

HIAS SERVICES

# Professional support for secondary schools on the Isle of Wight

2021/22

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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) and serving Ofsted inspectors.

Working closely with Isle of Wight and Hampshire schools enables HIAS to recognise the many challenges and risks faced by secondary schools and their leaders from world changing events such as the COVID-19 pandemic, to local issues such as poverty, inclusion, the changing curriculum, reviewed progress and attainment measures, recruitment and retention issues, 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?

The 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), design and technology (D&T), physical education (PE), all aspects of personal development, health education and relationships and sex education (PD/RSHE), data and curriculum, improving outcomes for vulnerable pupils, special educational needs (SEN), safeguarding, finance and middle and senior leadership development. The team includes those who were formerly secondary headteachers, and senior leaders. Where a subject is not covered from within the team, SIMs will broker support and set up links to ensure the full range of identified needs can be met.

The team is led by Jean Thorpe, School Improvement Manager (secondary) and Tania Harding, Secondary Inspector/Adviser.

Natalie Smith has been successful in being appointed as the County Education Manager, Secondary School Improvement, replacing David Hardcastle.

This team offers support and challenge in addressing a number of key, core areas that must be in place to ensure 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 based 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 headteacher/principal and subject professionals' meetings, chaired by HIAS colleagues, and for this year **the Isle of Wight School Improvement budget is funding these costs.**

## Primary purposes of the subject professionals' meetings

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

- support effective subject leadership aligned to each school's individual context
- develop skills and expertise within school subject teams and thereby increase capacity
- deepen understanding of subject specific pedagogy and knowledge that underpins good progress and attainment for ALL pupils
- ensure a clear understanding of the national picture and its application in local and school contexts, to include consideration of COVID-19 as appropriate
- 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.

## Primary purposes of the headteacher/principal's meetings

### **Increasing outcomes**

There will be sharing on local and national data and key themes from schools to well position school leaders for continuing school development.

### **Exploring key priority areas**

From response to world changing events such as the COVID-19 pandemic, through to priorities such as curriculum, teaching and learning and assessment, the key priority areas for school development will be explored.

### **Sharing leadership insight**

Developing shared understanding and within-school action for ensuring high performing schools and readiness for inspection.

### **Networking and problem-solving**

Allowing the opportunity for leaders to network with other leaders in the local area and be a part of problem-solving overarching and common issues to improve education for all children and young people on the Isle of Wight.

# 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: [jenny.burn@hants.gov.uk](mailto:jenny.burn@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.

# Calendar 2021/22

This calendar gives a month by month view of training. You can view a summary of meeting dates per subject in the following pages. Please note, meeting locations to be confirmed but will remain remote until Covid restrictions are lifted.

## 2021/22 Offer

Month	Date	Time	Subject	Lead
<b>September 2021</b>	Monday 20 <sup>th</sup>	PM	D&T	Sarah Pook
	Tuesday 21 <sup>st</sup>	PM	English	Jo Kenyon
	Wednesday 22 <sup>nd</sup>	PM	Art	Jayne Stillman
	Tuesday 28 <sup>th</sup>	AM	SEN	Sarah Kiel
	Thursday 30 <sup>th</sup>	PM	Literacy	Jo Kenyon
<b>October 2021</b>	Monday 11 <sup>th</sup>	PM	PSHE	Sue Savory
	Tuesday 12 <sup>th</sup>	PM	Maths	Jenny Burn
	Monday 18 <sup>th</sup>	PM	Computing	Sue Savory
	Wednesday 20 <sup>th</sup>	PM	Science	Kevin Neil
<b>November 2021</b>	Thursday 4 <sup>th</sup>	AM	RE	Pat Hannam
	Tuesday 16 <sup>th</sup>	PM	PE (and SEND)	Jodie Bascombe
	Thursday 18 <sup>th</sup>	PM	History	Sarah Herrity
	Wednesday 24 <sup>th</sup>	PM	English	Jo Kenyon
	Thursday 25 <sup>th</sup>	PM	PE (and PSHE)	Jodie Bascombe
<b>December 2021</b>	Wednesday 1 <sup>st</sup>	PM	Science	Kevin Neil
	Thursday 2 <sup>nd</sup>	PM	Maths	Jenny Burn
	Wednesday 8 <sup>th</sup>	PM	Geography	Karen Falcon
	Thursday 9 <sup>th</sup>	PM	Literacy	Jo Kenyon
<b>January 2022</b>	Tuesday 11 <sup>th</sup>	PM	PE	Jodie Bascombe
	Thursday 20 <sup>th</sup>	PM	D&T	Sarah Pook
	Monday 24 <sup>th</sup>	PM	Art	Jayne Stillman
	Thursday 27 <sup>th</sup>	PM	English	Jo Kenyon
<b>February 2022</b>	Tuesday 1 <sup>st</sup>	AM	SEN	Sarah Kiel
	Tuesday 1 <sup>st</sup>	PM	Maths	Jenny Burn
	Wednesday 2 <sup>nd</sup>	PM	History	Sarah Herrity
	Thursday 3 <sup>rd</sup>	PM	Science	Kevin Neil
	Thursday 10 <sup>th</sup>	PM	Geography	Karen Falcon
	Tuesday 15 <sup>th</sup>	PM	Computing	Sue Savory

<b>March 2022</b>	Tuesday 1 <sup>st</sup>	PM	PSHE	Sue Savory
	Thursday 3 <sup>rd</sup>	PM	Literacy	Jo Kenyon
	Tuesday 15 <sup>th</sup>	PM	PE	Jodie Bascombe
	Wednesday 16 <sup>th</sup>	PM	English	Jo Kenyon
	Thursday 17 <sup>th</sup>	AM	RE	Pat Hannam
	Wednesday 23 <sup>rd</sup>	PM	Science	Kevin Neil
	Thursday 24 <sup>th</sup>	PM	Maths	Jenny Burn
<b>April 2022</b>	Tuesday 26 <sup>th</sup>	PM	D&T	Sarah Pook
	Thursday 28 <sup>th</sup>	PM	PE	Jodie Bascombe
<b>May 2022</b>	Tuesday 3 <sup>rd</sup>	PM	Maths	Jenny Burn
	Wednesday 18 <sup>th</sup>	PM	History	Sarah Herrity
	Thursday 19 <sup>th</sup>	PM	English	Jo Kenyon
	Tuesday 24 <sup>th</sup>	AM	SEN	Sarah Kiel
	Tuesday 24 <sup>th</sup>	PM	Computing	Sue Savory
	Wednesday 25 <sup>th</sup>	AM	SEN	Sarah Kiel
	Wednesday 25 <sup>th</sup>	PM	PSHE	Sue Savory
<b>June 2022</b>	Thursday 26 <sup>th</sup>	PM	Science	Kevin Neil
	Wednesday 15 <sup>th</sup>	PM	Art	Jayne Stillman
	Thursday 16 <sup>th</sup>	AM	RE	Pat Hannam
	Wednesday 22 <sup>nd</sup>	PM	English	Jo Kenyon
	Thursday 23 <sup>rd</sup>	PM	Maths	Jenny Burn
<b>July 2022</b>	Thursday 23 <sup>rd</sup>	PM	PE	Jodie Bascombe
	Wednesday 6 <sup>th</sup>	PM	Science	Kevin Neil
	Thursday 7 <sup>th</sup>	PM	Geography	Karen Falcon

### Secondary Headteacher/Principals' Meetings 2021-22

Month	Date	Time	Lead
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# Careers on the Isle of Wight

## 1. Careers Improvement forum – led by Island Futures (Sarah Roché) and Solent LEP (Rosy Hill and Sara Denham (SEND))

This group is aimed at Careers Leaders and SLT.

The focus of this group 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.

Month	Date	Time	Subject	Lead
July 2021	Wednesday 14 <sup>th</sup>	PM	CEIAG	Sarah Roche, Rosy Hill and Sara Denham
September 2021	Wednesday 15 <sup>th</sup>	PM	CEIAG	Sarah Roche, Rosy Hill and Sara Denham
January 2022	Wednesday 12 <sup>th</sup>	PM	CEIAG	Sarah Roche, Rosy Hill and Sara Denham
May 2022	Wednesday 11 <sup>th</sup>	PM	CEIAG	Sarah Roche, Rosy Hill and Sara Denham

Other supportive careers meeting include:

**2. Practitioner career network – led by careers coordinators, with Naomi Smy and Becky Merrett (Co-chairs)**

This group is aimed at careers coordinators and other professionals, such as the staff from Island Futures.

The focus of the group 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.

**3. 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.