

# 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.

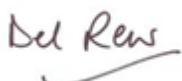
As well as using this standard, we have also linked our new offer to other standards i.e.

- 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, 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>** indicates subsidised additional cost to cover external fees **</b>	<b>Non-subscription rates are:</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**



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**

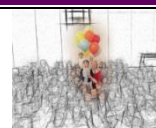
Teachers' standards

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

<p><b>All services are included in the subscription fee of £27 per pupil</b>  <b>** indicates subsidised additional cost to cover external fees **</b></p>	<p><b>Non-subscription rates are:</b></p>
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     <b>**£2,000**</b></li> <li>• Headteacher Appraisal       <b>**£200**</b></li> <li>• Modern Governor               <b>**£129**</b></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 "maggied" 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
