvement Service is delighted to be working in partnership with the National Literacy Trust**



### Changing life stories

The National Literacy Trust (NLT) is an independent charity that transforms lives through literacy. We share their belief that literacy is a vital element of action against poverty, and that improving reading, writing, speaking and listening skills boosts life chances and increases employability and earning potential. We are working with them on a variety of literacy projects in a drive to support schools and early years settings to deliver outstanding literacy provision. Subscribing schools and academies will have access to the NLT Network which gives members access to:

- a huge range of practical support for the classroom and library
- exciting CPD opportunities
- a forum to learn from other professionals
- discounts from the Trust and their partners

We are in negotiations to deliver their Reading for Enjoyment training in Rotherham. This 3 days CPD is spread across two terms to allow time for in-depth action research projects and the training will help delegates to:

- engage with research and understand the benefits for your pupils of reading for enjoyment
- examine a range of approaches, including choosing and using whole texts
- develop and implement an action plan for creating a community of readers in your school, involving critical reflection and evidence gathering to share with the group
- plan for embedding these successful approaches more widely across your school.

Early Words Together is another of the projects being run in Rotherham. This is a parental engagement and language development programme. Practitioners receive training and resources to help parents support their children's language development and school readiness. The programme is designed to benefit children aged two to five.

#### Evaluations

*'Just a shame it's over'*

*'Very informative, helpful and practical'*

*'This course has been inspiring. It is one of the only courses I've attended where I have come away with ideas after each session'*

*'Most useful CPD I have done'*

*'Best course I've been on'*

#### Cost

Included in the fee for subscribing schools and academies;

For non-subscribing schools and academies:

- £100 per school for membership to the National Literacy Trust;
- £650 per person for the Reading for Enjoyment CPD;
- £2,000 per school/setting for the Early Words Together programme

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.literacytrust.org.uk/>

#### Professional Standards

##### Teachers' standards

Part One – standards 1 – 6

##### National standards of excellence for headteachers

Domain Two – characteristics 2 and 3

Domain Four – characteristic 1

## Outstanding Teaching Assistant Programme (OTAP)

**Rotherham School Improvement Service is delighted to once again be working in partnership with Trent Valley Teaching School Alliance (TVSTSA) this time to offer the Outstanding Teaching Assistant Programme.**



Developed by Olevi and accredited by the NCSL, this programme has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham for the first time by a team of Olevi accredited facilitators who are also Rotherham headteachers. OTAP is for teaching assistants who are, or who have the potential to be, outstanding in their roles. It is intended to develop the potential for Teaching Assistants to have a wider impact on improving the quality of teaching and learning across the school.

### OTAP enables teaching assistants to:

- place a greater emphasis on the purpose and value of the lessons they support
- raise levels of engagement and achievement in learning
- use different methods and styles of support to challenge learners
- innovate and take risks
- have a bigger impact on the planning and assessment for the learners they support
- demonstrate a higher level understanding of teaching and learning
- be able to coach colleagues to raise performance

The programme focuses on a range of aspects of teaching and learning such as: challenge, engagement, assessment, differentiation, questioning and planning. There are facilitated practical sessions and lesson observations at the host school, with linked practical tasks back in the participant's own school to apply what they learn.

### Structure

The programme comprises of five morning sessions every two weeks. Delegates will have the opportunity to share previous experience, existing expertise and new learning with colleagues in a safe, supportive and challenging environment.

### Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation. The programme is for teaching assistants who are, or who have the potential to be, outstanding in their roles.

### Endorsement

*OTAP is designed to develop the understanding, skills and confidence of TAs or HLTAs who you have already identified as good. With high quality professional development and focused self-evaluation, they can become reflective practitioners and an outstanding asset to your team; and, with the backing of senior leadership, they can go on to disseminate their learning and promote their outstanding practice more widely amongst colleagues back in school.*

Headteacher, Kiveton Park Meadows Junior School

### Dates and Venues

#### Cohort 1 – Autumn 2017

1. Tuesday 12<sup>th</sup> September  
Kiveton Park Meadows Junior
2. Thursday 28<sup>th</sup> September  
Meadow View Primary
3. Wednesday 11<sup>th</sup> October  
Kiveton Park Meadows Junior
4. Monday 23<sup>rd</sup> October  
Meadow View Primary
5. Friday 17<sup>th</sup> November  
Kiveton Park Meadows Junior

#### Cohort 2 – Spring 2018

1. Monday 8<sup>th</sup> January
2. Tuesday 23<sup>rd</sup> January
3. Friday 9<sup>th</sup> February
4. Wednesday 21<sup>st</sup> February
5. Thursday 8<sup>th</sup> March

All sessions at Meadow View Primary

#### Cohort 3 – Summer 2018

1. Friday 20<sup>th</sup> April
2. Tuesday 1<sup>st</sup> May
3. Thursday 17<sup>th</sup> May
4. Wednesday 6<sup>th</sup> June
5. Monday 18<sup>th</sup> June

All sessions at Kiveton Park Meadows Junior

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Cost

Included in subscription for subscribers;  
£435 + VAT per delegate for non-subscribers

### Professional Standards

**Professional standards for teaching assistants**

Themes 1, 2, 3 and 4

## Partnership Work with the Kyra Research School

**Rotherham School Improvement Service is delighted to be working in partnership with the Kyra Research School and the Kyra Teaching School Alliance**



### About Kyra Research School

The Kyra Research School is part of the Kyra Teaching School Alliance, a thriving collaboration of 50+ schools in Lincolnshire. They work with all school phases and regional strategic partners. They are members of the national Research Schools network. The Kyra Research School aims to:

- **inspire engagement**, by making visible 'what works' and making it accessible to all practitioners
- **grow capacity**, through encouraging leaders and teachers at all levels to be responsible for evidence-based practice in their classroom, with support from our core practitioner team
- **identify local champions**, who will model and innovate in their schools and their clusters
- **build partnerships**, harnessing our existing networks and developing new ones across the East Midlands region and into Rotherham
- **plan for sustainability**, we will create an effective team approach, where ownership and participation levels are high and sustainability is inherent
- **be ambitious for children**, we will develop and deliver our vision of transforming the lives of the children we serve.

### Ways to get involved

- Become a research champion
- Subscribe to the monthly Kyra RS newsletter
- Invite us to speak to your staff
- Tell us about your research experience
- Write a blog or contribute to the newsletter
- Sign up for the Teacher Led Research programme
- Set up or join a reading group
- Design an innovation project

### Engagement in Rotherham

- Digital Feedback in Maths research project to be launched in the summer term 2017 with 10 Rotherham primary schools.
- Leadership Conference is planned for 17<sup>th</sup> October 2017 which will include keynote speakers Professor Steve Higgins and Alex Quigley plus a choice of workshops focussing on Effective Use of Teaching Assistants; Metacognition; Marking and Feedback; Peer Tutoring.
- Research Champions Group to be established who will model and innovate in their schools and across the partnership.
- Facilitate a research project designed to improve the academic progress of disadvantaged children through KS2.

### Endorsement

*The prospect of participating in the Digital Feedback in Maths research project is a very exciting one. At Broom Valley, we firmly believe that evidence-based research should underpin pedagogy. By working in partnership with Kyra, we will have access to a network of professionals all focused on improving outcomes for children. We believe it is a professional development opportunity too good to miss!*

Headteacher, Broom Valley Community School

### Cost

£50 per delegate at the Conference for subscribing schools;  
£130 for first delegate, £100 for additional delegates from non-subscribing schools (max. 3 places per school).  
Access to the Research Champions Network is included in the fee for subscribers, delegate rates will apply for non-subscribing schools.

### Contact

[Research@kyrateachingschool.com](mailto:Research@kyrateachingschool.com)  
<https://kyra.researchschool.org.uk>  
@Kyra.Research

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 6

#### National standards of excellence for headteachers

Domain One – characteristic 4,  
Domain Two – characteristics 2 and 3,  
Domain Four – characteristics 1 and 3

## Power of Coaching (POC)

**Rotherham School Improvement Service is delighted to once again be working in partnership with Trent Valley Teaching School Alliance (TVSTSA) to offer the Power of Coaching.**



RoSIS is delighted to offer The Power of Coaching (POC) programme. POC has been designed by the creators of the Outstanding Teacher Programme to enhance the leadership of teaching and learning through promoting effective coaching. Facilitated by our Ofsted accredited school leaders the POC forms part of the Ofsted Teaching & Learning Syllabus, which has gained a national reputation for raising standards in teaching and learning. The programme is hosted by senior leaders from Anston Hillcrest, Meadow View and Rawmarsh Rosehill Schools on behalf of RoSIS and is quality assured by our partners at the Trent Valley Teaching School Alliance.

### The Power of Coaching:

- Provides opportunities for delegates to engage in a range of activities and access theories behind effective coaching practices.
- Exemplifies how to implement coaching in a range of professional contexts from the classroom to the training room.
- Enables delegates to select their own coaching model to articulate to others.
- Links coaching to outstanding practice and how to achieve outstanding learning.

### Eligibility

- Be able to demonstrate a clear understanding of outstanding teaching and learning practices
- Have experience in facilitating both groups and individuals
- Be able to demonstrate a track record of success through their teaching
- Have received endorsement from their Headteacher on their ability to develop
- Suitable for a senior or middle leader with a responsibility for improving teaching and learning beyond their own classroom.

### Structure

The programme runs over three half day sessions and is packed with practical activities, tools and techniques that can be utilised back in school.

### Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation.

### Endorsement

*POC highlighted the difference between mentoring and coaching, and how very different they are. It allowed me to identify the transferable element of coaching skills and how they can be used in many settings with many people. It was very different to anything I had done before and really tested my skills. It gave me an opportunity to discuss anything in a safe and confidential environment with great collaboration with others. It helped me understand how you can support someone in becoming a better teacher without 'telling' them what to do.*

SLT, Rawmarsh Rosehill Junior

### Dates and Venues

#### Cohort 1 – Spring 2018

3 afternoons at Meadow View Primary School and Rawmarsh Rosehill Junior School on: 10<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup> January 2018

#### Cohort 2 – Summer 2018

3 afternoons at Anston Hillcrest Primary School on: 6<sup>th</sup>, 14<sup>th</sup> and 22<sup>nd</sup> June 2018

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact Fiona Radford at [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Cost

Included in subscription for subscribers; £435 + VAT per delegate for non-subscribers

### Professional Standards

#### Teachers' standards

Part One – standard 8

#### National standards of excellence for headteachers

Domain Two – characteristics 3, 4, 5 and 6

# Roadmap to Teaching for Mastery in Mathematics

## Phase 2 – The 5 Big Ideas

**Rotherham School Improvement Service is once again delighted to be working in partnership with the South Yorkshire School Maths Hub and the NCETM**



### What is Teaching for Mastery?

A mastery approach to the teaching and learning of maths means **all** children develop a long term, secure and adaptable understanding of the subject. In a nutshell, mastery means 'securing understanding' so next steps in learning always build on solid foundations and children make connections between different strands. Teaching for Mastery encompasses all the aims of the 2014 Maths Curriculum. Mastery of maths, which should build step by step as a child goes through school, is a tool for life. Mastery is not a quick fix solution but is a sustainable, whole school approach to developing a curriculum that secures children's skills, knowledge and understanding in each year group through carefully designed sequences of lessons rich in models and images, mathematical language and reasoning. Every teacher gains a clear understanding of the maths that pupils must master (secure) before they move to the next year group. Challenge for children who grasp concepts quickly is achieved by going into greater depth within topics rather than acceleration to content in the next year group.

### How can we further develop a mastery approach?

Following the success of the Roadmap to Mastery programme last year, RoSIS has developed a course – Roadmap to Teaching for Mastery – the 5 Big Ideas. It is aimed at Maths Subject Leads who have already accessed the Roadmap to Teaching for Mastery Programme in 2016/17. The training is directly underpinned by the latest content from National Teaching for Mastery training led by Debbie Morgan and the South Yorkshire Maths Hub. Each session will explore the 5 Big Ideas of Teaching for Mastery in detail. The CPD continues to be practical and will equip delegates to develop teaching for mastery within their own classrooms and beyond.

### Learning Outcomes

- Deepen knowledge and understanding of Teaching for Mastery strategies through exploration of the 5 Big Ideas
  - Fluency
  - Structure and representation
  - Variation (conceptual and procedural)
  - Reasoning
  - Coherence
- Explore a range of models for developing Teaching for Mastery approaches through school.
- Share best practice with colleagues and network with other maths leads.

### Endorsement

*I have found it a pleasure to work alongside like-minded professionals who have the interests of the children and the staff they work with at the forefront of their priorities. RoSIS has always provided professional advice and high quality professional development to the schools and colleagues we are working with at SYMH.*

*Pete Sides, Maths Hub lead for South Yorkshire*

### Dates

Session 1 – 4<sup>th</sup> October  
 Session 2 – 21<sup>st</sup> November  
 Session 3 – 24<sup>th</sup> January  
 Session 4 – 20<sup>th</sup> March

This programme is 4 half day sessions running from 1.00 – 4.00pm and delegates are expected to attend all sessions in full.

### Cost

Included in subscription for subscribers; £360 per delegate for non-subscribers.

### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.mathshubs.org.uk/>

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 6

#### National standards of excellence for headteachers

Domain One – characteristic 3,  
 Domain Two – characteristic 2,  
 Domain Four – characteristics 1 and 4

## Rotherham Youth Enterprise

### **Rotherham School Improvement Service is delighted to be working in partnership with Rotherham Youth Enterprise**



Rotherham Youth Enterprise will work with RoSIS to deliver the Make £5 Blossom Programme for primary schools.

The Programme focusses on developing pupils' literacy and maths skills through enterprise related challenges. Pupils' achievements are celebrated at a special event during the annual Children's Festival fortnight in June.

#### **Structure**

Participating primary schools are matched to a local business sponsor who provides a £150 loan as the seed money to begin fundraising activities. The business also acts as a mentor to help each school develop their fundraising ideas. Any profit left over at the end of the project period goes back into the school to spend as you wish.

At the end of the Programme, children will be invited to a special celebration event to present their ideas to other participating schools, the local media, and receive a certificate of achievement from Rotherham's Mayor.

A Make £5 Blossom resources pack will be given to participating schools at the launch event.

#### **5 reasons to take part...**

1. Children learn to apply valuable enterprise skills through fundraising activities and other opportunities
2. Literacy and maths learning is brought to life in a tangible way
3. Schools develop stronger links with the local business community. Pupils are able to engage with adult role models from the 'world of work' and business.
4. Profits benefit the school
5. Pupils' hard work is showcased during the annual Children's Festival

#### **Professional Standards**

##### **Teachers' standards**

Part One – standards 1 and 4

#### **Endorsement**

*Pupils have the opportunity to apply National Curriculum skills and knowledge in a real and meaningful challenge. They have a better understanding of money, budgets and profit and will also develop learning skills such as resilience and problem solving and promote communication skills through pitching and presentations.*

Headteacher, Herringthorpe Infant

#### **Key Dates**

- June 2017 (TBC) - Make £5 Blossom Launch – 2 hour session
- 31<sup>st</sup> June 2017 - Deadline for registering your school's interest in participating in the programme
- September 2017 - Make £5 Blossom start - Working with your Business Mentor to plan and implement fundraising activity.
- January 2018 - Participating schools and business partners meet to review progress, present their work and repay the £150 loan.
- Spring term – Complete any outstanding fundraising activity
- June 2018 - Celebration event during the Children's Festival fortnight.

#### **Cost**

Included in subscription for subscribers; £150 for access to the Make £5 Blossom programme for non-subscribers

#### **Contact**

[jackie.frost@rotherham.gov.uk](mailto:jackie.frost@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

## School Based CPD Events

***Rotherham School Improvement Service is delighted to be working in partnership with Schools across Rotherham who are sharing best-practice in a range of areas influencing their school improvement***

Our CPD offer to schools during 2016-17 has been strengthened by running a range of school-based professional learning events. The first one, focussing on Novel Study and held at Rawmarsh Rosehill Junior School, was such a success that it proved to be a catalyst and several more have followed. These include:

- Reciprocal Reading at Rawmarsh Ashwood Primary
- Embedding Maths Mastery at Wath Victoria J&I
- Teaching Reading at KS2 and Using Poetry in KS2 at Kiveton Park Meadows Junior
- Improving Staff Morale and Wellbeing at Meadow View Primary
- Accelerating Progress in Reading at St Alban's, Wickersley
- Whole School Accountability and the Use of Pupil Premium at Thornhill Primary
- Developing Mastery through Inspire Maths at Swinton Fitzwilliam Primary
- The Use of Pupil Premium at Treeton CE Primary and at Redscope Primary

Further events are planned for 2017-18. They are all intended to showcase different approaches which schools have implemented that have had a direct impact on improving key aspects of their provision and thereby pupil outcomes. RoSIS will encourage more schools and academies throughout 2017-18 to open their doors to showcase their leading practice. Some that were held during 2016-17 and were particularly popular are likely to be repeated. There will also be some new school-based professional development events held in areas such as: Curriculum Design – policy into practice; Teaching Investigative Science and Arts Provision.

### Evaluations

*Absolutely brilliant morning. Very clear, inspiring and lots of supports. Really powerful to see lessons and to listen to the schools' journey and how they lead developments through school. I'm excited – loved it! It has made me think.*

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*Excellent course and the fact that we got to observe the approach was brilliant!*

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*Thank you for providing me with a deeper understanding and for the opportunity to see it in practice. Given me food for thought as to how I can apply it in the special needs context, and how it will benefit specific children. Interesting to observe the impact and relationship of language and talk and mastery. Thank you!*

### Cost

Included in fee for subscribers;  
£130 per day, per delegate for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

**National standards of excellence for headteachers**

Domain One – characteristic 4,  
Domain Two – characteristic 3,  
Domain Four – characteristic 1

## South Yorkshire School Business Leaders Network

**Rotherham School Improvement Service is delighted to be working in partnership with the South Yorkshire School Business Leaders Network in association with the National Association of School Business Management**



The South Yorkshire School Business Leaders Group (SYSBL) held their first meeting in January 2017.

RoSIS is delighted to be a partner of this network and shares their vision and aims:

- To create a local network of School Business Leaders who work together to support each other
- To provide opportunities for:
  - Sharing good practice
  - Collaborative purchasing
  - Joint CPD events/workshops/keynote speakers
  - Negotiating discounts/special prices
  - Income generation ideas
  - Providing feedback from our region to local and national bodies
  - Signposting information/relevant CPD opportunities
  - Mentor support to new SBM/SBLs

Membership is open to anyone who works within a school business environment in the South Yorkshire area, in any phase or type of school.

### Contact

[lhatswell@saintpiusx.school](mailto:lhatswell@saintpiusx.school) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.sysbl.org.uk/>

### Professional Standards

**National standards of excellence for headteachers**

Domain Three – characteristic 1 and 5

### Endorsement

*The group has almost 100 member schools to date, representing every phase and type of school. We already have a thriving online forum with members regularly sharing good practice and asking for advice. We are hosting our first annual conference with CPD Workshop Sessions and guest speakers which is free for members to attend. We will be looking at joint procurement across the group in many areas to achieve significant savings. We are thrilled to have the support of RoSIS as we collaborate to generate savings which are even more key with the education funding situation. We will work in partnership to provide support, guidance and CPD opportunities to all our members.*

Louise Hatswell,  
Chair of SYSBL and Trustee of NASBM

### Cost

Annual subscription is £50 per school, which includes attendance at 3 meetings a year and access to the SYSBL website with online forums and information sharing, plus access to special offers from our sponsors.



## BACK BY POPULAR DEMAND

<i>All services are included in the subscription fee of £27 per pupil</i> <b>** indicates subsidised additional cost to cover external fees **</b>	<b>Non-subscription rates are:</b>
Assessment Matters and Data Support Service	£1,750 per school for the full package or Assessment Leader Network available at £300 per delegate
The Basic Skills Quality Mark <i>** (£100 per assessment) **</i>	£300 per assessment
BLOODHOUND SSC	£500 per day in school
Early Years Foundation Stage Leaders in Schools	Delegate rates and/or £350 per day for in-school support
Leadership Events <i>** (£50 per delegate for the termly events; no charge for attendance at headteacher meetings) **</i>	Delegate rates No charge for attendance at headteacher meetings
Leadership Matters	£300 per delegate per subject area
Newly Qualified Teacher (NQT) Appropriate Body <i>** £50 per NQT, per term **</i>	£120 per NQT, per term
Outstanding Teacher Programme (OTP) Cohorts 3 and 4	£650 + VAT per delegate (charge set by Olevi)
Picture This!	£300 per school
Primary Science	Delegate rates and/or £350 per day for in-school support
Primary Teaching & Learning	Delegate rates and/or £350 per day for in-school support
The Rotherham Children's Festival	£300 per project, £150 per event
Rotherham Healthy Schools	
RQT Development Programme – Leading Learning in your own Classroom	£540 per delegate (6 x half day programme)
Services for Governors <ul style="list-style-type: none"> <li>• Governance Package</li> <li>• Headteacher Recruitment     <i>**£2,000**</i></li> <li>• Headteacher Appraisal       <i>**£200**</i></li> <li>• Modern Governor               <i>**£129**</i></li> </ul>	Option 1 - £1,250    Option 2 - £850 £3,000 per school £450 per school £349 per school

<p>Services for Headteachers</p> <ul style="list-style-type: none"> <li>• Termly 1:1 sessions focussing on school improvement</li> <li>• Peer Challenge supported activity</li> <li>• Preparation for Ofsted</li> <li>• Testing the Rotherham Mission – Getting to Good/Outstanding days</li> <li>• Teacher &amp; Support Staff Appraisal and Pay Progression</li> </ul>	<p>£2,000 per school</p> <p>£300 per activity</p> <p>£600 per school</p> <p>£1,800 per school</p> <p>Delegate rates and/or £350 per day for in-school support</p>
<p>South Yorkshire Maths Hub and the NCETM – The Roadmap to Mastery</p>	<p>£580 per delegate (4 x full day programme including Launch event)</p> <p>EYFS programme £270 per delegate (3 x half day programme)</p>
<p>Statutory Assessment</p> <p><i>**£250 for subscribing Academies; no additional charge for maintained schools**</i></p>	<p>£500 per Academy; no additional charge for maintained schools</p>
<p>Working together to improve Pupil Outcomes – Targeted Support Workshops</p>	<p>Delegate rates</p>

## Assessment Matters and Data Support Service

Following the national changes to assessment – from the introduction of assessment without levels and the new national curriculum to different statutory assessment arrangements at KS1 and KS2 from 2016 – RoSIS provided:

- provided a new interactive data system and reports designed to present the new KS1 and KS2 assessments
- introduced a range of forums for senior leaders and assessment leaders to help strengthen further practices linked to the use of data and pupil assessment
- facilitated the development of collaborative working practices linked to the use of assessment
- helped the dissemination of best practice in assessment matters

RoSIS will continue to offer and develop:

- A Data Support Service that will offer a range of data and analytical support to schools.
- A Primary Senior Leaders' Data Group to look at working practices, updates on changes to the national agenda, review the provision of data and plan and develop the format for the Primary Assessment Leaders Network meetings.
- Primary Assessment Leader Network meetings where leaders have the opportunity to receive latest updates and discuss current practice. This is a forum for sharing of best and innovative practice.
- Set up research and development teams to investigate and find solutions for aspects of primary school performance in which currently Rotherham schools are underperforming in relation to national averages.

### The Data Support Service will include:

1. Password protected access to Perspective Lite at the start of each academic year. This includes:
  - A suite of interactive performance data reports complete with filtering and drill-downs (**This was new in 2016 and developed further in 2017**)
  - Access to PDF copies of the reports as listed below
  - Realtime trends - data tabs to view the attainment at your school compared to LA and national averages before the end of the summer term
  - Infographics to present your census data graphically – ideal evidence for an OFSTED inspection or Governors' meeting

### Endorsement

*Assessment Matters meetings are invaluable. They have kept me up to date with statutory changes and working alongside likeminded professionals, the dialogue has enabled me to reflect on our school current practice and make changes to ensure we are assessing, evaluating and moderating efficiently and effectively.*

Headteacher, Meadow View Primary

### Primary Assessment Leader Network Meetings

Session 1 – 5<sup>th</sup> October

Session 2 – 17<sup>th</sup> January

Session 3 – 23<sup>rd</sup> May

This programme is 3 half day sessions running from 1.00 – 4.00pm and delegates are expected to attend all sessions in full.

### Cost

- Full package included in subscription fee for fully subscribing schools/academies or;
- £1,750 for the full package for non-subscribing schools/academies or ;
- access to the Assessment Leader Network Programme is £300 per delegate for non-subscribers

### Contact

[karen.hopkins@rotherham.gov.uk](mailto:karen.hopkins@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standard 6

#### National standards of excellence for headteachers

Domain One – characteristic 4,

Domain Three – characteristic 1,

Domain Four – characteristic 3

2. School Data Dashboard Profile (Primary) – Summarising school performance on a single dashboard for use by Governors and School/Academy leaders. The profile includes contextual information, funding, absence and exclusions data, Ofsted outcomes and performance data for all key stages.
3. Analysis and reports (at the beginning of the autumn term) bespoke to each school/academy setting based on Perspective Lite data. The data will be contextualised to include, e.g. School, MAT, LA, national and Learning Community profiles, analysis of local performance of different groups covering Gender, Pupil Premium, SEN and Super Output Area (SOA) analysis. Areas covered will include:
  - EYFS profile reports, Year 1 and 2 Phonics, Key Stage 1 and Key Stage 2 assessment, test and progress outcomes summaries at pupil, school, LA and National levels. Also included are school summary trends comparative data to other Rotherham schools and Learning Communities.
4. Fischer Family Trust Aspire (FFT) - this is a reporting and data tool for schools. FFT Aspire provides key target setting and school performance evaluation information using the latest curriculum and accountability measures – it is quick and easy to access and provides in-depth analysis to support future planning. Schools and academies who are fully subscribing to RoSIS will have access to FFT Aspire as part of their subscription – no additional cost will be charged. The data support service will provide FFT Aspire support and guidance including the administration for setting up accounts, support for the website and distributing the latest information and guidance.
5. Provision of lead inspector profiles the afternoon you receive notification of your inspection. This includes: the number of inspections, a summary of grades, the main findings and recommendations for each report.
6. Bespoke requests – information data support as required, general data enquiries and requests, by email and telephone
7. General enquiries, support and guidance will be available by telephone and/or email covering the full package above.

Services that will cease from July 2017 unless school are fully subscribed or have purchased the RoSIS individual Data Service:

- Access to Perspective Lite will cease by the end of July 2017
- Data provision and existing datasets.
- Email and telephone data support from Karen Hopkins and/or the Performance and Quality Team.
- Bespoke requests for data.

## Basic Skills Quality Mark

**Rotherham School Improvement Service is once again delighted to be working in partnership with the Basic Skills Quality Mark**



Basic Skills Quality Mark is an inclusive award which can be undertaken by schools and settings across all phases. It is a school improvement framework which can provide validation and external recognition of good practice in Basic Skills provision, whilst also providing evidence that the school's self-evaluation has been externally moderated and validated. Effective self-evaluation is vital in supporting and sustaining school improvement and the Basic Skills Quality Mark process complements and enhances this.

Basic Skills Quality Mark focuses on systems for tracking progress; developing pedagogy; targeting intervention to tackle underperformance and inequality with pupils; and strengthening the capacity of school leadership for improvement.

RoSIS has a team of trained assessors who support schools through the accreditation process and carry out Basic Skills Quality Mark assessment visits.

### Contact

[stacey.hall@rotherham.gov.uk](mailto:stacey.hall@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.qm-alliance.co.uk/>

### Professional Standards

#### Teachers' standards

Part One – standard 8

#### National standards of excellence for headteachers

Domain Two – characteristics 1 and 2,

Domain Four – characteristic 1

### Evaluations

*As a school with a long history (this is our fourth Quality Mark) of work around basic skills in literacy and numeracy, we find that the process provides us with a clear audit framework within which to check our own practice and to guide future developments around key areas. Although as rigorous as staff had expected, the assessment process felt, however, genuinely positive, reflective and supportive, leaving staff with a real sense of achievement but also with plans for future development.*

Headteacher

### Cost

£100 per assessment for subscribers

£300 per assessment for non-subscribers

## BLOODHOUND SSC

**Rotherham School Improvement Service is once again delighted to be working in partnership with the BLOODHOUND SSC and St Bede's Catholic Primary School**



Designing a model rocket car and then racing it on the school yard is every bit as exciting as it sounds and appeals to both boys and girls alike. The Bloodhound SSC project is an amazing showcase of British talent in the field of engineering & science and this is your opportunity to cash-in on the priceless learning and FREE resources the project is sharing nationally to develop young people's interest in core STEM subjects.

RoSIS has asked Gavin Sharp from St Bede's Catholic Primary School to drive this project forward across the Borough.

Gavin says "I have never seen any other programme make such a positive influence in school in terms of pupil engagement, increased creativity and practical progression than the Bloodhound model rocket cars. This is now part of our curriculum for year four, having recently received a glowing endorsement from Ofsted.

The project can be used to develop any subject in school, from the obvious STEM to literacy, art & design and everything in between. There is no set rule book as such, you can use the project to your advantage to focus on areas you want to develop. We've also seen an encouraging uplift in terms of behaviour, because pupils were required to earn the various 'parts of the car' through a points system which rewarded outstanding behaviour in school. Here at St. Bede's we will be entering our 3<sup>rd</sup> year of the project soon and I would strongly urge everyone in education to tap into The Bloodhound Project opportunity available through RoSIS, if you want to inspire your pupils in a unique and exciting way."

A wide range of teaching resources are available to support schools wishing to engage in the challenge. For further details see <http://www.bloodhoundssc.com/education/resources-schools-families-and-groups>

### Endorsement

*The Bloodhound project is, without doubt, the most inspirational and excitingly engaging venture we've introduced into school for many years. Whether you want to develop an early appetite for all things engineering or generate fresh impetus for key STEM subjects; Bloodhound has it all.*

Headteacher, St Bede's Catholic Primary

### Cost

Included in the subscription for fully subscribing schools and academies; £500 per day in school for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 4

## Early Years Foundation Stage Leaders in Schools

RoSIS will provide EYFS Leaders in schools with a wide range of support, guidance and challenge in relation to the EYFS which will include:

- Termly networks providing national and local updates, sharing good practice and Ofsted updates in relation to EYFS expectations.
- Tailored support to individual leads and headteachers, including new EYFS Leads, to support/develop their role including analysis of on entry and EYFS profile/end of FS data, target setting and monitoring progress, pupil observations, learning journeys, lesson observations, the quality of teaching and learning, the EYFS environment (indoors and outdoors).
- Supporting leads to design and deliver staff meetings focusing on an agreed priority area of development for the school's Foundation Stage.
- Support for schools with 2 year old provision from a birth to 3 specialist to ensure provision is developmentally appropriate and of high quality.
- Attendance at LC/MAT Driver Groups to support and/or lead specific agenda items.
- Provide advice and guidance by phone/email including the meeting of EYFS statutory requirements.
- Guidance for governors about the EYFS as requested, e.g. input at governor training, tailored support to specific governing bodies.

For those new to the Early Years Foundation Stage bespoke in-school support is available to meet individual development needs which could include team teaching sessions, modelled teaching sessions, lesson observation and feedback, developing the indoor/outdoor environment, planning support, assessment and target setting support.

Support for Transition into the FS and to KS1 are also available, including cross phase (EYFS and KS1) tailored support to develop effective transition into KS1 and tailored support to develop joint working with local EY settings to develop effective transition into school.

### Endorsement

*The support that we have received in developing our EYFS provision this year has been absolutely invaluable. It has really supported us in addressing our school improvement priority with expert advice and constructive feedback in order to move practice forward.*

Headteacher, Laughton All Saints  
Primary

### Cost

CPD Programme

- Unlimited access for subscribing schools and academies at no additional cost
- £130 per day; £90 per half day and £60 per twilight for non-subscribing schools and academies

Bespoke support in-school

- No additional cost for subscribing schools and academies
- £350 per day plus planning and preparation time for non-subscribing schools and academies

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 8

## Leadership Events

**Rotherham School Improvement Service is delighted to be working in partnership with the Kyra Research School; Chris Quigley Education; Focus Education and a range of Rotherham schools and academies**

Each term RoSIS will organise a leadership event for senior leaders from all schools and academies. These events will all be led by presenters with a national reputation for leadership development and school improvement.

### Autumn Term Event

Tuesday 17<sup>th</sup> October in association with the Kyra Research School. Keynotes from:

Professor Steve Higgins

*Professor of Education at Durham University and one of the authors of the Sutton Trust/EEF Teaching and Learning Toolkit*

Alex Quigley

*Director of Research School, Huntington School, York*

Workshops covering: Effective Use of Teaching Assistants; Metacognition; Marking and Feedback; Peer Tutoring

### Spring Term Event

Thursday 8<sup>th</sup> March in association with Chris Quigley Education.

Chris will return to Rotherham to deliver his new course – Continuous Provision in Years 1-6. This course will advance KS1 & KS2 teachers' and leaders' understanding of how continuous provision can be used to improve pupils depth of understanding in all areas of the curriculum.

### Summer Term Event

Tuesday 19<sup>th</sup> June in association with Focus Education. We are pleased to welcome back Clive Davies OBE who will share his work on developing metacognition and how leaders can develop this aspect of pedagogy.

### Cost

£50 per delegate for subscribing schools and academies  
£130 per delegate for non-subscribing schools and academies

### Dates

Joint Headteachers' meeting from 8.30 to 11.00 am.

Thursday 28<sup>th</sup> September

Primary Headteachers' meeting from 8.30am to 12noon.

Thursday 16<sup>th</sup> November 2017

Thursday 22<sup>nd</sup> February 2018

Thursday 24<sup>th</sup> May 2018

Secondary Headteachers' meeting dates to be confirmed.

Special/PRU Headteachers' meetings from 8.00 to 11am.

Wednesday 18<sup>th</sup> October 2017

Wednesday 6<sup>th</sup> December 2017

Wednesday 21<sup>st</sup> February 2018

Wednesday 11<sup>th</sup> April 2018

Wednesday 23<sup>rd</sup> May 2018

Wednesday 27<sup>th</sup> June 2018

### Cost

There is no charge for attendance at the headteacher meetings and they are open to all schools and academies within Rotherham, regardless of subscription status.

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### National standards of excellence for headteachers

Domain One – characteristic 4,

Domain Two – characteristics 2 and 3,

Domain Four – characteristic 3



## Leadership Matters

The National Standards of Excellence for Headteachers (2014) define high standards which are applicable to all headteacher roles within a self-improving school system.

Headteachers are the lead professionals and role models within the communities they serve. Their leadership has a decisive impact on the quality of teaching and pupils' achievements in classrooms.

However, they are not the only leaders. The most successful schools invest in developing strong and effective leadership at all levels in order to secure sustainable school improvement. RoSIS recognises the critical role middle and senior leaders play by setting high quality examples of professional conduct and practice to others and also by leading professional development for staff.

In order to support their own leadership growth, RoSIS will continue to facilitate a range of termly leadership network meetings for the following areas: literacy, mathematics, science, EYFS and assessment.

These network meetings will enable key leaders in Rotherham schools to:

- Receive and process important information and updates in relation to their area of responsibility
- Learn from examples of "Best Practice"
- Engage in productive partnership working with colleagues through peer support and challenge activities.

Each of our leadership network meetings will be facilitated by a RoSIS consultant headteacher or Teaching & Learning consultant who will work with leaders to co-construct an agenda that is relevant and meets schools' needs.

### Cost

Included in the fee for subscribers;  
£300 per delegate, per subject area, for non-subscribers

These programmes are 3 half day sessions running from 1.00 – 4.00pm and delegates are expected to attend all sessions in full.

### Professional Standards

#### National standards of excellence for headteachers

Domain Two – characteristics 1, 2, 3 and 4

Domain Four – characteristic 1

### Endorsement

*Great ideas as always. It's always good to get updates too! Lots of ideas to take back to class and then share throughout school.*

Subject Leader

*Thank you for a wonderful series of CPD sessions. I have taken away a lot that will inspire, motivates and enthuse teachers back at school. This will help improve the teaching of science.*

Subject Leader

### Dates

#### Literacy Leaders

Session 1 – 22<sup>nd</sup> November

Session 2 – 23<sup>rd</sup> February

Session 3 – 6<sup>th</sup> July

#### Maths Leaders

Session 1 – 26<sup>th</sup> October

Session 2 – 5<sup>th</sup> March

#### Science Leaders

Session 1 – 25<sup>th</sup> September

Session 2 – 23<sup>rd</sup> January

Session 3 – 13<sup>th</sup> March

#### EYFS Leaders

Session 1 – 20<sup>th</sup> November

Session 2 – 12<sup>th</sup> March

Session 3 – 2<sup>nd</sup> July

#### Primary Assessment Leaders

Session 1 – 5<sup>th</sup> October

Session 2 – 17<sup>th</sup> January

Session 3 – 23<sup>rd</sup> May

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

## NQT Appropriate Body

NQT induction is regulated by statute. It is a statutory requirement that all schools offering induction (including free schools and academies) register with an Appropriate Body which may charge separately for this function. NQT induction is the bridge between Initial Teacher Education and the early stages of a career in teaching. It involves:

- A personalised development programme for NQTs including support by professional dialogue.
- Ongoing monitoring of progress against the Teachers' Standards, including formal termly assessments shared with DfE to demonstrate that a NQT's performance is satisfactory by the end of the induction period.
- NQT final assessment, which also informs pay progression.

Rotherham Appropriate Body fulfils this statutory requirement by providing schools with independent, external quality assurance of NQT induction. It provides both schools and NQTs with support, guidance and training through the process. Where difficulties arise within the induction period we provide additional support in conjunction with HR providers. This package includes:

- Full administrative support liaising with DfE in meeting all statutory requirements.
- Telephone helpline / email contact to support induction tutors / Headteachers and NQTs.
- NQT Welcome Events – to inform NQTs about the statutory induction process, their role and the associated roles and responsibilities of the school and staff involved in induction.
- Annually updated guidance for use by Headteachers, Induction Tutors and NQTs matched to DfE regulation.
- Training for Induction Tutors – focused on key processes, outstanding practice in mentoring and coaching support, completion of assessment forms, and dealing with problems and issues including the cause for concern process.
- Headteachers' briefings – to provide updates on changes to induction processes and to facilitate the sharing of outstanding practice.
- Quality assurance visits to schools to monitor induction arrangements with written feedback including sharing of outstanding practice exemplars.
- Bespoke support to individual schools including specific support for schools where their NQTs may not make, or are not making satisfactory progress against the Teachers' Standards.

### Professional Standards

#### Teachers' standards

Part One – standard 1 – 8 and Part Two

#### National standards of excellence for headteachers

Domain Two – characteristics 4 and 6,

Domain Three – characteristic 3

### Endorsement

*From the outset I have found the service to be very efficient, effective and informative. Being new to the role my initial contact was with Vicky Margrave and Andy Bull. The information sessions clearly outline all the essential information that I need to know and provide me with an opportunity to ask questions. This was fully supported afterwards by the NQT admin team who have always been quick to respond to any queries or questions that I might have. Subsequently when I have needed to submit NQT documentation the response from the admin team has always been positive and prompt. The quality of the service has ensured that my role as NQT co-ordinator is easily manageable.*

NQT co-ordinator at Dinnington High School

### Cost

Subscribing schools and academies

£50 per NQT, per term

Non-subscribing schools and academies

£120 per NQT, per term

This package includes access to all CPD

### Contact

[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk)

### Dates & Times

For Headteachers and/or Induction Tutors

- Induction Tutor Training and Headteacher/Briefing – 11<sup>th</sup> July, repeated 19<sup>th</sup> September
- Induction Tutor C4C – 14<sup>th</sup> November
- (in preparation for 2018-19) Induction Tutor Training and Headteacher Briefing – 10<sup>th</sup> July

For NQTs

- Welcome Event – 12<sup>th</sup> or 13<sup>th</sup> September
- Various subject specific training, full details are available in the CPD brochure

## Outstanding Teacher Programme (OTP) Cohorts 3 and 4

**Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)**



This programme has been developed by Olevi, accredited by the NCSL and has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham again by a team of Olevi accredited facilitators who are also leaders in Rotherham schools. The Outstanding Teacher Programme (OTP) provides good or outstanding teachers with a set of skills and strategies that enables them to be consistently outstanding.

### Aims of the programme for delegates

- To develop a common language of teaching and learning
- To deepen understanding of the key aspects of outstanding teaching and learning
- To raise performance in the classroom by encouraging creativity and developing more innovative practice
- To become a more reflective practitioner
- To develop coaching skills to help improve the practice of others

### Structure

The programme comprises of seven sessions (two full and five half days). It is delivered through face-to-face facilitated sessions, classroom 'walk rounds' within schools and intercessional tasks. Delegates will focus on a range of aspects of teaching and learning such as challenge, engagement, assessment, differentiation, questioning and planning.

### Commitment

There is an expectation that delegates will attend all of the sessions. Teachers suitable for the OTP should have excellent interpersonal skills and a strong commitment to teaching and learning. They must have a commitment to ongoing professional development and the ability to truly reflect on their practice.

### Further Details

Places on the OTP are strictly limited to 15 delegates per cohort. The programme will run twice next year in Rotherham – in autumn term 2017 and again in spring 2018. Therefore there are only 30 places available in total. Delegates in cohort 3 (Autumn 2017) will receive further information e.g. venues for each session, before the end of the summer term.

Delegates in cohort 4 (Summer 2018) will receive further information e.g. dates and venues for each session by February 2018.

### Evaluation

*The programme has made me reflect on my own teaching but has also made me look at the 'bigger picture' within the whole school to help contribute to improvement.*

Delegate, Canklow Woods Primary

*I have found myself reflecting more on the quality of my questioning and built more higher or questioning into all my lessons. I feel now that I am equipped with the knowledge to change or help change whole school issues that will positively impact staff.*

Delegate, Monkwood Primary

### Dates

Session 1 – 14<sup>th</sup> September (full day)

Session 2 – 25<sup>th</sup> September (half day)

Session 3 – 13<sup>th</sup> October (half day)

Session 4 – 25<sup>th</sup> October (full day)

Session 5 – 10<sup>th</sup> November (half day)

Session 6 – 22<sup>nd</sup> November (half day)

Session 7 – 30<sup>th</sup> November (full day)

N.B. Full day timings are 8.30am – 4.30pm and half-day sessions are 12.30 – 4.30pm. All sessions will be delivered in good or outstanding Rotherham primary schools.

### Cost

Included in subscription for subscribers; £650 per + VAT per delegate for non-subscribers

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 8

#### National standards of excellence for headteachers

Domain Two – characteristics 2, 3 and 4,

Domain Four – characteristics 1 and 4

## Picture This!

Picture This! focuses on some artwork (one or more paintings) and schools are invited to use it as an inspiration for cross-curricular work. The challenge is to use the artwork imaginatively in classrooms as a stimulus for working creatively in areas such as literacy, art history, ICT music, dance and drama.

We believe that it helps to inspire teachers across Rotherham to plan and teach creatively and each year a wide range of high quality work is produced by our children and young people. All participating schools are invited to exhibit some of their work at a celebration event which takes place during the summer term.

Rotherham's Picture This! Project is taken directly from and inspired by the National Gallery's country wide Take One Picture initiative. We are grateful to the National Gallery's Education Department who provided us support guidance and encouragement in launching our own localised version of their project in 2007.

Involvement in 'Picture This!' is a process which in many ways is as valuable to the adults and the children as the finished work that is produced. Picture This! starts with a Launch Event where schools are invited to send members of staff for them to explore how paintings can be used across the curriculum. They will take back prints of the painting, information about it, some ideas and the desire and inspiration to use it to develop some exciting work with children.

For staff, 'Picture This!' should provide a range of professional development opportunities. It should encourage schools to deliver their curriculum through a range of exciting and innovative approaches. It should encourage more schools to visit local galleries and places of interest where artwork is displayed. Children will learn skills or gain understanding and knowledge that is new to them. They will have the opportunity to use what has been previously learnt and apply it creatively. Children will be engaged and motivated by the project and have opportunities to develop their self-esteem and confidence. It will help to develop a range of key skills and attributes that will aid their overall performance in school.

### Endorsement

*Picture This! is an amazing whole school collaboration that puts creativity at the very core. Following focused CPD for lead staff, children are then inspired by works of art before embarking on the development of their ideas. It enables children to be creative: firing their own imaginations and ideas - allowing them to develop these and be in awe at the wonders they can create - having no inhibitions because it comes from them. Picture This! builds confidences as well as a sense of pride - seeing their creations on display for the world to see. A culmination of each school's work is then displayed in preparation for a grand launch and celebration week as part of the Rotherham Children's Festival. This is a wonderful opportunity that can involve the whole school in a creative project that also brings together schools from across Rotherham to showcase their outcomes.*

Headteacher, Bramley Sunnyside Junior

### Dates

Monday 2<sup>nd</sup> October – 9am – 3.30pm

### Cost

Included in subscription for subscribers; £300 for participation in the project for non-subscribers

### Contact

[emily.wright@rotherham.gov.uk](mailto:emily.wright@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<https://www.rosis.org.uk/picture-this>

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 5

## Primary Science

**Rotherham School Improvement Service is once again delighted to be working in partnership with the Centre for Science Education**



RoSIS, in partnership with the Centre for Science Education locally based within the Sheffield Institute of Education, will provide schools with relevant, up to date CPD designed to have an immediate impact on teaching, learning, attainment and progress as well as developing teachers' subject knowledge and middle leadership skills for subject coordinators. The package includes:

- Subject knowledge CPD tailored to the needs of teachers who are new to the profession and designed to have an immediate impact on classroom practice.
- Facilitated Science Leaders' network meetings (once per term) to provide updates on new developments, share innovative curriculum practice and support the leadership of curriculum coordination in science.
- A range of centrally delivered training tailored to meet the needs of both new and experienced teachers wishing to develop subject knowledge for teaching science, reflection on and sharing of examples of good practice.
- Bespoke coaching programmes to support middle leaders within individual school settings develop their role as science leader.
- Facilitated sessions (once per term) for science leaders or teachers interested in undertaking some action research into science teaching in their schools.

### Endorsement

*Very interesting approach to leading science – great ideas about coaching and helping to become better science providers across school. Helped to organise ideas about raising profile of science in school and next steps.*

Delegate, Development Programme

*Fabulous session showing us how easy it can be to apply our literacy teaching skills to science lessons! Super focus on the importance of technical science vocabulary. Great, simple ideas which can have a big impact in the classroom! Love the links to stories and poetry – will definitely be trying this! Thank you so much!*

Delegate, CPD session

### Dates

#### Subject knowledge

- focus on assessment – 18<sup>th</sup> October
  - for NQT & RQTs – 5<sup>th</sup> December
  - focus on EYFS – 8<sup>th</sup> February
- all sessions are full days, 9.15 – 3.15

#### Subject Leader Network meetings

Session 1 – 25<sup>th</sup> September

Session 2 – 23<sup>rd</sup> January

Session 3 – 13<sup>th</sup> March

This programme is comprised of 3 half day sessions running from 1.00 – 4.00pm

#### Science Research Group

Session 1 – 19<sup>th</sup> October

Session 2 – 21<sup>st</sup> February

Session 3 – 25<sup>th</sup> April

This programme is comprised of 3 half day sessions running from 1.15 – 3.15pm

### Cost

Included in subscription for subscribers; £130 per day; £90 per half-day; £60 per twilight and/or £350 per day for in-school support

### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 6

#### National standards of excellence for headteachers

Domain Two – characteristics 2 and 3

## Primary Teaching and Learning

Our team of Teaching & Learning Consultants will provide a range of support to schools and academies. A range of centrally held CPD is planned, details of which can be found in the CPD Brochure. In addition to this comprehensive menu of support our Teaching & Learning Consultants will continue to deliver bespoke and targeted support to schools and academies. They will provide updates to specific groups of teachers via the weekly RoSIS Circular as and when appropriate.

The package of support includes, but is not exhaustive, the following:

- Subject knowledge CPD tailored to the needs of NQTs and designed to have immediate impact on classroom practice. Examples include English (reading comprehension, GPS and speaking and listening into writing), mathematics, science, KS2 MFL, History and Geography,
- Development programme for RQTs to build on their NQT year.
- A range of CPD to support teachers who are experienced subject leaders (English, mathematics, science, EYFS) as well as support for teachers new to these roles (including foundation subjects).
- Providing bespoke and central support to schools to improve pupil outcomes at end of KS1 and KS2. Examples include statutory assessment training linked to data trends, moderation, writing expectations, balancing reading comprehension and word recognition, parent workshops.
- A range of central bespoke CPD tailored to meet the needs of experienced teachers wishing to reflect on and share examples of good practice.
- Bespoke mentoring and coaching programmes to support classroom teachers and middle leaders / subject coordinators within individual school settings.
- Subject knowledge CPD tailored to meet the needs of HLTAs and TAs (other adults). Examples include GPS, reading and mathematics.
- Staff, school meetings and INSET may also be negotiated on a school by school basis.
- Support for Learning Community or MAT Driver Groups and action research projects on an individual basis.

### Endorsement

*Subscription to RoSIS has been invaluable to me to ensure that I know I have reliable sources of information for staff at all levels. I have confidence in the quality of training that staff access, particularly around literacy, numeracy. Having access to bespoke consultant support, which is of a high quality, has been important to help middle leaders drive development areas in the school. I have found gaining an insight into practice in other schools and advice from a consultant headteacher really useful to ensure that as a new headteacher, I have development plans and school evaluation documents that are effective.*

Headteacher, Trinity Croft CE J&I

### Cost

CPD Programme

- Unlimited access for subscribing schools and academies at no additional cost
- £130 per day; £90 per half day and £60 per twilight for non-subscribing schools and academies

Bespoke support in-school

- No additional cost for subscribing schools and academies
- £350 per day plus planning and preparation time for non-subscribing schools and academies

### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[ruth.sampson@rotherham.gov.uk](mailto:ruth.sampson@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

**Teachers' standards**

Part One – standards 1 – 8

## The Rotherham Children's Festival

The Rotherham Children's Festival started in the summer of 2010 and has become an annual highlight for Rotherham's children and young people. The festival demonstrates our commitment to the Rotherham Mission and to a broad, balanced, stimulating curriculum for our children and young people. The festival provides opportunities for children and young people to showcase their talents and aspirations and to enrich the lives of the children and families through participation in artistic and creative processes.

The Children's Festival showcases a range of events from all areas of the curriculum which are available to children and young people in all phases. Events and projects such as:

- Picture This! – An art-based project based on the National Gallery's Take One Picture project.
- Rothervision – Rotherham's interpretation of Eurovision.
- Literacy and Maths celebration events.
- Mega Active Festival of Sport – a showcase of various sporting activities.
- Big Music Events – in association with Rotherham Music Hub.
- One Voice – Rotherham's school choir concert.

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1, 2, 4, 5 and 8

#### National standards of excellence for headteachers

Domain Two – characteristics 2 and 3

Domain Four – characteristic 1

### Endorsement

*We were delighted to be able to take part in so many elements. It has been part of our school development plan to increase pupil engagement and this was certainly a way of doing it.*

Headteacher

*I felt happy at the start when I knew that we were going to dance and sing in front of hundreds of people. After the event I felt sad knowing it was a once in a lifetime event and it was over.*

Y6 pupil

*One of the best things about the whole festival is that it provides a concrete example of Rotherham's commitment to share and celebrate artistic and creative talents - something which gets lost at times in the focus on Maths and English! We need events like this, to stop and celebrate talent, to come together as a community of schools and educational professionals and to remember that school is about providing opportunities for children to excel in a wide range of activities.*

Headteacher

### Cost

Included in subscription fee for fully subscribing schools/academies  
£300 per project, £150 per event for non-subscribers

## Rotherham Healthy Schools



Rotherham Healthy Schools Scheme (RHSS) provides a link between education and health and supports a whole school approach to help schools and academies to meet their statutory and non-statutory duties relating to social, physical and mental aspects of health. This includes the curriculum and therefore teaching and learning, where the universal safeguarding prevention work takes place in schools. The Government's most recent announcement that Sex and Relationships Education (SRE) is to become statutory for all schools and that the status of Personal, Social and Health Education (PSHE) is also being considered in 2017 will be supported by RHSS.

The Healthy Schools Scheme covers a substantial area therefore a wide variety of initiatives/activities contribute to this RHSS support for schools. RHSS continually evolves as schools' needs, demands and priorities change (linked to Ofsted and statutory duties as well as good practice). Examples of RHSS related work schools can be supported with:

- Accreditation at a variety of levels within the Healthy Schools Scheme in order to maintain an overview of school health and wellbeing related provision, strengths, and areas for development. (Mental health and emotional wellbeing for children and young people is a national focus currently).
- The Prevent agenda / Spiritual, Moral, Social and Cultural provision / Promoting British Values
- Inclusion related to the Equalities Act (e.g. to support/guide schools if a child/young person requests to trans)
- Universal Safeguarding – curriculum related prevention work, including age appropriate child sexual exploitation (CSE) work and anti-homophobic bullying
- Remaining up to date with national and local priorities including policy, guidance, trends, resources and initiatives via Healthy Schools Newsletters and Coordinators
- Ensuring Personal, Social and Health Education (PSHE) meets the needs of the school community (and national/local requirements) via PSHE Leads.
- Teaching about contentious/sensitive issues e.g. Relationships & Sexual Health education (RSHE); drug education; extremism.

### Personal, Social and Health Education (PSHE)

Much of the curriculum work to address universal prevention issues in the RHSS is via the subject of PSHE which is a "planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives". PSHE Association.

### Endorsement

*The Rotherham Healthy Schools agenda is more important than ever. Children's physical health and mental wellbeing is a priority to ensure that they can meet the demands of the more challenging curriculum and pressures from social technologies. To enable this to happen most effectively, schools need to prioritise staff: If we do not support staff to have a good physical health and positive mental wellbeing, how can they actively promote this in the children who they work with. Leaders have a moral duty to help support both Rotherham staff and Rotherham children to be happy and thrive in our challenging climate.*

Headteacher, Meadow View Primary

### Cost

Full package included in subscription fee for fully subscribing schools/academies

For non-subscribing schools/academies:

- Primary and Special – £895
- Secondary – £1,195

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 1, 4, 5, 7 and 8 and Part Two – Personal and Professional Conduct

#### National standards of excellence for headteachers

Domain One – characteristic 2

Domain Three – characteristic 2,

Domain Four – characteristic 2



## RQT Development Programme

### Leading Learning in your own Classroom

#### Course Content

This professional learning and development programme is aimed at supporting the further development of classroom based practice for colleagues in the early stages of their teaching career. This programme has been designed, developed and will be co-delivered in partnership with highly effective school based practitioners in order to support Recently Qualified Teachers develop and extend their practice both within and beyond their own classroom. Sessions will be co-delivered by Outstanding Teachers, Senior Leaders and Teaching and Learning Consultants both at Rockingham PDC and in school based settings. Delegates will be provided with opportunities to analyse and consider key areas of practice in order to understand what makes for highly effective teaching and learning in their own classroom and beyond.

This programme is aimed at RQTs (practitioners in their second and third years of teaching) from KS1 and KS2 schools and academies.

#### Learning Outcomes

Delegates will be able to:

- Further develop and embed effective classroom practice into everyday teaching and learning
- Become more reflective, critically evaluative and skilled practitioners
- Participate in action research and collaborate with outstanding practitioners in order to share best practice
- Understand the role of an effective subject leader and apply these skills to an area of the curriculum which they lead

#### Evaluations

*The RQT course has been ideal for our staff in their first few years of teaching. It has given them experience of a variety of different practitioners in a host of settings. It has had real impact in terms of their own self-evaluation, confidence and ambitions for the future. On a more immediate note they have also "magpied" lots of good ideas to use with their own children in the classroom.*

Headteacher, Greenhill Primary

#### Dates

Session 1 – 19<sup>th</sup> September  
 Session 2 – 24<sup>th</sup> October  
 Session 3 – 21<sup>st</sup> November  
 Session 4 – 9<sup>th</sup> January  
 Session 5 – 6<sup>th</sup> March  
 Session 6 – 24<sup>th</sup> April

#### Cost

Included in subscription for subscribers;  
 £540 per delegate for non-subscribers

This programme is 6 half day sessions running from 8.45 – 11.45am and delegates are expected to attend all sessions in full

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### Professional Standards

##### Teachers' standards

Part One – standards 1 – 8

## Services for Governing Boards

- |                           |   |  |
|---------------------------|---|--|
| • Governance Development  | - | Included for subscribers; £1,250 or £850 for non-subscribers |
| • Headteacher Recruitment | - | £2,000 for subscribers; £3,000 for non-subscribers           |
| • Headteacher Appraisal   | - | £200 for subscribers; £450 for non-subscribers               |
| • Modern Governor         | - | £129 for subscribers; £349 for non-subscribers               |

### Governance Development

All governing boards, no matter what type of schools or how many schools they govern, have three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent

The revised *Governance Handbook* (DfE: January 2017) identifies that effective governance by all boards is based on six key features:

- **Strategic leadership** that sets and champions vision, ethos and strategy
- **Accountability** that drives up educational standards and financial performance
- **People** with the right skills, experience, qualities and capacity
- **Structures** that reinforce clearly defined roles and responsibilities
- **Compliance** with statutory and contractual requirements
- **Evaluation** to monitor and improve the quality and impact of governance

Alongside the Governance Handbook, the DfE has also published *A Competency Framework for Governance* (January 2017) which seeks to define and describe the knowledge, skills and behaviours that contribute towards effective governance.

All governing boards are expected to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance. Developing strong and effective governance has therefore never been more important.

Governing boards are reminded of their duty to ensure that its members are able to access any appropriate training and development needed to develop their core skills and knowledge and to address any skills gaps that they identify.

Additionally in its recent report entitled '*Improving governance*', Ofsted recommended that the governing boards of all schools should '*secure professional support and governor training as needed to ensure effective governance.*'

### Endorsement

*Comprehensive training and support package for governors, Governing Boards and Clerks – excellent value for money.*

National Leader of Governance

*Governors are advised of the issues relevant to their role and responsibilities by professionals who have 'hands on' experience of the items under discussion. Governors are also advised of relevant legislative requirements and changes. RoSIS has been a superb 'friend' to the school by advising on leadership and management issues and by providing incisive and helpful observations on school improvement matters. Our school would be much the poorer without help from ROSIS.*

Chair of Governors

*I always rely upon the HT guidance – EXCELLENT! – It gives confidence that I'm addressing what needs covering*

Headteacher

### Cost

Full package included in the fee for subscribing schools/academies

### Contact

[paul.carney@rotherham.gov.uk](mailto:paul.carney@rotherham.gov.uk) or  
[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

A Competency Framework for Governance (January 2017)

The RoSIS Governance Development Team offers a range of high quality professional support and guidance, and a range of learning opportunities with the aim of supporting and developing effective governance. The *Governance Development Packages* have been further enhanced for 2017/18 to ensure that governing boards are more effectively supported to fulfil their core functions in accordance with the six key features of effective governance and the Competency Framework. For 2017/18, we are continuing to offer **two levels of support** in accordance with your governing board’s needs, as detailed below:

**Option 1**

Governing boards can purchase a **Comprehensive Governance Package** of information and support which includes unlimited access to our wide range of face-to-face professional development opportunities (which are being further enhanced in accordance with the revised Governance Handbook and the Competency Framework for Governance).

**Option 2**

Alternatively, governing boards have the flexibility to choose a standalone **Governance Information and Support Package**. This **does not** include access to our wide range of face-to-face professional development opportunities, though many of these can be accessed on a pay-as-you-go basis. **If choosing this option, please note** that priority booking will be given to those from governing boards that subscribe in full to the RoSIS traded offer or separately to Option 1 above.

For **Multi-Academy Trusts**, where **every** academy subscribes, either in full to the RoSIS traded offer, or separately to Option 1, differentiated support will be provided at both the Trust Board level and local governing board level. If all academies within a MAT **do not** subscribe in full or to Option 1, then support will only be provided at the appropriate level to the local governing boards that are subscribing individually.

By subscribing to our Service, governing boards have access to locally-based staff that you can have full trust and confidence in, both from within the School Improvement Service and across the Council; all of whom are specialists in their respective fields. A combination of experienced local knowledge, partnership working and active involvement with regional and national networks enables us to provide high quality support and professional development at all levels.

**Option 1: Comprehensive Governance Package**

Governing boards will have access to:

- Our telephone and email Helpline
- Induction materials for those new to governance (**bespoke and differentiated**)
- Termly Governing Board publications, including a model agenda, the Governance Guide, the Guide for Executive Leaders, and model minutes, etc. (**bespoke and differentiated**)
- Termly Clerks’ Briefing sessions to provide timely updates on national and local developments and to support their understanding of the termly Governing Board publications above (**bespoke and differentiated**)
- A bespoke ‘password-protected’ website containing a range of ‘Good Practice’ guidance, including model policies, self-evaluation tools, etc.

**Cost**

Full package included in the fee for subscribing schools/academies

For non-subscribing schools/academies:

**Option 1**

- LA-maintained Governing Board: £1250
- Multi-Academy Trusts: £1250 per academy
- Stand-alone Academy Trusts: £1250

**AND...**

- A comprehensive range of professional development opportunities for all involved in governance, including clerks to governing boards, as part of a "core" programme of training and development opportunities (updated, bespoke and differentiated) including access to:
  - Termly 'Chairs and Vice Chairs Forum' events (revised format)
  - The 'New to Governance' Development Programme
  - The National College-licensed 'Leadership Development Programme' for chairs, vice-chairs and aspiring chairs
  - The National College-licensed 'Clerks Development Programme' (more detailed information will be provided in the 'School Governance Prospectus: Professional Development and Learning Opportunities 2017/18') (revised and updated in accordance with the Competency Framework for Governance)
- 'Leadership Workshops' for the executive leader and chair of the governing board on current and relevant issues (as required)
- The opportunity to negotiate a Learning Community or Multi-Academy Trust 'bespoke' training event (new):
  - many of the courses described in the aforementioned Prospectus will be available to be delivered to groups of governing boards working collaboratively, either to a 'Learning Community', a Multi-Academy Trust, or other collaboration.

More detailed information about these opportunities will be circulated to executive leaders and chairs of governing boards before the end of the Summer Term 2017. Dates and topics would need to be negotiated with the Governance Development Team.

**Option 2: Governance Information and Support Package**

Governing boards will have access to:

- Our telephone and email Helpline
- Induction materials for those new to governance (bespoke and differentiated)
- Termly Governing Board publications, including a model agenda, the Governance Guide, the Guide for Executive Leaders, and model minutes, etc. (bespoke and differentiated)
- Termly Clerks' Briefing sessions to provide timely updates on national and local developments and to support their understanding of the termly Governing Board publications above (bespoke and differentiated)
- A bespoke 'password-protected' website containing a range of 'Good Practice' guidance, including model policies, self-evaluation tools, etc.

**Cost**

Full package included in the fee for subscribing schools/academies

**Option 2**

LA-maintained Governing Board: £850  
Multi-Academy Trusts: £850 per academy  
Stand-alone Academy Trusts: £850

**Please Note:**

For any governing board that purchases **Option 2 only**, individual governors, trustees and clerks to the board will also be able to access many of the training and development opportunities contained within the 'School Governance Prospectus: Professional Development and Learning Opportunities 2017/18' on a 'pay-as-you-go' basis. The cost of accessing training and development sessions will be clearly stated in the Prospectus.

### Headteacher Recruitment

The Governance Development Team, with consultant headteacher colleagues from RoSIS, provide a professional and cost-effective headteacher recruitment to governing boards. Together we have wide-ranging experience of the recruitment process, and can offer expert advice and support including:

- Initial contact – telephone advice to the chair of governors regarding the governing body's role in appointing a headteacher, key actions and timelines. Thereafter, ongoing telephone and email support.
- Written guidance – access to our updated written guidance covering each stage of the recruitment process from advertisement to selection.
- Model documentation – access to exemplars of key materials for advertising, shortlisting and selection. Consultant support in bespoking these materials to the school.
- Selection panel meetings – advice regarding the advertising of the post, shortlisting, and planning the selection event. Consultant attendance at selection panel meetings on request.
- Selection event – attendance by a consultant headteacher at the selection event.

**NB** – *for local authority schools this function is separate and distinct from the entitlement of the Director CYPS to be represented at any proceedings related to the appointment of a headteacher.*

- Follow up – telephone feedback to candidates following the selection event

**NB** - This service does **not** include:

- Clerking and administrative support
- Advertising costs
- Specialist HR support e.g. safeguarding checks

### Endorsement

*RoSIS provided support to me, and my governing board when selecting a new headteacher. We were advised and helped at every stage of the process, thereby giving the school the best chance to make an appropriate and legal appointment.*

Chair of Governors

### Cost

- Attendance at the interview only will be free for all maintained schools, regardless of subscription status.
- Attendance at the interview only for academies is charged at £400 per day
- Full advice and guidance package is available to all subscribing schools and academies at £2,000 plus advertisement costs
- Full advice and guidance package is available to non-subscribing schools and academies at £3,000 plus advertisement costs

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Governance Competency Framework

2(e) Staffing and performance management

3(a) Building an effective team

## Headteacher Appraisal

The appraisal of the headteacher is a key process in all schools and academies, supporting the professional development of the individual, while helping drive improvement strategies across the organisation. Appraisal and pay progression for headteachers in local authority maintained schools is regulated by the Appraisal Regulations (2012) and by the School Teachers' Pay and Conditions Document.

In local authority maintained schools it is the responsibility of the governing board to conduct annually the appraisal of the headteacher, and as an outcome of this process to make a decision on his or her pay progression. Regulation 4 of the Appraisal Regulations (2012) requires that the governing board of a school **must appoint an external adviser** for the purposes of providing it with advice and support in relation to the appraisal of the head teacher.

Independent schools including free schools and academies are **not** subject to these regulations, and are free to determine their own arrangements. It remains good practice, however, for them to appoint an external adviser to support the appraisal process.

RoSIS can provide governing boards with the services of suitably qualified and experienced external advisers to fulfil this role, including:

- Initial telephone or email contact with governors to advise on the process
- Attendance at meetings with the appointed governors and with the headteacher to undertake the review of the previous year's performance, and the setting of objectives and criteria for overall performance for the new appraisal year
- Written completion of the relevant sections of the appraisal reports

NB – it is not the role of the external adviser to advise governors on the individual pay progression of the headteacher.

## Endorsement

*The service provided is fully up to date, relevant across all areas of governance, giving myself as Chair and my governors the confidence to ask those all-important, searching questions of the Head and staff at our school.*

Chair of Governors and NLG

*The support from the RoSIS external adviser was comprehensive, efficient and thorough. It enabled us as governors to be knowledgeable and robust during the appraisal process for our Headteacher. Thank you!*

Chair of Governors

## Cost

£200 for subscribing schools and academies;

£450 for non-subscribing schools and academies

## Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

## Governance Competency Framework Accountability for educational standards and financial performance:

Staffing and performance management (2e)

### 'Modern Governor' e-learning Package

For 2017/18, governing boards can subscribe to the Modern Governor E-learning package via the Governance Development Team at a significantly reduced cost than approaching Modern Governor directly.

Modern Governor's catalogue of 50+ e-learning modules offers professional development for members of school governing boards and academy trust boards, including clerks, executive leaders and senior leadership teams. Currently, Modern Governor has 28 Governance modules available. In addition, the *Modern Governor Core Skills* modules have recently been added to the service, with more than 25 Core Skills modules available supporting 'soft' and transferable skills. Further details of the range of modules available can be accessed via [www.moderngovernor.com](http://www.moderngovernor.com)

The constantly-expanding catalogue of modules provides you with accessible pieces of learning designed to work on smartphones and tablets as well as 'traditional' computers.

All of the modules across the Modern Governor service have been mapped to and searchable across the broad areas of the Competency Framework for Governance. In the future, all newly-released and updated Modern Governor CPD modules will be mapped onto the most recent version of the Competency Framework. Individuals can choose which modules they wish to enrol, or a governing board could agree to work through a module before or during a meeting.

The smart learning modules adapt to fit the screen of whatever device is being used. Progress through any of the modules is tracked, so a module can be started on a computer in a workplace, continued on a smartphone and completed on a tablet in the evening. Once you have completed a course you can access, download and print a personalised certificate which can be retained as evidence of professional development in the event of inspection.

Individual schools and academies subscribing to this service directly with Modern Governor do so at a rate of £349 per annum excluding VAT. **Governing boards subscribing through the Governance Development Team can do so for a significantly discounted rate.**

### Endorsement

*Being new to governance, I find the training provided through Modern Governor to be a beneficial support in advancing my knowledge and understanding of my role. The interactive learning presented in concise modules is comprehensive, while the ability to study at my own pace and revisit sections of the course when I feel the need is most convenient. I am enjoying the informative and accessible programme, and feel it is a useful tool in my professional and personal development.*

Parent Governor

### Cost

Fully subscribing schools OR schools subscribing to Option 1 or 2 of the Governance Development packages:  
£129 excluding VAT  
Non subscribing schools:  
£349 excluding VAT

### Contact

[paul.carney@rotherham.gov.uk](mailto:paul.carney@rotherham.gov.uk) or  
[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

A Competency Framework for Governance (January 2017)

## Services for Headteachers

RoSIS recognises the crucial role headteachers play in determining the quality of provision and achievements of the schools they lead. Their leadership has a decisive impact on the quality of teaching and levels of pupils' outcomes.

For this reason, they need to be able to access regular, high quality support and challenge from external partners who can help them shape their own practice and professional development, both within and beyond their own school, so they learn and grow as leaders.

RoSIS will use the published 'National Standards of Excellence for Headteachers' (January 2015) and its four 'Excellence as Standard' domains:

- Qualities and knowledge;
- Pupils and staff;
- Systems and processes;
- The self-improving school system

to provide an appropriate bespoke offer of support and challenge for each headteacher with whom they work.

All subscribing schools and academies will continue to receive a regular (weekly) edition of the RoSIS Circular/Update which may include latest information e.g. re end of Key Stage statutory assessments or from DfE or Ofsted.

Fully subscribing schools will also be able to access a wide range of useful documents and resources stored on the RoSIS website <https://www.rosis.org.uk>.

<b>Services included in the fee for subscribing schools and academies</b>	<b>Cost for non-subscribing schools and academies</b>
<ul style="list-style-type: none"> <li>• Termly 1:1 sessions focussing on school improvement</li> </ul>	£2,000
<ul style="list-style-type: none"> <li>• Peer Challenge supported activity</li> </ul>	£300
<ul style="list-style-type: none"> <li>• Preparation for Ofsted</li> </ul>	£600
<ul style="list-style-type: none"> <li>• Testing the Rotherham Mission – Getting to Good/Outstanding</li> </ul>	£1,800
<ul style="list-style-type: none"> <li>• Teacher &amp; Support Staff Appraisal and Pay Progression</li> </ul>	£350 per day for in-school support; delegate rates for CPD sessions



**Termly 1:1 sessions focussing on school improvement**

RoSIS will broker the services of a suitable external partner to meet the schools' needs e.g. a Consultant Headteacher, a current Head or Executive Headteacher from our Associate Headteacher workforce or a recent ex-Headteacher.

The agenda for each session will be co-designed by the head and the external partner, but might include, for example, a detailed data conversation in the autumn term; some joint monitoring of key aspects of provision and leadership in the spring term and review of the impact of leadership activity and discussion re priorities for school improvement planning in the summer term and for new headteachers, brokerage of additional mentoring and support.

**Contact**

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

**Professional Standards****National standards of excellence for headteachers**

Domain One – characteristics 4 and 6  
Domain Two – characteristic 1  
Domain Three – characteristic 6  
Domain Four – characteristic 1

**Endorsement**

*The support offered by RoSIS has been invaluable as a new headteacher in Rotherham. A range of provision, including mentoring, bespoke support and the networking group for new heads, has had a significant impact on both school improvement and my own practice.*

Headteacher, Anston Greenlands

*As a new Head and new to the Local Authority, I have really appreciated the support we have received through RoSIS this year. In particular the mentoring for new heads, which has been invaluable. My mentor this year has been a huge support and really helped clarify my thinking, offering advice, guidance and a good cuppa! More than anything all of the heads and the Local Authority have been incredibly welcoming and more than willing to share experiences, invite me into their schools or put me in touch with someone who can help.*

Headteacher, Laughton J&I

**Cost**

Included in subscription for subscribers;  
£2,000 for non-subscribers for 3 days in school plus planning and administration

### Peer Challenge supported activity

RoSIS will provide professional expertise for supporting school self-review to validate your school's own evaluation of a subject, phase or aspect. These will usually last for half a day depending on the scope of the review and number of personnel involved. Supported activities might include:

- Desktop analysis of data, SEF and DEP.
- Joint lesson observations / work scrutiny / learning walk.
- Discussions with senior and middle leaders, including governors.
- Discussions with pupils.
- Support with post-review action.
- Planning / writing an evaluation report for the school and governing body.

Or, similar to above, a suitable external partner will work with a Headteacher or SLT to co-construct an evidence trail around a key question identified by the school's leadership. The question should focus on something that the school needs to find out more about (e.g. an issue arising from data analysis or raised by subject leaders or connected to priorities within the DEP). The external partner would then be part of the team during the enquiry visit, contribute to and quality assure the report written up for the governing body.

### Endorsement

*We have really benefitted from the support brokered by RoSIS in terms of peer challenge. Through the brokerage we have formed strong collaborations with Rosehill Junior and Kiveton Park Meadows Junior School. These collaborations have been key in helping us to develop our practices in our continual drive in school improvement.*

Headteacher, Anston Park Junior

### Cost

Included in subscription for subscribers;  
£300 for non-subscribers for a half day in school plus planning and administration

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### National standards of excellence for headteachers

Domain Two – characteristics 2 and 3  
Domain Four – characteristic 1

### Preparation for Ofsted

RoSIS will broker the services of a suitable external partner who will provide bespoke support, which might include some or all of the following:

- Desktop analysis of data, SEF and DEP.
- Interrogation of evidence base for school's own self-evaluation re. key judgements in SEF.
- Coaching for senior / middle leaders, including governors, in preparing for interviews with inspectors or conducting of 'mock' interviews with them.

Advise on marshalling and presentation of SSE evidence / sharing of 'best practice' from other schools that have recently been inspected.

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### National standards of excellence for headteachers

Domain Two – characteristic 3

Domain Three – characteristics 1, 4 and 6

Domain Four – characteristic 1

### Endorsement

*RoSIS has been highly instrumental in supporting our thorough preparation for and successful management of an Ofsted inspection through a combination of central and tailored support. The Testing the Mission day and 1:1 headteacher meetings have been invaluable for challenging school leadership and supporting detailed self-evaluation. Data support, CPD training days and network meetings for core subject, assessment and key stage leaders have been highly beneficial for informing good practice across the school.*

*LA guidance with the Foundation Stage was acknowledged in our Ofsted letter. The RoSIS circulars, safeguarding and assessment alerts impart vital, up-to-date information and save precious time for busy headteachers.*

*RoSIS has supported improvement, built strength and added tremendous value to our school. It contributed significantly to our successful Ofsted outcome. It is, without question, a great asset to Rotherham's children and schools.*

Headteacher, Todwick Primary

### Cost

Included in subscription for subscribers;

£600 for non-subscribers for 1 day in school plus planning and administration

## Testing the Rotherham Mission

### Getting to Good/Outstanding

RoSIS will broker the support of a suitable external partner to work with the headteacher of a school where an Ofsted inspection is imminent to co-construct an agenda for a day to investigate aspects of the school's self-evaluation. It is likely that the day will include some/all of the following:

- An opportunity for senior leaders (s) to put its case for good / outstanding in a presentational form of its choice.
- Extended joint learning walk(s) to explore aspects of provision and progress.
- A joint in-depth analysis of latest data to check school has the data case for good / outstanding.
- Discussions with senior / middle leaders and, possibly, governors.
- Support with writing a short report that clearly outlines strengths, areas for improvement and recommended next steps for school leaders.

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### National standards of excellence for headteachers

Domain Two – characteristic 3

Domain Four – characteristic 1

### Endorsement

*The Testing the Mission day helped to focus the school on its improvement journey.*

Headteacher, Laughton J&I

*The Testing the Mission Day provided an independent view of all aspects of school. As Headteacher I was able to direct colleagues in the team to come into school to test out all aspects of the school improvement plan or aspect of our self-evaluation. It involved senior leaders, middle leaders and Governors and provided an opportunity to begin to compile an evidence base against school improvement issues in readiness of Ofsted. It also provided an opportunity for new middle leaders to rehearse interviews and how to present their evidence to Ofsted.*

Executive Headteacher,  
Brinsworth Manor/Swinton Fitzwilliam

### Cost

Included in subscription for subscribers;  
£1,800 for non-subscribers for 1 day in school for a team of 3 senior leaders plus planning and administration

### **Teacher and Support Staff Appraisal and Pay Progression**

The 2012 Appraisal Regulations place a statutory requirement on all maintained schools to carry out annual appraisal of all teachers including the headteacher. Academies and free schools are free to determine their own policy, but generally follow a comparable process. In all schools, the effectiveness of performance management as a mechanism for determining pay progression and raising standards, will be scrutinised by Ofsted during an inspection. It is now common practice in schools to include support staff in the appraisal process, again linked to pay progression. For teachers and for support staff, appraisal must be linked to the relevant professional standards. RoSIS can provide a range of support to schools to ensure that their policy and practice in appraisal remains compliant with changes at national level, as well as reflecting best practice. Our training for staff taking on roles within appraisal can be a vital element in developing best practice. In full, the service provides:

- Annually revised guidance and proformas for both teacher and support staff appraisal reflecting changes at national level
- Annually revised guidance and proformas for the use of governing boards and external advisers in the appraisal of the headteacher, reflecting changes at national level
- Annually revised model policy for appraisal reflecting changes at national level
- Regular central training for teachers and support staff new to the role of appraiser or needing a 'refresh'
- Bespoke support / training for members of senior leadership team engaged in setting up or managing appraisal systems in school for teachers or support staff.

Bespoke school-based briefings / training for groups of teachers and/or support staff on any aspect of appraisal or pay progression.

### **Endorsement**

*Thank you for the training session this morning – each time I attend your training I learn more and come away with ideas on how I can improve our appraisal processes.*

Headteacher, Bramley Sunnyside Infant

*Thank you for all the information. Yesterday was very useful and I feel happier that we all understand the process and will have a consistent approach.*

Headteacher, Anston Hillcrest Primary

### **Dates**

Thursday 21<sup>st</sup> September

Wednesday 4<sup>th</sup> July

Both sessions will run from 1.30 – 4.00pm

### **Cost**

Included in subscription for subscribers;  
£350 for non-subscribers per day for in-school support or £90 per delegate for the courses

### **Contact**

[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### **Professional Standards**

#### **National standards of excellence for headteachers**

Domain Two – characteristic 6

Domain Three – characteristic 3

## South Yorkshire Maths Hub and the NCETM – The Roadmap to Mastery

**Rotherham School Improvement Service is once again delighted to be working in partnership with the South Yorkshire School Maths Hub and the NCETM**



### What is Teaching for Mastery?

A mastery approach to the teaching and learning of maths means **all** children develop a long term, secure and adaptable understanding of the subject. In a nutshell, mastery means 'securing understanding' so next steps in learning always build on solid foundations and children make connections between different strands. Teaching for Mastery encompasses all the aims of the 2014 Maths Curriculum. Mastery of maths, which should build step by step as a child goes through school, is a tool for life. Mastery is not a quick fix solution but is a sustainable, whole school approach to developing a curriculum that secures children's skills, knowledge and understanding in each year group through carefully designed sequences of lessons rich in models and images, mathematical language and reasoning. Every teacher gains a clear understanding of the maths that pupils must master (secure) before they move to the next year group. Challenge for children who grasp concepts quickly is achieved by going into greater depth within topics rather than acceleration to content in the next year group.

### How can we develop a mastery approach?

RoSIS in collaboration with the South Yorkshire Maths Hub and the NCETM would like to invite you to join us on a journey to developing a mastery approach to maths through the 'roadmap to mastery' programme. The roadmap programme enables, equips and supports maths subject leads to introduce and develop a mastery approach in their school through a series of CPD sessions. Colleagues will be signposted to quality resources to support Teaching for Mastery but will also be encouraged to enhance, develop and share their own resources and ideas with other delegates.

### The roadmap to mastery programme

The mastery programme begins with a session for Maths Leads and a member of SLT at Rockingham Professional Development Centre on Tuesday 4<sup>th</sup> July from 3:00 to 4:30pm. The session will provide an overview of Teaching for Mastery principles and explore implications for Senior Leadership Teams. Following this launch event, four full day CPD sessions for maths subject leads will take place in the autumn and spring terms.

### EYFS programme

Running alongside is a programme for EYFS leads – Maths for the Early Years; A Mastery Approach. This programme is designed for schools wishing to implement a mastery approach to mathematics throughout school and support transition from Foundation to Year 1.

### Evaluations

*Another excellent course – lots to think about and reflect upon when I return back to school. I need to meet with the head and discuss next steps for the next staff meeting on mastery – and which is the best way forward. Thank you for another fabulous day!* Delegate

### Dates

Launch – 4<sup>th</sup> July 2017 from 3.00 – 4.00pm  
 Session 1 – 20<sup>th</sup> September  
 Session 2 – 7<sup>th</sup> November  
 Session 3 – 16<sup>th</sup> January  
 Session 4 – 14<sup>th</sup> March

This programme is 4 full day sessions running from 8.30am – 4.00pm and delegates are expected to attend all sessions in full

### EYFS Programme

Session 1 – 28<sup>th</sup> September  
 Session 2 – 19<sup>th</sup> October  
 Session 3 – 16<sup>th</sup> November

This programme is 3 half day sessions running from 1.00 – 4.00pm and delegates are expected to attend all sessions in full

### Cost

Included in subscription for subscribers;  
 £130 per day, per delegate for non-subscribers

### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<http://www.mathshubs.org.uk/>

### Professional Standards

#### Teachers' standards

Part One – standards 1 – 6

#### National standards of excellence for headteachers

Domain One – characteristic 3

Domain Two – characteristic 2

Domain Four – characteristics 1 and 4

## Statutory Assessment

The Local Authority has quality assurance processes in place to ensure that all statutory functions are carried out as per guidelines in the assessment and reporting arrangements for each key stage. An appeals policy, outlining the steps to take if the school is not satisfied with this process, is shared with schools on an annual basis. The Standards and Testing Agency (STA) monitors local authority systems, plans and evaluations to ensure that the LA is carrying out their statutory duties with respect to statutory assessment at each key stage. The Moderation Manager and all external moderators will have been trained and assessed in line with STA requirements. The package includes:

### End of Key Stage 2 Assessment

- Ensure that the KS2 assessment arrangements are implemented through a LA programme of moderation, monitoring and data checking.
- Ensure all schools receive an external moderation visit to moderate Y6 writing at least once in a four year cycle and more frequently if they meet one or more of the listed STA 'triggers' as above including training, guidance and advice.
- Conduct LA test monitoring visits as per statutory guidelines

### End of Key Stage 1 Assessment

- Ensure all maintained schools and academies receive an external moderation visit at least once in a four year cycle and more frequently if they meet one or more of the listed STA 'triggers'.  
These currently include:
  - new teaching staff
  - new SLT
  - Ofsted concern
  - unusual patterns of attainment
  - date and/or outcome of last external moderation
  - concern relating to the previous assessment cycle, including maladministration
- Provide training & guidance on all aspects of assessment at KS1 through e-briefings, updates & central training.
- Advise schools on disapplication and reporting of statutory assessment for the end of KS1.
- Ensure that all schools have an electronic data system in order to return data to the LA.
- Carry out quality assurance checks on the KS1 data returns from schools to ensure that data is accurate prior to DfE submission..

### Cost

- This service is provided to all maintained schools free of charge.
- Academies receive their funding directly from the EFA and those who are fully subscribing can purchase at the subsidised rate of £250 for the academic year.
- Non-subscribing academies will be charged £500 for full access to this service.

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Professional Standards

#### Teachers' standards

Part One – standards 2, 3, 4 and 6

### Phonics Screening Test

- Include all schools in a formal LA phonics screening monitoring visit within a set cycle.
- Provide telephone/email support and guidance on the statutory arrangements within KS1.
- Ensure that all schools have an electronic data collection system in order to submit data to the LA prior to DfE submission.
- Carry out quality assurance checks on the phonic screen data returns from schools.

### End of Foundation Stage EYFS Profile Assessment

- Ensure all maintained schools, academies and early years providers within the Local Authority area with Reception/F2 age children receive an external moderation visit at least once in a four year cycle and more frequently if specific 'triggers' are met.  
These currently include:
  - NQT in Reception/F2
  - Teacher new to the EYFS in Reception/F2
  - Ofsted concern
  - unusual patterns of attainment
  - unexpected data outcomes in the previous year
  - date and/or outcome of last external moderation
- Provide training & guidance on all aspects of EYFS Profile assessment through e-briefings, updates & central training.
- Advise schools on exemptions and reporting of statutory assessment for the end of the Foundation Stage.
- Ensure that all schools have an electronic data system in order to return data to the LA.
- Carry out quality assurance checks on the EYFS Profile data returns from schools to ensure that data is accurate prior to DfE submission.

### Additional Elements available are:

- Access to any additional guidance/support documentation that may be created by members of the team.
- Support and advice from the RoSIS moderation team at both LC and individual school level. For example, LC moderation meetings, working with Y2/Y6 teachers in school to support moderation and robust and accurate assessment throughout the year.
- Attendance at good practice, driver group and other events led and brokered by the SI Service which support improvements in the accuracy of assessment and in the drive to achieve the Rotherham Mission.

N.B. These additional elements are included in the subscription fee for subscribing schools/academies or are available at the delegate rate of £130 per delegate per day and/or £350 per day for in-school support for non-subscribing schools/academies.



## Working together to improve pupil outcomes

### Our Targeted Support Workshops

In Autumn Term 2013, we ran our first Targeted Support Workshops with a focus on accelerating progress in Year 6. Ten Headteachers/Executive Headteachers, all with a proven track record of success in securing consistently strong end of KS2 outcomes, were invited to lead a series of mini-presentations sharing aspects of their leading practice to an invited targeted audience of leaders who needed to ensure improved KS2 outcomes for their schools in 2014. It was a very positive professional learning experience for all involved and helped to secure much stronger outcomes in 2014.

As a result of this success, a further series of Targeted Support Workshops were held during 2014-15, 2015-16 and 2016-2017 focusing on areas where we needed to make most progress the following year. These have included: phonics; grammar, punctuation and spelling; KS1 reading; KS1 mathematics; KS2 reading and accelerating progress in Year 6. Once again, there was a considerable improvement in both 2015 and 2016 outcomes for schools that attended these CPD events. There was very positive feedback about how the organisation of the workshops enabled high levels of professional learning conversations to take place resulting in actions being taken that improved key aspects of provision.

For 2017-18, because of their continuing popularity and success with school leaders and the contribution they have made to improving outcomes, we will run another series of Targeted Support Workshops during autumn term. As yet, the focus for these workshops is undecided. It will be driven by our LA 2017 end of year outcomes and focus on those areas where we need to make most progress in 2018. Following a full data analysis in July 2017, we will be in a position to inform you about the areas of focus for these autumn term workshops before the end of the summer term.

#### Endorsement

*Excellent way of making links to other schools*

*Good positive CPD opportunity for Y6 at the beginning of the year so chance to implement changes to have an impact*

*This provided me with a wealth of new ideas to try out and resources to back this up*

#### Dates

Monday 9<sup>th</sup> October

Thursday 12<sup>th</sup> October

Monday 23<sup>rd</sup> October

Thursday 26<sup>th</sup> October

All sessions will run from 12.30 – 4.30pm

N.B. we will continue to encourage and target certain schools to attend these workshops because of their needs but they will also be open for 2017-18, free of charge to all other fully subscribing schools.

#### Cost

Included in subscription for subscribers; £90 per delegate for non-subscribers

#### Contact

[karen.hopkins@rotherham.gov.uk](mailto:karen.hopkins@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### Professional Standards

##### Teachers' standards

Part One – standards 1 – 6 and 8

##### National standards of excellence for headteachers

Domain Four – characteristic 1

# SUBSCRIPTION AGREEMENT

Please return to Fiona Radford ([fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk))

**School / Academy**

**Please X as appropriate**

**Will be subscribing FULLY to the Rotherham School Improvement Service at £27 per pupil for the period 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018.**

--

**Will be purchasing services on an individual basis as below:**

**Section 1 – New for 2017-18**

- Active Rotherham and Yorkshire Sport Foundation
- Anti-Bullying *in association with The Anti-Bullying Company*
- National Literacy Trust
- Outstanding Teaching Assistant Programme (OTAP)
- Partnership Work with The Kyra Research School
- Power of Coaching (POC)
- Roadmap to Teaching for Mastery in Mathematics – Phase 2 - The 5 Big Ideas
- Rotherham Youth Enterprise
- School-based CPD events
- South Yorkshire School Business Leaders Network
- Leadership Events


**Back by Popular Demand**

- Assessment Matters and Data Support Service
- Basic Skills Quality Mark
- BLOODHOUND SSC
- Early Years Foundation Stage Leaders in Schools
- Leadership Events
- Leadership Matters
- NQT Appropriate Body
- Outstanding Teacher Programme (OTP)
- Picture This!
- Primary Science
- The Rotherham Children’s Festival
- Rotherham Healthy Schools
- RQT Development Programme
- Services for Governing Boards
- Services for Headteachers
- Roadmap to Mastery
- Statutory Assessment
- Targeted Support Workshops


# Rotherham School Improvement Service

Appendix 3

## Continuous Professional Development Brochure for Schools and Academies 2017/2018



***Rotherham School Improvement Partnership Mission***  
*all pupils making at least good progress;*  
*no underperforming cohorts;*  
*all teachers delivering at least good learning;*  
*and all schools moving to at least the next level of successful performance*

**"EVERY TEACHER NEEDS TO IMPROVE, NOT BECAUSE THEY ARE NOT GOOD ENOUGH,  
BUT BECAUSE THEY CAN BE EVEN BETTER."**

**DYLAN WILIAM**

Welcome to Rotherham's School Improvement Service (RoSIS) Continuous Professional Development Brochure for schools and academies for 2017-18. The brochure has been developed in consultation with headteachers and together with the Directory of Services and the Governors' Learning and Development Prospectus is designed to help all schools and academies move towards achieving our Rotherham School Improvement Partnership mission:

- *all pupils making at least good progress;*
- *no underperforming cohorts;*
- *all teachers delivering at least good learning; and*
- *all schools moving to at least the next level of successful performance.*

Within this year's RoSIS offer, you will find a range of CPD opportunities facilitated or delivered by our team of professionally qualified and experienced Teaching and Learning Consultants. Working closely with practitioners and leaders in schools, this workforce will continue to provide additional value and expertise to the local schools-led improvement system. The CPD opportunities have been aligned to the Standard for teachers' professional development (2016) which is based on the following characteristics:

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.  
And all this is underpinned by, and requires that:
5. Professional development must be prioritised by school leadership.

In addition, we have also linked our new offer to these other standards:

- Teachers' Standards (2013)
- Professional standards for teaching assistants (2016)

Full details of our CPD offer, along with cost per delegate and booking arrangements, are set out in the brochure and are available to any school or academy whether based in Rotherham or elsewhere. For those schools and academies that have opted to subscribe to the RoSIS Traded Services Offer in full, all CPD opportunities in the brochure are included as part of your subscription fee without further charges or limitation on the number of staff that want to attend. Schools and academies will be informed via regular RoSIS circulars and CPD updates throughout the year when additional items are added to this offer.

We hope that you find the learning opportunities within this brochure a valuable contribution towards meeting your school improvement needs for 2017-18. We look forward to continue working together in partnership with you through the next academic year.

*Del Rew*

Del Rew

Head of Education; Rotherham School Improvement Service

## Endorsement

*Accessing high quality CPD is essential when making improvements to teaching and learning. As a new Headteacher coming into Rotherham, I have been extremely pleased with the variety of CPD and level of support made available through the RoSIS traded offer. We are extremely lucky to be able to utilise these development opportunities so that we can continue to improve practice and impact positively on children's outcomes.*

Headteacher, Wales Primary

## Our Principles

- Is a schools-led offer based upon school's needs as customers with purchasing power to achieve economies of scale and value for money;
- Focuses on prevention rather than intervention that provides both support and challenges;
- Is independent and 100% committed to the Rotherham School Improvement Partnership Mission, including the re-investing of funding from schools back into school improvement; and
- Is based upon robust data analysis.

## Our Customer Service Promise

1. All services will be supported by an instant access online and telephone helpline available Monday to Friday 8:30am to 5pm.
2. Services will be responsive to need and agreed in discussion with RoSIS Consultant Heads to ensure a meaningful offer is developed for your school or academy.
3. There will be no limit on the number of CPD places that a school or academy subscribing to RoSIS can have.
4. The additional charges to schools and academies subscribing to RoSIS are heavily subsidised for support with the Headteacher Performance Management, NQTs and access to the Specialist Leadership Events.
5. All RoSIS staff will be professionally trained with appropriate qualifications and experience.
6. All RoSIS staff will be covered by the Local Authority's professional indemnity insurance, hold current DBS checks and have received the necessary safeguarding training.
7. Delivery will take place in the most appropriate setting for that school or academy.
8. All learning materials, guidance and training will be delivered in the context of up-to-date legislation and based upon robust data and/or good evidenced-based practice.

## Our Pricing

For schools and academies who have chosen to subscribe in full to RoSIS for the period 1<sup>st</sup> September 2017 to 31<sup>st</sup> August 2018 there are no additional charges for access to the majority of CPD opportunities listed in this brochure, the exception being the Specialist Leadership events which are heavily subsidised for subscribing schools. Schools and academies that choose not to subscribe to the service can purchase specific CPD opportunities at a day delegate rate. The delegate rates are unchanged for 2017/2018: £130 per delegate for a full day course, £90 per delegate for a half day course and £60 per delegate for a twilight session.

N.B. The specialist leadership events will incur a nominal charge of £50 per delegate for subscribing schools and academies; standard delegate rate for non-subscribing schools and academies.

## Please tell us that you are coming

It is essential that you reserve a place on any course you wish to attend. If you don't book a place you cannot be informed of a cancellation which might need to be made at short notice. Most courses have minimum and maximum numbers to ensure that tutors are able to deliver courses effectively, however, it is also crucial that arrangements can be confirmed with the relevant venue to book adequate refreshments, ensure suitable seating arrangements and organise sufficient course materials for participants. **An administration fee of £25 will be charged for attendance without prior booking.**

## How to book

All CPD opportunities are available to view on our website <http://www.rosis.org.uk/cpd> and places can be booked by emailing [rockingham.pdc@rotherham.gov.uk](mailto:rockingham.pdc@rotherham.gov.uk) with your name, school, email address and the course reference. A CPD booking form is available on our website for multiple bookings.

## What if I need to cancel my booking?

If you have enrolled onto a course and then find you cannot attend, please inform us as soon as possible, even on the day of the course, if necessary, by emailing [rockingham.pdc@rotherham.gov.uk](mailto:rockingham.pdc@rotherham.gov.uk). Some courses do become oversubscribed and have a waiting list. By informing us that you are no longer able to attend a course, this may enable another person to attend in your place. Full course fees (£130 per day) will be applied for non-attendance or cancellation less than 10 working days prior to the course date for non-subscribing schools.

## Contact

Please contact Fiona Radford, Business Manager, for all queries relating to this brochure on telephone 01709 334005 or [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk).

## Teachers' Standards

All CPD events have been designed with consideration of the Teachers' Standards taken into account.

### Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### Part One: Teaching

#### A teacher must:

<b>1. Set high expectations which inspire, motivate and challenge pupils</b>	<b>3. Demonstrate good subject &amp; curriculum knowledge</b>
<ul style="list-style-type: none"> <li>• establish a safe and stimulating environment for pupils, rooted in mutual respect</li> <li>• set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions</li> <li>• demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings</li> <li>• demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship</li> <li>• demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject</li> <li>• if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics</li> <li>• if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.</li> </ul>
<b>2. Promote good progress and outcomes by pupils</b>	<b>4. Plan and teach well-structured lessons</b>
<ul style="list-style-type: none"> <li>• be accountable for pupils' attainment, progress and outcomes</li> <li>• be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these</li> <li>• guide pupils to reflect on the progress they have made and their emerging needs</li> <li>• demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching</li> <li>• encourage pupils to take a responsible and conscientious attitude to their own work and study.</li> </ul>	<ul style="list-style-type: none"> <li>• impart knowledge and develop understanding through effective use of lesson time</li> <li>• promote a love of learning and children's intellectual curiosity</li> <li>• set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired</li> <li>• reflect systematically on the effectiveness of lessons and approaches to teaching</li> <li>• contribute to the design and provision of an engaging curriculum within the relevant subject area(s).</li> </ul>

<b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>	<b>7. Manage behaviour effectively to ensure a good and safe learning environment</b>
<ul style="list-style-type: none"> <li>• know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively</li> <li>• have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these</li> <li>• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</li> <li>• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</li> </ul>	<ul style="list-style-type: none"> <li>• have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</li> <li>• have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</li> <li>• manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them</li> <li>• maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.</li> </ul>
<b>6. Make accurate and productive use of assessment</b>	<b>8. Fulfil wider professional responsibilities</b>
<ul style="list-style-type: none"> <li>• know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</li> <li>• make use of formative and summative assessment to secure pupils' progress</li> <li>• use relevant data to monitor progress, set targets, and plan subsequent lessons</li> <li>• give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• make a positive contribution to the wider life and ethos of the school</li> <li>• develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support</li> <li>• deploy support staff effectively</li> <li>• take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues</li> <li>• communicate effectively with parents with regard to pupils' achievements and well-being.</li> </ul>



**Part Two: Personal and Professional Conduct**

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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## Rockingham Professional Development Centre

**Rotherham School Improvement Service is delighted to be working in partnership with Rockingham Professional Development Centre**



Rockingham Professional Development Centre (RPDC) was established in 1984 and was initially created to provide a training base for teachers and school staff. RPDC has developed immensely into an impressive conference and meeting centre providing the finest hospitality to support learning and inspire leadership. Rooms at the Centre are available to hire for Rotherham schools and academies but also to educational providers outside of the Borough.

### Service Description

Rockingham Professional Development Centre (RPDC) provides a cost effective, efficient base for both the delivery of a central Continuous Professional Development programme and for use by schools to run their own CPD events.

We offer:

- An ideal setting for staff meetings, interviews or bespoke CPD
- Free use of equipment onsite and/or the hire of specialist equipment for use in the centre
- A comfortable break-out area
- A professional catering service
- Easy access and wheelchair friendly; Induction Loop
- Easy access from the M1, Rotherham and Sheffield
- Free parking
- Free Wi-Fi

### Cost

Room hire prices inclusive of tea/coffee

- Rockingham Hall (capacity 100)  
£250 per day
- Training Rooms (capacity 30)  
£185 per day or £25 per hour
- Meeting Room (capacity 20)  
£185 per day or £25 per hour
- Meeting Room (capacity 10)  
£185 per day or £25 per hour

Delegate Rates available from £10 per person and 10% discount on room hire for subscribing schools

### Contact

[karen.howden@rotherham.gov.uk](mailto:karen.howden@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<https://www.rosis.org.uk/rockingham-pdc>

## Primary Assessment Leader Network Meetings

### Course Content

The meetings are in a sequence which needs attendance by the same person from your school at each meeting. If possible, the first meeting should include the Headteacher or Senior Leader responsible for Assessment so they are aware of the remit of the meetings and the importance of the same person attending.

### Learning Outcomes

Primary Assessment Leader Network meetings where leaders have the opportunity to receive latest updates and discuss current practice. This is a forum for sharing of best and innovative practice.

### Relevant Phase

KS1, KS2

### Target Audience

Senior Leadership, Middle Leadership

### Duration

3 x Half Day  
attendance required  
at all three sessions

### Dates

5<sup>th</sup> October 2017  
17<sup>th</sup> January 2018  
23<sup>rd</sup> May 2018

### Time

13:00 – 16:00  
13:00 – 16:00  
13:00 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*The network meeting have kept me up to date with statutory changes and working alongside likeminded professionals, the dialogue has enabled me to reflect on our school current practice and make changes to ensure we are assessing, evaluating and moderating efficiently and effectively.*

### Cost

Included in the fee for subscribing schools and academies;  
£270 for all three sessions for non-subscribers

### Contact

[karen.hopkins@rotherham.gov.uk](mailto:karen.hopkins@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## End of KS1 Statutory Assessment Training for Teachers New to Y2

### Course Content

Information and guidance around end of KS1 statutory assessment arrangements for teachers who are new to Y2 under the current curriculum.

### Learning Outcomes

Colleagues will have greater knowledge and understanding of the end of KS1 statutory assessment arrangements.

### Relevant Phase

KS1

### Target Audience

Classroom Teachers, RQTs, NQTs

### Duration

1 x Full Day

### Dates

6<sup>th</sup> November 2017

### Time

9:15 – 15:00

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

### Cost

Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## End of KS2 Statutory Assessment Training for Teachers New to Y6

### Course Content

Information and guidance around end of KS2 statutory assessment arrangements for teachers who are new to Y6 under the current curriculum.

### Learning Outcomes

Colleagues will have greater knowledge and understanding of the end of KS2 statutory assessment arrangements.

### Relevant Phase

KS2

### Target Audience

Classroom Teachers, RQTs, NQTs

### Duration

1 x Full Day

### Dates

9<sup>th</sup> November 2017

### Time

9:15 – 15:00

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## End of KS1 Statutory Assessment Updates for Teachers with Experience of Teaching Y2 under the Current Curriculum

### Course Content

Information and updates around the end of KS1 statutory assessment arrangements for teachers with experience of teaching Y2 under the current curriculum.

### Learning Outcomes

Colleagues will have up-to-date information and guidance around the end of KS1 statutory assessment arrangements.

### Relevant Phase

KS1

### Target Audience

Classroom Teachers, RQTs

### Duration

1 x Half Day

### Dates

15<sup>th</sup> November 2017

### Time

9:15 – 12:15

15<sup>th</sup> November 2017 13:15 – 16:00

(Choice of morning or afternoon)

### Venue

Rockingham Professional Development Centre

### Evaluations

*Thank you for a really good day. I have scored top marks across the board.*

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## End of KS2 Statutory Assessment Updates for Teachers with Experience of Teaching Y6 under the Current Curriculum

### Course Content

Information and updates around the end of KS2 statutory assessment arrangements for teachers with experience of teaching Y6 under the current curriculum.

### Learning Outcomes

Colleagues will have up-to-date information and guidance around the end of KS2 statutory assessment arrangements.

### Relevant Phase

KS1

### Target Audience

Classroom Teachers, RQTs

### Duration

1 x Half Day

### Dates

17<sup>th</sup> November 2017  
17<sup>th</sup> November 2017

### Time

9:15 – 12:15  
13:15 – 16:00

(Choice of morning or afternoon)

### Venue

Rockingham Professional Development Centre

### Evaluations

*I found this training extremely helpful in informing about the changes to the assessment protocols for this coming year.*



### Cost

Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)  
 01709 334005

## End of KS1 Statutory Assessment Training - Central Moderation

### Course Content

Delegates will be given the opportunity to engage in the process of the moderation of reading, writing and mathematics against National Standards.

### Learning Outcomes

Y2 teachers will have moderated their pupils' current attainment against National Standards and considered whether the evidence base clearly supports this.

### Relevant Phase

KS1

### Target Audience

Classroom Teachers, RQTs, NQTs

### Duration

2 x Twilight

### Dates

8<sup>th</sup> January 2018  
10<sup>th</sup> April 2018

### Time

16:00 – 18:00  
16:00 – 18:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*The statutory assessment session was very informative. Amy and George succinctly and clearly clarified the STA documentation. This was particularly useful for guidance around independent writing and ideas for evidencing ITAF statements in maths.*



### Cost

Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)  
 01709 334005

## End of KS2 Assessment Training - Central Moderation

### Course Content

Delegates will be given the opportunity to engage in the process of the moderation of writing against National Standards.

### Learning Outcomes

Y6 teachers will have moderated their pupils' current attainment against National Standards and considered whether the evidence base clearly supports this.

### Relevant Phase

KS1

### Target Audience

Classroom Teachers, RQTs, NQTs

### Duration

2 x Twilight

### Dates

18<sup>th</sup> January 2018

11<sup>th</sup> April 2018

### Time

16:00 – 18:00

16:00 – 18:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*We valued the opportunity work alongside colleagues from other schools and validate out judgements. We also had the opportunity to share best practice and plan next steps for our teaching.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005



## Statutory EYFS Profile Moderation Training

### Course Content

The EYFS profile is the statutory assessment that must be completed at the end of the Foundation Stage. All children in the F2/Reception year will need to have a profile completed in June 2018. This event will focus on accurate assessment and moderation of the identified area of learning judgements. The sessions will include an opportunity to explore the national exemplification materials for these early learning goals, and agreement trialling. In addition, any new information/updates in relation to EYFS profile statutory assessment will be shared.

### Learning Outcomes

EYFS teachers will be familiar with the national exemplification materials for the identified area of learning early learning goals, and will be confident to make accurate assessment judgements when completing the EYFS profile.

### Relevant Phase

Foundation

### Target Audience

Classroom Teachers, RQTs, NQTs,  
Support Staff Teaching and Learning

### Duration

1 x Half Day

Area of Learning Focus 1

*These are repeated sessions*

1 x Half Day

Area of Learning Focus 2

*These are repeated sessions*

### Dates

31<sup>st</sup> January 2018

1<sup>st</sup> February 2018

16<sup>th</sup> April 2018

17<sup>th</sup> April 2018

### Time

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*Very informative in a helpful and friendly way. As someone new to EYFS it felt supportive and helped answer questions about the profile.*

*Informative and really beneficial. I found all the activities useful and the opportunity to speak with other practitioners is invaluable.*

*The course was well delivered and helped to clarify misconceptions and misunderstandings that I had.*

### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Administering the Phonics Screening Check for Teachers New to the Process

### Course Content

Colleagues will receive training and advice on the administration and marking of the Y1 phonics screening check as well its assessment and reporting arrangements.

Please note that this is a repeat of last year's training and is aimed at those administering the screen for the first time either as a Y1 or Y2 teacher.

### Learning Outcomes

Colleagues will have a greater knowledge and understanding of the administration and statutory requirements of the Phonics Screening Check.

### Relevant Phase

KS1

### Target Audience

Teachers, RQTs, NQTs

### Duration

1 x Half Day

### Dates

27<sup>th</sup> April 2018

### Time

13:15 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*Very useful session. Provided clarity around statutory requirements and enabled me to ask everything I wanted to know.*

*I have taken away quick fix ideas alongside ideas for the longer term.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Appraisal / Performance Management Training for Teachers and Support Staff

### Course Content

Appraisal, or performance management, is a key process in schools and increasingly applies to both teachers and to support staff. An Ofsted inspection of schools will typically consider the effectiveness of performance management systems in driving up standards, and in informing decisions on pay progression. Having an effective appraisal system, and skilled and knowledgeable staff appraisers is, therefore, vital.

This half-day course is aimed at either teachers or support staff who are taking on some responsibility for staff appraisal – either as an appraiser, or coordinating appraisal across school. It offers either an introduction, or a 'refresher', to the key policies, processes, paperwork, and skills involved in staff appraisal. The course will consider the key elements of each stage of the appraisal process – setting objectives, monitoring progress, and review. Links will be made to the key professional standards for teachers and support staff and how they can be used to assess performance fairly and objectively.

As part of the course, we will also consider how appraisal links to pay progression for both teachers and support staff, and the process of making a pay recommendation as part of appraisal.

### Learning Outcomes

Participants will be made familiar with:

- The broader national framework for appraisal including current professional standards.
- Model policy and guidance for schools from RoSIS.
- Practical approaches to conducting appraisal - setting objectives, monitoring, and review.
- Key skills for appraisal.
- Typical paperwork for the appraisal report.
- Links between appraisal and pay, in particular making a pay recommendation.

### Relevant Phase

Foundation, KS1-5

### Target Audience

Senior Leadership, Middle Leadership,  
Support Staff Teaching and Learning

### Duration

2 x Half Day

### Dates

21<sup>st</sup> September 2017  
4<sup>th</sup> July 2018

### Time

13:30 – 16:00  
13:30 – 16:00

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Maths for the Early Years - A Mastery Approach

### Course Content

Running alongside the Roadmap to Mastery Programme for South Yorkshire Primary Schools, this programme aims to develop a 'Teaching for Mastery' approach to maths in the Early Years. Developed from approaches used in south-east Asia, mastery aims to provide success in maths for all children through deepening the child's understanding of mathematical concepts. The programme will develop understanding of maths concepts in the Number and Shape, Space and Measure areas of learning. It will explore the common misconceptions that children can develop, as well as strategies to prevent and overcome these misconceptions.

This is a programme with gap tasks to complete between sessions.

Participants should attend all three sessions.

### Learning Outcomes

- Improved understanding of maths and how children learn maths.
- Confidence developed in maths for adults working with children in the early years.
- Improved awareness of how misconceptions may arise and how to deal with them.

### Relevant Phase

Foundation

### Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

### Duration

3 x Half Day

### Dates

28<sup>th</sup> September 2017

### Time

13:15 – 16:00

Attendance required 19<sup>th</sup> October 2017 13:15 – 16:00

at all three sessions 16<sup>th</sup> November 2017 13:15 – 16:00

### Venue

Rockingham Professional Development Centre and Meadow View Primary School

### Evaluations

*An excellent course. Lots to think about. Looking forward to going back to school and putting the next steps in place.*

*Brilliant insight. Very inspiring as always. Superb subject knowledge. Lovely manner and very helpful.*

*Hugely informative, as always, with many ideas to try and to implement both in the classroom and whole school.*

### Cost

Included in the fee for subscribing schools and academies;  
£270 for the full programme for non-subscribers

### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## New to the EYFS

### Course Content

Introduction to the EYFS Statutory Framework and Development Matters. What does a good early years learning environment look like and feel like. The importance of learning through purposeful play in the early years. Planning for purposeful learning through an effective observation, assessment and planning cycle. The importance of adult child interactions to facilitate, develop and extend children's learning, especially Communication and Language Development. An overview of formative and summative assessment to both inform next steps in teaching and learning and to track children's progress over time. Understanding what 'typical development' looks like for children in the EYFS, and strategies to start to close gaps where children are not at typical development.

There will be two tasks to complete between the training days, and an opportunity for a follow up visit to school after the course has finished for further bespoke support.

Participants should attend all three sessions.

### Learning Outcomes

- Good level of understanding of the EYFS statutory framework and Development Matters/Early Years Outcomes.
- Knowledge of how to plan and teach effectively in the early years to enable children to make good progress.
- Understanding of how to utilise formative and summative assessments to maximise progress and close attainment gaps.

### Relevant Phase

Foundation

### Target Audience

Classroom Teachers, RQTs, NQTs

### Duration

3 x Full Day  
attendance required  
at all three sessions

### Dates

29<sup>th</sup> September 2017  
13<sup>th</sup> October 2017  
27<sup>th</sup> October 2017

### Time

9:15 – 15:15  
9:15 – 15:15  
9:15 – 15:15

### Venue

Rockingham Professional Development Centre

### Evaluations

*I have thoroughly enjoyed all 3 sessions. They have been very useful and informative. I have enjoyed listening to the different ideas and approaches that make a foundation stage, and knowing that although they are all different, we are doing the same things. I have loved the emphasis on learning through play, as a child-initiated approach is what we promote at our school. I will take away lots of ideas and resources, as well as the knowledge of what we are doing and how we are doing this is the best for the children. Great course!*

*Really valuable, thought provoking and enjoyable training. Liked the mix of practical, theory with added gap tasks that supported reflecting on our practice but in a comfortable, non-threatening way.*

### Cost

Included in the fee for subscribing schools and academies;  
£360 for the full programme for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## Being an Effective Teaching Assistant in the EYFS

### Course Content

Develop knowledge and understanding of the EYFS statutory framework and Development Matters. Explore the importance of learning through play and the role of the adult in engaging in children's play to support learning and development, especially Communication and Language Development. Reflect on the importance of adult child interactions to facilitate, develop and extend children's learning. Explore the important role of observational assessment in the FS and how Teaching Assistants can contribute to this. Consider the importance of the learning environment in supporting and extending children's learning and development.

### Learning Outcomes

- Good understanding of the EYFS Statutory Framework and Development Matters.
- Knowledge of how to effectively engage in children's play to facilitate, develop and extend learning and development.
- Knowledge of effective strategies to interact with children to support their Communication and Language Development.
- Ability to contribute to observational assessments.
- Ability to contribute to the development of an effective learning environment.

### Relevant Phase

Foundation

### Target Audience

Support Staff Teaching and Learning

### Duration

1 x Full Day

### Dates

6<sup>th</sup> October 2017

### Time

9:15 – 15:15

### Venue

Rockingham Professional Development Centre

### Evaluations

*Most worthwhile course I've done so far. I have learnt new skills and facts, whilst improving knowledge and skillset I already have. Group work was useful and helped to break up the information heavy content. Delivery of the course was engaging and inspiring.*

*I am new to being a TA and so have found this invaluable. Good balance between theory and activities/group work. Really enjoyed the day and found it useful.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

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## Termly EYFS Leaders Network

### Course Content

A range of updates in relation to national and local EYFS developments will be shared. This could include any relevant Ofsted and DfE updates, as well as good practice examples and new documentation relating to the EYFS.

### Learning Outcomes

Up to date with key local and national messages relating to EYFS practice and expectations.

### Relevant Phase

Foundation

### Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers

### Duration

3 x Half Day

attendance required  
at all three sessions

### Dates

20<sup>th</sup> November 2017

12<sup>th</sup> March 2018

2<sup>nd</sup> July 2018

### Time

13:15 – 16:00

13:15 – 16:00

13:15 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*Excellent, very useful and informative. I can now use the information gathered to develop an action plan and work on key issues at school. Provided a good opportunity to reflect.*

### Cost


Included in the fee for subscribing schools and academies;  
£270 for all three sessions for non-subscribers

### Contact

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## EYFS, Understanding the World

### Exploring Science Within the EYFS Curriculum

#### Course Content

Science provides a context through which active play-based learning activities can develop children's skills, knowledge and understanding of their world. You will explore ideas to develop practical science that can be used with young children to develop a range of scientific skills and explore the opportunities these activities offer to promote children's social, thinking and creative skills as they work in small groups in an engaging way. These opportunities will link to the Understanding the World area of learning and the Characteristics of Effective Learning.

#### Learning Outcomes

- Demonstrate the value of purposeful play to develop children's skills through scientific exploration
- Implement a range of ideas and activates to enhance children's early science experiences

#### Relevant Phase

Foundation

#### Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTS

#### Duration

1 x Full Day

#### Dates

8<sup>th</sup> February 2018

#### Time

9:15 –15:30

#### Venue

Rockingham Professional Development Centre

#### Evaluations

*Very informative and well presented. There course was very 'hands on' with lots of examples on how science can be delivered in the EYFS curriculum. The resources, materials and ideas were fabulous and were manageable and achievable in any EYFS setting and could be adapted to fit with your current learning. Many of the ideas would create 'awe and wonder' and develop scientific skills in the children. Thank you, a very valuable day!*

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

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[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005



## Leadership Events and Headteacher Meetings

Each term RoSIS will organise a leadership event for senior leaders from all schools and academies. These events will all be led by presenters with a national reputation for leadership development and school improvement.

### Autumn Term Event

Thursday 23<sup>rd</sup> November in association with the Kyra Research School. Keynotes from:  
Professor Steve Higgins  
*Professor of Education at Durham University and one of the authors of the Sutton Trust/EEF Teaching and Learning Toolkit*

Alex Quigley

*Director of Research School, Huntington School, York*  
Workshops covering: Effective Use of Teaching Assistants; Metacognition; Marking and Feedback; Peer Tutoring

### Spring Term Event

Thursday 8<sup>th</sup> March in association with Chris Quigley Education.

Chris will return to Rotherham to deliver his new course – Continuous Provision in Years 1-6. This course will advance KS1 & KS2 teachers' and leaders' understanding of how continuous provision can be used to improve pupils depth of understanding in all areas of the curriculum.

### Summer Term Event

Tuesday 19<sup>th</sup> June in association with Focus Education. We are pleased to welcome back Clive Davies OBE who will share his work on developing metacognition and how leaders can develop this aspect of pedagogy.

### Cost

£50 per delegate for subscribing schools and academies  
£130 per delegate for non-subscribing schools and academies

### Dates

Joint Headteachers' meeting from 8.30 to 11.00 am.  
Thursday 28<sup>th</sup> September 2017

Primary Headteachers' meeting from 8.30am to 12noon.  
Thursday 16<sup>th</sup> November 2017  
Thursday 22<sup>nd</sup> February 2018  
Thursday 14<sup>th</sup> June 2018

Secondary Headteachers' meeting dates to be confirmed.

Special/PRU Headteachers' meetings from 8.00 to 11am.  
Wednesday 18<sup>th</sup> October 2017  
Wednesday 6<sup>th</sup> December 2017  
Wednesday 21<sup>st</sup> February 2018  
Wednesday 11<sup>th</sup> April 2018  
Wednesday 23<sup>rd</sup> May 2018  
Wednesday 27<sup>th</sup> June 2018

### Cost

There is no charge for attendance at the headteacher meetings and they are open to all schools and academies within Rotherham, regardless of subscription status.

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

## Teachers New to the Role of English, Maths or Science Subject Leader

### Course Content

Good subject leadership has a positive impact on the quality of teaching and learning in primary schools. This session will support colleagues who are new to the role of subject leader to develop the relevant knowledge, understanding and skills to enable them to effectively lead an identified area of the curriculum.

### Learning Outcomes

- Have knowledge and understanding of how to effectively and strategically lead a specific subject / curriculum area across all primary phases.
- Increased confidence and appropriate skills to support, challenge and professionally develop other colleagues within the curriculum area for which you have responsibility.

### Relevant Phase

Foundation, KS1-2

### Target Audience

Middle Leadership

### Duration

1 x Full Day

### Dates

3<sup>rd</sup> October 2017

### Time

9:15 –15:00

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk)  
[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## New to Primary Subject Leadership (foundation subjects)

### Course Content

Good subject leadership has a positive impact on the quality of teaching and learning in primary schools. The day will support colleagues who are new to the role of subject leader to develop the relevant knowledge, understanding and skills to enable them to effectively lead an identified area of the curriculum. The day will provide specific training inputs to support delegates in developing their new role in school. There will be opportunities to hear from experienced subject leaders and share best practice.

### Learning Outcomes

- Have knowledge and understanding of how to effectively strategically lead a specific subject/curriculum area across all primary phases.
- Effectively lead change in an identified subject / curriculum area across your school.
- Increased confidence and appropriate skills to support and professionally develop other colleagues within the curriculum area you have responsibility for.

### Relevant Phase

Foundation, KS1-2

### Target Audience

Middle Leadership, Classroom Teachers, RQTs

### Duration

1 x Full Day

### Dates

23<sup>rd</sup> October 2017

### Time

9:15 – 15:00

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk)  
[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## The Teaching, Learning and Use of Standard English, Grammar and Punctuation for Support Staff

### Course Content

- Training will provide an overview of effective teaching and learning in these areas. Participants will develop pedagogy, subject knowledge, and be given time to practise and discuss the skills required to meet the needs of the current curriculum.
- The use of Standard English for both adults and children will be covered with a focus on why this is important and how it provides the 'backbone' of the English Curriculum. Its link to success in writing and the 'GPS' tests at KS1 and KS2 will also be demonstrated.
- Training will focus on the subject knowledge needed to teach and apply punctuation and grammar effectively. A range of practical activities will also be shared.

This is a repeat of last year's training.

### Learning Outcomes

Increased knowledge of the teaching, learning and use of Standard English, grammar and punctuation and their place in the new curriculum and statutory testing.

### Relevant Phase

KS1, KS2

### Target Audience

Support Staff

### Duration

1 x Half Day

### Dates

21<sup>st</sup> September 2017

### Time

9:30 – 14:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*Excellent subject knowledge with a clear outline of age expectations. Lots of ideas on how to make grammar fun for the children. A good mix of activities. Useful training.*

*A really valuable and informative day of training. I am looking forward to using my deeper knowledge in school.*

*I enjoyed today's course and found it very informative. It was delivered clearly and in a friendly manner. I would like to attend any other course of this nature.*

### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Primary Literacy Subject Leaders Network Meetings

### Course Content

Updates and sharing of current best practice.

### Learning Outcomes

Literacy Subject Leaders will have the opportunity to receive latest updates and discuss current practice. Best and innovative practice will be shared.

### Relevant Phase

### Target Audience

Foundation, KS1, KS2 Middle Leadership

### Duration

3 x Half Day

### Dates

22<sup>nd</sup> November 2017

### Time

13:15 – 16:00

attendance required

23<sup>rd</sup> February 2018

13:15 – 16:00

at all three sessions

6<sup>th</sup> July 2018

13:15 – 16:00

### Venue

Rockingham Professional Development Centre

### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Evaluation

*Loved yesterday's meeting - came away with lots of ideas.*

*I have delivered the reading staff meeting that you shared with us and can already see the impact!*

*Really useful – can't wait to share the grammar resources at our next staff meeting.*

*Great to hear from other subject leaders. Am definitely going to visit and see her in action.*


### Cost

Included in the fee for subscribing schools and academies;

£270 for all three sessions for non-subscribers

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## The Teaching and Learning of Reading for Support Staff

### Course Content

- Training will provide an overview of effective teaching and learning in this area. Participants will develop pedagogy, subject knowledge, and be given time to practise and discuss the skills required to meet the needs of the current curriculum.
- Training will focus on the teaching of reading based on the 'Simple View of Reading' and the Content Domains. A range of approaches and practical ideas will be shared.

### Learning Outcomes

- Increased knowledge of the teaching and learning of reading and its place in the curriculum and statutory testing regime.

### Relevant Phase

KS1, KS2

### Target Audience

Support Staff

### Duration

1 x Full Day

### Dates

1<sup>st</sup> December 2017

### Time

9:30 – 14:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Roadmap to Mastery Programme

### Course Content

What is Teaching for Mastery? A mastery approach to the teaching and learning of maths means all children develop a long term, secure and adaptable understanding of the subject. In a nutshell, mastery means 'securing understanding' so next steps in learning always build on solid foundations and children make connections between different strands. Teaching for Mastery encompasses all the aims of the 2014 Maths Curriculum.

Mastery of maths, which should build step by step as a child goes through school, is a tool for life. Mastery is not a quick fix solution but is a sustainable, whole school approach to developing a curriculum that secures children's skills, knowledge and understanding in each year group through carefully designed sequences of lessons rich in models and images, mathematical language and reasoning. Every teacher gains a clear understanding of the maths that pupils must master (secure) before they move to the next year group. Challenge for children who grasp concepts quickly is achieved by going into greater depth within topics rather than acceleration to content in the next year group.

The mastery programme begins with a session for Maths Leads and a member of SLT at Rockingham Professional Development Centre, Tuesday 4<sup>th</sup> July from 3:00 to 4:30pm. The session will provide an overview of Teaching for Mastery principles and explore implications for Senior Leadership Teams.

### Learning Outcomes

How can we develop a mastery approach? RoSIS in collaboration with the South Yorkshire Maths Hub and the NCETM would like to invite you to join us on a journey to developing a mastery approach to maths through the 'roadmap to mastery' programme. The roadmap programme enables, equips and supports maths subject leads to introduce and develop a mastery approach in their school through a series of CPD sessions. Colleagues will be signposted to quality resources to support Teaching for Mastery but will also be encouraged to enhance, develop and share their own resources and ideas with others delegates.

### Relevant Phase Target Audience

KS1, KS2                      Senior Leadership, Middle Leadership

Duration	Dates	Time
1 x Half Day plus	4 <sup>th</sup> July 2017	15:00 – 16:30
4 x Full Days	20 <sup>th</sup> September 2017	9:15 – 15:30
attendance required	7 <sup>th</sup> November 2017	9:15 – 15:30
at all five sessions	16 <sup>th</sup> January 2018	9:15 – 15:30
	14 <sup>th</sup> March 2018	9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*An excellent course on misconceptions and the overall approach to mastery. I appreciated the practical activities and resources. These gave me lots of ideas to take back into school. It has made me evaluate our short and long term plans.*

*I find your style of delivery very beneficial. It's very rare that we get the time to discuss maths with other passionate people. This session was great! Very practical, lots of time to collaborate and talk through ideas. I'm so glad I'm on this course.*

*A very interesting and thought provoking day – looking forward to sharing with staff. Thanks!*

### Cost

Included in the fee for subscribing schools and academies;  
£540 for the full programme for non-subscribers

### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

*RoSIS is delighted to be working in partnership with the South Yorkshire Maths Hub and the NCETM*



## Bar Modelling for Year 6 Teachers

### Course Content

Bar Modelling is an effective strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through the method step by step in a wide range of topics including fractions, ratio and algebra. Participants will be able to implement ideas from the training immediately and help children in preparation for the end of key stage assessments and the reasoning test papers in particular. The course is aimed at Y6 teachers and their colleagues who will be working with Y6 children in supporting their mathematical learning.

### Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts.
- An exploration in the use of bar modelling across a range of strands and question types, with a particular focus on end of KS2 reasoning papers.

### Relevant Phase

KS2

### Target Audience

Middle Leadership, Classroom Teachers, RQTs, Support Staff Teaching and Learning

### Duration

1 x Full Day

### Dates

26<sup>th</sup> September 2017

### Time

9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

#### Contact

[ruth.sampson@rotherham.gov.uk](mailto:ruth.sampson@rotherham.gov.uk) or

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#### To Book

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01709 334005

## Roadmap for Mastery – Phase 2

### The 5 Big Ideas

#### Course Content

This course follows on from the Roadmap to Mastery Programme. It is aimed at Maths Subject Leads who have already accessed the Roadmap to Teaching for Mastery Programme in 2015/16. The training is directly underpinned by the latest content from National Teaching for Mastery training led by Debbie Morgan and the South Yorkshire Maths Hub.

Each session will explore the 5 Big Ideas of Teaching for Mastery in detail. The CPD continues to be practical and will equip delegates to develop teaching for mastery within their own classrooms and beyond.

#### Learning Outcomes

- Deepen knowledge and understanding of Teaching for Mastery strategies through exploration of the 5 Big Ideas:
  - Fluency
  - Structure and representation
  - Variation (conceptual and procedural)
  - Reasoning
  - Coherence
- Explore a range of models for developing Teaching for Mastery approaches through school.
- Share best practice with colleagues and network with other maths leads.

#### Relevant Phase

KS1, KS2

#### Target Audience

Middle Leadership

#### Duration

4 x Half Day

#### Dates

4<sup>th</sup> October 2017

#### Time

13:00 – 16:00

attendance required

21<sup>st</sup> November 2017

13:00 – 16:00

at all four sessions

24<sup>th</sup> January 2018

13:00 – 16:00

20<sup>th</sup> March 2018

13:00 – 16:00

#### Venue

Rockingham Professional Development Centre

#### New Course for 2017/18

##### Cost

Included in the fee for subscribing schools and academies;  
£360 for the full programme for non-subscribers

##### Contact

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[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

##### To Book

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01709 334005

*RoSIS is delighted to be working in partnership with the South Yorkshire Maths Hub and the NCETM*





## Improving Children's Fluency in Mental Arithmetic Year 4, Year 5 and Year 6

### Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

### Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 4 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

### Relevant Phase

KS2

### Target Audience

Classroom Teachers, Support Staff  
Teaching and Learning

### Duration

2 x Full Days  
attendance at both

### Dates

10<sup>th</sup> October 2017  
13<sup>th</sup> November 2017

### Time

9:15 – 15:30  
9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
£240 for the full programme for non-subscribers

#### Contact

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[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

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 01709 334005

## Improving Children's Fluency in Mental Arithmetic Year 1, Year 2 and Year 3

### Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

### Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 4 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

### Relevant Phase

Other

### Target Audience

Classroom Teachers, Support Staff  
Teaching and Learning

### Duration

2 x Full Day  
attendance at both

### Dates

11<sup>th</sup> October 2017  
14<sup>th</sup> November 2017

### Time

9:15 – 15:30  
9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;  
£240 for the full programme for non-subscribers

#### Contact

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01709 334005

## Maths Workshops

### Course Content

Each maths workshop will explore how the use of concrete and pictorial representations can deepen children's conceptual understanding. Key strands in the maths curriculum will be used as a vehicle for exploring teaching methods that ensure procedures are underpinned by understanding. One of the sessions will, for example, look at concrete and pictorial resources to teach addition and subtraction of fractions. Delegates will be encouraged to unpick ideas in order to better understand the curriculum and key concepts underpinning understanding. The workshops are not aimed at particular year groups or key stages as delegates will engage in professional dialogue around a particular strand in mathematics and effective use of representations. Key principles will be applicable to all year groups and all strands.

Session 1 – Multiplication

Session 2 – Division

Session 3 – Fractions

Session 4 – Algebra

Session 5 – Volume

### Learning Outcomes

- Enhance subject knowledge
- Understand how a concrete, pictorial, abstract (CPA) approach can help children understand maths
- Better understand progression in topics
- Know key concepts in topics
- Raise awareness of current mathematical ideas

### Relevant Phase

KS1, KS2

### Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs

### Duration

5 x Half Days

### Dates

16<sup>th</sup> October 2017

8<sup>th</sup> November 2017

11<sup>th</sup> January 2018

5<sup>th</sup> February 2018

26<sup>th</sup> February 2018

### Time

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

13:00 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

[georgina.brown@rotherham.gov.uk](mailto:georgina.brown@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

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 01709 334005

## Maths Subject Lead Network Meetings

### Course Content

Maths Subject Lead Network Meetings will provide delegates with local and national updates as well as the opportunity to share best practice with colleagues. As the new curriculum becomes more embedded across schools, the focus for this academic year will shift to exploring the role of maths leads and expectations. Each meeting will have a key line of enquiry which will be sent out to prior to the session. The lines of enquiry will be based on local intelligence or national priorities and may focus on issues such as marking and feedback or evidencing progress.

### Learning Outcomes

- Share best practice.
- Explore effective leadership in mathematics.
- Reflect on current practice and identify next steps.
- Raise awareness of current information and thinking in leadership of mathematics.

### Relevant Phase

KS1, KS2

### Target Audience

Middle Leadership

### Duration

2 x Half Days  
attendance at both

### Dates

19<sup>th</sup> October 2017  
5<sup>th</sup> March 2018

### Time

9:00 – 12:00  
13:00 – 15:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*Lots of practical, engaging activities to take back to school. Good balance of input, group conversations, activities and useful updates.*

*Great ideas as always. It's always good to get updates too! Lots of ideas to take back to class and then share throughout school.*



### Cost

Included in the fee for subscribing schools and academies;  
£180 for the full programme for non-subscribers

### Contact

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### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)  
 01709 334005

## An Introduction to Bar Modelling Year 4 and Year 5

### Course Content

Bar Modelling is a helpful strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through this method step by step, moving from the concrete to the pictorial bar model in different topics, including the four operations and fractions. Participants will be able to see the progression from the early stages of this approach through to upper KS2.

The course is aimed at Year 4 and Year 5 teachers and their colleagues who will be working with children to support their mathematical learning.

### Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts.
- An exploration in the use of bar modelling across a range of areas of maths and question types.
- Understanding of how to move children from the concrete bar to the pictorial bar and finally to the abstract.

### Relevant Phase

KS2

### Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

### Duration

2 x Half Days  
attendance at both

### Dates

24<sup>th</sup> October 2017  
30<sup>th</sup> January 2018

### Time

13:15 – 15:30  
13:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
£180 for the full programme for non-subscribers

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#### To Book

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 01709 334005

## An Introduction to Bar Modelling

### Year 1, Year 2 and Year 3

#### Course Content

Bar Modelling is a helpful strategy which is used to support children to visualise mathematical concepts and solve problems. It is a model which equips children with a powerful tool to help them represent a problem and can be used across many areas of the maths curriculum. The course will take teachers through this method step by step, moving from the concrete to the pictorial bar model in different topics, including the four operations and fractions. Participants will be able to see the progression from the early stages of this approach through to lower KS2.

The course is aimed at Year 1, Year 2 and Year 3 teachers and their colleagues who will be working with children to support their mathematical learning.

#### Learning Outcomes

- Gain an insight into how the structure of the bar model can support children's understanding of problems.
- Knowledge of how the bar model can be introduced and its progression through mathematical concepts in areas such as subtraction.
- An exploration in the use of bar modelling across a range of areas of maths and question types.
- Understanding of how to move children from the concrete bar to the pictorial bar and finally to the abstract bar.

#### Relevant Phase

KS1, KS2

#### Target Audience

Middle Leadership, Classroom Teachers, RQTs, NQTs, Support Staff Teaching and Learning

#### Duration

2 x Half Days

attendance at both

#### Dates

25<sup>th</sup> October 2017

29<sup>th</sup> January 2018

#### Time

13:15 – 15:30

13:15 – 15:30

#### Venue

Rockingham Professional Development Centre

#### New Course for 2017/18

##### Cost


Included in the fee for subscribing schools and academies;  
£180 for the full programme for non-subscribers

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##### To Book

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 01709 334005

## NQT Induction – Welcome Event (1)

for Primary, Secondary and Special NQTs

from Clifton, Rawmarsh, St. Pius, Swinton, Thrybergh, Wingfield, Winterhill and Wath

### Course Content

This event is organised by Rotherham Local Authority as the Appropriate Body responsible for all NQTs in Rotherham schools and academies who schools have chosen Rotherham as the Appropriate Body. NQTs are strongly recommended to attend. The event will include:

- A welcome from the Appropriate Body and introduction to key staff with responsibility for NQT Induction.
- An overview of the key statutory elements of induction, including key timescales and the respective roles of schools and the Appropriate Body.
- An overview of both the 'rights' and 'responsibilities' of NQTs, requirements for the successful completion of induction, and procedures followed where issues arise.
- The opportunity to meet other NQTs from across the borough.
- The opportunity to meet representatives of teacher trades unions.

### Learning Outcomes

NQTs will become familiar with key elements of the statutory process of induction – including the respective roles of schools and the Appropriate Body. They will be made aware of their rights as NQTs, and also their responsibilities including the requirements to successfully complete induction. NQTs will be made aware of the processes followed where issues or concerns arise, and who to contact within the Appropriate Body. NQTS will be introduced to representatives of the local teacher trades unions, and given any details they wish about enrolment and contacts.

### Relevant Phase

Foundation, KS1-4

### Target Audience

NQTs

### Duration

1 x Twilight

### Dates

12<sup>th</sup> September 2017

### Time

16:15 – 17:30

### Venue

Rockingham Professional Development Centre

### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk)  
[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
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### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## NQT Induction – Welcome Event (2)

for Primary, Secondary and Special NQTs

from Aston, Brinsworth, Dinnington, St. Bernard's, Maltby, Oakwood, Wickersley and Wales

### Course Content

This event is organised by Rotherham Local Authority as the Appropriate Body responsible for all NQTs in Rotherham schools and academies who schools have chosen Rotherham as the Appropriate Body. NQTs are strongly recommended to attend.

The event will include:

- A welcome from the Appropriate Body and introduction to key staff with responsibility for NQT Induction.
- An overview of the key statutory elements of induction, including key timescales and the respective roles of schools and the Appropriate Body.
- An overview of both the 'rights' and 'responsibilities' of NQTs, requirements, requirements for the successful completion of induction, and procedures followed where issues arise.
- The opportunity to meet other NQTs from across the borough.
- The opportunity to meet representatives of teacher trades unions.

### Learning Outcomes

NQTs will become familiar with key elements of the statutory process of induction – including the respective roles of schools and the Appropriate Body. They will be made aware of their rights as NQTs, and also their responsibilities including the requirements to successfully complete induction. NQTs will be made aware of the processes followed where issues or concerns arise, and who to contact within the Appropriate Body. NQTS will be introduced to representatives of the local teacher trades unions, and given any details they wish about enrolment and contacts.

### Relevant Phase

Foundation, KS1-5

### Target Audience

NQTs

### Duration

1 x Twilight

### Dates

13<sup>th</sup> September 2017

### Time

16:15 – 17:30

### Venue

Rockingham Professional Development Centre

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

### Contact

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## NQT Induction Tutor Training

### Training for NQT Induction Tutors and Mentors

#### Course Content

This half-day course is aimed primarily at NQT Induction tutors or mentors who are new to role, but those with experience of this role, but who have not attended training or supervised NQT Induction for some time, will also benefit from attending to update and refresh their knowledge.

The course has three principal objectives:

- To familiarise participants with the statutory requirements of NQT induction
- To share good practice in mentoring NQTs
- To consider the professional learning needs of NQTs and how these can be met

#### Learning Outcomes

- Statutory requirements of induction. Participants will be introduced to the both national and local guidance materials for induction. They will be familiarised with the requirements around registering an NQT, and with the required cycle of monitoring and reporting process over the year. 'Difficult scenarios' will be explained. Good practice exemplars for documentation will be shared.
- Good practice in mentoring. Participants will consider good practice in observing and feeding back on lessons, producing action plans, and conducting progress review meetings. Good practice around evidence collection and the use of the Teachers' Standards will be explored. Essential preparation for termly and final assessments will be explained, including the requirements around performance related pay progression for NQTs.
- Progression learning needs. Participants will consider how NQTs' training needs can best be met through school-based and external learning opportunities, and how these should be linked to action plans.

#### Relevant Phase

Foundation, KS1-5

#### Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers, Induction Tutors and Mentors

#### Duration

2 x Half Day

#### Dates

19<sup>th</sup> September 2017

10<sup>th</sup> July 2018

#### Time

13:30 – 16:00

13:30 – 16:00

#### Venue

Rockingham Professional Development Centre

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk)

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#### To Book

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01709 334005

## NQT Induction

### Briefing for Headteachers and Senior Leaders

#### Course Content

This one hour twilight briefing is intended for headteachers or senior leaders in school who will have whole-school oversight of the NQT induction process. The focus of the briefing will be to refresh and update familiarity with the requirements of induction, including any national and local changes for 2017/18.

NB – A fuller half-day training for induction tutors and mentors is offered, which includes the elements of this briefing plus a more detailed consideration of good practice in working one-to-one with NQTs. A second linked half-day session then focuses on monitoring and reporting NQT process including the C4C process.

#### Learning Outcomes

- Statutory requirements of induction. An overview will be offered of the statutory requirements for 2017/18, with an emphasis on any changes resulting from revised NQT Statutory Regulations or and the continuation of performance related pay.
- Good practice in mentoring. There will be an overview of the required cycle of monitoring and review, including any revisions to the materials contained within Rotherham's NQT Induction Guidance for 2017/18 to support this process.
- Professional learning needs. Training opportunities for NQTs in 2017/18 will be highlighted.

#### Relevant Phase

Foundation, KS1-5

#### Target Audience

Senior Leadership

#### Duration

1 x Twilight

#### Dates

19<sup>th</sup> September 2017

#### Time

16:15 – 17:15

#### Venue

Rockingham Professional Development Centre

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

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#### To Book

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 01709 334005

## NQT Induction Tutor Training

### Effective Monitoring, Feedback and Interventions including the Use of C4C (Cause for Concern) Process

#### Course Content

This half day course is intended primarily for induction tutors or mentors responsible for monitoring and providing feedback for NQTs on their progress, and for planning interventions including the use of the formal C4C process (Cause for concern) process. It has been designed as a 'follow-on' session for any induction tutors who attended the initial Appropriate Body training session. The content of the course will be statutory requirements and best practice in the areas listed.

#### Learning Outcomes

The course will support participants in accessing and sharing best practice in NQT Induction, specifically:

- Approaches to monitoring NQT progress and identifying needs.
- Developing the use of lesson observation and feedback to support the development of NQTs.
- Recording and reporting progress against the current Teachers Standards.
- Planning and delivering interventions when NQT performance does not reach the required standard.
- Use of the formal C4C (cause for concern) process
- Evidencing the above

#### Relevant Phase

Foundation, KS1-5

#### Target Audience

Senior Leadership, Middle Leadership,  
Classroom Teachers

#### Duration

1 x Half Day

#### Dates

14<sup>th</sup> November 2017

#### Time

13:30 – 16:00

#### Venue

Rockingham Professional Development Centre

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

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 01709 334005

## Literacy Subject Knowledge for NQTs

### The Teaching and Learning of GPS

#### Course Content

Training will focus on the subject knowledge needed to teach grammar and punctuation effectively.

#### Learning Outcomes

Improved subject knowledge in the areas of grammatical terminology and punctuation.

#### Relevant Phase

KS1 and KS2

#### Target Audience

NQTs

#### Duration

1 x Half Day

#### Dates

27<sup>th</sup> September 2017

#### Time

9:15 – 12:15

#### Venue

Rockingham Professional Development Centre

#### Evaluations

*Overall an interesting day, which has provided essential knowledge back in the classroom. Excellent!*

*Excellent subject knowledge with a clear outline of age expectations. Lots of ideas on how to make grammar fun for the children. A good mix of activities.*

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

#### Contact

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#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Improving Children's Fluency in Mental Arithmetic NQT and RQT

### Course Content

Children's fluency in number and calculation is one of the 3 aims of the maths curriculum and forms a key part of end of Key Stage One and Key Stage Two assessment. This course will emphasise the importance of developing children's fluency with number. The sessions will explore teaching strategies to build children's confidence, flexibility and speed when calculating. A range of practical resources will be used throughout to promote children's engagement and encourage flexible thinking.

### Learning Outcomes

- Know how to support children who have an over-reliance on counting strategies.
- Raise awareness of progression in mental arithmetic from Year 1 to Year 6.
- Increase the number of mental strategies children know and use.
- Know strategies to increase children's speed when calculating.
- Understand how to move children to more efficient mental strategies.
- Explore ways to capture evidence of children's mental strategies.

### Relevant Phase

KS1, KS2, KS3

### Target Audience

RQTs, NQTs

### Duration

2 x Full Day  
attendance at both

### Dates

20<sup>th</sup> October 2017  
22<sup>nd</sup> January 2018

### Time

9:15 – 15:30  
9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
£240 for the full programme for non-subscribers

#### Contact

[ruth.sampson@rotherham.gov.uk](mailto:ruth.sampson@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Safeguarding for NQTs

### Course Content

- An awareness of safeguarding children and young people in education settings.
- An awareness of the signs and indicators of abuse including child sexual exploitation, FGM, Prevent and Domestic Abuse.
- How to respond and how to refer appropriately both within school and to other agencies.
- To understand the allegations against staff process and the role of the LADO.
- To inform staff about the legal duties placed on them by Part One of Keeping Children Safe in Education 2016 (statutory guidance from HM Government).

### Learning Outcomes

Participants will be made more aware of the signs and indicators of child abuse; be able to respond appropriately and effectively; be more aware of their own role within education safeguarding (including safer working practices) and of the multi-agency safeguarding arena.

### Relevant Phase

Foundation, KS1-2

### Target Audience

NQTs

### Duration

1 x Full Day

### Dates

26<sup>th</sup> October 2017

### Time

9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*Feel clued up about all areas of safeguarding and how to deal with it.*

*Super explanation of definitions/terminology used within safeguarding, made relatable by showing relevant scenarios.*

*Feel more confident in reporting procedures and reporting to appropriate professionals.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

### Contact

[sherran.finney@rotherham.gov.uk](mailto:sherran.finney@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## Literacy Subject Knowledge for NQTs

### The Importance of Spoken English in Building Vocabulary and Improving Writing

#### Course Content

Training will provide an overview of effective teaching and learning in literacy. Participants will develop pedagogy and subject knowledge, and be provided with ideas and resources to move literacy learning forward. Training will focus on developing Standard Spoken English, building vocabulary and the use of visual literacy to develop speaking, listening and writing.

#### Learning Outcomes

An overview of effective teaching and learning, including effective pedagogy and subject knowledge for teaching literacy.

#### Relevant Phase

Foundation, KS1-2

#### Target Audience

NQTs

#### Duration

1 x Half Day

#### Dates

20<sup>th</sup> November 2017

#### Time

9:15 – 12:15

#### Venue

Rockingham Professional Development Centre

#### Evaluations

*A fantastic bank of ideas that I will be able to use throughout the year.*

*Good subject knowledge and well delivered.*

*Really opened my eyes up to the impact of spoken language.*

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Focus on Teacher Wellbeing for NQTs

### Course Content

The DfE acknowledges that teacher workload places a number of demands on teachers which can provide a wide range of challenges for colleagues within the teaching profession. A teacher who has job satisfaction, high levels of morale and one who maintains a healthy physical, emotional and social outlook to balance the demands of work and school life is crucial to improving children's educational outcomes.

This half day session will provide NQTs with opportunities to identify, consider and reflect on key pressures facing teachers who are new to the profession, consider strategies to reduce pressure and maintain a healthy work life balance. Signposting to key services will also be provided to support individuals who may be facing specific challenges in their NQT year.

### Learning Outcomes

- Identify and manage a wide number of challenges facing teachers new to the profession.
- Learn from recently qualified and more experienced teachers who have managed the demands of the role.
- Provided with a range of strategies and sources of support to help maintain an effective work life balance.

### Relevant Phase

Foundation, KS1-2

### Target Audience

NQTs

### Duration

1 x Half Day

### Dates

15<sup>th</sup> November 2017

### Time

9:15 – 12:15

### Venue

Rockingham Professional Development Centre

### New course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005



## Developing Children's Reasoning and Fluency Through Mental Maths Activities for NQTs and RQTs

### Course Content

Children's fluency in number is the first aim of the maths curriculum and being able to reason mathematically is the second aim. This course will focus on both aspects in the form of mental maths activities. The benefits of counting regularly for all children will be emphasised and how questioning skills can help develop children's reasoning skills alongside fluency. Attendees will participate in a range of activities and games using a variety of resources to promote both fluency and reasoning.

### Learning Outcomes

- Understand the importance of counting across all year groups.
- Explore the use of games and activities which support fluency and reasoning skills.
- Raise awareness of the variety of resources which can be used to help develop fluency.
- Understand the role of questioning in developing children's reasoning skills.

### Relevant Phase

Foundation, KS1-2

### Target Audience

RQTs, NQTs

### Duration

1 x Half Day

### Dates

27<sup>th</sup> November 2017

### Time

13:15 – 15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

[ruth.sampson@rotherham.gov.uk](mailto:ruth.sampson@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Science Subject Knowledge for NQTs and RQTs

### Course Content

This practical course will provide you with opportunity to develop and enhance your knowledge of the primary science curriculum with a focus on working scientifically. The day will include examples of effective practice and will provide you with opportunities to share practice.

### Learning Outcomes

- Familiar with the characteristics of successful science teaching across the primary phase.
- Demonstrate increased knowledge of effective strategies for teaching strands of working scientifically.
- Implement a range of ideas and activities with confidence to enhance children's experience of science education which will impact positively on pupil outcomes.

### Relevant Phase

KS1-2

### Target Audience

RQTs, NQTs

### Duration

1 x Full Day

### Dates

5<sup>th</sup> December 2017

### Time

9:15 –15:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*Some good ideas for science investigations. Good learning from others, collaborating and sharing ideas. Good way of teaching, style – giving opportunities to control own learning.*

*Given more confidence to extend own practice. Very informative. Great ideas for lessons. Presented and delivered well. Lots of extra resources, info and books to use in further practice.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers


### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Literacy Subject Knowledge for NQTs

### The Teaching and Learning of Reading

#### Course Content

Training will provide an overview of effective teaching and learning in literacy. Participants will develop demagoguery and subject knowledge, and be provided with ideas and resources to move literacy forward. Training will focus on the teaching of reading based on the 'Simple View of Reading' and the Content Domains. A range of approaches and practical ideas will be shared.

#### Learning Outcomes

An overview of effective teaching and learning, including effective pedagogy and subject knowledge for teaching literacy.

#### Relevant Phase

KS1-2

#### Target Audience

NQTs

#### Duration

1 x Full Day

#### Dates

10<sup>th</sup> January 2018

#### Time

9:15 – 12:15

#### Venue

Rockingham Professional Development Centre

#### Evaluations

*Gives strategies that are explained in depth and has given me excellent ideas to make lessons more engaging.*

*Amy has demonstrated fantastic ways to draw more from reading and cross curricular links. The session was fun, useful and informative.*

#### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## The Teaching and Learning of Primary Languages (MFL in KS2) for NQTs

#### Course Content

Training will provide an overview of effective teaching and learning in primary languages. Participants will develop pedagogy and subject knowledge, and be provided with ideas and resources to move primary language learning forward.

#### Learning Outcomes

An overview of effective teaching and learning, including pedagogy and subject knowledge for teaching primary languages.

#### Relevant Phase

KS2

#### Target Audience

NQTs

#### Duration

1 x Half Day

#### Dates

6<sup>th</sup> February 2018

#### Time

13:15 – 16:00

#### Venue

Rockingham Professional Development Centre

#### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers

#### Contact

[amy.parry@rotherham.gov.uk](mailto:amy.parry@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## SEND for NQTs

### Course Content

This course is to upskill Newly Qualified Teachers in overcoming barriers to learning for pupils with SEND. The following will be included:

- Their role and responsibilities as a class teacher within the SEND Code of Practice.
- An introduction to a range of learning needs found in the Primary classroom.

Providing advice on practical strategies to ensure inclusion and enable progress for all children.

### Learning Outcomes

- Implement practical ideas to better support the learning and progress of vulnerable groups and SEND pupils.
- Appropriately differentiate lessons to better support and challenge the progress and attainment of all pupils.

### Relevant Phase

Foundation, KS1-2

### Target Audience

NQTs

### Duration

1 x Full Day

### Dates

20<sup>th</sup> February 2018

### Time

9:15 – 15:30

### Venue

Rockingham Professional Development Centre

### Evaluations

*Very informative and beneficial.*

*Good ideas, not just for SEND children, applicable for all.*

*Approachable trainers with lots of practical advice given.*

### Cost

Included in the fee for subscribing schools and academies;


Delegate rate applies for non-subscribers


### Contact

[helen.bacon@rotherham.gov.uk](mailto:helen.bacon@rotherham.gov.uk) or

[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Geography Subject Knowledge and Pedagogy for NQTs

### Course Content

This course will provide you with opportunities to develop and enhance your own subject knowledge for teaching geography, in order to plan and deliver engaging and creative lessons which meet the minimum requirements of the KS1 and KS2 geography curriculum. It will also provide you with opportunities to share practice and talk with other colleagues about approaches to teaching geography. There will also be opportunities to learn from experienced teachers about how they have developed and delivered engaging curricular to develop children's geographical knowledge, understanding and skills. Further sources of support and training will be signposted.

### Learning Outcomes

- Familiar with the characteristics of successful geography teaching across the primary phase.
- Demonstrate increased subject knowledge for effective teaching and learning in primary geography.
- Implement a range of ideas and activities with confidence to enhance children's experience of geography which will impact positively on pupil outcomes.

### Relevant Phase

KS1-2

### Target Audience

NQTs

### Duration

1 x Half Day

### Dates

1<sup>st</sup> March 2018

### Time

9:15 – 12:15

### Venue

Rockingham Professional Development Centre

### Evaluations

*Lots of exciting and engaging activity ideas. I feel much more confident that I will be able to offer a more stimulating geographical learning journey to the children. The approach fits well with our school's enquiry-based ethos.*

*The session was fantastic! I am taking away a lot of lesson ideas, subject knowledge and ideas for my net steps. I was engaged throughout.*

### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## History Subject Knowledge and Pedagogy for NQTs

### Course Content

This course will provide you with opportunities to increase your understanding of the KS1 and 2 History curriculum, both the key factual content and the historical skills, concepts and processes pupils need to be confident in. You will be provided with a range of ideas for planning and teaching engaging and creative lessons linked to aspects of the History curriculum. There will be opportunities to share practice with colleagues. Further sources of support and training will be signposted.

### Learning Outcomes

- A secure understanding of the factual content required by the History curriculum, and the skills, concepts and processes linked to it.
- Ideas for planning and teaching History lessons in creative and engaging ways which will deliver the curriculum and impact positively on pupil outcomes.
- Strategies and sources of support in further developing your skills and knowledge as a teacher of History.

### Relevant Phase

KS1-2

### Target Audience

NQTs

### Duration

1 x Half Day

### Dates

1<sup>st</sup> March 2018

### Time

13:00 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*I found the session useful in developing my knowledge of different activities/tasks that can be used in my own practice to engage children.*

*Good subject knowledge update. Ideas of getting young children practically involved. Good explanation of the curriculum.*

### Cost

Included in the fee for subscribing schools and academies;

Delegate rate applies for non-subscribers

### Contact

[andrew.bull@rotherham.gov.uk](mailto:andrew.bull@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Recently Qualified Teacher Development Programme Leading Learning in Your Own Classroom

### Course Content

This professional learning and development programme is aimed at supporting the further development of classroom based practice for colleagues in the early stages of their teaching career.

This programme has been designed, developed and will co-delivered in partnership with highly effective school based practitioners in order to support Recently Qualified Teachers to develop and extend their practice both within and beyond their own classroom.

Sessions will be co-delivered by outstanding teachers, experienced Senior Leaders and Teaching and Learning Consultants both at Rockingham PDC and in school based settings. Delegates will be provided with opportunities to analyse and consider key areas of practice in order to understand what makes for highly effective teaching and learning in their own classroom and beyond.

### Learning Outcomes

Delegates will be able to:

- Further develop and embed effective classroom practice into everyday teaching and learning.
- Become more reflective and skilled practitioners.
- Participate in action research and collaborate with outstanding practitioners in order to share best practice.
- Understand the role of an effective subject leader and apply these skills to an area of the curriculum which they lead.

### Relevant Phase

Foundation, KS1-2

### Target Audience

RQTs

### Duration

6 x Half Days  
attendance required  
at all 6 sessions

### Dates

19<sup>th</sup> September 2017  
24<sup>th</sup> October 2017  
21<sup>st</sup> November 2017  
9<sup>th</sup> January 2018  
6<sup>th</sup> March 2018  
24<sup>th</sup> April 2018

### Time

8:45 – 11:45  
8:45 – 11:45  
8:45 – 11:45  
8:45 – 11:45  
8:45 – 11:45  
8:45 – 11:45

### Venue

Rockingham Professional Development Centre

### Evaluations

*I feel the course is well balanced and looks at a broad selection of skills to develop and empower young teachers.*

*Focused sessions on key ideas and themes. Brilliant experience visiting other schools and having time to reflect. Positive conversations.*

*Attending the RQT sessions has been valuable in the aspect of being able to visit other settings and get ideas and inspiration for the learning I want to portray and have in my own classroom. Over the course of the programme having opportunities to evolve and reflect on my aims and ethos has also enabled me to develop as a teacher.*

### Cost


Included in the fee for subscribing schools and academies;  
£540 for the full programme for non-subscribers

### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Science Subject Leader Network Meetings

### Course Content

Good subject leadership has a positive impact on the quality of science teaching in primary schools. These meetings are designed to provide opportunities for subject leaders to develop their leadership skills as well as to learn about the latest local and national initiatives in primary science and keep abreast of developments within the subject. These network meeting will also provide colleagues with opportunities to share best practice in science subject leadership and approaches to planning, developing and delivering an effective science curriculum. "The best teaching ... was driven by determined subject leadership ..." Maintaining curiosity Ofsted report (2013).

### Learning Outcomes

- Effectively lead science across the phases in primary schools.
- Develop ideas and activities to support interactive teaching, learning and assessment in primary science.
- Gain up-to-date knowledge of local and national developments in science.
- Share best practice in science subject leadership and teaching.

### Relevant Phase

Foundation, KS1-2

### Target Audience

Middle Leadership, Classroom Teachers,

### Duration

3 x Half Days

### Dates

25<sup>th</sup> September 2017

### Time

13:00 – 16:00

attendance required

23<sup>rd</sup> January 2018

13:00 – 16:00

at all three sessions

13<sup>th</sup> March 2018

13:00 – 16:00

### Venue

Rockingham Professional Development Centre

### Evaluations

*Thank you for a wonderful series of CPD sessions. I have taken away a lot that will inspire, motivates and enthuse teachers back at school. This will help improve the teaching of science.*

*A really valuable course. Good to see different ideas and see some useful websites and resources.*

### Cost


Included in the fee for subscribing schools and academies;  
£270 for all three sessions for non-subscribers

### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005



## Assessment in Primary Science A World Without Levels

### Course Content

Evidence shows that effective Assessment for Learning (AfL) leads to raised attainment. With the formal recording of levels removed within the National Curriculum, all teachers need to be secure in their understanding of how to make judgements about children's achievements and progress in science. Consideration will be given to how you could integrate and embed assessment practices into effective science teaching and learning.

### Learning Outcomes

- Acquire a deeper understanding of progression through science based teaching and learning.
- Use a range of AfL strategies effectively to promote children's learning in science.
- Make reliable teacher assessment judgements in science with confidence in order to identify next steps in children's learning.

### Relevant Phase

KS1-2

### Target Audience

Senior Leadership, Middle Leadership,  
Classroom Teachers, RQTs, NQTS

### Duration

1 x Full Day

### Dates

18<sup>th</sup> October 2017

### Time

9:15 –15:15

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost


Included in the fee for subscribing schools and academies;  
Delegate rate applies for non-subscribers

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

 [Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

 01709 334005

## Science Teacher Leader Research Champions

### Course Content

'Strong and effective staff development is structured around clear objectives to improve pupil outcomes; and informed and led by evidence of effective teaching practices'. (Effective Primary Teaching Practice, 2016).

The science teacher leader research champion group will be comprised of committed and forward thinking teachers of primary science who will identify priorities, research, plan and review effective practice in order to contribute to the growing evidence base of school led research. Meeting on three occasions over the course of the year, local champions will be provided with facilitated sessions which will allow them to engage in collaborative practice to improve outcomes for all children through primary science. Delegates will be expected to engage in action research between sessions, reporting actions and findings to network groups throughout the year. Attendance at all sessions is a programme expectation

### Learning Outcomes

- Engage in robust research grounded in effective classroom practice to improve outcomes for all in primary science.
- To engage in collaborative and collegial professional dialogue to enhance high quality school led practice.
- Develop ideas and activities to support engaging teaching and learning in primary science which improves outcomes for all.
- Develop and empower colleagues to share best practice in science teaching & learning and leadership.

### Relevant Phase

Foundation, KS1-2

### Target Audience

Senior Leadership, Middle Leadership, Classroom Teachers

### Duration

3 x Half Days

### Dates

19<sup>th</sup> October 2017

### Time

13:15 –15:30

attendance required

21<sup>st</sup> February 2018

13:15 –15:30

at all three sessions

25<sup>th</sup> April 2018

13:15 –15:30

### Venue

Rockingham Professional Development Centre

### New Course for 2017/18

#### Cost

Included in the fee for subscribing schools and academies;  
£270 for all three sessions for non-subscribers

#### Contact

[vicki.margrave@rotherham.gov.uk](mailto:vicki.margrave@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

#### To Book

[Rockingham.PDC@rotherham.gov.uk](mailto:Rockingham.PDC@rotherham.gov.uk)

01709 334005

## Outstanding Teaching Assistant Programme (OTAP)

Developed by Olevi and accredited by the NCSL, this programme has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham for the first time by a team of Olevi accredited facilitators who are also Rotherham headteachers.

OTAP is for teaching assistants who are, or who have the potential to be, outstanding in their roles. It is intended to develop the potential for Teaching Assistants to have a wider impact on improving the quality of teaching and learning across the school.

### OTAP enables teaching assistants to:

- place a greater emphasis on the purpose and value of the lessons they support
- raise levels of engagement and achievement in learning
- use different methods and styles of support to challenge learners
- innovate and take risks
- have a bigger impact on the planning and assessment for the learners they support
- demonstrate a higher level understanding of teaching and learning
- be able to coach colleagues to raise performance

The programme focuses on a range of aspects of teaching and learning such as: challenge, engagement, assessment, differentiation, questioning and planning. There are facilitated practical sessions and lesson observations at the host school, with linked practical tasks back in the participant's own school to apply what they learn.

### Structure

The programme comprises of five morning sessions every two weeks. Delegates will have the opportunity to share previous experience, existing expertise and new learning with colleagues in a safe, supportive and challenging environment.

### Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation. The programme is for teaching assistants who are, or who have the potential to be, outstanding in their roles.

### Endorsement

*OTAP is designed to develop the understanding, skills and confidence of TAs or HLTAs who you have already identified as good. With high quality professional development and focused self-evaluation, they can become reflective practitioners and an outstanding asset to your team; and, with the backing of senior leadership, they can go on to disseminate their learning and promote their outstanding practice more widely amongst colleagues back in school.*

Headteacher, Kiveton Park Meadows Junior School

### Dates and Venues

#### Cohort 1 – Autumn 2017

1. Tuesday 12<sup>th</sup> September  
Kiveton Park Meadows Junior
2. Thursday 28<sup>th</sup> September  
Meadow View Primary
3. Wednesday 11<sup>th</sup> October  
Kiveton Park Meadows Junior
4. Monday 23<sup>rd</sup> October  
Meadow View Primary
5. Friday 17<sup>th</sup> November  
Kiveton Park Meadows Junior

#### Cohort 2 – Spring 2018

1. Monday 8<sup>th</sup> January
2. Tuesday 23<sup>rd</sup> January
3. Friday 9<sup>th</sup> February
4. Wednesday 21<sup>st</sup> February
5. Thursday 8<sup>th</sup> March

All sessions at Meadow View Primary

#### Cohort 3 – Summer 2018

1. Friday 20<sup>th</sup> April
2. Tuesday 1<sup>st</sup> May
3. Thursday 17<sup>th</sup> May
4. Wednesday 6<sup>th</sup> June
5. Monday 18<sup>th</sup> June

All sessions at Kiveton Park Meadows Junior

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Cost

Included in subscription for subscribers;  
£435 + VAT per delegate for non-subscribers

*Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)*



## Outstanding Teacher Programme (OTP) Cohorts 3 and 4

This programme has been developed by Olevi, accredited by the NCSL and has a national reputation for improving standards in teaching and learning. It will be delivered in Rotherham again by a team of Olevi accredited facilitators who are also leaders in Rotherham schools.

The Outstanding Teacher Programme (OTP) provides good or outstanding teachers with a set of skills and strategies that enables them to be consistently outstanding.

### Aims of the programme for delegates

- To develop a common language of teaching and learning
- To deepen understanding of the key aspects of outstanding teaching and learning
- To raise performance in the classroom by encouraging creativity and developing more innovative practice
- To become a more reflective practitioner
- To develop coaching skills to help improve the practice of others

### Structure

The programme comprises of seven sessions (two full and five half days). It is delivered through face-to-face facilitated sessions, classroom 'walk rounds' within schools and intercessional tasks. Delegates will focus on a range of aspects of teaching and learning such as challenge, engagement, assessment, differentiation, questioning and planning.

### Commitment

There is an expectation that delegates will attend all of the sessions. Teachers suitable for the OTP should have excellent interpersonal skills and a strong commitment to teaching and learning. They must have a commitment to ongoing professional development and the ability to truly reflect on their practice.

### Further Details

Places on the OTP are strictly limited to 15 delegates per cohort. The programme will run twice next year in Rotherham – in autumn term 2017 and again in spring 2018. Therefore there are only 30 places available in total. Delegates in cohort 3 (Autumn 2017) will receive further information e.g. venues for each session, before the end of the summer term. Delegates in cohort 4 (Summer 2018) will receive further information e.g. dates and venues for each session by February 2018.

### Evaluations

*The programme has made me reflect on my own teaching but has also made me look at the 'bigger picture' within the whole school to help contribute to improvement.*

Delegate, Canklow Woods Primary  
*I have found myself reflecting more on the quality of my questioning and built more higher or questioning into all my lessons. I feel now that I am equipped with the knowledge to change or help change whole school issues that will positively impact staff.*

Delegate, Monkwood Primary

### Dates

Session 1 – 14<sup>th</sup> September (full day)  
Session 2 – 25<sup>th</sup> September (half day)  
Session 3 – 13<sup>th</sup> October (half day)  
Session 4 – 25<sup>th</sup> October (full day)  
Session 5 – 10<sup>th</sup> November (half day)  
Session 6 – 22<sup>nd</sup> November (half day)  
Session 7 – 30<sup>th</sup> November (full day)

N.B. Full day timings are 8.30am – 4.30pm and half-day sessions are 12.30 – 4.30pm. All sessions will be delivered in good or outstanding Rotherham primary schools.

### Cost

Included in subscription for subscribers; £650 per + VAT per delegate for non-subscribers

### Contact

[del.rew@rotherham.gov.uk](mailto:del.rew@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

*Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)*



## Picture This!

Picture This! focuses on some artwork (one or more paintings) and schools are invited to use it as an inspiration for cross-curricular work. The challenge is to use the artwork imaginatively in classrooms as a stimulus for working creatively in areas such as literacy, art history, ICT music, dance and drama.

We believe that it helps to inspire teachers across Rotherham to plan and teach creatively and each year a wide range of high quality work is produced by our children and young people. All participating schools are invited to exhibit some of their work at a celebration event which takes place during the summer term.

Rotherham's Picture This! Project is taken directly from and inspired by the National Gallery's country wide Take One Picture initiative. We are grateful to the National Gallery's Education Department who provided us support guidance and encouragement in launching our own localised version of their project in 2007.

Involvement in 'Picture This!' is a process which in many ways is as valuable to the adults and the children as the finished work that is produced. Picture This! starts with a Launch Event where schools are invited to send members of staff for them to explore how paintings can be used across the curriculum. They will take back prints of the painting, information about it, some ideas and the desire and inspiration to use it to develop some exciting work with children.

For staff, 'Picture This!' should provide a range of professional development opportunities. It should encourage schools to deliver their curriculum through a range of exciting and innovative approaches. It should encourage more schools to visit local galleries and places of interest where artwork is displayed. Children will learn skills or gain understanding and knowledge that is new to them. They will have the opportunity to use what has been previously learnt and apply it creatively. Children will be engaged and motivated by the project and have opportunities to develop their self-esteem and confidence. It will help to develop a range of key skills and attributes that will aid their overall performance in school.

### Evaluations

*Picture This! is an amazing whole school collaboration that puts creativity at the very core. Following focused CPD for lead staff, children are then inspired by works of art before embarking on the development of their ideas. It enables children to be creative: firing their own imaginations and ideas - allowing them to develop these and be in awe at the wonders they can create - having no inhibitions because it comes from them. Picture This! builds confidences as well as a sense of pride - seeing their creations on display for the world to see. A culmination of each school's work is then displayed in preparation for a grand launch and celebration week as part of the Rotherham Children's Festival. This is a wonderful opportunity that can involve the whole school in a creative project that also brings together schools from across Rotherham to showcase their outcomes.*

Headteacher, Bramley Sunnyside Junior

### Dates

Monday 2<sup>nd</sup> October – 9am – 3.30pm

### Cost

Included in subscription for subscribers; £300 for participation in the project for non-subscribers

### Contact

[emily.wright@rotherham.gov.uk](mailto:emily.wright@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

<https://www.rosis.org.uk/picture-this>

## Power of Coaching (POC)

RoSIS is delighted to offer The Power of Coaching (POC) programme. POC has been designed by the creators of the Outstanding Teacher Programme to enhance the leadership of teaching and learning through promoting effective coaching. Facilitated by our Ofsted accredited school leaders the POC forms part of the Ofsted Teaching & Learning Syllabus, which has gained a national reputation for raising standards in teaching and learning. The programme is hosted by senior leaders from Anston Hillcrest, Meadow View and Rawmarsh Rosehill Schools on behalf of RoSIS and is quality assured by our partners at the Trent Valley Teaching School Alliance.

### The Power of Coaching:

- Provides opportunities for delegates to engage in a range of activities and access theories behind effective coaching practices.
- Exemplifies how to implement coaching in a range of professional contexts from the classroom to the training room.
- Enables delegates to select their own coaching model to articulate to others.
- Links coaching to outstanding practice and how to achieve outstanding learning.

### Eligibility

- Be able to demonstrate a clear understanding of outstanding teaching and learning practices
- Have experience in facilitating both groups and individuals
- Be able to demonstrate a track record of success through their teaching
- Have received endorsement from their Headteacher on their ability to develop
- Suitable for a senior or middle leader with a responsibility for improving teaching and learning beyond their own classroom.

### Structure

The programme runs over three half day sessions and is packed with practical activities, tools and techniques that can be utilised back in school.

### Commitment

There is an expectation that delegates will attend all of the sessions to achieve formal accreditation.

### Endorsement

*POC highlighted the difference between mentoring and coaching, and how very different they are. It allowed me to identify the transferable element of coaching skills and how they can be used in many settings with many people. It was very different to anything I had done before and really tested my skills. It gave me an opportunity to discuss anything in a safe and confidential environment with great collaboration with others. It helped me understand how you can support someone in becoming a better teacher without 'telling' them what to do.*

SLT, Rawmarsh Rosehill Junior

### Dates and Venues

#### Cohort 1 – Spring 2018

3 afternoons at Meadow View Primary School and Rawmarsh Rosehill Junior School on:

10<sup>th</sup>, 19<sup>th</sup> and 26<sup>th</sup> January 2018

#### Cohort 2 – Summer 2018

3 afternoons at Anston Hillcrest Primary School on:

6<sup>th</sup>, 14<sup>th</sup> and 22<sup>nd</sup> June 2018

Cohorts are strictly limited to 15 delegates each and will be allocated on a first come, first served basis. To express an interest in participation, please contact [fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

### Cost

Included in subscription for subscribers; £435 + VAT per delegate for non-subscribers

*Rotherham School Improvement Service is delighted to be working in partnership with Trent Valley Teaching School Alliance (TVSTSA)*



## Working Together to Improve Pupil Outcomes

### Our Targeted Support Workshops

In Autumn Term 2013, we ran our first Targeted Support Workshops with a focus on accelerating progress in Year 6. Ten Headteachers/Executive Headteachers, all with a proven track record of success in securing consistently strong end of KS2 outcomes, were invited to lead a series of mini-presentations sharing aspects of their leading practice to an invited targeted audience of leaders who needed to ensure improved KS2 outcomes for their schools in 2014. It was a very positive professional learning experience for all involved and helped to secure much stronger outcomes in 2014.

As a result of this success, a further series of Targeted Support Workshops were held during 2014-15, 2015-16 and 2016-2017 focusing on areas where we needed to make most progress the following year. These have included: phonics; grammar, punctuation and spelling; KS1 reading; KS1 mathematics; KS2 reading and accelerating progress in Year 6. Once again, there was a considerable improvement in both 2015 and 2016 outcomes for schools that attended these CPD events. There was very positive feedback about how the organisation of the workshops enabled high levels of professional learning conversations to take place resulting in actions being taken that improved key aspects of provision.

For 2017-18, because of their continuing popularity and success with school leaders and the contribution they have made to improving outcomes, we will run another series of Targeted Support Workshops during autumn term. As yet, the focus for these workshops is undecided. It will be driven by our LA 2017 end of year outcomes and focus on those areas where we need to make most progress in 2018. Following a full data analysis in July 2017, we will be in a position to inform you about the areas of focus for these autumn term workshops before the end of the summer term.

#### Evaluations

*Excellent way of making links to other schools*

*Good positive CPD opportunity for Y6 at the beginning of the year so chance to implement changes to have an impact*

*This provided me with a wealth of new ideas to try out and resources to back this up*

#### Dates

Monday 9<sup>th</sup> October

Thursday 12<sup>th</sup> October

Monday 23<sup>rd</sup> October

Thursday 26<sup>th</sup> October

All sessions will run from 2.00 – 4.30pm

N.B. we will continue to encourage and target certain schools to attend these workshops because of their needs but they will also be open for 2017-18, free of charge to all other fully subscribing schools.

#### Cost

Included in subscription for subscribers; £60 per delegate for non-subscribers

#### Contact

[karen.hopkins@rotherham.gov.uk](mailto:karen.hopkins@rotherham.gov.uk) or  
[fiona.radford@rotherham.gov.uk](mailto:fiona.radford@rotherham.gov.uk)

## CPD Booking Form

To book onto courses, please complete the below form and email it back to [rockingham.pdc@rotherham.gov.uk](mailto:rockingham.pdc@rotherham.gov.uk).

(Email addresses can either be individual school email addresses or your personal email address).

### Please tell us that you are coming

It is essential that you reserve a place on any course you wish to attend. If you don't book a place you cannot be informed of a cancellation which might need to be made at short notice. Most courses have minimum and maximum numbers to ensure that tutors are able to deliver courses effectively, however, it is also crucial that arrangements can be confirmed with the relevant venue to book adequate refreshments, ensure suitable seating arrangements and organise sufficient course materials for participants.

**An administration fee of £25 will be charged for attendance without prior booking.**

### What if I need to cancel my booking?

If you have enrolled onto a course and then find you cannot attend, please inform us as soon as possible, even on the day of the course, if necessary, by emailing [rockingham.pdc@rotherham.gov.uk](mailto:rockingham.pdc@rotherham.gov.uk). Some courses do become oversubscribed and have a waiting list. By informing us that you are no longer able to attend a course, this may enable another person to attend in your place. Full course fees (£130 per day) will be applied for non-attendance or cancellation less than 10 working days prior to the course date for non-subscribing schools.

School / Academy

Name	Email Address	Course Title	Course Date



## Summary Sheet

### Council Report:

Improving Lives Scrutiny Panel 24<sup>th</sup> April 2018

### Title:

Ofsted Single Inspection Framework Recommendations

### Is this a Key Decision and has it been included on the Forward Plan?

No

### Strategic Director Approving Submission of the Report:

Ian Thomas (Strategic Director CYPS)

### Report Author(s):

Sue Wilson, Head of Service, Performance & Planning

### Ward(s) Affected:

All

### Executive Summary:

The Ofsted report with the findings from the November 2017 Single Inspection Framework (re-inspection) was published on the 29<sup>th</sup> January 2018.

The inspection had found that overall services for children and young people in Rotherham are Good, the report detailed eight recommendations across the framework where the Service still needs to make additional improvements, these will be monitored as part of routine Service Planning and reported to the Children and Young People's Service monthly Performance Board.

An action plan also has to be submitted to Ofsted by the 10<sup>th</sup> May 2018 (within 70 working days from the publication date of the report) in relation to the recommendations as part of their Single Inspection Framework.

### Recommendations:

That Improving Lives Scrutiny Panel:

- Note the detail of the eight recommendations and the approach for these to be monitored

### List of Appendices Included:

### Background Papers:

Re-inspection of services for children in need of help and protection, children looked after and care leavers (published 29<sup>th</sup> January 2018)

**Consideration by any other Council Committee, Scrutiny or Advisory Panel:**

No

**Council Approval Required:**

No

**Exempt from the Press and Public:**

No

**Title:**

Ofsted Single Inspection Framework Recommendations

**1. Recommendations**

1.1 That Improving Lives Scrutiny Panel are asked to :

- Note the detail of the eight recommendations and the approach for these to be monitored

**2. Background**

2.1 Ofsted carried out a re-inspection of Children's Services in November 2017 under their Single Inspection Framework. The findings from the inspection were published on the 29<sup>th</sup> January 2018 and were:

- Services for Children and young People in Rotherham are overall Good
- Children in Need of Help and Protection is Good
- Children looked after and achieving permanence Requires Improvement  
Adoption Performance is Good  
Experiences and progress of Care Leavers is Outstanding
- Leadership, management and Governance is Good

2.2 In the report Ofsted identified eight recommendations for improvement:

- Ensure that managers provide challenging, reflective and directive supervision and, with support from independent reviewing officers (IROs) and conference chairs, address the quality of practice and planning for all children effectively.
- Ensure that all assessments are: meaningful to children and their families; reflect the changing needs of children; and effectively evaluate cumulative risks and their impact.
- Ensure that all plans: are clear about how children's and young people's holistic needs are to be met; have clear timescales; can be understood by families; and are always well informed by risk assessment.
- Ensure that early permanence planning is timely and considers the full range of placement options for all children when they are unable to return to their birth families.
- Improve the timeliness of the early help response to children, particularly those who have a disability.
- Work with schools to reduce the number of fixed-term exclusions and persistent absentees from education among children looked after.

- Ensure that children benefit from timely, good-quality life story work and later life letters that are written clearly, so that young people will understand their experiences, life history and reason for separation from their birth families.
- Ensure that birth parents of children who are adopted fully understand what support is available and are helped to access this.

### **3. Key Issues**

3.1 The 24 Ofsted recommendations and underpinning actions from the 2014 Single Inspection (that had found the Service to be inadequate) have been reported regularly to and monitored by the multi-agency CYPS Improvement Panel. This had been chaired initially by the DfE appointed Children's Commissioner Malcolm Newsam and more recently by the DfE appointed Practice Improvement Partner Director of Children's Services from Lincolnshire Debbie Barnes.

3.2 The CYPS Improvement Board had its final meeting on the 31<sup>st</sup> January, the monitoring of the Ofsted recommendations will now be included in business as usual processes around the Service Plan monitoring and a regular report to the monthly CYPS Performance Board which is chaired by Cllr Watson, Deputy Leader and Lead Member for Children and Young People's Services.

3.3 A named Lead officer has been allocated to each of the eight Ofsted recommendations to ensure that the service is accountable for the actions that need to be in place to undertake fully the recommendations. These officers will be held to account as part of the quarterly Service Plan Performance Clinics and monthly Performance Board meetings. This action plan will be submitted to Ofsted by the 10<sup>th</sup> May in line with their inspection framework.

3.4 The Audit Committee continues to receive an overview on progress from recommendations from external inspections and as such progress against these will be included in the regular report on a six monthly basis.

3.5 Inspection readiness continues to be a priority in Children's Services as the framework for the Inspection of Local Authority Children's Services ( ILACs) has now been published and includes an annual self-assessment ( which will need to cover progress against the 8 recommendations) and an annual conversation which is a visit from an Ofsted HMI (Her Majesty's Inspector) to discuss the progress being made and any risks an issues, these together determine when the next inspection will take place.

### **4. Options considered and recommended proposal**

4.1 That Improving Lives Scrutiny panel are asked to:

- Note the detail of the eight recommendations and the approach for these to be monitored

## **5. Consultation**

5.1 The findings from Ofsted Inspections are subject to a rigorous quality assurance process from within Ofsted, this includes the opportunity for the Local Authority to undertake a Factual Accuracy Check whilst the report is still embargoed. This allows the Local Authority to suggest any amendments to the final report where there are inaccuracies, this does not allow for any changes to be made to judgements or to recommendations within the report.

## **6. Timetable and Accountability for Implementing this Decision**

The monitoring of improvements around the recommendations will commence from April 2018 as part of regular service plan monitoring and reports to the Performance Board.

## **7. Financial and Procurement Implications**

7.1 There are no financial and procurement implications

## **8. Legal Implications**

8.1 There are no direct legal implications associated with the report

## **9. Human Resources Implications**

9.1 There are no Human Resources implications associated with the report

## **10. Implications for Children and Young People and Vulnerable Adults**

10.1 The fundamental reason for the Ofsted Inspection Framework is to improve the services for children and young people, the recommendations from the inspection will serve to improve further the services for children in Rotherham and to contribute to the vision of being outstanding overall in future years.

## **11. Equalities and Human Rights Implications**

11.1 There are no direct implications within this report.

## **12. Implications for Partners and Other Directorates**

12.1 Partners and other directorates are engaged in improving the performance and quality of services to children, young people and their families via the Rotherham Local Children's Safeguarding Board (RLSCB), the CYPS Improvement Board, the CYPS Performance Board, the Corporate Parenting Panel and the Early Help Review Board. All the Boards receive performance reports on a regular basis.

**13. Risks and Mitigation**

13.1 Robust monitoring of action plans are in place which identifies any risks and mitigation of actions, any high level risks are included in Directorates Risk Register and are monitored at Directorate Leadership Team.

**14. Accountable Officer(s):**

Sue Wilson (*Head of Service, Performance & Planning*)

**Approvals Obtained from:-**

**Strategic Director of Finance and Corporate Services: Colin Allen**

**Director of Legal Services: Neil Concannon**

**Head of Procurement (if appropriate):**

# CYPS Improvement Plan May 2018 - DRAFT

Findings	Overall Lead	Action(s)	Lead	By When	RAG Status
1 1. Ensure that managers provide challenging, reflective and directive supervision and, with support from independent reviewing officers (IROs) and conference chairs, address the quality of practice and planning for all children effectively.	Mel Meggs	<p>a) Develop a performance framework to provide a clearer oversight of the challenge that IRO's and Conference Chairs offer to address the quality of practice of child protection and care planning for children. (Finding 1 and 4).</p> <p>b) Develop an effective overview of the reflective and direct supervision provided by managers which informs the learning and development of our current Team Manager cohort. This will be measured through the outcomes of audits, specifically with a qualitative overview around reflective supervision.</p> <p>c) Embed and align the Rotherham Family Approach as the new risk management model.</p>	<p>Rebecca Wall</p> <p>Rebecca Wall</p> <p>Mel Meggs</p>	<p>June 2018</p> <p>June 2018</p> <p>April 2020</p>	
2 2. Ensure that all assessments are: meaningful to children and their families; reflect the changing needs of children; and effectively evaluate cumulative risks and their impact.	Mel Meggs	<p>a) Refresh the Assessment Form to embed SoS methodology and implement for use in the service.</p> <p>b) Undertake further Cumulative Risk of Harm training to enable a better understanding across the workforce and bring a clear focus to the difference between provision of help and protection from harm. The impact of this training will be reviewed December 2018.</p> <p>c) Implement the use of regular case mapping exercises led by managers and advanced practitioners to ensure reflective review of assessments.</p> <p>d) Build in consistent Quality Assurance around the quality of assessments</p>	<p>Vicky Schofield/Susan Claydon</p> <p>Rebecca Wall</p> <p>Ian Walker/Vicky Schofield/Ailsa Barr</p> <p>Rebecca Wall</p>	<p>TBC</p> <p>December 2018</p> <p>July 2018</p> <p>December 2018</p>	
3 3. Ensure that all plans: are clear about how children's and young people's holistic needs are to be met; have clear timescales; can be understood by families; and are always well informed by risk assessment.	Mel Meggs	<p>a) Refresh the Plan Forms to be embed SoS methodology and implement for use in the service.</p> <p>b) Undertake focused audit work to measure improvement and provide feedback to practitioners. A review of the Quality and Assurance Framework will be undertaken in March 2019 to determine new areas of focus.</p> <p>c) Implement the use of regular case mapping exercises led by managers and advanced practitioners to ensure reflective review of plans</p> <p>d) Build in consistent Quality Assurance around the quality of plans</p>	<p>Vicky Schofield/Susan Claydon</p> <p>Rebecca Wall</p> <p>Ian Walker/Vicky Schofield/Ailsa Barr</p> <p>Rebecca Wall</p>	<p>TBC</p> <p>March 2019</p> <p>July 2018</p> <p>December 2018</p>	

4	4. Ensure that early permanence planning is timely and considers the full range of placement options for all children when they are unable to return to their birth families.	Mel Meggs	<p>a) Develop a performance framework to provide a clearer oversight of the challenge that IRO's and Conference Chairs offer to address the quality of practice of child protection and care planning for children.</p> <p>b) Ensure that Early Permanence planning is timely and considers the full range of placement options for all children when they are unable to return to their birth parents through the implementation of the Right Child Right Care (RCRC) programme</p> <p>c) Further develop the supported accommodation offer to increase the number and quality of placement opportunities for LAC, including placements to meet those children with more complex and challenging needs.</p> <p>d) Wherever possible and appropriate ensure children are placed in Borough or within a 20 mile radius, including SEN placements and Residential Care Placements which are currently sourced out of area.</p> <p>i) Increase foster care provision in borough, including specialist placements</p> <p>ii) Co-produce business cases for invest to save models for residential provision in borough or sub- regionally.</p> <p>iii) Bring children back into borough where safe and appropriate. Right Child Right Care programme being supported by commissioning</p> <p>iv) Development of sub regional specialist provision and increase partnership working with residential providers.</p>	<p>Rebecca Wall</p> <p>Ian Walker</p> <p>Jo Smith</p> <p>Anne-Marie Banks</p> <p>Jo Smith</p> <p>Jo Smith</p> <p>Jo Smith</p>	<p>June 2018</p> <p>April 2019</p> <p>December 2019</p> <p>April 2019</p>	
5	5. Improve the timeliness of the early help response to children, particularly those who have a disability.	Ailsa Barr	<p>a) Fortnightly performance management highlight reports to be completed by team manager focusing on identifying areas of good practice and addressing areas where work needs to improve. Fortnightly performance management meetings chaired by the service manager to ensure progress is being made.</p> <p>b) Team manager to attend signs of safety practice lead training and the ½ day workshops throughout the year. All team members to also attend practitioner sign of safety training, this will ensure that all staff are familiar with the methodology and have confidence to embed within their assessment work.</p> <p>c) Disability early help team manager and team to have clear links with the rest of the early help service to ensure consistency of practice standards and implementation of methodology.</p>	<p>Mary Jarrett</p> <p>Mary Jarrett</p> <p>Ellen Senior</p>	TBC	
6	6. Work with schools to reduce the number of fixed-term exclusions and persistent absentees from education among children looked after.	Dean Fenton	<p><b>Exclusions</b></p> <p>a) The VS responds rapidly to all exclusions, Plans are drawn up to stabilise the school place including, where necessary: facilitating access to therapeutic services, staff training, and requests for a Statutory Assessment.</p> <p>b) Continue to implement phase 2 of 'Attachment Friendly Schools' to ensure that additional schools are involved in the programme.</p> <p>c) Emotional Literacy Support Assistant (ELSA) programme to be funded through Pupil Premium Plus.</p> <p>d) Implement the Creative Monitoring scheme which is designed to re-engage disaffected children and young people who have been excluded, are not attending school, or not on roll.</p> <p><b>Absence and Attendance</b></p> <p>a) Undertake closer monitoring of attendance and exclusions which will include alerts to schools, social workers and carers.</p> <p>b) Attendance will continue to be a priority at termly PEP meetings.</p> <p>c) All CYP receiving &lt;25 hours education are discussed at the Complex Cases Group</p> <p>d) Reports and analysis to be put in place to support the above.</p>	Peter McNamara and Paula Williams	Dec-18	



7	7. Ensure that children benefit from a timely good quality lifestory work and clearly written later life letters, to enable children to understand their experiences, life history and reason for separation from their birth families.	Mel Meggs	<p>a) Provide training to the LAC Team in respect of the completion of Lifestory work, to support them to clearly document the child's experiences, life history and reasons for separation</p> <p>b) Lifestory work to be quality assured by the Adoption Team Manager alongside Team Managers to check and continually improve the quality of the work</p> <p>c) Develop performance measures to monitor the number of care proceedings completed as set against the Lifestory booked and later life letters completed and distributed and a further measure at the point the case is closed. Court and Permanence Team Managers will be challenged on performance at the Monthly Performance Clinic</p>	Ilan Walker  Ilan Walker  Ilan Walker	Sep-18  Sep-18  Sep-18	
8	8. Ensure that birth parents of children who are adopted fully understand what support is available and are helped to access this.	Mel Meggs	Adoption Service to develop a guide which provides the details of the support which is available to them and the support available to help them access this. This will be distributed and made available to birth parents who's children are on the adoption pathway.	Ilan Walker	Jun-18	

<b>RAG STATUS</b>
Action behind target for completion within timescale
Action underway and within timescale
Action completed
Action planned but not started