

Leeds Learning Partnership
Partnership Package
Overview of Year 1 2011/12

Summer 2011 Subject Leader Development Meetings (SLDMs)
Evaluations and Attendance

Evaluations from delegates regarding the usefulness/effectiveness of sessions, where 1 is excellent to 4 being poor.

Summer SLDM	Number of Delegates	Average Grade
English	23	1.77
Mathematics	32	1.79
Science	16	1.90
History	10	1.29
Geography	14	1.67
ICT	13	1.46
Languages	18	1.53
Music	9	1.93
Senior Partners Induction	38	1.6

Autumn 2011 Subject Leader Development Meetings (SLDMs)
Evaluations and Attendance

Autumn SLDM	Number of Delegates	Average Grade
English	35	1.27
Mathematics	32	1.65
Science	21	2.0
History	25	1.33
Geography	20	1.64
ICT	20	1.72
Languages	21	1.14
Music	19	1.79
Art	23	1.45
D& T	21	1.47
Senior Leader Conference	122	1.37

Spring 2012 Subject Leader Development Meetings (SLDMs)
Evaluations and Attendance

Spring SLDM	Number of Delegates	Average Grade
English	28	1.53
Mathematics	30	1.85
Science	25	1.8
History	22	1.2
Geography	19	1.12
ICT	27	1.30
Languages	26	1.38
Music	19	1.46
Art	16	1.43
D& T	22	1.56
RE		

Spring 2012 Conferences
Evaluations and Attendance

Subject Conference	Number of Delegates	Average Grade
English	31	1.26
Mathematics	33	1.53
Science	25	1.74
History	22	1.36
Geography	18	1.56
ICT	39	1.30
Languages	34	1.25
SAL	40	1.74
Senior Leader	30	1.65
Learning Partners	11	1.10

Attendance Figures of Each School by Term

School	Summer 2011	Autumn 2011	Spring 2012	School	Summer 2011	Autumn 2011	Spring 2012
Allerton Grange	5	2	5	Morley Academy	3	8	9
Abbey Grange	5	4	10	Mount St. Mary's	8	10	19
Allerton High	7	12	19	NE SILC		2	2
Benton Park	6	9	20	NW SILC	1	4	5
BESD SILC	0	7	12	Parklands	4	12	18
Brigshaw	4	11	18	Priesthorpe	4	13	18
Bruntcliffe	3	5	11	The Coop Academy	2	8	12
Burley Park	1	2	10	Prince Henry's	3	6	9
Cardinal Heenan	2	10	17	Ralph Thoresby	3	8	18
Carr Manor	2	6	6	Rodillian	7	12	17
City of Leeds	5	6	10	Roundhay	4	8	18
Cockburn	7	12	19	Royds	2	11	14
Corpus Christi	5	10	15	S SILC		11	10
Crawshaw		11	21	St.Mary's Menston	5	6	15
East SILC	2	5	7	Swallow Hill	5	12	21
Eastmoor CSU	4	11	9	Temple Moor	5	7	10
Farnley Park	6	11	14	TLC	1	1	6
Grafton Centre		3	5	W SILC		2	2
Guiseley	5	13	20	Woodkirk	7	12	18
John Smeaton Community College		4	7	Hospital Teaching (East Silc)		1	2
Lawnswood	8	13	19	Max No of Courses	9	14	23

A selection of comments from SLDMs from Spring Conferences:

What went well?

- Great ideas for reading/writing strategies. Being able to discuss key issues/priorities with other English departments. Key information about new frameworks.
- Being able to discuss with others what they do in their school. How to get/be/aspire to be an outstanding dept.
- Inspiring ideas about getting everyone reading & writing.
- Ofsted info useful - good to hear ideas from another school. Talking to other HODs. Nice to think about inspiring ideas. Clear focus on ofsted & national agenda - very useful!
- Ideas of looking at the big picture and making sure pupils can also see how things are connected. Opportunity to share literacy ideas.
- Discovering strategies that can be fed back into whole school & department.
- Closing the gaps - will use this material in SLT meeting as we have just had ofsted and are very focussed in this area at the moment.
- Keynote speech - great to remember why we teach Science!
- Gave me lots of new ideas, great to have some practical ideas to run with.
- Just lots of excellent ideas + space to think.
- Really excited about lessons from the past - getting kids to be resilient.
- Great workshops very helpful. Ways forward with software for new curriculum.
- Opening presentation very insightful and extremely interesting.
- Ideas, ideas, ideas!
- A fantastic day- all really inspirational and interesting.
- Stepping up. All the practical ideas- especially Lesley who was FANTASTIC!!
- Understanding raise online data more clearly.
- Ideas for use in lessons re literacy skills. Useful ideas regarding content/delivery of the new geography curriculum.
- Some great ideas came out of the ofsted development priorities session - thank you!
- Time to discuss with other individuals is very useful. It's frustrating when these discussions arise in the middle of useful sessions.

A selection of IMPACT comments from the 10 Spring 2012 SLDMs:

What has been the impact following the last SLDM? How do you know?

- I have met all of my targets/action points. We went from 3 to a 2 in subject specific ofsted.
- Initial meeting re medium term - produced action plan - using all as starting point for staff - all using new APP. Fed back ofsted summary. Use weekly progress sheet for arts award that we will use with year 9 from before Easter - June. Used creating Music with Y7. Discussed moodle with Music technician.
- Level criteria display & "what level am/on" pupil sheets with criteria /descriptors. Using card sorts etc. to build sentences (Y9) - familiarising pupils to/sample controlled assessment material. Using literacy targets (school wide) to explain classroom reading activities.
- Departmental focus on literacy through listening and speaking focus on learning over time & targeting of vulnerable groups through specific intervention.
- Looked into Moodle to work with IT department. Base line assessment to include more visual aids to support EAL - more accurate initial assessment. Differentiation part of whole school approach.
- Have identified 'vulnerable' cohorts in KS4 & actively 'tracking' attainment. Looking at ways of baseline testing on entry of Y7 (but we currently are unable to set in our subject)
- 4 of my 6 action points followed through. Range of whole school literacy interventions

(STAR reader, target groups with extra curriculum time for reading, additional support in lessons).

- Some EAL training. Dept aware of new ofsted framework. Sub groups have been tracked in all years. Intervention strategies considered. Students lacking progress are tracked on a weekly basis.
- Core subjects given a specific day after school for revision. Super maths learning day before unit 2 re-sit (but in future was need to be before actual exams)? Really successful - (I think).
- Organised a group of non mainstream schools to get together. Use of functional activities. Increased the focus of QWC & independent problem solving. Students are more confident in writing & explaining solutions to problems; more resources available to support other maths staff.
- PIVATs folder of assessment set up - I made up. I have started the process of reviewing assessment and sow with the help of Paul.
- We have introduced some new resources focussing on 'Big Picture'. These are being used in year 11 revision and additional Year 8 overview of work.
- We've begun process of reviewing sows to ensure progress over time (but it's a long job) incl. differentiation & planning for progress at KS5. Dept meetings have raised literacy issues-opp to be highlighted in sow & school has agreed to INSET for lit and maths.
- Updated SOW for KS3 and KS4 - include literacy objectives + bcii. Literacy strategies developed at all levels. Intervention strategies KS4. KS4 - strategies + assessments for progression further developed/improved.

Additional Comments or suggestions for next SLDM (Autumn 2011):

- Effective strategies with less motivated pupils. Examples of use of literacy in art. Links within critical strategies. (Art)
- Kelly sharing her BTEC scheme was really useful & seeing examples would be nice to share schemes on particular theme e.g. GCSE National form or KS3 natural form. (Art)
- Baseline testing in September for Yr7 setting in Technology Standardising to NC levels at KS3 across different areas of technology. (D&T)
- KS3 standardisation of projects above exemplar projects for KS3/4/5 (D&T)
- Progress schools are making re the new AQA syllabus spec! Extended learning days/cross curricular creativity. Innovative reading strategies. (English)
- Progress over time evidence - what will ofsted look for? (Geography)
- Measuring progression in KS3? Will a 2 year KS3 be adequate for ofsted in terms of progression? Methods of demonstrating progression. (History)
- Assessment of KS3 work and how this links in with benchmark assessments and assessing student progress in short/medium/long term. (ICT)
- Development of reading skills at KS3 (Languages)
- The impact of E-Bacc on the curriculum. How are schools increasing the take-up of MFL at KS4? (Languages)
- Improving composition grades at GCSE & A level. (Music)
- Transition KS2 - KS3 - developing links - using Artforms? (Music)

Additional Comments or suggestions for next SLDM (Spring 2012):

- Approaches to peripatetic music in different schools, artforms versus private provision. Unit of work exchange. (Music)
- Improving composition grades at GCSE & A-level. (Music)
- Special needs progress in Music (Music)
- Phonics teaching examples & resources would be great. (Languages)
- Sharing SoWs would be great! (Languages)
- Focus on controlled assessment. (English)
- More training on using data powerfully (Geography)
- How to develop revision skills of pupils. (Maths)

- Literacy resources are excellent. Next SLDM: Assessment at KS3, looking at moving away from using SATs papers. (Maths)
- Demo's of software eg Game maker, Mediator, Flash etc. (ICT)
- A-level! Getting through content in Year 12. (AQA) (History)

Appendix

Examples of how SL will evaluate the impact of the training on the department from both Autumn and Spring SLDMs.

How will you evaluate the impact of this training on your department? What are you hoping the outcomes will be?

- Development of schemes Lessons better tailored to suit the needs of individuals. I am able to evaluate & monitor success in an easier way.
- Share action points in an initial meeting. Plan a timeline of when ideas are implemented. That we make a POA for preparing for New Ofsted Framework.
- Improved awareness of new ofsted criteria, literacy strategies for extended writing. Pupils more able to reflect on their progress.
- Review of new ofsted framework @ dept meeting in a couple weeks time. From this agree what the journey might be like (if SLT haven't already decided)
- Cascade in dept. meetings, and plan CPD. To improve monitoring of students and progress and focus on marking and their understanding of flus. AFL in a more obvious way.
- Feedback from dept. colleagues, liason re LITERACY. Agree on resources/methodology/SOW- Assessment becomes easier! Dept. more aware of OFSTED criteria & subsequent approach to T&L/progress.
- Monitor pupil response and self confidence on the activity. More prepared for ofsted. Literacy discussed in dept. Plan for linear entry not modular.
- Very good evidence of literacy strategies - seen in lesson obs. Different styles of revision - more activity based.
- Improve how we evidence pupil progress, support the school in its transformation to excellence by moving departmental practice to outstanding and teaching.
- Review of our position in term of OFSTED's focus upon lessons. Ensuring we have a common approach. Begin the process of ensuring that literacy is embedded and apparent.
- Improvements need making to the assessment of pupils. Outcome: collection of data assessments showing pupil progress over time.
- To discuss new ofsted framework 2012; discuss ideas about how we can modify SOW. Seating plans - how they can be effective visit OFSTED.
- Preparation for possible ofsted in Spring 2012. Roll out of literacy programme in Autumn term 1b. Supplement SOWs with visual resources - observe EAL students sing these in lessons.
- Whole school approach to literacy with CPD focus on phonics and reading in place by end of year.
- Ensure all teachers in the English Department are aware of the new ofsted framework at the next dept. Meeting. Have a literacy focus for a future dept. meeting & build upon ideas already being carried out. Put together a literacy whole school PPT (with PP) to be disseminated across the whole school.
- Develop literacy skills in all subject areas eg Textiles, RM, Food. Develop progress sheets to use for rotation system at KS3. Look in detail at specific groups.
- More exciting schemes of work at KS3. Eaoe of evidencing progress and students ability to articulate this. Literacy and numeracy fully embedded. Context sheets for groups through the department - Prep for new ofsted framework.
- Improved literacy objectives in our schemes of work. Renew our own base line testing. An improved base line test. Next ofsted inspection - see how they evaluate our paperwork. Review Yr8 unit on sequencing then renew its success. See if Yr10 GCSE students use of Sileelius improves.
- Students to develop specific literacy skills withing music lessons based on speaking,

listening (increased reflective progress). Implement GRASP - student activities/voice.

- Literacy activities implemented in lessons and used to develop students' reading skills - IMPACT: increased levels in reading assessments (long term). Learning plans produced and used by students to assess own progress.
- Improved evidence of literacy teaching in classroom. Pupils more able to speak about their levels, what they need to do to progress. System for mapping learning journey (APP).
- A three year plan on routes through that meets school and pupil needs. A consistent literacy marking policy for KS3,4+5.
- Larger awareness of ofsted expectations. Evidence of T&L driving lesson observation keywords developed by delegation. Look at PM, incorporate. More literacy activities seen during learning walks etc. An chosen for Triple Science.
- Revised medium term plans. Agenda dept meetings - differentiated learning outcomes. Trial/training will be evaluated by dept. More info for SEF with S3 target.
- Overall of target settings and objectives. KS3 systems of tracking need to be focusing on progression alerts. Teachers made aware of importance of stepped progression. KS2-4 3 levels of progress - crucial focus.
- Particularly by measuring the impact of our new approach to med. Term planning. Teachers having confidence in ensuring their students know how to show progress. Data indicating expected progress from yr7.
- Greater use of spreadsheets to evidence progress, achievement etc. SEF
- Exciting and interesting KS3 Pos Added starters/literacy to KS3. Music Bank useful for web building/media.

A selection of comments from the 8 Summer SLDMs:

What went well?

Time to talk & share ideas Having up to date information on education. Good to share thoughts with others

Good to talk with other subject leaders -find you're not the only one struggling.

Sharing of ideas between different schools. Good info shared about new courses opening up new ideas.

The meeting provided plenty of food for thought and it was good to hear that there are lots of common issues (I often have feeling of being on a limb!)

Sharing problems and seeing what other schools have done and are faced with, with regards to KS4. Reassured me that we are not alone with the impact of the EBAC.

Time to share experiences of new spec. SOW discussion if diff. styles & approach. Able to give our own priorities.

Focus on GCSE. Sharing ideas with other subject leads. Understanding other exam board schemes.

Good data explanation and clarity for ofsted requirements

Good examination of APP + re + re aspects + de bunking some of myths about APP

Up to date info. Chance to hear from other schools.

Really positive networking session. Great plans for discussion. Liked the fact that the sessions were driven by real concerns.

Speed dating - Excellent opportunity to talk to others on a 1 to 1 basis exchanging ideas.

People running the session in the same situation.

Even better if?

More time to share good practice in meetings

Practical, hands on demonstrations of specific software e.g. Mediator/Flail/Sevit etc.

Paperwork distributed before hand (email)

More time to discuss with other subject leaders (this was excellent in some sessions).

Slower pace (I'm new to the area) make it a full day. It's too intense.
More activities that we actually do. If you do it you remember it, then take it & share it because it is enthused e.g. top trumps.
More discussion time needed. Less power point presentation. More activities possibly?
Actual samples of pupil work?
It was a full day + we didn't have to think about going back to school
Reduced number of topics to allow more time for the discussion of topics in depth.

Additional comments/suggestions for future foci

Securing progression - strategies to monitor progress towards curriculum targets and develop intervention. Developing literacy & numeracy skills.
Too rushed! Too much content squeezed into available time. Pace, 40% rule discussion.
Maths/Science collaboration - schools where it works well?
This was probably the most productive session I have been to Excellent Thanks.
When into group can you put SILCs, PRUs, Secure units etc together.
Delivering English for non English speakers. Raising attainment where literacy is extremely weak.
Data analysis
I have learnt a lot today! Thank you
APP - how to record concepts / range of evidence & practicalities
Share email,/resources together encourage interactive collaboration.
As resources are shared and built up between SLDM members, the meetings and resources provided by other will become an extremely valuable resource.
Name badges with school on. Fabulous - very well planned, enjoyable and relevant.

Subject priorities Summer 2011:

Cross Curricular planning & implementation
APP – embedding in SOW & assessment tasks.
Literacy
Moderation
Range of Courses
KS4 courses
Baseline Assessment
Functionality KS3/4
Creative intervention strategies + evaluation of impact inc 1 – 1 now being done.
Staff Development – strategies for turning satisfactory to good to outstanding.
Moderating speaking test
Alternatives to GCSE/Year 9 accreditation!!
How do we motivate students?
New courses for less able students, especially in year 9
Assessment standardising exam board advice – coherence
Preparing department for Ofsted
Embedding literacy & Maths in music
Developing extra curricular groups
What makes a successful middle leader?
What does progress look like?
How to evidence using literacy and numeracy
Embedding literacy
Ensuring consistent delivery
Performance management + Quality Assurance

Leeds Learning Partnership
Partnership Package
Overview of Year 2 2012/13

Summer Subject Leader Development Meetings (SLDMs)
Evaluations and Attendance

Evaluations from delegates regarding the usefulness/effectiveness of sessions, where 1 is excellent to 4 being poor.

Summer SLDM	Year 1 2011/2012		Year 2 2012/2013	
	No of Delegates	Average Grade	No of Delegates	Average Grade
English	23	1.77	34	1.50
Mathematics	32	1.79	32	1.74
Science	16	1.90	20	2.00
History	10	1.29	17	1.30
Geography	14	1.67	17	1.56
ICT	13	1.46	19	1.19
Languages	18	1.53	28	1.26
Music	9	1.93		
RE			9	1.75
Senior Partners Induction	38	1.6		
Senior Leader Briefing			25	1.12
Preparing for a standards reviews - part 1			8	1.5

Summer Conferences	Year 1 2011/2012		Year 2 2012/2013	
	No of Delegates	Average Grade	No of Delegates	Average Grade
Music			16	1.64
Art			28	1.31
D & T			23	1.36
Senior Leaders Conference			50	1.27

Autumn Training : Evaluations and Attendance

Autumn SLDM	Year 1 2011/2012		Year 2 2012/2013	
	No of Delegates	Average Grade	No of Delegates	Average Grade
English	35	1.27	34	1.65
Mathematics	32	1.65	26	1.48
Science	21	2.0	26	1.89
History	25	1.33	22	1.66
Geography	20	1.64	23	1.23
ICT	20	1.72	23	1.55
Languages	21	1.14		
Music	19	1.79	17	1.55
Art	23	1.45	21	1.57
D& T	21	1.47	21	1.93
RE			16	1.50
Senior Leader Conference	122	1.37		

Senior Leader Briefing			17	1.50
AST Facilitator Training			23	1.55
Preparing for a standards reviews - part 2			4	1.25

Spring Training : Evaluations and Attendance

Spring SLDMs	Year 1 2011/2012		Year 2 2012/2013	
	No of Delegates	Average Grade	No of Delegates	Average Grade
Music	19	1.46		
Art	16	1.43	16	1.18
D& T	22	1.56	20	1.90

Subject Conferences	Year 1 2011/2012		Year 2 2012/2013	
	No of Delegates	Average Grade	No of Delegates	Average Grade
English	31	1.26	26	1.66
Mathematics	33	1.53	28	1.43
Science	25	1.74	25	1.55
History	22	1.36	20	1.15
Geography	18	1.56	17	1.67
ICT	39	1.30		
Languages	34	1.25	22	2.00
RE			*	*
SAL	40	1.74		
Senior Leader Briefing	30	1.65	21	1.5
Learning Partners	11	1.10		

* Due to adverse weather conditions the RE conference will be rearranged in the summer term

Attendance Figures of Each School by Term

School	Summer 2011	Autumn 2011	Spring 2012	Summer 2012	Autumn 2012	Spring 2012
Abbey Grange	5	4	10	9	9	6
Allerton High	7	12	19	13	14	10
Benton Park	6	9	20	14	14	10
BESD SILC	0	7	12	5	2	5
Brigshaw	4	11	18	10	11	6
Bruntcliffe	3	5	11	16	10	8
Burley Park	1	2	10	4	2	3
Cardinal Heenan	2	10	17	12	9	9
Carr Manor	2	6	6	7	2	5
City of Leeds	5	6	10	11	10	10
Cockburn	7	12	19	12	8	10
The Coop Academy	2	8	12	4	7	7

Corpus Christi	5	10	15		11	10	9
Crawshaw		11	21		12	8	10
East SILC	2	5	7		3	3	4
Eastmoor	4	11	9		8	4	2
Farnley Park	6	11	14		7	12	8
Grafton Centre		3	5		4		
Guiseley	5	13	20		14	12	11
Harrogate Grammar School					1	2	2
Horsforth					6	6	3
John Smeaton Community College		4	7		6	11	
Lawnswood	8	13	19		13	8	11
Morley Academy	3	8	9		5	7	5
Mount St. Mary's	8	10	19		12	8	10
NW SILC	1	4	5		3	3	
Parklands	4	12	18		13	13	3
Priesthorpe	4	13	18		14	9	6
Prince Henry's	3	6	9		9	8	3
Pudsey Grangefield					1	11	11
Ralph Thoresby	3	8	18		14	9	11
Rodillian	7	12	17		10	14	6
Roundhay	4	8	18		13	10	9
Royds	2	11	14		13	12	7
South Leeds Academy						5	2
S SILC		11	10		5	2	1
St.Mary's Menston	5	6	15		8	6	11
Swallow Hill	5	12	21		11	13	12
Temple Moor	5	7	10		6	3	1
TLC	1	1	6		5	3	1
Woodkirk	7	12	18		13	12	10
Hospital Teaching (East Silc)		1	2			2	
Total No of Courses	9	14	23		19	19	14

A selection of IMPACT comments:

What has been the impact following the last SLDM? How do you know?

Summer 2012

Improved approach to literacy across the curriculum.

Progress measures embedded in long and medium term plans. GCSE controlled assessments moderated and agreed. Whole school literacy approach determined - no specific team. Whole School strategies introduced. Tool Kit launched.

Local History unit now virtually written - units local fieldwork incorporated (based on Priesthorpe model). Currently being trialled, ready to teach in Sept.

Progress in a lesson (conference) has had an impact in lesson planning + raised discussion in lesson observation as a key characteristic of outstanding lessons.

GREAT!! Most impact of the whole year - we (!!) have rewritten all the year 8 assessments based on progression points. Also the concept of using flexible data (medium, term, pace folder planning). Also used Morley's History Medicine assessment booklet idea - not quite in place yet.

Discussion regarding the 'PACE' folders - dept to introduce these in Sept. Whole school making policy now includes 'step it up' so we have reworked our assessment tracking sheets etc. Developed S&W which show progress & allow medium term planning/personalisation.

Rewritten Yr 7 & 8 ICT curriculum for 2012 - 2013.

KS3 assessment programme re-vamped along the lines of one shown - new APP grids used for moderation exercises. Staff familiarised with 5 simple literacy strategies in dept. meetings.

APP now altered to show progress over time in key skill areas relevant for KS4. Meeting took place with English looking at reading strategies. Red for reflection introduced after several departments broached SLT from SLDM.

Delivered training session to whole school on literacy and session to NQT/teach first as twilight session. More staff using PEE to develop pupil's extended answers. Monitoring literacy T&L through observations & learning walks.

Autumn 2012

Implemented whole school marking policy. Spelling teaching integrated in KS3. Team planning meeting - developing A*

Marking & Assessment feedback info taken to Literacy meeting in school. Marking code and feedback policy adopted by whole school as a result.

To be honest due to the time of year we did less in terms of expanding the ideas from the last SLDM. Priorities in our own school affected what we would have liked to have done as a department.

Profound. I delivered a workshop on showing progress in lessons. Feedback from staff was positive. I was observed and rated '1'

Did lots on teaching + learning, plenaries - our baseline assessment is now sorted.

More cross curricular focus. Built in more literacy focus in lessons. Commenced planning for computing focus in ICT offering.

Aiming higher with G2 kids - ongoing. New box introduced for intervention I Intervening earlier with KS3.

Parents singing all assessment is beginning to be embedded with all the departments. (improved communication with parents.

Introduced skills assessments - focus on developing communication methods and demonstrating understanding in Yr7 +8.

Started to develop 5yr scheme of work as a consequence yr7 are making rapid progress.

Looked at Hattie in terms of feedback. Look at how to promote teacher listening and then responding to individual students needs.

Open-ended investigations now part of Y9 SOW in project based learning units (PBL) to prep skills for KS4.

Cohorts of students (SA/SAT etc) now incorporated in to SIMS (whole school) to enable more efficient tracking.

Spring 2013

Top down approach to AFC in place - development group investigating key areas to measure progress. Staff trailing digital and non digital methods.

Marking and feedback system has been redesigned for KS3.

Reinforced questioning techniques - Question wall!. Review curriculum in tight. Review sheets for investigating context etc. Used at A level of proposed NC & option numbers!

A selection of comments from SLDMs / Conferences:

What did you find most useful about the day? Spring 2013 Conferences

Lesson study session.

Once again, the chance to network & have the chance to discuss with other lead English teachers.

As always the discussion of issues & ideas with other team leaders related to sessions - but all, sessions were useful & informative.

Showing actual GIS style websites - time to use them practically.

Reminder of key aspects of History teaching.

The ICT Ben Walsh session was excellent on thinking recent web/ICT resources.

Mr Barton is amazing. Great ideas and resources in all sessions.

Session 1+2: Very useful in considering approaches to deepening understanding and accelerating progress.

Excellent session regarding how to establish Group Talk

Excellent session on group talk - easy to implement with high impact & success.
Reflecting upon learning in groups (barriers) & discussing ways of broaching pessimistic staff in a positive fashion.
Questioning and group work.
Giving ideas how to manage change within the Science department, use of coaching.

Additional Comments or suggestions for next SLDM (Autumn 2012):

KS5 - Creating independent learners engagement.
Another excellent session by the SLDM team, thanks. Future 'practical' sessions on coding might be useful.
Building independent & learning skills inc. group-work, peer assessment in languages - any strategies & tips would be great!
More on showing progress over time. What sort of things are ofsted looking for?

Additional Comments or suggestions for next SLDM (Spring 2013):

I'd like to follow up module 1 (visible learning) and module (strategic questioning)
Module 3 and 4 to continue on with LLP modules.
Module 4, Module 3. This was a really positive, useful and highly enjoyable meeting in all respects. Thank you.
Different assessment models at KS3
KS5 - creating independent learners engagement.
Need CPD on Python, BYOB
Fascinating morning - lots of thought provoking ideas about the way pupils learn. I find this the most valuable aspect of these meetings.
Absolutely wonderful day - extremely useful information delivered very effectively! So useful to share these vital discussions with like minded teachers. Can't wait for the next one!
Can we look at a session where we all level a piece of KS3 work to ensure consistency across the area?
Maybe look at "looking the learning" at the end of lessons. How to show progress within half hour for ofsted.

Additional Comments or suggestions for next SLDM (Summer 2013):

Making progress in 20 mins observation + showing that progress KS3 progress + curriculum planning.
More of the same - developing links with WYP. Independent learning.
Please perfect scheme of work for a topic differentiation, group work etc.
Lesson observation judgements.
Definite evaluation of how to teach development @ KS3 to emp. Options @ KS4
New KS3 and proposed changes and 4+5 Also how will we now assess at KS3?
Implementing the new curriculum.
Attitude to learning? I realize there is probably such a wide range of attitudes within Leeds but is there any good practice that could be shared?
What does 'brisk' & 'rapid' learning look like - successful ofsted inspected schools show & tell? GCSE reflection - how are schools catering for lower attainers & the linear system?
Improvements at KS4. Moving more lessons to GOOD/OUTSTANDING
Learning by discovery. Taking a risk in lessons. Showing progress in every lesson.
Looking at student developing their investigative skills and how we can show ofsted the progress they make.

The impact of the Leeds Learning Partnership

The majority of schools last year had representatives who participated in Subject Leader Development Meetings and conferences, the literacy network and conference and the MAC conference and network. Delegates were asked to review the year and the impact the training has had on their practice, students and outcomes. Some of the key findings are reported below:

As a result of attending the LLP Subject Leader Development Meetings... (Please tick where A = Always True, S= Sometimes True, R = Rarely True, N = Never True)				
	A	S	R	N
(i) Staff in my department are aware of the outcomes of Hattie's Visible Learning research regarding the impact of feedback on pupil outcomes.	20%	53%	15%	11%
(ii) Staff in my department teach differently as a result of Hattie's Visible Learning	6%	57%	25%	13%
(iii) Staff in my department have visited other schools in order to learn from others.	5%	30%	27%	37%
(iv) Staff in my department have shared teaching resources with other schools.	13%	45%	28%	14%
(v) Staff in my department were fully prepared for the new Ofsted framework (Sept 2012)	44%	53%	2%	0%
(vi) My department have developed classroom practice to ensure opportunities to develop literacy are clearly planned for.	49%	50%	1%	0%
(vii) My department have developed classroom practice to ensure opportunities to develop numeracy are clearly planned for.	23%	53%	23%	1%
(viii) My department have a clear and consistent understanding of progression within a lesson and over time.	51%	47%	2%	0%
(ix) My line manager discussed the impact of my attendance at the LLP networks.	17%	43%	29%	11%
(x) Senior Leaders have provided opportunities for all subject leaders to discuss and share their learning from the LLP CPD programmes.	15%	35%	26%	24%

In the last year has the percentage of lessons in your department rated as good or outstanding increased, remained the same or decreased? (I = Increased, R = Remained the Same, DK = Don't Know and D = Decreased).				
	I	R	DK	D
	58%	37%	2%	2%

Some of the key successes are that:

- The majority of participants believe that the proportion of lessons in their department rated good or outstanding have increased.
- Staff felt fully prepared to teach to last year's Ofsted framework.
- There is an appreciation of what progression is both in the classroom and over time.
- Many participants felt that literacy had been firmly embedded into their classroom practice.
- There are encouraging signs that Hattie's work on Visible Learning has impacted on teaching and learning in the delegates' own schools.

There are areas we could still develop such as:

- The development of partnership working between participants and schools beyond the subject leader development sessions.
- Greater exchange of resources between schools.
- For MAC to permeate classroom practice as fully as literacy does.
- To ensure that there is effective follow up from the meetings both in school by senior leaders and out of it by the LA link representative.

Different respondents gave far reaching and encouraging feedback as to what the impact of the networks had been on their students:

"A noticeable difference in Year 13 essay writing," (Geography).

"Group work more effective", (Maths).

"Improved speaking and awareness of phonics and spontaneity," (MFL).

Introduction of "a whole school literacy plan," (English).

"Students' understanding of what progress looks like and how to make it was clearer," (Music).

Pupils were "taking risks," (Science).

“Pupils are more engaged – over 50% of Year 8 have chosen this as an option subject,” (History).

The greater engagement of students had led to other positive outcomes:

“More pupils achieving 3+ levels of progress,” (Science).

“The quality of teaching has been judged to be better by the leadership team,” (Maths).

“Pupils’ exercise books reflect the clear and robust focus on written feedback”, (English).

“Recent observations all good and higher,” (D&T).

“Good Ofsted and grades,” (Art).

Participants particularly value the opportunity to develop networks to support each other in school improvement:

“We have benefitted from resources and ideas developed with other schools,” (Science).

It’s an opportunity for “sharing good practice with other network leaders,” (RE).

For more details of this year’s networks and conferences please contact

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Abbey Grange

- Participants felt that they were sometimes prepared for the Ofsted framework.
- Literacy permeated classroom practice.
- There was little networking between meetings.
- Progression in a lesson and over time was understood as a result of the SLDMs and conferences.

Allerton High

- Involvement in a wide variety of subject leader meetings.
- Participants felt that attendance had had a significant impact on their teaching.
- Most participants felt that they were fully prepared for the new Ofsted framework.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.

Benton Park

- Involvement in a wide variety of subject leader meetings.
- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.
- Most participants felt that they were prepared for the new Ofsted framework.

Brigshaw

- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Most participants felt that they were fully prepared for the new Ofsted framework.
- Most participants felt that it was sometimes true that literacy was embedded into classroom practice.
- Most participants were enthused by new ideas and strategies.

Bruntcliffe

- Most participants felt that they were fully prepared for the new Ofsted framework.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.
- Hattie’s research on Visible Learning did not appear to have been used extensively in the classroom.

- It was not always a subject leader who attended.

Burley Park Centre

- Not all questionnaire completed so it's hard to draw out major trends.
- SLDMs and conferences provided value in helping teams adapt to new curricula.
- There was an increase in student engagement as a result of the training.

Cardinal Heenan

- Involvement in a wide variety of subject leader meetings.
- Nearly all felt that the proportion of good or outstanding teaching had stayed the same in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.

Carr Manor

- Limited involvement in subject leader meetings.
- Participant felt that literacy was embedded into classroom practice.
- Participant felt that the proportion of good and outstanding teaching had increased in his/her department in the past year.

City of Leeds

- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Most participants felt that they were fully prepared for the new Ofsted framework.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.

Cockburn

- Involvement in a wide variety of subject leader meetings.
- Half the participants felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.

Coop Academy

- All participants felt that the SLDMs and conferences had been worthwhile.
- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Most participants felt that it was sometimes true that literacy and numeracy were embedded into classroom practice.
- Most participants felt that they were fully prepared for the new Ofsted framework.

Corpus Christi

- Two thirds felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Clear evidence that ideas introduced in training had fed into whole school practice.
- Very positive feedback demonstrating clear engagement with content of SLDMs and conferences.
- Feedback indicates training had a direct and positive influence on student outcomes.

Crawshaw

- Involvement in a wide variety of subject leader meetings.
- Half felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- It was not always a subject leader who attended.
- Participants appreciated the support the training gave them for their leadership and management role in school.

East SILC John Jamieson

- Only one participant so cannot draw overall conclusions.
- Positive response by participant to training.

Eastmoor SCC

- Only one participant so cannot draw overall conclusions.
- Generally positive response by participant to training.

Farnley Academy

- Two thirds felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Two thirds of participants felt that it was always true that literacy were embedded into classroom practice.
- Participants appreciated the support the training gave them for their leadership and management role in school.

Guiseley

- Involvement in a wide variety of subject leader meetings.
- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Most participants felt that they were always prepared for the Ofsted framework.
- Participants were universally positive about all aspects of the training.

Horsforth

- Not all participants felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Participants appreciated the support the training gave them for their leadership and management role in school.
- Literacy permeated classroom practice.

Hospital Home Teaching Services

- Participants found it valuable to find out what is happening in schools.

Lawnswood

- Involvement in a wide variety of subject leader meetings.
- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- All participants felt that it was true that literacy was embedded into classroom practice.
- Numeracy did not permeate classroom practice in quite the same way as literacy does.

Morley Academy

- Few participants felt that the proportion of good or outstanding teaching had increased in the last year in their department.

- Participants found the training relevant to Ofsted preparation.
- Training helped with planning for the new academic year.
- It was not always a subject leader who attended.

Mount St. Mary's

- Involvement in a wide variety of subject leader meetings.
- Half felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Most participants felt that it was sometimes true that literacy was embedded into classroom practice.

Priesthorpe

- Involvement in a wide variety of subject leader meetings.
- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants appreciated the updates given about changes to curriculum.
- Preparation for Ofsted was appreciated.

Prince Henry's

- Few participants felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Not all participants felt that literacy was firmly embedded into classroom practice.
- Participants appreciated the opportunities to take on new strategies and ideas e.g. SOLO taxonomy
- Participants appreciated the support the training gave them for their leadership and management role in school.

Pudsey Grangefield

- Involvement in a wide variety of subject leader meetings.
- Half felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants appreciated the opportunity to hear from subject specialist HMIs.
- Participants appreciated the opportunities to take on new strategies and ideas e.g. Hattie's research on Visible Learning.

Ralph Thoresby

- All felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Participants felt that they had received quality resources.
- Participants appreciated the opportunities to take on new strategies and ideas.

Rodillian

- Participants appreciated the opportunities to take on new strategies and ideas e.g. SOLO taxonomy
- Participants appreciated the opportunity to hear from subject specialist HMIs.
- Participants appreciated the support the training gave them for their leadership and management role in school.
- Some felt that the proportion of good or outstanding teaching had increased in the last year in their department.

Roundhay

- Involvement in a wide variety of subject leader meetings.
- Half felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Most participants felt that it was sometimes true that literacy was embedded into classroom practice.
- It is perceived that Numeracy is less well embedded.

Royds

- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Participants appreciated the opportunities to take on new strategies and ideas.
- Sharing resources has been useful.

St Mary's Menston

- Participants appreciated the opportunities to take on new strategies and ideas e.g. SOLO taxonomy
- Only two participants so hard to draw overall conclusions.

Swallow Hill Community College

- Involvement in a wide variety of subject leader meetings.
- Participants appreciated the opportunities to take on new strategies and ideas e.g. SOLO taxonomy
- Most participants felt that it was sometimes true that literacy was embedded into classroom practice.
- Participants appreciated the opportunity to hear from subject specialist HMIs.

Temple Moor

- Half felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants appreciated the opportunities to take on new strategies and ideas e.g. Hattie's Visible Learning
- Participants welcomed the opportunity to share and disseminate good practice.
- Literacy permeated classroom practice.

TLC North

- Only one participant so cannot draw overall conclusions.
- Positive response by participant to training.

Woodkirk

- Nearly all felt that the proportion of good or outstanding teaching had increased in the last year in their department.
- Participants welcomed the opportunity to share and disseminate good practice.
- Participants appreciated the opportunity to receive national updates.
- Most participants felt that it was sometimes true that literacy was embedded into classroom practice.

Inspiring middle and senior leaders through the development of an effective Leeds-wide professional learning community

Brief Description

With the demise of National Strategies in 2011, there was a will in Leeds to find an alternative way of delivering quality CPD. This led to the establishment of the Leeds Learning Partnership (LLP), a unique offer to Leeds secondary schools, SILCs and PRUs providing a comprehensive and cohesive, system led CPD programme for senior and middle leaders that was delivered predominantly by school based staff supported by the LA Advisory team. The LLP was designed to stimulate professional growth and ensure future sustainability through principles of partnership, area-based networking and capacity building within and across Leeds schools. Now in its third year, the LLP is firmly established and 37 secondary schools, SILCs and PRUs are currently partnership members.

The Good Practice in Detail

The package contains access to 12 subject networks, to which schools generally send their subject leaders. These take place on a termly basis and are facilitated by Learning and Teaching Specialists (LTS) – practising teachers who apply and are interviewed for this position. The agenda is determined by national priorities identified by local senior leaders, so for instance, in 2013-14 all networks are running sessions on how to close the gap in their particular subject area. There is also the opportunity to discuss and examine subject specific issues. An annual subject conference takes place incorporating a key note speaker, often an HMI, and a series of workshops. The LTS produce a briefing paper once a term to update subject leaders on recent developments in their subject areas, or to share good practice. Materials from the sessions are stored on the Collaboration Zone of Leeds Learning network to which all teachers are given access allowing for the sharing of resources and for subject leaders to cascade the training in their own school.

The networking and professional development opportunities also extend to senior leadership. The LLP organises a termly briefing where senior leaders are kept up to date with partnership, local and national developments, new educational research, DfE policy changes, curriculum developments, local and national attainment and achievement data and the implications of key Ofsted announcements. These briefings also include development sessions that share and build on effective local practice. They can also feedback on the effectiveness of the subject networks and suggest foci for the next cycle. Briefing papers and regular e-mail bulletins keep senior leaders fully informed about latest news and issues pertinent to them.

If schools subscribe to the silver or gold membership they gain additional benefits, such as membership of the Literacy Leader network, the Maths Across the Curriculum (MAC) Leader Network and participation in two programmes: Foundation Subjects Literacy and Maths Pedagogy and Practice. The Gold membership also entitles schools to 4 days of adviser time to conduct a whole school literacy review and a maths department or MAC review.

There are further opportunities to which schools gain discounted access through membership of the Leeds Learning Partnership. A Post-16 network regularly welcomes 30 sixth form leaders from across the city and provides a focal point for this key stage.

Impact

Members are regularly canvassed about the effectiveness of the LLP. Every meeting is evaluated and responses are uniformly good. A delegate's comment that after network meeting training, "Students' understanding of what progress looks like and how to make it was clearer," is fairly typical. Some subject leaders were able to quantify the effect that the networks had had in their school: "Pupils are more engaged – over 50% of Year 8 have chosen this as an option subject," and "More pupils achieving 3+ levels of progress". Improvements in teaching and learning were, in evaluations, attributed to the LLP: "The quality of teaching has been judged to be better by the leadership team," and "Recent observations all good and higher." Participants particularly value the opportunity to develop networks to support each other in school improvement: "We have benefitted from resources and ideas developed with other schools," and "It's an opportunity for "sharing good practice with other network leaders".

Impact Example 1: *The school is a mid-sized comprehensive in the south of Leeds with results that are slightly below the national average. It has been in the LLP for the last three years and subscribes to the silver package.*

From the school's perspective, the overwhelmingly most positive aspect of the Leeds Learning Partnership as expressed at senior and middle leader level is the opportunity it offers for colleagues to network. Teachers who attend the Subject Leader Development (SLDM) sessions really appreciate sharing ideas and resources. It provides a forum to discuss concerns and possible solutions in a changing educational landscape. They like input from colleagues who can lead sessions in a particular area of expertise or good practice. The head of music had, for example, facilitated training in her SLDM on the effective use of peripatetic teachers. The opportunity for subject specific input is greatly appreciated.

There is a major benefit in economies of scale. The subject networks have enabled staff to have access to speakers whom they could not have afforded in their own school and who would not have agreed to deliver to a small department. The Head of Music was extremely appreciative of a presentation done by Music HMI Marks Philips; she felt it addressed a number of misconceptions regarding music specific observations and immediately wrote up the salient points of the talk and cascaded them to her team.

It was felt that the range of training opportunities provided by the LLP presented good value for money.

Impact Example 2: *The school is a sponsored academy in the west of Leeds. It faces challenges due to urban deprivation. It subscribes to the LLP bronze package.*

The school was formerly categorised as a National Challenge school and, as such, made the decision to be fully involved in the Leeds Learning Partnership right from its inception. The school can also access training from its sponsor. Furthermore, it is a member of PiXL, which joins together approximately 600 schools across the country, organises conferences, provides up to date information and analyses of policy initiatives and ample networking opportunities. Given the school has two other sources of training and support, it is reassuring that the school sees particular benefits of the LLP.

A great emphasis was placed on the fact that the LLP provides localised networking and enables the school to be in touch with the Leeds community. The academy chain is mainly based in the south of England so the networks forged are not always as sustainable as those afforded by the LLP. There is a strong belief that it is also important to have a cross authority approach to issues. The school feels that the LLP is responsive and has organised one-off events where necessary. As a member of the Strategic Board, the school knows that the LLP has reacted promptly to defined

areas of need. For instance, it was identified that both an RE and PE network were necessary as part of the LLP training package and these were established very quickly and now attract good evaluations and attendance. Staff feel that networks have evolved and links have been created beyond the LLP which are priceless. Another benefit of the LLP is that it is able to attract inspirational and informative speakers to the area; a recent event for NQTs, RQTs and senior leaders showcasing the 'lazy' teacher, Jim Smith, had been excellent and the school had sent about ten members of staff. Local access to such high profile speakers would be impossible without the LLP.

A further advantage of the LLP is access to resources. The collaboration zone or share points allow a lot of material to be shared between schools and practitioners.

Impact Example 3: *The school is a large comprehensive situated in a market town to the north of Leeds. It is part of a teaching alliance with other successful schools. It subscribes to the silver package.*

From the headteacher's point of view at the school, one of the major benefits of the LLP is the consistency of good practice which the service delivers across the city. This is echoed by school middle leaders who participate in network meetings. One commented that she would be "devastated" if it went. It is felt that the quality of training is extremely high. According to senior leaders, the LLP training is much more up to date and better than course flyers which come through the door. Subject leaders commented on the expertise of the people employed by the school improvement team as being particularly helpful.

Subject leaders stressed, along with others interviewed in these case studies, the benefits of networking which the LLP facilitates. The IT subject leader said that the network had collated a document detailing what course each delegate follows at each key stage. This had allowed him to make contact with a neighbouring colleague who follows the same exam specification and led to them jointly planning a scheme of work and sharing the workload. The diversity of people attending is also beneficial; delegates from the SILCs described how they taught English to their pupils and it enabled the subject leader to use many of their strategies with students she teaches who have complex needs. It was also felt that the LLP provided an extra layer of support for people who are new to the role of subject leader. They got the chance to meet more experience colleagues in a similar role and learn from them.

Subject leaders also appreciate the opportunity to engage with current educational research. They feel that they do not have time to do this themselves but, as educators, they are, nonetheless, very interested in it. The English subject leader had been fascinated by the Hattie research module and disseminated it to her department immediately and to a wider local alliance of schools. The English subject leader is also line managed by the head and the latter is clear that the head of English acts upon and is influenced by the discussion that takes place at the LLP.

The senior leadership felt that the generic modules that permeate the SLDMs are all valid. This was echoed by subject leaders who think that there was a good balance between subject specific content as well as the key themes. In the IT subject leader's SLDMs, there had been opportunity to sample new software. One particular piece had impressed him so much that he then bought it for SEN pupils in his school.

There is always a chance at the end of the meeting to say what delegates would like to focus on next time which is more often than not acted upon.

Senior leadership also value the structure that enables some of their own staff to take a leading role in the delivery of training. Each network is led by two Teaching and Learning Specialists (LTS) who are practising teachers. There are five members of staff who fulfil this role at the school. The headteacher feels that this has made them reflect on their own practice, access quality resources and have an 'outward facing' perspective. On occasions, these LTS have been used to deliver whole

school training and the new Deputy Head envisages them forming a key part of the Teaching and Learning Innovation group which she is establishing.

Case Study 4: View of the Learning and Teaching Specialists: *Each subject network is facilitated by two learning and teaching specialists (LTS). These are practising teachers who apply and are interviewed for the LTS role.*

LTS find that leading the networks has made them reflect on their own classroom practice and adopt many new strategies to secure improved outcomes. Prior to the recent Languages SLDM, one SLDM had used the writing sequence with Year 11 over a double lesson; she had been delighted with the response and favourable results in her pupils' subsequent controlled assessments.

LTS also find that their role enhances their middle management position. The themes, or modules, which permeate the networks had enabled them to lead their areas effectively as middle leaders, both by disseminating information to their departments and also by challenging members of SLT. Recent work on the pupil premium means that LTS delivered training to their own departments about how to improve outcomes for pupil premium pupils but also empowered them to approach senior leadership with questions about how pupil premium money was being spent. On some occasions, LTS are asked to present sessions they run in SLDMs to their own SLT. LTS feel that leading networks makes them keep up to date with new developments more than they would otherwise do.

It is clear that the LTS role also has benefits for career development. A number of people who have taken on the role have subsequently been promoted to other middle leadership or to senior leadership positions.