

#KyraJournal

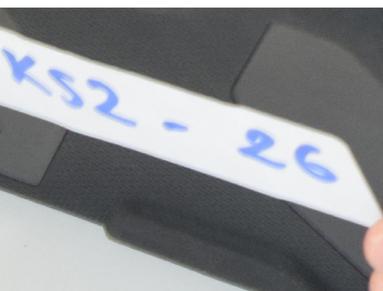


TEACHING
SCHOOL
ALLIANCE



Shaping the System; Sharing success

May 2017



Shaping the system;
Sharing success



TEACHING
SCHOOL
ALLIANCE



Contents

Welcome message	1
Go East! The emergence of the Kyra East Hub	2-4
Looking South: Sharing our learning and practice around peer review with schools in Cambridgeshire	5-6
School Improvement Case Studies	7
Looking North (and South West!): Sharing our lessons on peer review	8-11
Research & Resources Digest - May 2017	11-12
Primary Assessment - a report, a consultation and a Kyra submission	13-15
Dates for your diary	16
School Business Professional Development Day	17

A Warm Welcome to this edition of the Kyra Journal

This year we are celebrating five years of the Kyra Teaching School alliance. In many ways 2012 feels like light years ago and it is quite startling to look back and reflect on how much we have learnt as a group of schools and professionals during that time. I believe that the quality of our learning is the best measure of our success, and I am proud of Kyra's work in areas such as teacher recruitment and training, school improvement, peer review, and in fostering a strong sense of partnership and vision between our schools.

There is still much to do. All of us at Kyra know that the challenges such as tighter funding, recruitment, and the need to create a curriculum that truly prepares children for their lives ahead, requires us to continue to work together in deep and ambitious partnership. However, we also have a responsibility to share our learning with the wider sector and I am delighted that this edition of the journal documents examples of where Kyra is helping others – be they in East Lincolnshire or in Cambridgeshire – to build a self-improving schools system. That is a key part of our legacy as a group of schools and I am proud of the fact that our work will benefit more children within and beyond Lincolnshire.

This journal also includes information on our new school improvement case studies – showcasing examples of schools from across Lincolnshire that have made huge strides forward during the last five years. Again, I hope that these case studies – which are freely available on our website and across social media – help to inform school improvement far and wide. We've also included information on our upcoming submission on primary assessment (including a summary of the Select Committee's report of its inquiry into assessment - which Kyra leaders contributed towards), as well as a number of other dates for your diary.

I hope that you enjoy catching up on what's happening within and across Kyra as much as I did.

Warmest wishes,

Marie-Claire Bretherton





Go East! The emergence of the Kyra East Hub

Ever since Kyra was established in 2012, the alliance has always benefited from the involvement and leadership of schools from the East of the county. Schools such as St Helena's at Willoughby, Toynton All Saints, St Margaret's at Withern, and Spilsby Primary School to name but a few have made a rich contribution to the development of research, teacher training, leadership development and CPD. It is testament to the commitment to a school-led system and collaboration that exists within Lincolnshire that these leaders and their colleagues often travel substantial distances to maintain their commitment and involvement with Kyra.

Yet, in recent years it has become apparent that the East coast of Lincolnshire faces some unique challenges. Recruitment is a key issue – with the area's sparsity and distance from a major city providing an additional hurdle in what is already a very testing recruitment climate. Attracting young professionals in particular is not easy. Alongside this there is also a need to create a culture of CPD that doesn't rely on co-ordination and facilities in Lincoln, with the distance often proving to be a barrier to teachers and leaders with young families or caring commitments. Indeed, in a context where we must be looking to reduce workload and encourage worklife balance, we should be doing more to reduce the time staff spend travelling to access high quality CPD and professional networking.

It is also clear that the area has real potential for forging a school-led system and a need to foster its own culture of school to school support and improvement. Whilst some schools in the area continue to thrive, many also face their challenges. The area sees wide variability in pupil outcomes and backgrounds – with children from disadvantaged backgrounds and communities continuing to struggle in contrast with their peers from better off homes. Part of the solution to this – we believe - is spreading the influence of the best practitioners within the area and encouraging collaboration between schools to find solutions to common challenges.

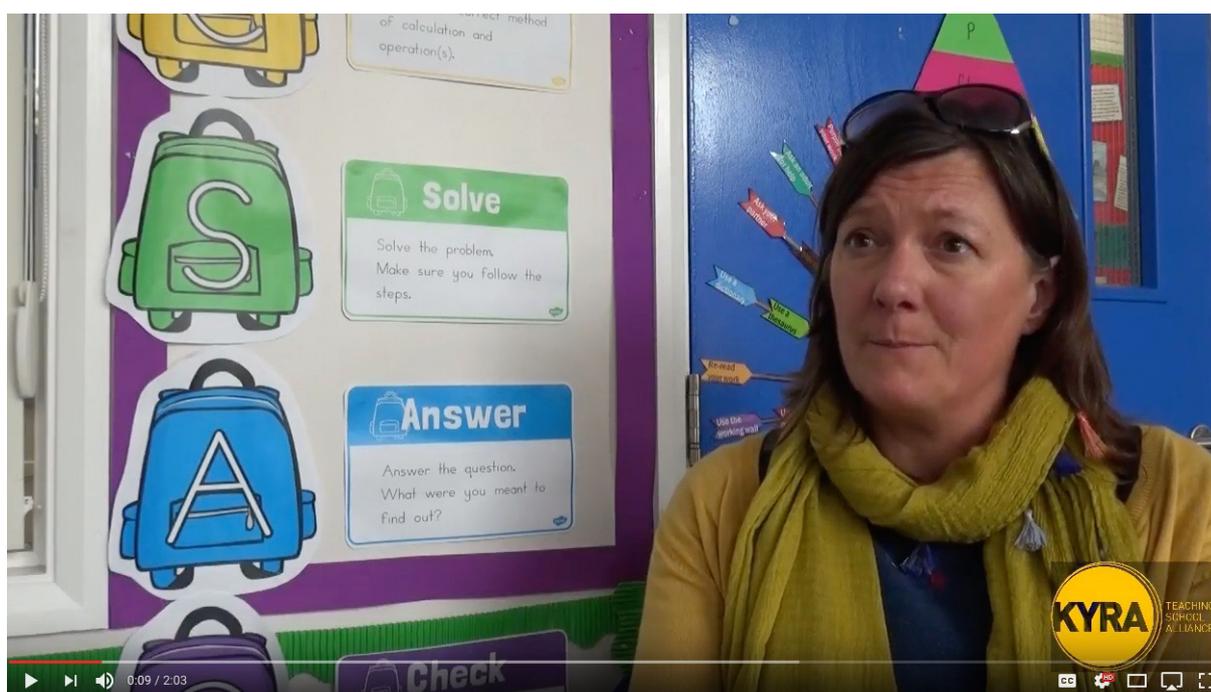
The area already has a strong tradition of collaboration between schools. However, headteachers are now very motivated and inspired by the emergence of Kyra East – a hub of Kyra which is looking to create a more strategic school-led approach to recruitment, professional development and school to school improvement across more schools in the area. One of those Heads is Sue Belton, headteacher at St Helenas in Willoughby. Sue has been a champion of school partnership and collaboration in the area for some time – and has played a very important role in sustaining the Famous Five partnership between five local primary schools.

Sue believes that the timing is right for Kyra East and that schools in the area need to work in boarder

partnership to meet the challenges. "Recruitment and retention of staff is a huge challenge for all of us" says Sue. "First and foremost we need to create an inspiring vision for working in education here in East Lincolnshire – to inspire more people from the local area to step up to teaching. I really feel that Kyra East can play a big role in that – and it's important that as a group of schools we identify and set out our ambitions for children and staff across the area. We also need to work together to retain staff – and that not only means working together to create a really inspiring and high quality CPD for our staff, but also encouraging a culture where staff work together across schools to reduce workload and the demands of reinventing the wheel across dozens of schools."

For Lesley Coulthurst, Headteacher at Toynton All Saints, Kyra East provides an opportunity to replicate the collaborative capital of Kyra Central: "we know how beneficial being part of Kyra is and as headteachers it has made a real difference. However, I want my staff at all levels to access the professional networks and to be able to share best practice and contribute to improvements in other schools. The distance has made that challenging."

Kyra East has already made some head way. "We have established a group of headteachers who are committed to working together for school improvement" says Sue. "One of our immediate priorities has been to establish professional networks for our SENcos and maths and literacy subject leads- because we want this partnership to have an immediate impact around the sharing of best practice between our middle leaders. For these practitioners, the partnership is already making a difference and we're seeing much in the way of sharing resources and developing practice thanks to the initial leadership and co-ordination shown by colleagues such as Josh Lane and Stuart Spendlow." The hub has also established forums for headteachers and governors – again replicating a very successful element of the Kyra Central alliance. Governors in particular have found the opportunity to network extremely beneficial, having traditionally worked in quite an isolated way. Again, this group have found it useful to share areas of concern, to horizon scan for key changes in policy, and to support one another in meeting their statutory duties.



Lesley Coulthurst talks about the development of the Kyra East Hub

Another key element of Kyra’s work has been the emphasis placed on bringing children together – both through meetings of the Kyra Council (which through learning walks, have often had a powerful school improvement dimension to them) and through the Ignite Games. Both approaches are being replicated within Kyra East, with the Kids’ Council (led by Tracey Cockram, Headteacher at Gipsey Bridge) having already made a visit to the Houses of Parliament in London. Plans for the Kyra East Ignite Games are now well-advanced, under the leadership of Tom Shaw, Year 5 and 6 teacher at St Helenas.

Sue is clear that a lot of hard work lies ahead. “The success of Kyra East will be about all of us – headteachers, subject leaders, teachers, business managers, governors and others – investing our time and energy into this. Collaboration and the benefits of collaboration aren’t achievable without a strong spirit of generosity on the part of those involved. So we all need to recognise the role we have to play and to show leadership in building the capacity for partnership. We also need to work hard to involve other schools that may not necessarily know how to become involved, and to identify both what their staff can bring in terms of

leadership, capacity and learning and what they need from the partnership.”

The Kyra East hub continues to go from strength to strength and we have included some key diary dates later in this edition of the journal. The Kyra East Ignite Games take place in June.

The schools who form Kyra East are:

- Spilsby Primary School
- The Edward Richardson Primary School (Tetford)
- Mareham Primary School
- Bucknall Primary School
- Withern St Margaret’s Primary School
- Frithville Primary School
- New York Primary School
- Grimoldby Primary School
- Kirkby On Bain Primary School
- Gipsey Bridge Primary School
- St Helena’s Church of England Primary
- Toynton All Saints Primary School

Hear more from Sue and Lesley at the Kyra TSA youtube channel: <https://www.youtube.com/channel/UCygsbkC8zRkOfkobipVD08w>



Sue Belton talks about the development of the Kyra East hub



Looking South: Sharing our learning and practice around peer review with schools in Cambridgeshire

The deep commitment to collaboration and school to school improvement that exists amongst Kyra's schools is never more evident than through our work on peer review. Here, we learn about how Kyra is providing training and support to develop peer review models beyond Lincolnshire, and the difference this is already making to a group of schools in Cambridgeshire.

The Cam Academy Trust is a multi-academy trust based in Cambridgeshire. Established in 2012, the trust – which originated from Comberton Village College (a National Support School) – was traditionally a partnership of secondary schools. However, in recent years – driven by its vision for shaping an 'all through' system for education in the area - the trust has grown to include a small group of local primary schools. This was a big step for the trust and it was very keen to ensure that it provided the primaries with a bespoke approach to improvement and development, with an onus on drawing upon the schools' collective strengths and with support from beyond the trust. The trust, whilst keen to create an 'all-through' model, was very mindful not to fall into the trap that a number of other secondary-led MATs had done – namely, a failure to meet the specific needs of its incoming primary schools.

The trust's executive team - including Chief Executive, Stephen Munday, and Executive Lead for Primary Schools, Chris Jukes – were keen to draw on the experience of another successful primary partnership to help. Kyra's commitment to peer-review and its reputation for strong improvement partnerships was a key draw: "We wanted to create

a model for school improvement and a leadership culture between our schools" says Chris "that was based on a culture professional, constructive challenge and support. A real advantage of being part of a MAT is the ability to draw on strengths from across a group of schools and to foster a culture of professional learning. The fact that Kyra has a strong track record in facilitating school to school improvement through peer review and their reputation for collaboration in the primary sector really brought us together."

The trust's four primary heads came together earlier this year with Helen Barker to undertake some training in preparation for adopting the peer review model – drawing heavily on the experience of Kyra's schools. One of those heads, Shelley Desborough, Headteacher at Gamlingay First School wasn't quite sure what to expect: "I wasn't sure what it would hold. In education we are all too often provided with 'done to' models for improvement. From the beginning it felt like we were working in partnership and Helen was very honest and open about her own school's experience of peer review and what worked well and didn't work so well. That made it a richer learning experience." This view is echoed by colleagues including Rae Lee, Headteacher at Hatford Infants School: "Helen's approach – in sharing the experiences of Kyra and both the opportunities and the challenges associated with establishing the process – immediately created a real sense of trust. Honesty is a very important basis for a peer review and the meeting set the tone perfectly for how the group needed to work together going forward."

The training included time looking at the format of an effective peer to peer review, including the importance of initial self- and peer-evaluation in determining the focus of a school's review, the nature and format of the review visits to schools themselves, and the recommended methods of providing feedback. The group also looked at the importance of a non-judgmental approach; the need for honesty and the role of 'difficult conversations'; and the role of Improvement Champions (those people who encourage the schools to implement the next steps of the review process).

Again, Helen shared the experiences of primary schools within Kyra. One particular area shared was Helen's own experience of receiving feedback during the review of her own school, which she admitted that she had found challenging, particularly when the focus moved into areas that she wasn't particularly expected to be covered. She explained that part of the challenge was shifting her own mindset and moving to a position where she was receptive to the challenge, but it was also important that the review remained focused on the agreed areas. The heads needed to be receptive to challenge, but considerate of the parameters of the review of one and others schools.

The trust's four schools have now begun to take their learning forward and implement the peer review model, and so far both Hartford Infants and Hatford Juniors have been subject to the process. The schools used their initial self-evaluation to identify areas such as curriculum development, pupil premium, and formative assessment as being the focus of the reviews. As with Kyra's schools – the reviews involved learning walks, conversation with key members of staff (including governors), and time to review data and key information.

Shelley, as a reviewer head on both occasions, was very keen to ensure that her follow-up dialogue and feedback to her colleagues was both constructive and considerate: "we worked hard to make sure that we shared findings in the form of reflective questions rather than as conclusions. We wanted the head and team at the reviewed school to have a dialogue with us around what we had seen and experienced from our visit, and to help us shape the recommended next steps – rather than creating a judgement exercise." Both schools

receiving reviews have now received a number of next steps to follow through on. For Rae and Hatford Infants, this includes a recommendation for a renewed focus on the 'whole curriculum' after a period of time where there has been a big focus within the school on the core subjects or reading, writing and maths. Rae is now working with colleagues to create a curriculum that weaves the core subjects within a broader curriculum offer. Indeed, the trust is now looking to put in place the role of 'Improvement Champion' to support all the schools with their next steps.

For Rae, Shelley and their colleagues, the opportunity to undertake peer review has been about much more than the review itself. The process has helped lay the foundations of trust between the schools, and is encouraging more wide ranging collaboration – including the sharing of best practice, resources and building links between middle leaders and teachers across the group. The trust is already looking at the next stage of its peer review approach and how the schools can explore common themes and set up a working party to develop practice collectively.

As with Kyra, peer review is providing the foundations of a culture of deep collaboration. It is also building the trust's capacity at primary level to be self-supporting and self-challenging. What is most apparent is that the schools and heads involved are highly motivated by the learning opportunities peer review presents and the chance to collectively make a difference to the outcomes of more children and more schools through partnership.





School Improvement Case Studies

Kyra has published two more case studies of schools within the alliance that have gone on to achieve rapid school improvement over the last few years.

Our case study of Priory Witham Academy: 'Learner in Chief' documents the work of Pam Curtis and her team in moving the school out of Requires Improvement. In November 2016, the school was again inspected by Ofsted and was subsequently judged to be 'good' in all areas. Pam retired from her role at Priory Witham in April – but will remain involved in supporting the trust to further develop and improve: <http://kyrateachingschool.com/kyra-supporting-school-improvement/>

Another recently published case study documents the work of Lesley Coulthurst and her team at Toynton All Saints, which – after a challenging period a few years ago - has seen pupil numbers rise significantly and substantial improvements in outcomes across the board. Lesley talks about the importance of a number of key factors, including setting clear expectations, the professional development of staff, and collaboration with other local schools, for achieving sustainable improvement: <http://kyrateachingschool.com/kyra-supporting-school-improvement/>

Both case studies provide some useful learning points for leading school improvement.

Case Study #1

Kyra Supporting School Improvement at Benjamin Adlard

When Benjamin Adlard Primary School in Gainsborough received a 'good' inspection grading from Ofsted in June 2016, it represented the culmination of 18 months of hard work by staff and children and wideranging support of colleagues from across the Kyra Teaching School alliance. Here we document Kyra's role in contributing to a fabulous story of school improvement and better learning for children.

"With 30 Specialist Leaders of Education and 11 LLEs associated to Kyra, the team were able to bring in a range of talent to work with the school and its staff."

Case Study #2

Learner in Chief: 'walking the talk' of school improvement at Priory Witham

Pam Curtis, Headteacher of the primary campus at Priory Witham Academy, has a motto which will resonate with many school leaders reading this: "It takes three years to improve a school and six weeks to allow it to fail". For those who lead schools, they know that many years of hard work and success can very quickly be put at peril, and that school improvement takes time, perseverance and a strong dose of resilience!

"We gradually moved from a culture where monitoring and observation was 'done to', to one where the wider staff community has ownership of improvement."

Case Study #3

Great expectations: the journey towards success at Toynton All Saints

Visit Toynton All Saints Primary School today and you will see a school that is bursting with positive staff, engaged children, and inspiring learning environments. The school, which sits at the heart of this East Lincolnshire village, is valued and celebrated by the local community – not least by its children and parents – as a place of opportunity and aspiration. Yet it is sometimes too easy to assume that such cultures fall readily into place. At Toynton – as in all good schools – one only need dig a little deeper to hear the stories of resilience, hope, team effort and determination that underpin the school's journey to success.

"We needed to know where the strengths and weaknesses lay before we could seek to improve them. I wanted to give everyone the opportunity to play their part."

Looking North (and South West!): Sharing our lessons on peer review

The development of collaboration in Lincolnshire has taken many forms. Much of it, as we have seen, has originated from CfBT's visionary collaborative schools project - launched around five years ago - and aimed at encouraging schools in relatively isolated areas to work together for collective improvement.

Beverley Riddle, Headteacher at Morton Trentside Primary School and Angie Waplington, Headteacher at Hemswell Cliff Primary School, are part of such a collaborative group of primary schools - which also includes Charles Baines Primary School and now St Mary's in Grantham. "The initial three partners were brought together through the collaborative schools project and quickly, through that work, identified a shared philosophy for what our collaborative group would look like" says Beverley. "We wanted to support one another as heads, to ensure our staff received high quality CPD delivered locally, and to share resources wherever possible. These were all important starting points for us as a group of small and, in some cases, rural schools."

The schools threw themselves into collaborative working, with some sharing staff - including a SENco, a School Business Manager and a Parental Support Adviser. Middle leaders soon also became engaged in cross-school moderation - looking at all the core subjects including maths, writing and reading.



Above: Angie Waplington and Beverley Riddle

“We quickly found that our staff were sharing ideas, resources and best practice” says Angie, “as were we as headteachers. A real benefit for heads has been the opportunity to have honest, supportive conversations – which we were keen to cement through peer review when the opportunity arose.”

The schools embraced the chance to become involved in peer review when it was launched through Lincolnshire Learning Partnership in 2015. “We immediately recognised that peer review would help us to take the next step in formalising our relationship as a group of schools and as leaders” says Beverley, “we felt that the framework and the ethos would give our conversations more focus and very clear next steps for school improvement. What we had done to that point had been really positive, but we wanted to develop the focus on school improvement.”

“we felt that the framework and the ethos would give our conversations more focus and very clear next steps for school improvement. What we had done to that point had been really positive, but we wanted to develop the focus on school improvement.”

An interesting initial outcome of the peer review planning meeting in Lincoln was the emergence of a relationship with a new school, St Mary’s in Grantham, which joined the group because it was felt that the schools shared certain characteristics – including size and pupil characteristics. The group’s decision to bring in St Mary’s owed much to the sense of working in the interests of children across Lincolnshire and in an openness to collaborating with more schools. “We thought they could bring a new dynamic to our group, an outside perspective to an extent that would help us to avoid group-think and our conversations becoming too defined by local dynamics. At the same time we could learn a lot from one another” says Angie.

The group’s first peer review was very much a case of ‘see how we go’, and Beverley was the first to put her hat into the ring, inviting her colleagues to provide a review of Morton Trentside in 2016. The format of peer review generally includes an initial planning meeting to identify the area of focus; a day’s review based on lesson observations; learning walks; book scrutinies; conversations with key staff etc.; and then a feedback session where the reviewed school’s head would receive feedback from their colleagues. The ethos of peer review is also very much based on an emphasis on developmental conversations – underpinned by professional perspectives and mutual-respect.

“The review was useful, but we learned much about what we didn’t want future reviews to be like” says Beverley, who was determined to provide honest and constructive feedback to inform future reviews. “In identifying the area of focus – which in our case was ‘the use of adults in the learning environment’ – I spent too much time looking at our own data and self-evaluation and less time engaged in up front dialogue with my colleagues. Whilst reviewing the school data and improvement planning is important, what I really missed was a professional dialogue at the beginning to help set the tone of the review.” This in turn seemed to lead to a lack of focus in some respects on the issue identified, says Beverley “whilst my colleagues were reviewing the use of TAs, there were also times where they strayed into looking at other aspects of teaching or the learning environment which we hadn’t discussed in advance. In some cases, what I was told was actually quite useful, but none of my team or myself were prepared to be reviewed on those other aspects and it did risk undermining the staff team’s confidence in what was going on.”

What did emerge, however, was very useful, with Beverley’s colleagues feeding back their observations on a tendency amongst some TAs to working with lower ability children only and some cases where communication between the teachers and their TAs could be improved. This feedback, in turn, was key to the school becoming heavily involved in the Mobilise project. However, the learning around the peer review process did not end there, with Beverley also observing that the feedback was more summative than formative in tone in places. “My colleagues were telling me what they had seen – and what they told me was absolutely correct. It was extremely helpful to have my views confirmed in many cases.

However, I felt the feedback could have been provided in the form of a dialogue, with the reviewers asking questions of me that encouraged me to reflect on the issues and discuss where the challenges lay and what the next steps could be. The first review missed that.”

For their part, Beverley’s colleagues – including Angie - were happy to receive the feedback on the feedback (and the wider review itself), not least as Angie’s school would be the next one to be reviewed! The group took away some key learning from the review of Morton Trentside, including the need to have a professional discussion from the outset around the reviewee school’s data and improvement priorities, the need to identify a focused question – which would provide a clear remit for the review, and a revised approach to providing feedback – delivered less through statements and more through a greater emphasis on constructive questioning to encourage the reviewee to reflect and enter into dialogue.

The review of Angie’s school saw the benefits of peer review come into their own. Hemswell Cliff, which is a small rural primary school, had seen its children struggle with making progress in maths. The review led to Angie reflecting on the materials and assessment systems used and provided her and her team with exposure to new resources. In terms of next steps, other schools within the group were able to support her with the introduction of the resources and in providing advice around systems of assessment. “The experience was invaluable” says Angie, “not least because we had an Ofsted inspection very shortly after the review. While we hadn’t got all the actions in place, we were not only able to demonstrate that we had identified the issues – with support from other heads – but we were also able to demonstrate that we had identified the necessary steps towards improvement.”

“The experience was invaluable - not least because we had an Ofsted inspection very shortly after the review. While we hadn’t got all the actions in place, we were able to demonstrate that we had identified the issues with support from other heads and we had identified the necessary steps towards improvement.”

Following Angie’s review, the learning that the group had gained in the initial reviews came into its own again – this time for Charles Baines Primary School. “Whilst the data and the school improvement plan had identified a particular area of focus” says Beverley, “the professional dialogue instead went on to identify succession planning as a key issue for the school. A new head had been appointed and we all felt – including the head at Charles Baines - that we could add the most value by supporting the transition from one head to another. If we had just relied on the data and what the school’s evaluation had said – without that professional dialogue – then we wouldn’t have come to that conclusion.”

All four schools believe that peer review has helped them to progress and manage change successfully. Alongside the next steps identified through the reviews, another key outcome has been the schools’ decision to work together on developing common systems of assessment – enabling them to ease the workload and challenges of the move to assessment without levels, but also better enabling them to work together on areas such as moderation and sharing of resources in future. The schools are also using the outcomes of the reviews to identify best practice and to facilitate CPD – led by staff – across the schools.

“There is definitely a deep level of trust and a collective commitment to the success of staff and children across our schools” says Beverley. “That is in part driven by the peer review process, but it was also an essential basis for it. My advice for all schools embarking on peer review is to do so with colleagues that are learners and are committed to the success of one another’s schools. It’s why being part of networks such as Kyra is so important – because we are joined together by that ethos - and the opportunities to take peer review and school to school support even further in the future are huge.”

Beverley and Angie were speaking with Michael Pain.



Research & Resources Digest

May 2017

Improving literacy in key stage 2

The Education Endowment Foundation (EEF) has published (28 April) guidance on improving literacy in key stage 2, which is part of a series providing guidance on literacy teaching. It builds on the recommendations presented in the EEF's 'Improving Literacy in Key Stage One' report, but is specific to the needs of pupils at Key Stage 2. The report makes a number of recommendations, which are summarised below (source: EEF):

- Develop pupils' language capability to support their reading and writing
- Support pupils to develop fluent reading capabilities
- Teach reading comprehension strategies through modelling and supported practice
- Teach writing composition strategies through modelling and supported practice
- Develop pupils' transcription and sentence construction skills through extensive practice
- Target teaching and support by accurately assessing pupil needs
- Use high-quality structured interventions to help pupils who are struggling with their literacy

Further details can be found:

<https://educationendowmentfoundation.org.uk/resources/guidance-reports/literacy-ks-two/>

Recruiting governors and trustees

The National Governance Association (NGA) has published (31 March) a new recruitment guide – ‘The right people around the table’ – which looks at how to recruit and retain new governors and trustees to school and academy boards in England. The guide covers the following areas (source: NGA):

- Evaluating: composition and current practice
- Recruiting: attracting good candidates
- Appointing: interviewing and references
- Inducting: training and support
- Succession planning: ensuring there is leadership of the board

Further information can be found: <http://www.nga.org.uk/Guidance/Workings-Of-The-Governing-Body/Chairs-of-Governors/The-right-people-around-the-table-a-guide-to-recru.aspx>

Breakfast clubs in schools with high levels of deprivation

The Department for Education (DfE) has published (30 March) the findings of an evaluation of a programme to run breakfast clubs in schools with high levels of deprivation, where more than 35% of their pupils are eligible for free school meals (FSM) and which had no existing breakfast club. Strong leadership, and ‘buy-in’ within the school were seen as essential for a successful breakfast club. Schools perceived important benefits from having a breakfast club, including: reducing hunger; improved concentration and behaviour in class; improved punctuality for some pupils; improved social development and increased pupil confidence.

The DfE has also published a briefing for school leaders on setting up and implementing breakfast clubs; and a flyer on what schools said was important in setting up and sustaining successful breakfast clubs, which were:

- Get a senior member of staff involved early on
- Identify the main reason you want a breakfast club in your school
- Find out what parents and pupils want from a breakfast club
- Establish who you want to attend and whether you want to charge
- Identify people to run the club
- Identify the right location
- Monitor how the club is working and plan early for the school year ahead

Further details can be found: <https://www.gov.uk/government/publications/breakfast-clubs-in-high-deprivation-schools>

Primary Assessment – a report, a consultation and a Kyra submission



Kyra is currently working with a number of colleagues to provide a collective response to the DfE's consultation on primary assessment. The consultation deadline is 22nd June.

Here we have included some key information relating to the consultation and the select committee's own inquiry and recommendations for primary assessment.

DfE consultation

The DfE announced, on 30 March, its consultation on the future of assessment in primary schools and the implications for accountability. The consultation considers: the current system of statutory assessment in key stages 1 and 2; preparing children to succeed at school; the best starting point for measuring progress in primary school; a proportionate assessment system; and improving end of key stage statutory teacher assessment. The deadline for responses to the consultation is Thursday 22 June. The proposals in the consultation aim to create a long-term, stable and proportionate system for assessing children at primary school. The consultation proposes (source: DfE):

- improvements to the early years foundation stage profile - consulting on how to make improvements and reduce burdens to the existing assessments on children's readiness to start school at the end of their early education

- bringing forward the starting point for school progress measures during primary education - through the introduction of a new teacher-mediated assessment in reception, developed with the profession, to ensure schools are measured on how they support every child throughout primary school
- reviewing the statutory status of key stage 1 (KS1) assessment - to reduce the burden of statutory assessment for teachers and pupils, the government will consult on making assessments at the end of KS1 - both teacher assessment frameworks and national curriculum tests - in English reading, English writing, mathematics and science non-statutory once the new assessment in reception is fully established. Under these proposals, schools will still be provided with test materials at KS1 to help them benchmark their pupils and inform parents. The government would continue to ensure academic standards remain high by sampling from schools that administered the tests.
- reducing the burdens of teacher assessment - reducing the burdens on teachers by removing the requirement to submit teacher assessments where the assessment is not used in the accountability of schools. The government is also considering whether there should be greater flexibility for teachers to use their judgement to assess pupils' ability in writing.

Further information can be found in the primary assessment consultation: <https://www.gov.uk/government/consultations/primary-assessment-in-england>; in Justine Greening's statement to parliament on primary assessment in England: <https://www.gov.uk/government/speeches/update-on-primary-assessment-in-england>; and in the associated press release: <https://www.gov.uk/government/news/government-to-consult-on-reforms-to-primary-assessment-system>

Education Select Committee report into primary assessment

Last autumn, the House of Commons Education Committee began an inquiry on primary assessment.

School leaders and teachers from across Kyra contributed to the Committee's call for evidence, and our paper can be accessed here: <http://kyrateachingschool.com/wp-content/uploads/FINAL-Kyra-submission-on-primary-assessment.pdf> . The Committee's final report was published 1st May 2017 and makes the following recommendations (The main recommendation for schools is cited below in italics-(ninth bullet point)):

- The Government must introduce longer lead-in times for future changes to assessment or standards, to mitigate the negative impacts of constant change, and the process of communication must be improved. The time allocated for design and delivery should enable schools to be given thorough information about changes at least a year before they will be implemented, without incremental changes throughout the year.
- The Committee remains to be convinced that the STA (Standards and Testing Agency) will be able to meet all the recommendations set out in the 'root and branch' review, and recommend that the Government should commission a further short review following the 2017 SATs. (Note that the 'root and branch' review of the STA was announced by Nick Gibb following security breaches during the administration of the 2016 key stage 1 and key stage 2 national curriculum tests. The review took place between July and September 2016 and made a number of recommendations, which the STA responded to).

- An independent panel of experts and teachers should review the development process to improve confidence amongst school leaders and teachers.
- The STA should do more to explain the development process of national curriculum assessments to schools and ensure that teachers have confidence that they are involved from an appropriate stage.
- Recommend the Department should make the Key Stage 2 spelling, punctuation and grammar test non-statutory, but still available for schools for internal monitoring.
- Professional development training on effective assessment procedures should be carried out by senior leaders and classroom teachers after ITE. This should include assessment for pupils working below the standard of national curriculum assessments. The Government should provide adequate resource for this training as part of its commitment to continuing professional development.
- The availability of more high quality advice and guidance would mitigate the risk of schools purchasing low-quality assessment systems from commercial providers.
- Ofsted should ensure that it reports on a broad and balanced curriculum in every primary school report. Every report should specifically include science as a core subject alongside English and maths, as well as a range of other areas of the curriculum and extra-curricular activities.
- School leaders and governors should support a culture of wellbeing amongst staff and pupils and ensure that external assessment does not result in unnecessary stress for pupils. The Government should assess the impact of changes to curriculum and standards on teacher and pupil wellbeing before they are introduced and publish plans to avoid such negative consequences.
- The Government should change what is reported in performance tables to help lower the stakes associated with them and reduce issues of using data from a small number of pupils. Recommend publishing a rolling three year average of Key Stage 2 results instead of results from a single cohort. Yearly cohort level data should still be available for schools for use in their own internal monitoring.
- The Government must conduct a thorough evaluation of potentially harmful consequences of introducing any baseline measure, involving early years experts and practitioners, including impacts on pupil wellbeing and teaching and learning. The primary purpose of a measure of children at age 4 should be a diagnostic tool to help early years practitioners identify individual needs of pupils and should only be carried out through teacher assessment.
- Agree with the Government's aim of raising standards at primary school but think that setting extremely challenging targets only leaves many students feeling they have failed, when in a previous year they would have succeeded. Expected standards should be raised over a much longer time period to give schools a chance to adjust to new expectations.
- Recommend a thorough review of how Ofsted inspectors use Key Stage 2 data to inform their judgements and whether inspectors rely too heavily on data over observation. This could include a pilot of inspections where data is only considered following the inspection.

Further details can be found: <https://www.publications.parliament.uk/pa/cm201617/cmselect/cmeduc/682/682.pdf>

Dates for your diary!



12th June @ 3:00pm – 5:00pm

Moderation Workshop Year 5 (Members Only) -
Kyra Central @ Lincoln Carlton Academy



14th June @ 9:30am – 3:30pm

Kyra SLE training session: Developing Leadership Capacity -
Kyra Central @ Lincoln Carlton Academy;



15th June @ 6:15pm – 8:15pm

Kyra Central Governors' Forum (Members Only)



22nd June @ 6:15pm – 8:15pm

Kyra East Governors' Forum (Members Only) @ TBC



29th June @ 1:00pm - 4:00pm

Kyra Summer Term Heads' Forum (Members Only)
at Lincoln Carlton Academy



6th July @ 1:00pm – 4:00pm

Kyra Summer Term Heads' Forum East (Members Only)
@ Spilsby Primary Academy

If you are planning to attend any of these events, please book by following this link: <https://event.bookitbee.com/kyra-teaching-school-alliance>



TEACHING
SCHOOL
ALLIANCE

SCHOOL BUSINESS PROFESSIONAL DEVELOPMENT DAY

Date—Tuesday 20th June 2017

Venue—BG University, Lincoln

Cost—£80 + VAT per delegate

**For School Administrators
Bursars and
Business Managers**

This conference will provide the opportunity for school administrators, bursars and business managers from maintained schools and academies to come together and hear from experts on subjects that include:

- *The future financial landscape for schools—Val Andrews, Association of School and College Leaders*
- *The benefits, pitfalls and processes of academy conversion and changes to academy structures—Jeff Marshall, J&G Marshall Ltd.*
- *Teachers' pension scheme—Kaele Pilcher, West Yorkshire Pension Fund*

The day has been devised and designed by the Kyra School Business Manager and Administrator Forum, with members from schools and academies across the county.

BOOK NOW!

[Click here](#) to access our booking web page

Kyra Teaching School Alliance, Mount Street, Lincoln, LN1 3JG
kyrateachingschool.com | 07769 661479 | @KYRAteaching



Kyra Teaching School Alliance
Mount Street
Lincoln LN1 3JG

☎ 07769661479

✉ kyra@lincolnmountstreet.lincs.sch.uk

🌐 kyrateachingschool.com

🐦 @kyrateaching