

Welcome to the fifth North West Regional Delivery Partner (RDP) update from the Great Heights Academy Trust team as part of our contracted work to match and monitor system leaders for the current Trust and School Improvement Offer (TSIO) for 2022/23.

This and future newsletters plus other TSIO information/guidance can be found on [our webpages](#).

This TSI offer is a core aspect of a sector-led School Improvement strategy and the Department of Education's work with schools and trusts through the RSC regional teams. As the contracted body supporting the matching of System Leaders in the NW, we will be your first point of contact during matching and when matched - a.bennett@greathightstrust.org.uk

Kindest regards

Amanda Bennett OBE

In this TSIO newsletter:

1. Final Call for 21-22 TSIO Returns
2. System Leaders Launch Conference
3. National Tutoring Programme
4. Music Hubs Update
5. Teach Computing Feature
6. EEF Research Programme Recruitment

Final Call for TSIO 21-22 Claim Forms

A polite reminder for those system leaders who may have been commissioned in late 2022 on the DfE 21-22 TSIO three day offer for maintained schools or five day for support to MAT schools that the final, final date to return your claim form for processing will be 17th March 2023.

Please be advised that this offer is not supported past the end of this financial year. As your Regional Delivery Partner we are able to offer you contact communication with us if you are experiencing difficulties or wish to clarify your return forms.

We have retained all our links from last year which include:

- The 21-22 TSIO guidance
- The 21-22 claim form link

<https://greathightstrust.org.uk/system-leader-guidance-cpd/>

Helpful hints from our [21-22 newsletter 7](#)

Your point of contact for 21-22 TSIO remains Nicola Foulkes (n.foulkes@greathightstrust.org.uk)



**Trust and school
improvement support for
the 2021 to 2022 academic
year**

System Leaders Launch Conference

The National Institute of Teaching (NlOT) recently held their System Leaders Launch Conference. There was an impressive array of expertise and experience in the room and therefore an opportunity for precise peer collaboration.

Context

The launch conference for National Leaders of Education (NLE) also included colleagues involved in the Trust and School Improvement Offer (TSIO). The content for the conference covered both groups.

NlOT are contracted by DfE to deliver development for NLEs both live and online. The DfE led the recruitment and selection of NLEs and will manage the deployment.

NLEs were selected by the DfE earlier this academic year and they undertake training and development as part of their contract. Their programme involves the launch conference, termly professional development communities, online self-study and a final conference in November 2023. NLEs have already attended an onboarding event in December where the course was introduced. Below is a brief summary of the activities:

- Role definition
- Pair work on what competencies and skills are important for system leaders
- Focus on NLE Standards
- Empowerment leaders
- Building trust
- Importance of correct context
- Gathering information and interpretations

If you want to know more, please contact NlOT on info@niot.org.uk.



National Tutoring Programme

System Leaders engaged in supporting schools may wish to assess the provision and NTP offers in their schools, the below webinar and links can provide useful guidance. The tutoring support service is happy to discuss how they can support and assist schools to make the most of the offer.

Register to attend the next National Tutoring Programme (NTP) webinar

The Department for Education are hosting webinars in March to discuss how a Tuition Partner could help to coordinate your school's tutoring and boost pupils' attainment.

The DfE will be joined by their delivery partner, Tribal Group, and a guest speaker from a school to share their experiences. There will also be the chance to ask questions – if you would like to submit a question in advance, please email: ntp.engagement@education.gov.uk.

The [Thursday 9th March webinar, 15.30 to 16.15](#) can still be registered for

If you have any questions about tutoring, view our [Guide to Tutoring](#) or contact tutoring.support@service.education.gov.uk.

To ensure you remain up to date with other events and all developments regarding the NTP, we encourage all schools to [sign up to the NTP newsletter](#).

The Power of Music to Change Lives and support for schools from Music Hubs

The Government published The Power of Music to Change Lives, a [National Plan for Music Education \(June 2022\)](#), including [case studies](#) of a range of schools and [resources](#). This builds on the [Model Music Curriculum \(2021\)](#) and sets out how the Government wants to see music valued and celebrated in every early years setting and school. Schools should deliver a high-quality curriculum music for at least one hour a week in key stages 1 to 3, supported by co-curricular learning, and musical experiences. This will take time to realise, and Music Hubs will be a vital support to all schools.

Music Hubs are groups of organisations such as local authorities, schools, arts organisations, community or voluntary organisations, working together to create joined-up music education provision, respond to local needs and fulfilling the objectives of the Hub as set out in the National Plan.

The DfE provides £79m per year so Music Hubs can work collectively to ensure that all children and young people can discover the power of music both inside and outside of the classroom, providing opportunities for them to:

- Access affordable instruments via an instrument loan service
- learn a musical instrument
- learn to sing
- create their own music
- make music with others as part of ensembles, bands, and choirs
- access inspirational performances and musical experiences
- progress their musical interests and potential through local opportunities and by connecting with national opportunities and provision

Music Hubs also support schools, teachers, and the music education workforce, by providing CPD, networking, and training.

The National Plan asks schools to work in partnership with their Music Hub to develop their School Music Development Plan (SMDP) from 2023/2024. Details about the purpose of a SMDP is given in the National Plan. Further guidance for schools has been also developed for free by many of the music subject associations, for example [Music Mark](#) and the [Music Teachers Association](#).

The National Plan sets out Government's priorities until 2030 for music education for children and young people, and this includes [plans to strengthen the success of Music Hubs](#).

You can find out more about Music Hubs and how to find your local Music Hub [here](#).

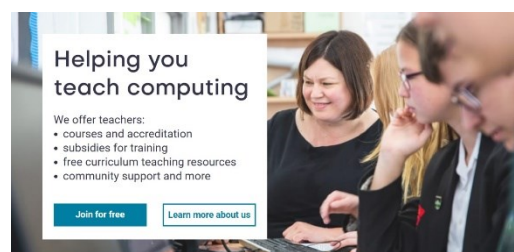
Teach Computing Feature

The National Centre for Computing Education (NCCE) is funded by the Department for Education and supporting partners and marks a significant investment in improving the provision of computing education in England. The NCCE is run by a consortium made up of [STEM Learning](#), the [Raspberry Pi Foundation](#) and [BCS, The Chartered Institute for IT](#).

**National
Centre for
Computing
Education**



Click [here](#)
or on the image to the right
to find out more.



EEF Research Programme Recruitment

The EEF's 3 core functions are to:

- synthesise research evidence. [The Toolkits](#) (including the [Early Years toolkit](#)) and the [Guidance Reports](#) are the main ways they do this.
- Mobilise the evidence base. The Research School network is the main driver of this and you can find your closest Research School [here](#)
- Generate evidence by funding research projects



The EEF is currently recruiting schools across the country to take part in trials of high-potential programmes. We're also subsidising programmes that have previously been shown to have a positive impact on student attainment, so more schools can benefit. Projects such as Reciprocal Reading, a Key Stage 2 reading comprehension trial and the English Mastery Trial, a KS3 trial about knowledge-rich curricula.

There are two main types of projects: trials such as the above which are free and subsidised projects, for example Embedding Formative Assessment, in which the school pays a proportion of the program cost. With trials, schools may be allocated to be either the control group (they don't do anything different) or the experimental group (who receive the new intervention). With subsidised programmes all schools get the intervention.

Trials run in different regions and for different phases; to check opportunities for your school, or a school you are supporting, open this [link](#) and put the name of the school in and the eligible trials will pop up with instructions about how to apply and any further costs.

Regular Updates on the TSIO

We hope you, your colleagues and those you work in partnership with find this newsletter supportive of your work. You can find copies of previous and future editions on our [RDP pages on the Great Heights website](#).

Thanking you for your continuing support, *Great Heights Academy Trust Regional Delivery Partner (RDP) Team*

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