

Annex B – Detailed List of National Programmes

Improvement Area 1 – Governance, Leadership and Finance

Area of support	Programme name	Brief overview	Eligibility criteria	When to apply?	Cost to school?	Other information
Governance	Academy & School Governance Professional Development	To develop the skills of both chairs and clerks to governing boards across all types of schools	Those in governance leadership roles, chairs, vice chairs or committee chairs. Clerks to governing boards.	Anytime	Small surcharge through some providers	Free through at least one provider in each region. https://www.gov.uk/guidance/school-governors-professional-development
	Inspiring Governance	Recruits and matches suitable volunteers to be governors and trustees in all academies and maintained schools	Anyone with suitable skills	Anytime	Free	Inspiring Governance - https://www.inspiringgovernance.org/
	Academy Ambassadors	Recruits and matches leaders of business and industry to bring their specific skills as trustees on MATs	Anyone with suitable business and industry skills gained from a leadership role	Anytime	Free	Academy Ambassadors - https://www.academyambassadors.org/
	National Leaders of Governance	Experienced Chairs of Governance who can provide further diagnosis and mentoring and coaching support.	Any school.	Anytime	Often free but NLGs may charge for support and diagnosis activity	NLGs can deliver External Review, in line with DfE processes: https://www.gov.uk/guidance/external-reviews-of-governance-whats-involved#overview
Leadership	NPQs	To support the professional development of school leaders (middle, senior, and executive leadership and headship). https://www.gov.uk/government/publications/national-professional-qualifications-frameworks .	To be eligible for scholarship funding, participants must be working in a category 5 or 6 area (or a MAT/Diocese which covers these areas). Limited capacity is available.	Different providers have different course start dates (see list in 'other information')	Costs for NPQs vary according to provider and level	List of providers: https://www.gov.uk/government/publications/national-professional-qualifications-npqs-list-of-providers
	High Potential Senior Leaders (HPSL) programme (Branded Future Leaders)	A two-year programme aiming to raise levels of pupil achievement in England's challenging schools by attracting and developing high potential senior leaders to become headteachers in these schools. Branded as <i>Future Leaders</i> & delivered by Ambition School Leadership.	Senior leaders (primarily in cat. 5 and 6 areas, with some availability in category 1 to 4 areas) who meet certain eligibility criteria. 135 participants per cohort.	Recruitment timings will be confirmed in due course	£1.5k per participant per year	Further info: https://www.ambition.org.uk/
	High Potential Middle Leaders primary programme (one year)	A one-year programme which aims to have a measurable impact on pupil progress and attainment in English and mathematics. Branded <i>Teaching Leaders Primary</i> & delivered by Ambition School Leadership.	Eligibility criteria vary dependant on school area and pupil attainment.	Recruitment timings will be confirmed in due course	£500 per head in cat 5 & 6 areas / £1k per head in cat 1 to 4 areas	Full details: https://www.ambition.org.uk/programmes/expert-middle-leaders/
	TLIF Teach First – Leading Together Programme	A two-year school improvement & professional development programme supporting senior leadership teams of priority schools. To support a school's own improvement journey by building leadership capacity across the team and beyond, helping schools create a culture & environment in which teachers and pupils can thrive.	Senior leadership teams of priority schools (Ofsted requires improvement and inadequate) in certain areas (for more information on these areas please see the link on the right).	Contracts due to end March 2020.	Free	Further info about the programme can be found here: https://www.teachfirst.org.uk/leadingtogether
	Women Leading in Education: Coaching Pledge	To support women teachers to progress into leadership. The DfE funds a national provider, In Diverse Company, to promote and raise awareness of the Coaching Pledge. They also fund delivery of the Coaching Pledge database,	Women teachers in all areas of the country and at any stage in their career	Throughout the year.	Free	Sign up here: https://tsCouncil.org.uk/register-for-coaching/ Leaders wishing to volunteer to coach women into leadership here: https://tsCouncil.org.uk/coach-pledge/

		where women teachers register their interest in being matched with a coach, and potential coaches register their interest in providing coaching. The database is hosted and managed by the Teaching Schools Council (TSC).				
	Equality and Diversity school-led hubs	To provide leadership development activity for teachers covered by at least one of the protected characteristics. Lead schools applied for grant funding across 2018-2020 and funding was awarded to schools covering each of the 8 regional school commissioner regions. Regional hub lead schools are responsible for allocating funding to individual school-led projects and for co-ordinating leadership development for teachers covered by protected characteristics across their region.	Teachers covered by any of the protected characteristics as defined by the Equality Act 2010 and working in a state-funded school in England: http://www.legislation.gov.uk/ukpga/2010/15/contents	Programme start-dates will vary from region to region.	Places are often free although some projects may charge a fee.	Interested teachers to contact local hub: https://www.gov.uk/guidance/equality-and-diversity-funding-for-school-led-projects

School Improvement Support (<https://www.gov.uk/government/collections/school-improvement-support>)

Area of support	Programme name	Brief overview and links
School resource management	Buying for Schools website	Recommended deals regularly reviewed and updated and published on gov.uk. This summarises the recommended deals that are available to schools to help them save money on some of the things they buy regularly. https://www.gov.uk/guidance/buying-for-schools
	Benchmarking and data service	Provides schools with the ability to compare their spending in various categories with that of similar schools. Governors and school leaders can use the information on the site to challenge their schools or trust on their level of spend, to identify where savings could be made and to determine if there is potential to direct more resource into teaching. https://schools-financial-benchmarking.service.gov.uk/
	Review of resource management, including curriculum and financial planning	NLEs should ensure schools undertake or have undertaken the School Resource Management Self-Assessment (academies) or the Schools Financial Value Standard (maintained schools) in the last 12 months. These are both now compulsory returns to the Department and can be used to facilitate a conversation on resource management, including curriculum and financial planning. Having done one of these is a requirement for Tier 2 funding to be released, and confirmation that this has been done will need to be attached to the action plan developed by the NLE. To support a school in undertaking a review, the following guidance may be useful: Financial Health and Efficiency: https://www.gov.uk/government/collections/schools-financial-health-and-efficiency ; School Resource Management Self-Assessment Tool: https://www.gov.uk/government/publications/school-resource-management-self-assessment-tool ; Schools Financial Value Standard: https://www.gov.uk/government/publications/schools-financial-value-standard-sfvs School Resource Management Checklist: https://www.gov.uk/guidance/school-resource-management-checklist
	Financial health-check (directory of suppliers)	List of organisations that provide financial 'health checks' for schools, and advice on how to get the right supplier. Link: https://www.gov.uk/government/publications/schools-financial-health-checks-supplier-directory

Improvement Area 2 – Other

Area of support	Programme name	Brief overview	Eligibility criteria	When to apply?	Cost to school?	Other information
Reading	Systematic Synthetic Phonics	Established network of 34 English Hubs across the country, working to support up to 2,800 schools to improve teaching of reading in Reception/Y1. NB. No offer for KS2 reading or English Literature in KS3 and KS4 to improve teaching of early reading	Schools can self-refer, also NLE referral if NLE identifies weaknesses in teaching of early reading	Now – July 2020	Free	Hubs will support schools to improve their teaching of early language and reading, including providing funding to buy resources where appropriate. Further information on locations of hub schools here: https://www.gov.uk/government/publications/english-hubs-list-of-primary-schools and here: https://www.gov.uk/guidance/get-support-from-your-local-english-education-hub
Maths	Primary Teaching for Mastery Development Work Groups	This is a year-long Work Group in which primary schools receive training, support and resources to help them experience, introduce, and implement teaching for mastery approaches within their maths	Maintained primary schools	Recruitment windows open in Spring Term for Work Groups starting in September	Free	Primary Teaching for Mastery Development Work Groups

		provision. After the first year, schools continue to receive support to embed approaches fully across the school.				
	Secondary Teaching for Mastery Development Work Groups	This is a year-long Work Group in which secondary schools receive training, support and resources to help them experience, introduce, and implement teaching for mastery approaches within their maths provision. After the first year, schools continue to receive support to embed approaches fully across the maths department.	Maintained secondary schools	Recruitment windows open in Spring Term for Work Groups starting in September	Free	Secondary Teaching for Mastery Development Work Groups
	Mastery Readiness Work Groups (primary only)	This two/three terms long Work Group is for schools not yet in a position to benefit fully from the Development Work Groups above and ensures that they are ready to participate fully the following year.	OA schools and Cat 5/6 AEA schools that need it, schools in RI and schools with low maths attainment	Start time is normally autumn term, but there may be option of January start, if enough demand	Free	Mastery Readiness Work Groups (primary only)
Behaviour management	TLIF: Tom Bennett Training Behavioural Management Programme	To deliver a professional development programme to improve behaviour management in schools in southern England	80% of participants to come from priority schools [Ofsted Rated Requires Improvement or Inadequate] within Priority areas [Category 5 & 6] in southern England for years 18 – 19 and 19 – 20	Ongoing	Free	Further details can be found at: https://www.tombennetttraining.co.uk
Science	Science Learning Partnerships	Locally delivered CPD available through the national network of 41 Science Learning Partnerships. The network also provides support to schools to increase provision of GCSE triple science.	Maintained primary and secondary schools in England.	Ongoing	Varies between partnerships	Further details can be found here: https://www.stem.org.uk/science-learning-partnerships
	Stimulating Physics Network	SPN provides tailored support to 350 Partner schools to increase rates of progression to physics A level.	Secondary schools with low rates of progression to A level physics.	Ongoing	Free	Further details can be found here: https://www.iop.org/education/teacher/index.html
	Project Enthuse	Bursaries for teachers to attend CPD at the National STEM Learning centre.	Maintained primary and secondary schools in England	Ongoing	Varies between course	Further details can be found at: https://www.stem.org.uk/bursaries/department-for-education
	Isaac Physics	Offers support and activities in physics problem solving to teachers and students studying GCSE and A	KS4 & KS5 students/ teachers	Ongoing	Free	Further details can be found here: https://isaacphysics.org/

		level physics by combining an online study tool with CPD events.				
Computing	National Centre for Computing Education (NCCE)	<p>Over the next 4 years, the NCCE is delivering:</p> <ul style="list-style-type: none"> - Intensive face-to-face (F2F) and online CPD at all key stages and high-quality teacher resources, including lesson plans, activities and homework ideas - F2F training for up to 8,000 secondary school teachers without a relevant post-A level qualification - A network of 'hub' schools to share expertise and best practice; - Programmes to improve A level support and boost girls' participation in computer science (around 1 in 5 girls take computer science at GCSE and 1 in 10 at A level) 	Maintained primary, secondary and colleges with an offer of further support for schools in category 5 and 6 areas. The offer is enhanced for secondary teachers without post A Level qualification in Computer Science	Teachers can start accessing the CPD now, by signing up to the NCCE website	Free online training	<p>All online training is free – for F2F bursaries are available to eligible and colleges across England, which cover the cost of time out of the classroom for teachers attending face to face CPD. For some F2F CPD courses there is a small charge for non-priority schools, e.g. those not in Category 5 and 6, and a more substantial charge for independent schools.</p> <p>Link to NCCE www.teachcomputing.org</p> <p>Link to computing hubs https://teachcomputing.org/hubs</p> <p>Link to bursary detail, including Category 5 and 6 areas: https://teachcomputing.org/bursary</p>

School Improvement – Checklist of questions

Area of Support	Indicators of potential need to look for during action planning and key questions to ask during action planning
Governance	<p>If you, and the supported school's senior leadership, feel as though there is a concern with governance, please refer the school to a National Leader of Governance.</p> <p>Indicators to look for during action planning to determine whether to get an NLG in to the school to do a more thorough diagnostic.</p> <ul style="list-style-type: none"> • Most recent Ofsted report – will include judgment on leadership and governance. If governance rated as RI or below, this should be an immediate trigger to get in an NLG • Any governance self-assessment/skills audit against the competency frameworks (https://www.gov.uk/government/publications/governance-handbook) conducted by the board – have the actions been followed up and any gaps identified addressed? If not, suggest getting an NLG in • Output of any external review of governance – have actions been followed up? If not, suggest getting an NLG in • Governing board minutes – do they record an appropriate level of challenge and holding to account of the leadership team? If the minutes are not clear that the leadership team is held to account, or the level of challenge looks weak, suggest probing this further with both the board and the leadership team, and getting an NLG in if neither can adequately explain the situation. • Scheme of delegation (in a MAT) – is it clear what roles and responsibilities sit at what level? If this is not clear, suggest getting an NLG in.
Leadership	<p>The NPQ for Headship (NPQH) level of the reformed NPQs sets out the six core areas that a headteacher should know or be able to do – the knowledge and skills of a good headteacher. The six core areas are:</p> <ul style="list-style-type: none"> • Strategy and improvement • Teaching and curriculum excellence • Leading with impact • Working in partnership • Managing resources and risks • Increasing capability <p>NLEs may wish to use the NPQH framework as a prompt for their discussions with headteachers.</p>

English	<p>Indicators of potential need to look for during action planning</p> <p>Y1 Phonics Screening Check results:</p> <ul style="list-style-type: none"> • Results below national average for 2 consecutive years (82% in 2018, 81% in 2017) • Volatility of PSC results, often below national average <p>Teacher assessment of reading at end of key stage 1:</p> <ul style="list-style-type: none"> • Are numbers at expected standard below national average? (75% in 2018) <p>Key questions to ask during action planning</p> <ol style="list-style-type: none"> 1. Does school follow a systematic synthetic phonics programme? 2. Are children practising early reading with fully decodable books? 3. Are children in danger of falling behind quickly identified and supported? How?
Maths	<p>Key questions to ask during action planning</p> <ol style="list-style-type: none"> 1. What is their math attainment? 2. Is it reaching expected levels? Have recent years seen an improvement, decline or steady state? 3. Are you engaged with a maths improvement scheme at the moment? 4. Do you have a maths lead in the school? 5. Have you been involved with the work of the local Maths Hub previously? 6. Have you been involved with the Teaching for Mastery programme? 7. Have you been involved in any 'mastery' training so far?
Behaviour	<p>Indicators of potential need to look for during action planning</p> <ul style="list-style-type: none"> • Lack of clarity and communication of vision, poorly calibrated or low expectations, inconsistency in approach • A lack of sufficient in-school classroom management skills, inadequate orientation or training of staff or staff over-burdened by workload • Remote, unavailable, or over-occupied leadership • Upward trends in pupil movement including fixed term and permanent exclusions, off rolling and attendance as a sign that behaviour management might not be on track • The personal development, behaviour and welfare judgement of the school's latest Ofsted report • Locally held data on behaviour, sanctions and bullying <p>Key areas of questioning to focus on during action planning</p> <ul style="list-style-type: none"> • Beliefs – there could be limiting beliefs that the students cannot improve, or achieve, because of their circumstances • Understanding – there could be inadequate understanding where school expectations have not been made concrete, demonstrated clearly, or repeated often enough • Skills – schools may have insufficient skills base in behaviour management to effectively maintain consistency of training. Additionally some schools have unskilled or inexperienced staff leading on behaviour management. • Expectations – all school leaders can benefit from an external perspective on behaviour management - how are schools in similar contexts managing behaviour effectively and what can be learnt from their approach?
Workload	<p>Key questions to ask during action planning</p> <ol style="list-style-type: none"> 1. Have you considered your school improvement advice through the prism of workload reduction? 2. Are you sure your advice is not introducing unnecessarily burdensome practice? 3. Have you referenced and followed the advice and recommendations from the 'Making Data Work' report and signposted the use of the Workload Reduction Toolkit as part of your support in developing an action plan? <p>What processes/approaches can be streamlined/adapted/stopped to make teachers working lives more efficient and effective?</p>
SEND	<p>Indicators of potential need to look for during action planning</p> <ol style="list-style-type: none"> 1. Identification of levels of children (a) On SEN support or (b) with EHC plans is significantly higher or lower than in other schools locally 2. Pupils receiving (a) SEN support or (b) with EHC plans make significantly less progress than the national average for pupils with SEND 3. Outcomes for pupils with SEN are significantly higher or lower than the national average 4. The number of exclusions is significantly higher for pupils with SEND compared to other schools locally 5. The number of parental complaints about SEND provision are significantly high <p>The SEND Index available on the SEND Gateway enables governors to compare levels of identification and outcomes against the regional and national picture.</p> <p>Key areas of questioning to focus on during action planning <i>[the SEND Review Tool includes more specific areas for exploration, including specific areas of Focus for Special schools and Alternative Providers]</i></p> <ol style="list-style-type: none"> 1. How clear is the school's vision for the education of all pupils with SEND at the school with a culture of high aspiration for all children? 2. To what extent have school leaders created a culture and ethos that actively welcomes and engages parents and carers of pupils with SEND 3. How does the school identify pupils with SEN and what data does it use to explore barriers to learning? 4. Do pupils with SEN have personalised plans that are reviewed with parents and carers at least termly, with interventions following a cycle of Assess, Plan, Do, Review? <p>Has the support that has been put in place for pupils on SEN Support or with EHC plans improved outcomes for pupils with SEN?</p>

Annex B - Additional Guidance Available

Area of support	Programme name	Brief overview and links
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Workload	No specific funds but there are several key products and links we recommended referring to:	<p>Documents, links and products:</p> <ul style="list-style-type: none"> All workload reduction documents - https://www.gov.uk/government/publications/reducing-teachers-workload Workload Reduction Toolkit (published July 2018, last updated March 2019 with two new sections on reducing workload associated with behaviour management and support for governing boards) https://www.gov.uk/guidance/reducing-workload-in-your-school Report/posters of school-based research: https://www.gov.uk/government/publications/teacher-workload-challenge-school-research-project-reports Advice for ITE providers – ‘Addressing Workload in Initial Teacher Education’ - published 5 November 2018 https://www.gov.uk/government/publications/addressing-workload-in-initial-teacher-education-ite <p>Reports from:</p> <ul style="list-style-type: none"> Workload Advisory Group on data ‘Making Data Work’ https://www.gov.uk/government/publications/teacher-workload-advisory-group-report-and-government-response Planning & Resources Review Group – https://www.gov.uk/government/publications/reducing-teacher-workload-planning-and-resources-group-report Data Management Review Group – https://www.gov.uk/government/publications/reducing-teacher-workload-data-management-review-group-report Marking Policy Review Group – https://www.gov.uk/government/publications/reducing-teacher-workload-marking-policy-review-group-report 				
SEND	Provision for SEND pupils	<ul style="list-style-type: none"> A regional SEND leader and deputy SEND leader has been appointed in each RSC region as part of a programme of work with the Whole School SEND Consortium. Their role is to identify and bring together local SEND networks including condition specific networks and to support school improvement, exchange of knowledge and expertise - https://www.sendgateway.org.uk/whole-school-send/regions/ A DfE funded free guide on how to <u>conduct a review of SEND provision</u> is available – https://www.gov.uk/guidance/commissioning-a-send-review. The DfE has funded 500 practitioners, including SEN Specialist Leaders of Education in its use. To find out more, go to https://www.sendgateway.org.uk/whole-school-send/school-improvement-for-send/ Further information and resources, including a SEND Governance Review Guide, a classroom practice reflection tool and a guide to Preparation for Adulthood, are available at: https://www.sendgateway.org.uk/whole-school-send/find-wss-resources.html The Department is funding two partnerships between special and mainstream schools in each region to undertake school to school reviews of SEND provision and identify and test opportunities for collaborative working practice across the sectors to improve provision. For more information, contact gill.robinson@tscouncil.org.uk 				
Improving pupil outcomes	Education Endowment Foundation Pupil Premium Guide	<ul style="list-style-type: none"> Proposes schools make maximum impact with PP grant by concentrating on three areas: Improve the quality of teaching; Targeted academic support; Wider “readiness to learn” strategies. https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/ 				
	Education Endowment Foundation Families of Schools database	<ul style="list-style-type: none"> Offering all schools the opportunity to compare themselves with statistically similar schools and so exchange effective practice. https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/ 				
	Education Endowment Foundation Teaching and Learning Toolkit	<ul style="list-style-type: none"> Evidence-based list of interventions, ranked by effectiveness and cost. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ 				
	Education Endowment Foundation Promising programmes list	<ul style="list-style-type: none"> A dozen programmes so far that have proved their lasting impact and could be worth adopting by schools. https://educationendowmentfoundation.org.uk/tools/promising/ 				
	Education Endowment Foundation Guidance Reports	<ul style="list-style-type: none"> Practical guides to a range of high priority teaching topics. https://educationendowmentfoundation.org.uk/tools/guidance-reports/ 				
	Education Endowment Foundation Early Years Toolkit	<ul style="list-style-type: none"> An accessible summary of the evidence for early years teaching. https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/ 				
Mental Health	Transforming children and young people’s mental health green paper	A transformational programme of work supporting schools and colleges to promote good mental wellbeing in children, provide a supportive environment for those experiencing problems, and secure access to more specialist help for those who need it	Maintained schools and colleges, including Alternative Provision	Ongoing	Free	<p>Recruitment of education settings for Mental Health Support Teams and Link programme is via Clinical Commissioning Groups who will approach schools and colleges directly on a rolling basis (see further details and links below). The contractor appointed to deliver senior mental health lead training will invite education settings to participate in the training part on a rolling basis from early 2020</p> <p>The full mental health programme outlined in the green paper can be viewed in the Government Response to the consultation on the green paper https://www.gov.uk/government/consultations/transforming-children-and-young-peoples-mental-health-provision-a-green-paper</p>

