

HIAS SERVICES

Professional support for secondary schools on the Isle of Wight

2023/24

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Positive, proactive and timely support for secondary school improvement

Hampshire has a significant school improvement service – Hampshire Inspection and Advisory Service (HIAS) – with a proven track record in working effectively with schools to secure better outcomes for children and young people. A number of the HIAS team are also members of the Association of Education Advisers (AoEA). [Association of Education Advisers | Home \(aoea.co.uk\)](http://aoea.co.uk)

Working closely with all Isle of Wight and Hampshire schools, HIAS recognises the many challenges and risks faced by secondary schools and their leaders including the changing curriculum, reviewed progress and attainment measures, recruitment and retention issues, the changing social and emotional needs of pupils, and the revisions to the Ofsted framework.

We use this knowledge and our close relationships to ensure that our work is relevant and responsive, but also professionally challenging.

Who are the Secondary Team?

Our team includes current County School Improvement Managers (SIMs), and General Inspectors/Advisers who between them can work with schools on: English; mathematics; science; computing; history; geography; art; religious education (RE); modern foreign languages (MFL); design and technology (D&T); music; physical education (PE); all aspects of personal development; personal, social, health and economic education (PSHE); data and curriculum; improving outcomes for vulnerable pupils; special educational needs (SEN); safeguarding; finance; and middle and senior leadership development. Our team includes those who were formerly secondary headteachers, and senior leaders. Where a subject is not covered from within the team, SIMs can broker support and set up links to ensure the full range of identified needs can be met.

The team is supported by Tania Harding, Kate Broadribb, Mark Kingswood as School Improvement Managers (secondary) with Beverley Murtagh and the wider secondary inspectors/advisers holding subject roles.

This team offers support and challenge in addressing a number of key, core areas that must be in place to ensure that schools are healthy and strategic in their work.

What are the core principles of our work?

Our work with schools is based on the premise that effective school improvement is founded upon a shared understanding of what needs to be developed and why. At the heart of this lies the process of school self-evaluation and the constant questioning of leaders and the way in which they therefore engage “external eyes”. We understand that the skill of school improvement lies with the fact that it is context specific. There is no one size fits all approach; no neat checklist. In understanding the context and working through the most appropriate strategy for the school, appropriate and timely improvement is supported.

We are strongly committed to the core principles that underpin the work with our secondary schools. We ensure that those working together are well briefed, liaise closely with each other and with school leaders, offering a professional, challenging and responsive approach. We have high expectations of ourselves and those that we work with.

Excellence

A shared commitment to provide expert challenge and support for all secondary schools and to work with them to achieve high-expectations and ambitious outcomes for all pupils.

Resilience and sustainability

A conviction that effective professional services for secondary schools cannot exist in isolation, require a pervasive culture of scholarship underpinned by a track record of robust evidence and expertise, and must seek out, harness and develop talent within services and schools.

Diversity and skills

A strong respect for the diversity and breadth of expertise, the skills, the specialist and general knowledge of individual members of both the HIAS and wider school workforces, and the collective power of that knowledge and experience.

Professionalism

The provision of robust and clearly understood operating procedures and systems which enable effective, collaborative and timely action and ensure all professionals are held to account.

What bespoke support are we providing for Isle of Wight secondary schools?

In response to consultation with Isle of Wight headteachers and principals, we have calendared regular subject professionals' meetings, chaired by HIAS colleagues, and for this year the Isle of Wight School Improvement budget is funding these costs.

The Isle of Wight School Improvement budget is supporting the funding of these costs.

Primary purposes of the subject professionals' meetings

The primary aims of the Subject Professionals' Meetings are to:

- Ensure a clear understanding of the national picture and its application in local and school contexts.
- Support effective subject leadership as appropriate to each school's individual context.
- Develop skills and expertise and capacity within school subject leaders and their teams through quality strategic CPD and the sharing of good practice.
- Deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for ALL pupils.
- Facilitate school to school networking and develop strength across the system.

Common agenda items:

1. **Sharing good practice and work:** This will be modelled to a high standard to develop expectations and increase impact within the meetings. Interweaving good practice with specific examples of why, how and what will help to make this real. Sharing work to draw out strengths with reasoning, use of exam board materials etc. Colleagues need to come ready to share.
2. **Development of subject specific knowledge, and an understanding of strong progression and sequencing:** This will ensure that curriculum intent is clear and communicated well through planning, evident in delivery and reflected in effective implementation with strong impact.
3. **Enhancing subject leadership:** This will support leaders in inspiring, motivating and aligning their team, holding them to account in such a way that it improves performance and developing their team's expertise through carefully chosen CPD.
4. **Structuring key stage 4 to ensure pupils are well prepared for the next phase of their education:** This will ensure that pupils' learning is well organised, and carefully planned to ensure key content is learnt, and to fully prepare them for whatever format their final assessments will be taking.

What bespoke support can we provide for your school?

We have significant expertise in the successful delivery of bespoke programmes. All of our work links to current research and key thinking, as well as linking to the most recent Ofsted guidance and framework. It is always tailored with you to best meet the needs that you have identified and is reviewed regularly to ensure that it is having the required impact.

As well as reviewing the curriculum mapping at KS3 and KS4, and aligning the whole school assessment approaches, the bespoke support to schools has included that which is described below. However, we are confident that in discussion with you we will be able to put together a programme that meets any school improvement priorities that you have identified. Please contact us to enquire about or arrange any of these: mark.kingswood@hants.gov.uk

Whole school self-evaluation and quality assurance

We will deliver a bespoke two-day schedule to evaluate the quality of learning, the impact of the school's work and leadership, and a rigorous evaluation of whole school effectiveness, identifying critical actions for improvement, leaving you with a summary report and outline actions.

Whole school teaching and learning development

Through a strategic whole school development programme, we will work with your school's teaching and learning lead to support you having a clearly defined and robust improving teaching programme, guiding and coaching specific staff and placing high-quality teaching at the centre of your school's focus.

Whole school action planning: does your school improvement plan have impact?

Does it succinctly and sharply identify the key strategies required to secure improvement? Does it enable you to lead your staff in the core priorities and your governing body to undertake their role?

Curriculum area reviews and structured subject improvement planning

A bespoke evaluation of specific subject and/or a department's health can support a revised approach to the improvement of a subject to include a focus on the quality of teaching, the organisation of the curriculum and aspects of leadership and management.

Data and assessment management advice and structuring

We can support your school in reviewing the use of data and assessment to include its collection and subsequent analysis, supporting both the awareness of progress and attainment in subjects but also of all pupil groups, towards setting meaningful targets.

Pupil progress review meetings (PPRM) with impact

Ensuring that PPRMs are robust, involve key pupils and key staff and lead to a revised approach in working with pupils, is critical in ensuring that progress gaps are closed. We can support the development of these meetings with several different models and approaches.

Pupil Premium reviews

HIAS can undertake the review of the provision in meeting the needs of pupils in receipt of Pupil Premium funding, providing you and your governing body with a formal report.

Meeting the needs of disadvantaged pupils

HIAS has worked extensively with the Rosendale Research School in promoting better progress for those pupils who are disadvantaged. Members of HIAS can support your school in exploring the issues and in developing a school specific approach to improved provision and outcomes.

Middle and senior leadership development

Whilst there are a number of external courses and seminars to support leadership improvement, some schools look to develop an in-house improvement offer led by a HIAS leader and shaped to your specific context and your current staff skills. We can plan this with you, delivering a series of sessions in your school, blending instructional and coaching approaches, and supported by practical relevant development tasks.

Advising on affordable staffing structures

Budget challenges placed alongside curriculum requirements can create considerable tension in schools, in a particularly complex field. We can work with you and your governing body or senior team to help ensure that your provision not only meets the needs of your pupils but also can be sustained. We can ensure current

curriculum thinking shapes our discussions with you, link you to strong practitioners and those who have made similar adjustments, as well as work alongside our finance team to provide relevant benchmarking information. This work can also be supported with personnel information to provide current advice about responsibility payments and leadership structures.

Evaluating your safeguarding culture and practices

HIAS can support your safeguarding evaluation in respect of the culture of your school and the processes you have in place; we will draw from statutory documentation and guidance, as well as provide advice around good practice

Please contact mark.kingswood@hants.gov.uk to enquire about or arrange any of these support offers.

Calendar of subject networks 2023/24

This calendar gives a month by month view of our secondary training offer. Meeting locations for face to face sessions will be advised at the time of booking.

September 2023

Network	Inspector	Date	Time	Delivery
SEN	Sarah Kiel	13-Sep-23	14:30-17:00	Virtual
Geography	Kate Broadribb	21-Sep-23	14:30-16:30	Face to Face

October 2023

Network	Inspector	Date	Time	Delivery
Maths	Jenny Burn	04-Oct-23	14.00-16:30	Face to Face
Art	Jayne Stillman	05-Oct-23	14:00-15:30	Face to Face
Computing	Sue Savory	09-Oct-23	14:00-17:00	Face to Face
History	Sarah Herrity	10-Oct-23	14.00-16.00	Face to Face
English	Jo Kenyon	11-Oct-23	13.30-16.30	Face to Face
Science	Kevin Neil	12-Oct-23	14.00-16:00	Virtual

November 2023

Network	Inspector	Date	Time	Delivery
MFL	Mark Kingswood	02-Nov-23	14:00-16:00	Face to Face
Whole School Literacy	Jo Kenyon	14-Nov-23	14:00-17:00	Face to Face
PHSE	Helen Dear	22-Nov-23	14:00-17:00	Face to Face
RE	Chris May	27-Nov-23	14:00-16:00	Virtual
Maths	Jenny Burn	30-Nov-23	14:00-16:30	Virtual

December 2023

Network	Inspector	Date	Time	Delivery
Science	Kevin Neil	14-Dec-23	14:00-16:00	Virtual

January 2024

Network	Inspector	Date	Time	Delivery
Art	Jayne Stillman	10-Jan-24	14:00-15:30	Face to Face
SEN	Sarah Kiel	17-Jan-24	14:30-17:00	Virtual
English	Jo Kenyon	18-Jan-24	13:30-16:30	Face to Face
Geography	Kate Broadribb	24-Jan-24	14:30-16:30	Virtual

February 2024

Network	Inspector	Date	Time	Delivery
Maths	Jenny Burn	06-Feb-24	14:00-16:30	Face to Face
History	Sarah Herrity	08-Feb-24	14:00-16:00	Virtual
Science	Kevin Neil	09-Feb-24	14:00-16:30	Face to Face
Computing	Sue Savory	19-Feb-24	14:00-17:00	Virtual
Whole School Literacy	Jo Kenyon	28-Feb-24	14:00-17:00	Face to Face
MFL	Mark Kingswood	29-Feb-24	14:00-16:00	Virtual

March 2024

Network	Inspector	Date	Time	Delivery
English	Jo Kenyon	04-Mar-24	13:30-16:30	Face to Face
PHSE	Helen Dear	06-Mar-24	14:00-17:00	Virtual
RE	Chris May	11-Mar-24	14:00-16:00	Virtual

Network	Inspector	Date	Time	Delivery
Maths	Jenny Burn	21-Mar-24	14:00-16:30	Virtual
Science	Kevin Neil	22-Mar-24	14:00-16:00	Virtual

April 2024

Network	Inspector	Date	Time	Delivery
English	Jo Kenyon	17-Apr-24	13:30-16:30	Virtual
SEN	Sarah Kiel	24-Apr-24	14:30-17:00	Virtual
Maths	Jenny Burn	30-Apr-24	14:00-16:30	Virtual

May 2024

Network	Inspector	Date	Time	Delivery
Science	Kevin Neil	23-May-24	14:00-16:00	Face to Face

June 2024

Network	Inspector	Date	Time	Delivery
RE	Chris May	17-Jun-24	14:00-16:00	Face to Face
Geography	Kate Broadribb	25-Jun-24	14:30-16:30	Face to Face
PHSE	Helen Dear	26-Jun-24	14:00-17:00	Face to Face
Art	Jayne Stillman	25-Jun-24	14:00-15:30	Face to Face
English	Jo Kenyon	27-Jun-24	13:30-16:30	Face to Face

July 2024

Network	Inspector	Date	Time	Delivery
History	Sarah Herrity	02-Jul-24	14:00-16:00	Virtual
Maths	Jenny Burn	03-Jul-24	14:00-16:30	Face to Face
MFL	Mark Kingswood	04-Jul-24	14:00-17:00	Face to Face
Computing	Sue Savory	08-Jul-24	14:00-17:00	Face to Face
Science	Kevin Neil	11-Jul-24	14:00-16:00	Virtual
Whole School Literacy	Jo Kenyon	15-Jul-24	14:00-17:00	Face to Face

Careers on the Isle of Wight

1. Practitioner career network and Careers Improvement Forum– led by careers coordinators, with Naomi Smy (Joint Chair) and Sarah Roché (Joint Chair)

This group is aimed at careers coordinators and other professionals, such as the staff from Island Futures. The meeting also incorporates the Careers Improvement Forum which is aimed at SLT.

The focus of the Practitioner career network is to enhance information sharing and discussion around professional practice. This could involve a programme of invited guest speakers. It is an opportunity to share good practice and to offer a supportive network at a practical level to ensure that the CEIAG programmes offered across the island are supporting the students effectively.

The focus of the Careers Improvement Forum will be to look at the strategy, policy, improvement and quality of careers education, information advice and guidance across all the schools and college. There will be a focus on ensuring SLT are informed on national guidance and statutory requirements such as the Careers Strategy and Gatsby Benchmarks.

With up-to-date data from the Solent LEP on the progress on the institutions on reaching the 8 benchmarks, we can discuss and plan for any required improvement activities to ensure that all are reaching the nationally set quality and attainment for CEIAG.

There would be a link to the Quality in Careers Standard and support for institutions that wish to pursue this award.

- Friday 22nd September 2023
- Friday 8th December 2023
- Friday 8th March 2024
- Friday 21st June 2024

2. Island Careers Partnership – led by Richard White (Chair)

This group is aimed at employers, training providers and those interested in employer engagement.

The focus of the group is to enhance information sharing, networking and discussion around employer engagement on the Island. The larger meetings act as very useful information exchange sessions, which help to inform employers of the wide range of activities and opportunities being offered across the island.

This then leads onto a strong element of networking activity between employers and education to ensure that CEIAG programmes are supported. This includes the maintaining of an in-depth database of employers which will act as a directory of opportunity for the schools seeking employer engagement, and the production of a monthly newsletter.

Meeting dates:

Autumn – Tuesday 17 October 2023

Winter – Tuesday 16 January 2024

Spring – Tuesday 26 March 2024

Summer – Tuesday 18 June 2024