

## Welcome Weyfield!

From January, we are very happy to welcome Weyfield to our region! Janette McClintock will be the new Headteacher there and we will see her at all the upcoming meetings.

### UPCOMING DATES

- 06.02 – TSA meeting
- 06.02 – Beyond Best Practice (HA)
- 12.02 – NPQSL (CHS)
- 26.02 – RQT final session
- 05.03 – Leadership in Action
- 06.03 – TKAT HT mtg
- 07.03 – NQT Hub (CHS)
- 12.03 – Coast HT mtg
- 19.03 – Leadership in Action
- 20.03 – Secondary Attendance mtg
- 21.03 – Curriculum training
- 28.03 – Regional Network Meeting (HA)



## AREA UPDATE

Dear All,

Each region now has a TSA newsletter and we've slightly expanded the idea for the Coast to include some general updates for our region to, hopefully, keep us all better informed. If you would like anything in the newsletter in the future, please let either James or Andy know.

### Ofsted Update

There has been some confusion around the possible timings of Ofsted inspections and possible outcomes so to clarify:

**There are 2 types of inspection: a Section 8 and a Section 5.** There are important differences between them. A section 5 is a traditional 2 day inspection where every aspect of the school is inspected and the school will have new grades for each area. A section 8 is a one-day inspection where the overall grade cannot be changed. The inspection will be based around pre-decided lines of enquiry and **only** these and safeguarding will be inspected. If serious concerns are found, the inspection may convert to a Section 5 inspection which would then inspect everything and the grade would change.

- Schools who are currently RI will be reinspected within 30 months of the **publication** of the initial report. They will receive a Section 5 inspection. The typical time is 24 months and it is very unusual **not** to have the next inspection in the same term but two years on. E.g. if a school received an RI in February 2017, it is highly likely they'll be reinspected in Spring 1<sup>st</sup> half 2019
- Schools who are currently Good will be subject to a risk assessment by Ofsted before deciding what kind of inspection they will receive.
- If a school has suffered a significant decline since the previous inspection, they may receive a full Section 5 inspection
- If a school has generally maintained their performance (or doesn't show a downward trend) they will receive a 1 day section 8)

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Possible outcomes for a Good school receiving a Section 8 inspection are:

- Outcome 1: The school remains Good
- Outcome 2: the school has improved significantly since the previous inspection and if it received a full inspection now it's likely to be outstanding so a full S5 inspection will be planned within 18 months (typically between 9-12 months)
- Outcome 3: the school has declined significantly since the previous inspection and if it received a full inspection now it's likely to be RI so a full S5 inspection will be planned within 18 months (typically between 9-12 months)

### Exempt Inspections

If a school is currently graded Outstanding, it may be subject to an Exempt Inspection. This would occur if the makeup of the school has changed (added an extra Key Stage for example) or if standards have declined over time or if there were qualifying complaints to Ofsted regarding safeguarding.

If you are unsure what your inspection profile looks like and what to expect next, please get in contact with Matt or James – both are inspectors and can help.



## Leadership in Action

So far we have completed three LIA sessions. We have delegates from both Milton Cross and Bridgemyary.

During this term we have focused on Leadership and Management, Leading a Team and Coaching. In the new term the delegates will experience Teaching and Learning, Continuous Change and Mapping the Future. The teachers have developed a much greater knowledge of generic leadership and management and have used the strategies and techniques practiced within our sessions with their own staff.

Their confidence and capability has developed and some of them are already thinking about applying for that next middle leadership position. It has been a pleasure to work with our future leaders and I would like to thank Milton Cross for providing the venue and refreshments.



## Teaching & Learning CPD Visitor

Miltoncross had an inspirational speaker who led training with both TAs and Teachers

Amjad Ali delivered 2 fantastic CPD sessions for us here at Miltoncross. Amjad Ali (@ASTSupportAali) is a Teacher, Trainer, TEDx speaker and Senior Leader. He currently works four days a week in a start up secondary school and offers CPD/INSET on his other day.

The first session was aimed at our Teaching Assistants. This covered a variety of strategies tailored towards improving the working practices of the TAs, from expectations of SEN students to language awareness. Amjad focused on the 'Anchoring Effect' and how the way we engage with SEN students can make a real difference. Delivered with humour and insightful comments, our TAs really appreciated Amjad's advice as he focused on the barriers SEND students have to learning. Our SEND manager said *"We all found the session invaluable and the TAs are looking forward to putting into practice what they learned yesterday"*. Amjad is very clearly passionate about the students being able to learn to the best of their ability.

After this, Amjad continued to deliver high level T&L strategies to the whole staff. Staff were thoroughly engaged in the session. Entertaining and insightful, Amjad posed carefully crafted questions to get staff to think and reflect on their own practices, offering lots of ideas and suggestions for how to stretch and challenge our students. From looking at how we can dual code instructions, phrase learning objectives and a whole host of quick win teaching strategies, Amjad gave us lots of practical teaching strategies which we could adopt with limited effort.

Teachers were really enthusiastic after the end of the session, and the feedback received from staff was fantastic: *"He was amazing, loads of ideas that are realistic to use"*. What is better, is that staff were already trying out ideas he had given the very next day – a clear testament to how inspiring the sessions were.

### Recently qualified Teacher

This is quite a large cohort of teachers who completed their NQT training last year. So far we have explored time management with a particular focus on work life balance, stress reduction and the effective use of one's own personal time. In our second session we examined communication techniques, reflected on the importance of good communication and recognised the effect of non-intentional feedback. The delegates appreciated the importance of feedback and how essential it is to be able to communicate to a wide range of stakeholders. We swiftly moved on to resilience and we discussed the factors that decrease our own resilience. Finally we studied a range of metacognition techniques, many of which were delivered at our Joint Professional Learning Coast Day. In the new year we

will complete the course with innovative teaching and subject leadership. It has been a privilege to work with a group of dedicated young teachers. I would like to thank Havant for providing the venue and refreshments.

### National Professional Qualification for Senior Leaders

We are fortunate to be working with a large cohort of senior leaders from a wide range of TKAT Schools. Three sessions are completed and the delegates are busily developing their school based projects which are all integral to their school development plans. In the first session we asked the leaders to articulate their vision for leadership and their beliefs and values. During the second session we examines leading change and how to make change management sustainable. In our third

session we gained an insight into how data informs leadership. Many of our delegates are future Head teachers and I would like to thank them for their insightful contributions and lively debate. I look forward to our remaining seven sessions after Christmas. I would like to thank CHS for providing the venue and refreshments.

### SCITT (School Centred Initial Teacher Training Course)

The course grows from strength to strength. Our twenty one students have completed their first term and will be moving to placement B schools in February. I especially enjoy our Monday Professional Studies Day as it gives us the opportunity to really focus on the pedagogy of teaching and learning. All of our students are making steady progress and are adding considerable value

to our Coast Schools. I would like to thank all of our schools who hosted the wider experience days and to all of our guest facilitators, mentors, LST's and PM's. We are currently recruiting the new cohort of SCITT students for 2019. A great team effort.

### Teaching Schools Alliance

Metacognition and self-regulation is our focus this year. I would like to thank all of our Primary and Secondary schools along the coast for contributing to the JPL Day and continuing this theme via their school CPD programme. The Twelve learning devices have been embedded and we are all using the shared language of metacognition. As we know Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Through our interventions we are giving pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task. I would especially like to thank Natalie Willbourn for all her English support work this term.

## Network Subject Meetings

Two network subject meetings have been held at Havant Academy this term.

These meetings were well attended and gave HODS the opportunity to share good practice, to moderate, compare PP outcomes, examine schemes of Work and teaching and learning strategies.

I would like to thank all heads of

Departments who contributed to these meetings and the Subject Leads who chaired the meetings.

Once again thanks to Havant for their wonderful refreshments.

# Joint Professional Learning Day

## Coast, November 2018

On the 5<sup>th</sup> of November 2018, Chichester High School hosted a JPL Day with a theme of metacognition and student self-regulation. This was a Coast event and the schools, which took were Chichester High School, Havant Academy, The Academy Selsey, Milton Cross School, Bridgemary School, Tangmere Primary School, SEAL Primary School, Portfield School and Front Lawn Primary Academy.



Four hundred delegates from nine schools attended the day, which included teachers, senior leaders and teaching assistants. All of the delegates attended two workshops, which were delivered by thirty-four trained facilitators. The delegates listened to a keynote speech delivered by Yasmin Maskatiya (Executive Head Teacher), Eleanor Stringer from the 'EEF' who collaborated on the metacognition guidelines and James Mannion, Director of 'Rethinking Education'. In the afternoon delegates worked in departments and Primary phases. The whole day culminated in individual and group presentations in which we asked them to share with the cohort their plans for embedding metacognition and self-regulation.

During Workshop A, delegates made sense of the EEF guidance on metacognition. In groups, they summarised the seven strands from the EEF guidance, came up with examples of what they may look like in practice and then presented these to the group.

In workshop B, we focused on self-regulation and oracy. We identified a shared language of metacognition, group work guidelines and focused on the 'how', as well as the 'what' of learning. Delegates were provided with a range of practical strategies for developing and embedding metacognitive reflection in lessons. In this workshop, the delegates were provided with a number of examples of language frameworks for facilitating metacognitive reflection among students. They chose one, and designed a series of short activities to enable students to engage in metacognitive reflection through short-burst speaking and listening activities.



In the afternoon departments and primary phases worked collaboratively to plan. They created short term, medium and long term plans. Some of them focused on the language of metacognition whilst others created SOW, lesson plans, and resources



We ended the day with presentations. Whilst visiting the afternoon sessions we listened to rich conversations and we observed some amazing practice. We asked our teachers to share their plans with the whole cohort and they enthusiastically agreed. We are at the beginning of our metacognition journey. Much of it already exists in our current practice but we hope to use the techniques and strategies to make the learning more explicit for our students. If we all embrace this approach, our students will become more independent, have a much greater insight as to how they learn and will have an arsenal of revision techniques available to them. It was an amazing day and I would like to thank everybody who contributed.

Andy Davies

TSA Lead (Coast), SCITT Lead (Coast), Vice Principal (CHS)

