

## Welcome



Welcome to the first newsletter of this academic year. As is always the case with the first term, it's been busy! Since the end of the summer term we have: inducted eight School Direct trainees into our schools; trained two new SLEs; launched six new subject networks, and held the first meeting of the Research and Development network; won a bid to deliver a Diversity in Leadership Programme; and two new cohorts for NPQML and SL have begun. We've also held two PLC Open Days, two Golden Days, two N/RQT Days and one TeachMeet (in a Pear Tree)! No wonder we all feel ready for the holiday!

Thank you to those who have hosted, delivered, supported or attended these events or activities.

Merry Christmas and Happy New Year!

Jo Trewin  
Head of Teaching School

## Continuing Professional Development

The new model for the PLC got off to a flying start this term with two Open Days, the first being at William Perkin CofE High School.

As a school that only opened in 2013 it was a privilege to host colleagues from outstanding local high schools for our PLC

Open day. As a team we are aware of the tremendous opportunity that being able to focus on KS3 offers and we are very keen to take feedback on how our approach will work as a progression to KS4 and 5 learning. We were also keen to take tips from the experienced and knowledgeable review team on teaching and learning.



The focus for the day was an investigation into how classroom consistency raises achievement. As we only have Year 7 and 8 students the focus was a narrow one with colleagues observing the morning curriculum that focuses on the English baccalaureate subjects. There were also opportunities to observe our pastoral curriculum through tutor time and opportunities to meet with students to discuss their attitudes to school.

Perhaps the most interesting aspect of the visit was the opportunity to consider with colleagues what they would do given the chance to set up a brand new school. We agreed that a blank canvas has many opportunities and challenges....

It was a very positive experience for us at WP. I was able to produce a full report on how we can develop teaching further with particular interesting discussions around literacy, oracy and avoiding and dealing with misconceptions.

Thank you to the PLC.

Keir Smith  
Headteacher, William Perkin CofE High School



## Initial Teacher Training

Trainees from across the alliance have benefited from the two Golden Days hosted by Greenford High and Elthorne Park High School. Greenford's day took trainees through the Teacher Toolkit whilst Elthorne's looked at Differentiation.

On 5th November, Elthorne Park hosted 20 student teachers who have embarked on their teacher training course. Our Golden Day was based upon the theme of 'Meeting The Needs Of All Learners'. When planning the day, it was difficult to think how we could cram into just one day what trainee teachers need to know to ensure all students can make progress.

We decided to frame our day around the principles of becoming a well-informed, research-literate teacher. When you start teaching, there are so many people queuing up to tell you what will and won't work and, in our eagerness, we're keen to take on board advice from our more experienced colleagues. However, this is not always particularly helpful, as we all have our own biases, so it's better to start with what the research tells us has most impact on student outcomes.

The day began with a session on What makes good teaching and what actually works? Teachers were introduced to the findings of Professor Rob Coe's report *What Makes Good Teaching?* There was lively discussion about some of the more seemingly controversial findings such as giving students too much praise and grouping students by ability are ineffective strategies. Linked to Professor Coe's research, the student teachers were shown the different teaching and learning strategies from the Education Endowment Fund Toolkit, which illustrates clearly that feedback, metacognition, peer tutoring, homework at secondary level and collaborative learning have the most impact on student progress. After this introductory session, teachers were given the opportunity to attend several workshops and observe lessons where they would (hopefully!) see the theory put into practice. The student teachers attended workshops on: Effective Teaching Of Mixed Ability Classes; Meeting the needs of SEND, Pupil Premium and Accelerated Learners; Short term and medium term planning which leads to student progress; Making effective use of teaching assistants; and Constructing an effective seating plan. Feedback from delegates who attended was overwhelmingly positive.

Our final piece of advice to trainee teachers was to get on Twitter and connect with educators from all over the country and beyond to access the plethora of free resources that they are more than happy to share and to read their thought-provoking blogs. Good luck to all of the student teachers working in our Ealing schools – it's a tough but rewarding job. Enjoy the Christmas break!

Debbie Light, Assistant Headteacher, Elthorne Park High School

## Specialist Leaders in Education (SLEs)

ETSA's SLEs continue to support colleagues in the alliance and also in other local authorities. Dan Francis is, unfortunately, leaving at the end of this term to take up a new role in Buckingham's music service. I know I speak on behalf of all those who have received his support that he will be sorely missed and we wish him all the best in his next adventure.

We advertised for new SLEs in the October recruitment round but were unable to recruit this time. We will be looking for SLEs, particularly in the core subjects, to join the team in May 2015.

## Research and Development

Thanks to Judith Enright, Deputy Headteacher at Greenford High, ETSA now has a Research and Development network. It is made of teachers from the five ETSA schools involved in the pilot of a project with the IOE. More information can be found at [www.etsa.org.uk](http://www.etsa.org.uk)

## Talent Management and Succession Planning

Improving the Diversity of Senior Leadership Teams: a programme for applicants for headteacher and deputy headteacher posts in 2014/15

### Background to the programme

The funding for the programme is set within the context of the National College for Teaching and Leadership's (NCTL) overall aim to assure the supply of headteachers and leaders and to improve the quality of leadership in schools.

School workforce census data shows the under-representation of particular groups within leadership positions, in particular there are significant leadership gaps for Black and Minority Ethnic senior leaders at all levels and female headteachers.

The Ealing Teaching School Alliance was successful in bidding for a programme aimed at making the school leadership workforce in Ealing secondary schools more reflective of the diversity within our schools and communities, developing talented individuals from under-represented groups and supporting equitable and fair access to opportunity.

### Who is the programme for?

The programme is for Black and Minority Ethnic or female school leaders who are currently in either assistant headteacher or deputy headteacher posts who are ready to apply for promotion during 2014-15 or who wish to consolidate their experience in preparation for application in 2015-16. Applicants should ideally have completed a senior leadership development programme as the focus of this programme is on the application process.

### What is involved?

The programme begins in January 2015 and will provide support for applicants in the spring and summer terms 2015. The elements of the programme are:

- Launch event in January 2015
- 360 diagnostic of leadership skills at the beginning and end of the programme
- Support from a personal leadership coach throughout the programme
- Developing a personal action plan for successful promotion
- Support with the application and interview process including presentation training
- A tailored one week placement in another school to address any experience and skills gaps
- Mock recruitment experience (1 or 2 days)
- Dedicated website area with information and resources

### Places

There are up to 20 places on the programme. Preference will be given to applicants who are ready to apply in 2014-15.

### Cost

Places on the programme are funded from the bid so there is no direct charge for the programme. Schools will have to commit to releasing participants for the placement, mock recruitment or the programme sessions. Most sessions will be held as twilights.

### Application process

Please contact Angela Doherty [adoherty@ealing.gov.uk](mailto:adoherty@ealing.gov.uk) if you are still interested in applying.

# Subject Leaders' Networks



The first meeting of the subject networks took place in November and over 100 Heads of Department and Subject Leaders met to share good practice and discuss the challenges facing their curriculum areas. The feedback was overwhelmingly positive.

The first Science SLN meeting with the new format of evening sessions was a pretty frantic affair with a whistle-stop tour from the spectacularly knowledgeable Corrine Stevenson. We covered an array of subjects, from KS2 science assessment through to analysis of KS5 results.

Colleagues were talked through recent Ofsted changes, materials to help support assessment and a beautiful calendar with a scientist for each day of the year to encourage students to work independently on a subject of their choice (probably the scientist related to their own birthday). Groups for collaborative work across the borough were introduced and plans for the next meeting made.

Matt Cowing, Dormers Wells High School

The first network meeting for leaders of Psychology in Ealing was a great success. It was the first time we had the opportunity to discuss and share ideas of good practice and to also feel reassurance that there are others out there in similar situations with similar worries and problems, whilst also looking for tangible solutions.

We discussed strategies to improve attainment of students, with a great presentation of 'top tips' from the Head of Psychology at Drayton Manor High School and all leaders brought some useful learning resources and ideas to share with others. We also compared ideas about trips and visits to enrich our students' experiences whilst in school.

There was much discussion of our concerns about the new specification from September 2015 and the common issues we will all face. An AQA exam board representative has been invited to our next network meeting to answer some of our questions and allay our fears.

Overall I am glad that Psychology leaders in Ealing are now networking...there's scope to improve the grades of students across the whole borough if we continue to work together.

Min Duchenski, Greenford High School