



## CSWC Progress report March 2015

### SIG Summary

#### Facts and figures:

- 98% of primary schools are now engaged in SIG working. (336/344) This represents an increase of 10 schools since the last review in January 2015. This is as a result of direct communication between CSW challenge staff, SIG convenors and individual schools.
- 94% of secondary schools are now engaged. This is 65 out of 69 schools. This represents an increase of 4 secondary schools since January 2015.
- 39 out of 41 SIGs have submitted their Spring term progress reports and have had their finances released to them.

#### SIG Convenor support and development:

The SIG Convenor support and development programme has been adjusted to meet the rapidly changing needs and a drive for deeper SIG working in our region. Following consultation with schools, the support and development of SIGs is now:

- Delivered in separate sector groups;
- Delivered in smaller Primary groups in order to deepen collaborative learning, provide a clear focus on impact and offer peer support in strengthening SIG working;
- Delivered using a range of tools for all sectors in order to evaluate SIG working and identify the different stages of maturity of each SIG in order to maximise impact.

The support and development programme includes:

- Practical workshops with Prof. Mark Hadfield (Cardiff University) and CSW Challenge staff
- Using a 'Spirologram' or 'Onion diagram' as a self evaluation tool to ascertain the stage of development of each SIG;
- Using 'Networkograms' to articulate the various aspects of SIG working, how they link together and the roles and responsibilities within the SIG. As a tool it can help to demonstrate the different aspects of SIG work, assist in succession planning in terms of SIG leadership and build capacity within the group.
- Opportunities to share effective SIG working and the use of developmental tools;
- Schools not engaged are followed up and reasons explored and SIGs adjusted accordingly;
- Contributing to excellent case studies to share across the region.

Main foci of action plans are:

- Improving standards of literacy including MAT
- Numeracy across the curriculum
- Numerical reasoning
- Attendance
- Pupil tracking
- Reducing the impact of poverty/closing the gap

- Improving teaching using shared lesson observations/Moving good to excellent
- Developing middle leaders

### **Examples of effective Primary SIGs**

#### **SIG 33**

##### **Target: to develop greater awareness of strategies to cope with challenging pupil behaviour**

SIG members found visiting a specialist behavioural school rewarding and informative. Strategies used at the specialist school are being used in other SIG schools when challenging behaviour presents itself. Pupils are responding positively to the behaviour strategies used. Approaches are being incorporated into school behaviour policies which are having a beneficial impact on behaviour.

##### **Target: to improve provision for MAT pupils**

A MAT sub group, led by middle leaders was formed. Teachers and pupils visited one of the SIG schools recognised as having good practice regarding provision for MAT learners. Pupils engaged in a variety of problem solving tasks which allowed them to develop their thinking and logic skills. Strategies employed were used in SIG schools and MAT provision maps, as a result, were reassessed and provision improved.

#### **SIG 30**

##### **Target: to use pupil tracking systems effectively**

All schools in the SIG identified pupil tracking as an area for development, although some schools were more advanced in the use of INCERTS as a tracking system than others. Good practice was shared and school to school support was put in place according to need. Expertise was well used and the standard of accuracy and efficiency in pupil tracking has improved. Several of the schools have become involved in the advanced INCERTs Network which enables schools to share best practice and contribute to a resource pool.

##### **Target: to develop a robust coaching model to ensure continued development**

One experienced teacher from each school carried out peer reviews of learning in lessons and through observation of pupils' work with partners within the SIG, following an agreed criteria. Findings were shared with the SIG group and a way forward agreed. The initial peer review group were tasked with organising a second group of teachers to continue the project and take forward the recommendations they put forward in their work. The standard of teaching of those involved has improved, coupled with confidence levels. A few of the initial group have indicated an interest in middle management and have developed management and independent management skills.

### **Example of Effective Secondary SIGs**

#### **SIG 5/8**

Two SIGs combined to create a 12 strong SIG group. Sub groups were formed which focused on English, mathematics, literacy, numeracy, use of technologies to improve teaching and learning and Welsh BAC. Good use was made of an established system of sharing good practice used by 4 of the schools to organise initiatives. A Wiki page is set up so that all schools in the SIG access minutes, resources and agendas. Good systems in place for all sub groups to operate. Middle leaders involved and sub group leaders feed back to headteachers.



## **Tranche Two of Partnership Pairs (Pathfinders)**

### **Update March 2015**

- New form of partnership that links to the CSC Support and Challenge framework ;
- 17 Primary school pairs with representative schools from each LA;
- 2 Secondary pairs
- Partnerships are facilitated by the CA of the supported school;
- The majority have returned their SLAs and plans.

#### **Themes include:**

- Literacy and Numeracy
- Assessment/tracking
- Leadership
- Attendance
- Family engagement
- Distributed leadership
- Effective Governance
- Behaviour management

#### **Progress to date:**

- Many of the pairs are involved in weekly/fortnightly developmental activities;
- SCAs have noted the impact in their monitoring meetings. (Cardiff pairs)
- Examples show that the plans focussed and are responsive to the ongoing activities; (one shows the activities and actions of each school in a different colour to highlight expectations and responsibilities as the plan partnership develops.) The plan has become an ongoing development record of the partnership

#### **Example of effective working:**

##### **Pair 10**

#### **Target: To raise expectations and achieve higher than expected levels at Foundation Phase.**

The school has not had one pupil achieving any higher than expected outcome at Foundation Phase in the past 3 years.

The supported school has reviewed its ongoing assessment and has introduced pupil progress meetings with each class teacher in order to challenge the progress of each individual pupil. This is then used to inform the short term teaching and learning in order to accelerate learning. This is based on the practice seen in the support school but has been adjusted to the supported school's context.

This now systematically and regularly provides a focus on the learning of targeted pupils, and adjusts the teaching and provision accordingly so that they achieve the higher than expected outcomes.

At present these are on target to meet this challenge that will result in an increase of 11%. These expectations have been shared with the GB who will in turn monitor the ongoing progress.

**Pair 12**

**Target: To improve attendance**

The partnership began with enthusiasm, pace and focus from both schools. Regular visits between schools have taken place and strategies to improve attendance that were observed in the support school have been immediately implemented in the school being supported.

The CA of the supported school has been very proactive in the partnership and its planned activities. To date the partnership has injected enthusiasm into the supported school in its efforts to improve key areas.

The partnership is now working to improve parental engagement in the supported school. Setting developmental activities with a clear focus, accurate matching of schools and a short term timescale for improvement have been key to injecting pace and interest into the partnership.