



The PTSA Director's report to Schools' Forum November 2016 Reporting on period April 1st – August 31st 2016

Prepared by:

Director of PTSA Dr J Rogers

Phone: 01752 785891

Email: jrogers@plpcic.co.uk

Web : www.plymouthteachingschool.co.uk

Introduction	1
1. Current General Update and Significant Issues.....	1
2. Financial Report	6
3. PTSA Impact and claims 3.11.16	11
4. Update on PTSA Strand Activities and Key Performance Indicators	15
4.a PTSA General Update	15
4.b PTSA S2S Strand update	16
4.c PTSA ITE Strand Update	17
4.d PTSA CPD Strand Update.....	18
4.e PTSA Lead Educator update.....	19
4.f PTSA strand update Educational Research.....	19
Appendix I STS Impact – PTSA / PLP and Mayflower	20

Introduction

This report will summarise the key activities of the PTSA from April 2016 – August 2016, will include comment on the current academic term (and will be submitted to Schools’ Forum December 2016 as requested). The report will highlight achievements, evidence impact, report on finances, report on each strand, identify areas for development and how the PTSA can improve its service. Matters for approval presented (section 2), and key questions for the PTSA Strategic Board will be presented within the strand updates.

1. Current General Update and Significant Issues

The PTSA continues to have a positive impact on school improvement across the city of Plymouth.

9 from 11 schools supported by PTSA (that the Local Authority has provided data for: page 13) can demonstrate a positive impact on data (EYFSP and Phonics). 6 from 8 schools inspected have improved their Ofsted grading to good or better (this is evidenced in section 5b and appendix I of this report).

While there is a misconception that the PTSA serves only Primary schools, we now have 4 secondary schools being supported through S2S (with one that can now evidence positive impact), with 37 secondary PLE/SLEs across Plymouth accessible for support.

The S2S process is continually being refined. The Director is of the view that the process of scoping, planning and intervention can be developed further. This has been approved by the Operational Board and plans are in place for a team of people to design and deliver new training material. Teaching Schools are integral to the Government’s plans for school improvement and will to be held to account for

school improvement and the Director's new regional role has allowed him to be integral to the discussions and planning for this.

With the academisation of Prince Rock the School Forum transfer has taken place to High View on 1st November 2016. In addition, the PTSA is currently part of an external audit for NCTL. No issues have arisen from this, and the Annual Collaborative Fund Return was relatively smooth (we were randomly selected for a full return evidencing all NCTL related spend).

The PTSA is in the process of developing capacity at SLE level and now has **37 secondary PLE/SLEs and 67 primary PLE/SLEs**. The 'induction model' is gaining a regional reputation and is being used in other areas. The Director has recently provided a keynote for Dorset headteachers on the use of SLEs. Developing secondary capacity remains a priority, as does developing LLE capacity. In addition to the training cited above, LLEs will also be held to account more rigorously and there will be an expectation that they attend ongoing training from PTSA. NCTL will no longer designate LLEs so this will be led by Teaching Schools.

PTSA has worked to improve communications. This term we delivered a newsletter to all schools with PTSA activity, a method of communication we wish to develop. We are also in the process of developing our website presence. Twitter is used pro-actively and we now have a PTSA Facebook page!

The PTSA conference was a success with comprehensive, positive feedback. CPD remains profitable but limits of what can be delivered and charged across the city remain. However, HEI collaboration, and co-delivery with other MATs for CPD is being explored. The Raising Attainment in Reading Project (PR4M) is a fantastic example of HEI/PTSA research based CPD that we need to continue to develop. The Director has been pro-active in delivering research training for several audiences.

With 22 trainees on our School Direct programme, and quota in place for next year, ITE remains viable, just. Previous large cohorts have helped, and we have received a favourable quota for next year however, recruitment will remain a challenge. Alternative models such as SCITT have been explored, and we are in discussions with Teach first. PTSA feels we need support from the secondary schools in order that we can address recruitment issues in this phase. This is being discussed through the secondary steering group.

The EDT Peer review programme is maturing and feedback from schools has been very positive. 28 schools remain and the next stage of training is currently being planned to increase capacity at middle leadership level.

There is less money available nationally from NCTL for school improvement (STSS). The current, and possibly last, round of funding is in process and, with the criteria much tighter, no Plymouth schools fully met the grant criteria. This is a scenario

predicted last year and has implications for school improvement. There are likely to be much more focussed grants such as the current Targeted Leadership Fund.

The Director is now the Regional Teaching School Link for Cornwall, Devon, Plymouth and Torbay. Much of the current responsibility is brokering Teaching School support for vulnerable schools across this area, and providing coherence across school improvement with the RSC, TSC SW and Teaching Schools. Teaching Schools very much remain central to providing school improvement, and there is now an expectation that all schools and MATs have access to a Teaching School. The PTSA appears to be regarded with an excellent reputation regionally. The Director is currently designing a peer review process for Teaching Schools with an element of accountability regarding impact on school improvement. This will be actioned later this year and has the backing of TSC SW and RSC.

The above role has enabled the PTSA to fund two CPD/leadership support roles to help with capacity for the current academic year. This will help develop our leadership offer, and support the hub leaders and SLEs.

The finances for the PTSA are presented in detail in section 3 and steps put in place outlined in previous reports are still having a positive impact. Although we do not have detailed historical data to compare, information for the previous year September 2014- August 2015 indicates we are in a very different and better position. A VAT liability of circa £20k is yet to be clarified (a result of PLP being VAT liable) and we are seeking legal/financial advice on this. We should have enough surplus to cover this. CPD continues to remain the main income stream, though approximately 25% of this is committed to the subject hubs, and this is proving a challenging area to develop. Salary costs remain the biggest expenditure for the PTSA. The nature of the changing grant allocations and formation of MATs across the city make 'modelling' PTSA finances challenging. It is the Director's view that an attempt to do so at this stage could lead to misleading information being presented. The turn-around of the Teaching School has been evidenced and the finances are clearly presented in this report. With PTSA/PLP moving towards a new financial reporting system it is the intention of the Director to utilise this with comparable historical data to be able to present more accurate forecasts in the future.

What is the future of PTSA? With one more round of SF funding to deliver, alternative models for the sustainable future need to be considered. These models will be provided and discussed in following Strategic Board meetings. However, the Director is concerned that without a strategic plan for the Teaching School its future remains uncertain and would like to raise this issue now to ensure conversations can begin in good time, and to shape possible future models with Board input. Financial security/sustainability is key. The Director has not identified a Teaching School in England that is financially sustainable without contribution to salaries.

There also remains a lack of clarity in PTSA’s position with PLP. PLP act as ‘agents’ for PTSA, but liability and responsibility, and financial commitments need to be clarified through an MoU/SLA.

In summary, the Director considers that we continue to develop and improve and have achieved success in areas identified at the last strategic board.

Areas for future development include:

- **Developing LLE capacity, secondary school improvement capacity and refining the scoping and action planning process.**
- **Developing more research-led CPD projects across other subjects.**
- **Clarifying how PTSA works alongside MATs in a sustainable manner, and planning for a successful and sustainable future.**

Question presented to the PTSA Strategic Board:

What direction would the Board like to give the Director in relation to the future strategic plans for the Teaching School? The Teaching School is ‘at risk’ or influenced by the following factors:

- MAT formation, support and engagement
- Finite School Forum funding
- Changing LA role
- TSs integral to school improvement

Option	Opportunity	Risk
Maintain role with PLP as agents; contributing to salary and admin.	Maintains the inclusive city-wide offer supported by PLP reputation. Subscription could be built in to PLP membership to counter financial costs.	PLP unclear on their future membership and may consider PTSA too large a financial burden
Move to a subscription model (for example £2k secondary, £500 primary)	Ensures we work for our ‘members’.	We would need to reduce our costs / staffing / and ‘offer’ to the city
Move TS to a MAT/s with salary costs covered by MAT/s	May provide some £ security for PTSA. Would allow PTSA to continue working across the city especially if shared by a group of MATs	PTSA would be considered exclusive and ‘MAT-centric’

Become a Trading Service with Local Authority	Would enable the blended approach to school improvement to continue. Would be best if combined with MATs	May mean Teaching School status is lost: impact on legitimisation and grant access.
---	--	---

Action from PTSA Strategic Board 21.11.16:

Representatives from PLP Board, Local Authority School Improvement Team and PTSA Strategic Board, to include PTSA Director and PLP CEO to meet early 2017 and begin to formulate a plan for the PTSA and its future, to include a discussion around its offer alongside PLP and a possible subscription model.

2. Financial Report

The financial reporting for PTSA will show:

- Operational income and costs
- Payroll
- Grant Income

Below in figure 1 is a summary of the Operational Financial report for the PTSA from 1st April 2016 – 31st August 2016. A narrative for figure 1 is provided below.

5 months 1 April 2016 to 31 August 2016

	Income £	Expenditure £	Surplus £
General	0	(1981.03)	(1981.03)
CPD	10548.5	(9780.7)	767.8
Schools Direct	78950	(41056.3)	37893.66
PTSA Conference	0	0	0
Bank Interest	280.45	(1.95)	278.5
	89778.95	(52820)	36958.93

Figure 1: PTSA Operational finances.

	12 months 1 September 2015 to 31 August 2016			12 months 1 September 2014 to 31 August 2015		
	Income £	Expenditure £	Surplus £	Invoiced £	Costs £	Surplus £
PTSA activities						
General	7100	(5688.44)	1411.56 ¹	4080	(27773.5)	(23693.5)
CPD	68828.5	(30757.5)	38070.98 ²	106516.7	(108,929)	(2412.37)
Schools Direct	166225	(105970)	60255.29 ³	192221.8	(162726)	29495.74
PTSA Conference	9100	(5582.87)	3517.13 ⁴			0
Bank interest received	280.45	(1.95)	278.5			0
	251534	(148000)	103533.5⁵	302818.5	(299429)	3389.86⁵

Figure 2: PTSA finances current: previous year comparison.

Financial Narrative

Figures 1 and 2 above indicate an operational surplus and a stronger position than the previous year. The following narrative will provide context to this. Significantly a current drop in trainee teachers on School Direct will impact on the cumulative figure presented above.

¹ General operational and administrative costs remain sustainable.

² CPD: steps put in place to ensure PTSA remains viable in this area continue to ensure viability. Approximately 25% of this figure is generated by, and allocated to, the subject hubs. The development of high-impact, evidence-based CPD will not generate large surpluses but it is the intention of the Director to develop this model to address citywide needs.

³ Schools Direct. This figure reflects larger cohorts in previous years (42 in 2015) and the steps to reduce PTSA costs. However, it is anticipated that, with the current recruitment crisis and small cohort for 16-17 (18) this surplus will be used to sustain SD where staffing and resource costs remain the same regardless of cohort size.

⁴ The conference proved successful and generated a small profit.

⁵ The 'bottom line' indicates strong growth for the PTSA compared to the previous year. However the Director would like to ensure these figures are viewed with caution: resource and staffing costs need to be applied to ITE from figure '3'.

Payroll

Following the employment of our apprentice salary costs have gone up marginally. However, with the reduction of hours of ‘admin 1’ this has been negated. The Director’s new role will allow £14,000 to be used to fund the two new strand leads. An SLA/MoU with PLP CIC is yet to be reviewed for the current academic year. It needs to take in to account PLP CIC act as agents for PTSA and to cover 50% of the annual payroll and overheads as agreed by the PLP Board December 2015.

	Apr-16	May-16	Jun-16	Jul-16	Aug-16	5 months to 31- Aug-16
Director	5,964.59	5,964.59	5,964.59	5,964.59	5,964.59	29,822.95
Admin 1	2,453.19	2,453.19	2,453.19	2,453.19	2,453.19	12,265.95
Admin 2	883.16	883.16	883.16	1,428.08	1,687.55	5,765.11
	9,300.94	9,300.94	9,300.94	9,845.86	10,105.33	47,854.01
20% PLP admin	163.46	141.97				305.43
Totals	9,464.40	9,442.91	9,300.94	9,845.86	10,105.33	48,159.44

*Figure 3: PTSA Payroll
April – August 2016*

Grant Income

We have applied for STSS grants for 3 schools totalling £27,500: PS16, SS2 and an additional primary school. Criteria much tighter for STSS round 4 (RI on upward trend). We are a named provider and lead for the Targeted Leadership Support Fund. As detailed in the PTSA Business Plan 2015-2018 all grant money received is used assigned for the purpose of the grant. 10% grant income can be claimed for administration purposes. **We are not clear whether this is the last round of STSS grant funding for school improvement.** Grants are likely to be more specific in the future.

In addition, the PTSA has applied for, and will receive, grant money to support UTC and PSS [note: funding for PSS has not yet been released 10.11.2016]

NCTL Grant Income for school improvement 2016-17

School code	Grant	Date
UTC	19560	June 2016
PSS	19500	June 2016

39,060	Total
---------------	-------

Figure 3 PTSA Grant income: school improvement

School to School Support

The balance of transfer money from Prince Rock Primary School to High View Primary School is £202,556. (Of this £202,056 is the remaining balance for the PTSA funding and the remaining £500 is the remaining amount of funds in the NCTL School's Direct Funding which will be returned to the DFE).

PTSA Service Level Agreement	£59,755
PLP Service Level Agreement	£19,755
Prince Rock Admin charge	£3,000
School Improvement	£85,429
Total	£167,939

£160,326 remains accessible for S2S support and the delivery of this support (from September 2016). It is the Director's intention to ensure this is used prudently to ensure vulnerable schools are supported and that there is carry-over for the following financial year.

Schools potentially requiring support:

- 49 Primary schools were below 'Expected Standard' for Reading Writing and Maths.
- 2 Primary schools were below floor for progress for at least one area.
- 7 additional Primary schools scored -3.5 or lower for progress in at least one area.

Secondary data is harder to verify due to incomplete data. However, in addition to the three secondaries currently supported, one more secondary is now accessing support through the PTSA.

Since September we have taken on 3 more schools on S2S. In addition to the above schools we could potentially be working at some capacity to support an additional 9 totalling 12 schools. PTSA in line with NCTL operates on a guideline around £10k per school suggesting that the remaining balance, along with delivery costs, should be suffice until April 2016.

We have had positive impact in relation to Ofsted outcomes in 7 schools who have been recipients of PTSA since April. Details of impact, outcomes and specific costs are presented in figure 4.

3. PTSA Impact and claims 3.11.16

School Improvement:

School code	Ofsted	Ofsted	Funding				EDT 2015/16 PEER REVIEW	Claims		Comment			Support	
	Most Recent Rating (G = Improved Y = same/drop insp. 2016)	Prev Rating	School contribution	NLE deployment Fund	SF Funding schools on current AP 2015-2016	National College Funding		Claims 2014/15	Claims 2015/16	Claims 2016/17	Grant Remaining	Evaluation review and outcome: BLUE = refer to appendix 3 detailed Progress Reports	Current action plan in place	Most recent Visit Notes
PS1	2	2	20,000		15,500			£1,425.00				Sep-15	Mar-16	
PS2	2	3	5350		6915			£1,350.00	£950.00	£3,615.00	£2,350.00	Nov-15	July-16	
PS3	3	3				£10k	Y	£1,350.00	£1,608.00			N		
PS4	2	3			11,520 (to include NC Grant)	£7,500	Y	£21,729.00	£5,288.00		£2,212.00	Nov-15	May-16	
PS5	2	3	1000		4,900	£10k	Y	£25,290.00	£3,258.00	£300	£4,600.00	May 2016	July-16	
PS6	2	2	450	7450		£7,500	Y	£400.00	£5,845.50	£2,431.50		Dec-15	Jan-16	
PS7	3	3			7,175				£1,687.50	£300	£6,875.00	May-16		
PS8	2	3			16,390		?	£1,750.00	£1,687.50		£12,952.50	Mar-15	June-15	
PS9	2	3			8,950				£3,237.50	£575	£5,137.50	Jan-16		
PS10	3	3	1,800		8,490	£10k	Y		£1,608.00		£6,882.00	Oct-16		

PS11	2	3	8180		6075				£1,980.00	£4,095.00	AP approved 19.2.16	Feb-16	July-16	
PS12	1	3						£2,387.50	£262.50		Outstanding across the board. PTSA cited as significant in improvement. 1.11.16 REFER TO APPENDIX I			
PS13	2	1					Y		£2,058.00		KSP brokered May 2016	Awaiting AP	Sept-16	
SEC.SCH	3	2			6515		y		£1,608.00	£125.00	£4,782.00	Excellent GCSE results	May-16	
PS14	2	3										Declined S2S support March 2016	Dec-15	
PS15	2	3	500			£5,000	Y		£1,608.00	£450.00		Action plan in place, awaiting approval and engagement from school	Apr-16	
PS16	3	3			£13,850		Y	£150.00	£1,608.00			New support being actioned. STSS applied for.	May-15	Apr-15
PS17	4	1					Y	£7,442.00	£2,008.00			Signed off 9-2-16	Nov-14	Sep-15
PS18	2	3					Y	£150.00	£14,705.00			From RI - Good. S2S support and AP central to inspection outcome and progress.	Apr-15	
PS19	3	2	2,515.00		9000	£10k		£900.00	£11,339.00		£9000	AP to access grant in process	June-16	Oct-16
PS20	2	3	17237.44 (with PS16)		7500 (including NCTL grant)	£10k	Y		£1,608.00	£4,375.00	£4,017.00	Remaining AP from grant	Jan-16	Jul-16
PS21	3	2						£3,200.00				Currently signed-off	Sep-13	Nov-13
PS22	2	3				£7,500			£1,100.00	£300	£1,940.00	Self-referred. KSP & Plan in place	Feb-16	June-16
PS23	3	2	1540		5310		Y	£1,012.50	£2,095.50			KSP in process of brokerage	Apr-16	Oct-16
PS24	2											Self-referral supported by LA. New HT. Support in place with NLE		
SS 2	3						Y					Support yet to start. STSS applied. Negative progress 8		
SS 3	-	-				£19,500 T.B.C.	WITHDRAWN					NCTL Grant. Leadership Change = delay		
SS 4	4	-				£19560 T.B.C.						NCTL Grant. Good progress evident		

Figure 4 School-to-school support

Narrative

Figure 4 summarises the current school-to-school support. This is ‘anonymised’, with the coding for each school in the left hand column. In the second column, any school that has been inspected this year has a colour: green indicating an improvement in outcome.

A review of the impact on data in the schools currently supported has been provided by the Local Authority below. This data needs to be checked. There is no comparative KS1-2 data.

PHONICS

	Meeting Standard	FSM vs NFSM	Boys vs Girls
PS 3	4	-23	9
PS 1	-10	32	10
PS 16	-16	17	6
PS 21	4	8	15
PS 5	-11	3	-21
PS 6	0	n/a	n/a
PS 2	-2	64	-49
PS 15	-17	-69	4
PS23	25	7	30
PS 7	16	-1	-6
PS22	-2	-30	-4

EYFSP

	GLD	FSM vs NFSM	Boys vs Girls
PS 3	11	-11	-16
PS 1	26	-20	19
PS 16	-10	-13	-55
PS 21	3	-47	-7
PS 5	8	7	-11
PS 6	n/a	n/a	n/a
PS 2	12	32	-37
PS 15	-4	27	2
PS23	-4	-8	-38
PS 7	11	-3	41
PS22	3	3	-5

Note: FSM vs NFSM and Boys vs Girls - a negative figure means the gap has reduced, a positive figure means the gap has increased. Green fill indicates positive impact.

CPD

The PTSA conducts a thorough evaluation of all CPD courses delivered. This is currently under review to ensure it is capturing the correct information. All issues are responded to, but notably the perceived impact in the classroom is positive:

CPD Course Evaluation – Headline Report

From the CPD Evaluation Forms, the following percentage of people believed their attendance at the event will impact on pupils learning:

- PTSA Conference 81% (with 100% positive feedback)
- English, No data as of yet
- Empowering Teaching and Learning, No data as of yet
- Science, 88%
- Music, No data as of yet
- OTP, No data as of yet
- EYFS, 80%
- Maths, 81%
- Headstart, 90%
- MAPA, 56%
- RE, 88%
- MFL, No data as of yet
- TA Passport to success, No data as of yet

4. Update on PTSA Strand Activities and Key Performance Indicators

4.a PTSA General Update

Update:

- Jim is now working as a Regional Teaching School Link for TSC (one day per week) alongside RSC. This will provide coherence to school improvement across the SW. TSs are central to the school improvement offer. We (Jim) leading the development of Peer Review for Teaching Schools as part of wider work on accountability.
- Karen Menis and Heidi Price to assist Jim in supporting hubs and CPD/leadership strand as backfill for RTSL role.
- The academic year has begun with a well-received conference. Attendance and feedback has been very positive. Next year will include input from research active practitioners disseminating findings.
- Raising Attainment in Reading launched through English Hub and with Marjon, UKLA and PU. 50+ attending.
- PU working in collaboration with PTSA to support research projects in the city. Oracy and parental engagement possible research areas.
- 31 new PLEs designated and trained and new SLEs to be trained in November. This means we have significantly increased primary and secondary PLE/SLE capacity.
- Of 10 schools on S2S last year 7 improved. New documentation is allowing post-Ofsted analysis to be cross-referenced to support so that intervention can be better understood.
- Governor CPD will be offered through PTSA/Karen Powell. Karen also now part of S2S Board.
- Annual Collaborative Return submitted to NCTL on grant income received. Part of 10% of TSs sampled so additional evidence supplied. Now part of external audit on NCTL grants. No issues have been raised.
- Finance: We are currently seeking to ensure we do not have historical VAT liability. Financially we are secure so long as PLP/SF contribution to salaries remains. Challenge to model budget as we do not yet have data on month : month comparison of finances for last year to show trends.
- 18 primary and 4 secondary SD trainees. Smooth [ish] start to year. We have a 'senior mentor' role fulfilled by an experienced colleague from a neighbouring TS to support trainee/mentor in need this year.
- New newsletter, plus plans to re-launch new website this year.

Challenges/Actions:

- Challenge 1: how we engage with MATs. We have an opportunity to collaborate with Reach SW and Aspire (Cornwall) with CPD offer. Reach SW have indicated they would be interested in commissioning PTSA to undertake school improvement for their Plymouth schools.
- Further to this is how we collaborate with MATs on shared CPD. Ethically challenging to profit from collaboration unless this is agreed element of course but 10% admin needs to be covered. MATs can deliver their own CPD.

- The Operational Board have tasked the Director to pursue conversations and explore these challenges further.

4.b PTSA S2S Strand update

- S2S now includes 3 secondaries plus an additional secondary this year. We have 3 new schools being supported this term, with another 3 highlighted by the LA as requiring support.
- Impact of support is positive: refer to pp 10-12 and appendix I
- TSs will likely be held to account for impact on school improvement in the future.
- Claims have attempted to retain funds for hubs, but has most school improvement comes through S2S this does not seem to have worked. Recommendation is for NLE/LLE to receive the allocated funding (less 10% for admin) for SI and to use for action plan. Report then to PTSA on activity, progress and impact. SLEs would receive £300 for deployment in line with national, PTSA would be covered for admin. And LLEs accountable for support.

Challenges/actions

- Challenge remains around capacity (LLE),
- increasing number of vulnerable schools (data) and
- reduced STSS grants for school improvement.
- Operational Board support Director's request to design new training material for LLEs.
- A concern was raised by the Operational Board about the accountability for school improvement where issues that TSs have no remit to challenge (leadership) impact on improvement. It is hoped that the RTSL role and link to TSC and RSC will provide the mechanism for referral if this is the case.
- The Director is concerned that school improvement is happening too late and is not pro-active enough. Limited resources are the main factor here. It is intended new scoping and action planning protocol will reduce time taken to agree support for a school.
 - Suggestion from S2S Board is to allocate £1000 for initial due-diligence visits and planning, that would then be built in to plan. (NLE deployment fund also for this purpose). We need to offer regular training for LLEs.

4.c PTSA ITE Strand Update

2016-2017 Trainees

- 23 trainees enrolled onto the School Direct course at the start of September 2016 and one trainee withdrew for personal reasons. The Primary breakdown is 15 General Primary, 2 Primary with PE and 1 Primary with Maths. The Secondary breakdown is 1 Biology, 2 English and 1 Maths.
- 4 new host schools have trainees placed in them this year – Manadon Vale, Pilgrim Primary, Marine Academy Primary and Hele's School,
- Mentors have attended training covering, role of the mentor, mentoring skills, the handbook and calendar and Bluesky system training.
- A couple of trainee placement queries are being reviewed.
- Primary subject knowledge input sessions are underway. A couple of sessions dates are being moved due to venue complications. The English and Maths Secondary subject knowledge programmes have been confirmed, but we are still waiting to hear back regarding the Science subject knowledge programme.

2017-2018 Recruitment

- UCAS opens on 18th October for applications to PTSA for Primary and Secondary School Direct courses. Two new courses, Computing and Geography, have been added to the list of existing subjects.
- In preparation for UCAS opening, FW has set-up an Excel worksheet to record and process candidate applications.
- The DMS system, which lists PTSA School Direct allocations has not been, updated to confirm the number of places for each course.
- PE applicants who were offered a place last year after the course had been filled have already been communicated with to establish if they would still like to undertake the 2017-18 course.
- FW has secured dates and venues for the Primary interview rounds. Subjects and host schools have been agreed for secondary interview rounds.
- PTSA will be hosting a local event at High View School on Tuesday 22nd November, with a view to attracting local people to apply for School Direct with PTSA. Other events are being held around the region and PTSA will be present at Exeter, Marjon and Okehampton.

Challenges/Actions

2016-2017 Trainees

- One trainee is still in the process of completing his DBS, but does have a DBS from a previous role in school. The host school is aware of this and Marjon DBS are 'chasing' the trainee and keeping PTSA up-to-date.

- There has been one incident which has highlighted a breakdown in the notification procedure following an issue raised from a fit to teach questionnaire. The incident occurred at school and was recorded. It was also fed back to Marjon who administer the checks and the procedure has been clarified and the onus is on the trainee to notify their provider and host school of any restrictions as a result of GP/Consultant follow-ups. **Action** – *PTSA to contact all trainees to remind them that it is their responsibility to notify PTSA and the host school of any restrictions.*
- Dates for PE sessions for the Primary with PE trainees had been changed, but PTSA were not updated by Marjon. **Action** – *JE is establishing the new dates from Marjon and how the missed sessions can be covered.*

2017-2018 Recruitment

- Documentation/paperwork for Primary and Secondary interviews needs to be reviewed and confirmed before the interview rounds start. Current paperwork has been used for the past two years. **Action** – *This is an agenda point for the ITE meeting on 17-10-16*

Challenges/actions

- The Operational Board discussed the merits of adopting a SCITT programme but decided against it at this stage due to resourcing challenges.
- **TSs will also be inspected and graded for SD in the future.**
- The Operational Board has tasked the Director to pursue conversations with Teach First whom are keen to access Plymouth. The Director will liaise with Teach First and PLT.
- Low cohort size will impact on resources as costs will remain high for delivery with smaller income.

4.d PTSA CPD Strand Update

Update:

- **Heidi Price and Karen Menis recently deployed to support this strand. Their priorities are:**
 - New HT induction and support (new HT November 9th)
 - SLE/LLE recruitment and training
 - Hub leader support (hub leader meeting Nov 7th)
 - Potentially CEO programme support
 - Report and advise on CPD/leadership strand.
- **We have a CEO programme in place that requires costing and pulling together. See questions below.**
- Karen Powell is now on S2S and is putting together a number of CPD courses through PTSA
- Connect MAT are offering middle leader course through PTSA.
- New Geography Hub and new hub leads for SEND and Maths.
- PTSA planning to deliver ETP courses in Spring term and co-delivery of OTP with Dartmoor TSA.

Other activity:

Targeted Leadership Support fund: successful grant application for the south west through WHF.

Challenges/Actions:

- CEO programme. There are now a number of programmes available. I have tasked HP/KM with assessing need. With relatively smaller numbers of interested parties we need to be sure this is financially viable.
- Delivery of Targeted leadership training in short time-frame.
- Following Operational Board the Director has contacted chair of Plymouth Special School leads regarding brokering CPD opportunities for special schools through Dorset.

4.e PTSA Lead Educator update

- 31 PLEs trained and new SLEs will be trained on documentation before Christmas.
- Still awaiting SWLLE details from TSC. I'd like to offer school improvement shadowing through LLE/NLEs with two new LLEs.
- SLE database is ready to go. Awaiting confirmation from TSC regarding its funding.

4.f PTSA strand update Educational Research

- PLEs trained (all bar 2 stayed for optional session). Some are coming to PLT day along with a mix of primary/secondary colleagues.
- Raising attainment in reading project launched. This is the blue print for the type of practitioner-led HEI supported project through hubs. Both HEI partners involved.
- PTSA keen to develop programmes like this such as Oracy/ language acquisition through English, Maths and EY Hubs
- PU and University Practice Schools. PTSA will support UPS in Plymouth.
- Woodfield presented at WALs in Exeter. PTSA keen to develop Lesson Study across Plymouth.
- The Director has led training on educational research skills for PLEs, LAT, PLT. The Director will use this as a form of consultancy income if delivered out of area.

Appendix I STS Impact – PTSA / PLP and Mayflower

Quality of Teaching Learning and Assessment:

Profile of Teaching across the Academy: Focus on Progress over time

	Inadequate	Requires Improvement	Good and Above	Outstanding
Autumn 2013	11%	22%	67%	28%
Summer 2014	4%	16%	80%	32%
Autumn 2014	0%	17%	83%	42%
Summer 2015	0%	8%	92%	50%
Spring 4 2016	0%	0%	100%	53%

- Mayflower Academy's Leadership Team (MALT) are linking with outstanding schools, both outside of the city, as well as those within, to review standards across the entire Academy. Peer Reviews have taken place with High View School (Outstanding School and National Leader of Education KDK). The outcome of this was hugely positive. EDT style Peer reviews with other outstanding Schools will take place during the Autumn Term 2016/ Whiteleigh Primary School, Lipson Vale Primary School, Mount Tamar Special School, Hyde Park Junior School.
- **Headteacher and Deputy Headteacher have successfully shadowed NLE form PTSA on school improvement. Key NLE support was considered throughout the process of academisation / restructure successfully aligning both the educational outcomes for pupils with the Academy's financial envelope**
- D. Sammels and H. Jennings have been selected by PLP to work with Cfbt / EDT to be trained as a peer school to school assessor (March 7th). Initial peer school reviews begin on 16/05/16.
- D.Sammels is currently in discussion with local leaders re: assessment for becoming a National Leader of Education (NLE).
- **MP Nick Gibb, has written to the Academy to congratulate us for becoming one of the TOP 100 Schools in the country for progress (KS1 – KS2). This is based on our 2015/16 KS2 SATs results. There are approximately 25,000 schools in the UK. Thank you to Governors for all the support and challenge that they have shown as we look to improve further in 2016. A press release written in partnership with our partners Plymouth Community Homes can be found via our website: <http://www.mayfloweracademy.org/key-information/ofsted>**
- D.Sammels been through Mat Executive programme with Chris Mitten / PLP Lead designate Dr. Jim Rogers to explore strategy for MAT development (NCSL)
- PLP/PTSA have quality assured and supported key Teaching staff to achieve PLE status and then on to SLE status.

	PLE	SLE	LLE	NLE
Autumn 2013	1	0	0	0
Autumn 2016	2	2	pending	pending

Outcomes:

- Cross school PTSA / Mayflower continuous peer reviews, book looks, lesson observations, school visits and planning mentoring have all led to raised attainment. SLEs and NLEs from PTSA have mentored, modelled and quality assured practice across the Academy throughout its life cycle to date. Outcomes have subsequently increased from below national expectations 2009 35% ARE to 2016 82% ARE

Personal Development, Behaviour and Welfare:

2011/12	Counts of Negative Behaviour	2012/13	Counts of Negative Behaviour	2013/14	Counts of Negative Behaviour	2014/15	Counts of Negative Behaviour	2015/16	Counts of Negative Behaviour
FS	20	FS	5	FS	1	FS	0	FS	3
KS1	90	KS1	47	KS1	10	KS1	7	KS1	5
LKS2	86	LKS2	58	LKS2	14	LKS2	5	LKS2	5
UKS2	110	UKS2	50	UKS2	20	UKS2	18	UKS2	12
SC	10	SC	0	SC	0	SC	0	SC	3
Total	316		160		45		30		28

Due to increased focused attention to pedagogy through partnership audits with PTSA leads, positive learning behavior has increased. This has led to a significant reduction in low-level disruption and increases in pupil outcomes.

Higher quality teaching, learning and assessment have ensured that a consistent approach to pupil engagement has been embedded.