

Impact Report on Postgraduate Professional Development funded by SWIFT

Prepared by Peter Farrington Executive Director

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THE DORCHESTER AREA SCHOOLS PARTNERSHIP (DASP)

This report brings together and attempts to summarise three aspects of Postgraduate Professional Development undertaken by all teachers within DASP in the academic year 2008/2009.

Documents included in the report:

- 1. DASP Development Plan 2008/2009*
- 2. DASP Raising Achievement in Key Stage 2 Plan for 2009/2010*
- 3. DASP Vision Statement revised October 2009.*
- 4. A copy of DASP's brochure.*
- 5. Summative evaluation by Ursula Der of the DASP three year French project, including individual teachers' analysis of the outcomes of the project on their teaching and their students' learning.*
- 6. Report from the convergent Investors in People assessment report on DASP, carried out in November 2009.*
- 7. Blank proformas provided to schools and teachers as guidance for completing impact reports.*
- 8. Extracts of the Director's Report to DASP AGM of heads and chairs of governors, indicating the impact of the range of Postgraduate Professional Development provided through partnership working.*
- 9. Refer to DASP website: www.dasp.org.uk*
- 10. Summary of current position regarding introduction of APP in DASP schools.*
- 11. Examples of Booklets for Parents: an outcome from the numeracy co-ordinators' project*

12. Reports from all 17 DASP schools:

- ***The Dorchester Thomas Hardy School: PPD co-ordinator report and individual reports from teachers***
- ***St Osmunds CE VA Middle School: PPD co-ordinator report and individual reports from teachers***
- ***St Mary's CE VA Middle School, Puddletown: PPD Co-ordinator report.***
- ***The Dorchester Middle School: individual reports.***
- ***Damers First School: Report from headteacher and PPD co-ordinator on DIY CPD Project with quotes from individual teachers' impact reports***
- ***The Prince Of Wales School: individual reports from teachers and individual reports from teachers on impact of their involvement in DASP initiatives within the Development Plan***
- ***Winterbourne Valley CE VA First School: individual reports from teachers.***
- ***Cerne Abbas CE VC First School: individual reports from teachers.***
- ***St Mary's CE VC First School, Charminster: PPD co-ordinator report and individual reports from teachers.***
- ***Manor Park CE VC First School: headteacher's report and individual reports from teachers***
- ***St Mary's Catholic First School: individual reports from teachers***

- *Puddletown CE VC First School: report from assessment co-ordinator and headteacher*
- *Broadmayne First School: report from assessment co-ordinator and headteacher*
- *Frome Valley CE VA First School: report from headteacher and individual reports from teachers*
- *Milborne St Andrew First School: individual reports from teachers*
- *Piddle Valley CE VA First School: report from headteacher and individual reports from teachers*
- *Cheselbourne Village First School: report from headteacher and individual reports from teachers*

Teachers did not attempt to produce a report about the entirety of their PPD undertaken in the year. It can be seen from the guidance document (Number 7 in the list above) that teachers should focus upon one aspect of their professional development, which could be either:

1. a school or departmental development
2. participation in a DASP project
3. individual research

This summary report will provide an analysis of the PPD undertaken organised into these three areas. One huge benefit of the DASP approach to learning is that this report will be shared with all participating schools and we know from previous experience that this will lead to further projects. Schools will seek to learn from each other's previous professional development and this often gives individual teachers opportunities for leadership, coaching and mentoring. The reports from schools also feed into the process of determining new priorities for DASP, which will culminate in the production of a new Development Plan in December 2009.

1. School or departmental projects

The following schools chose to focus in their impact reports upon how PPD promoted whole school or departmental projects.

Damers: DIY CPD. This is clearly an exciting and innovative project that has had a range of significant outcomes including:

- A more coherent approach to CPD, linking Performance Management and the School Development Plan
- Involvement of the whole staff team and utilisation of existing skills and knowledge
- The introduction of a model based upon peer mentoring, coaching and self-review.
- Clear links with the professional standards for teachers
- Enhanced leadership opportunities
- Encouragement of school based action research
- Creation of an appropriate and developing culture of trust, respect, honesty and commitment to growth
- Improved outcomes for pupils' learning.

We are sure that colleagues in other DASP schools will want to look into this approach in more detail and learn from the Damers experience.

Piddle Valley: Subject leadership

Puddletown, St Mary's Charminster: Assessment for Learning

Frome Valley, Broadmayne, St Mary's RC , St Mary's Charminster, Manor Park: Assessing Pupils' Progress

APP was also a feature of the DASP Development Plan and the attached document indicates how all DASP schools have embraced this initiative so that there is continuity and progression from first to middle school.

Manor Park played a lead role within the partnership as they had been part of the initial trials for APP. Staff from manor Park led sessions with DASP assessment co-ordinators to help support the introduction of APP in maths and writing. They have also invited literacy co-ordinators to a twilight training on APP for reading. Please refer to document outlining DASP

schools' introduction of AP in maths, reading and writing to indicate the extent of the commonality and coherence across the partnership.

St Mary's Charminster, Manor Park: Early Years

St Mary's RC, Manor Park: Big Write (this is an example of a common DASP feature in that the leading teacher at Manor Park for Big Write also shared some professional development with literacy and assessment co-ordinators in a twilight session)

St Mary's Middle, Puddletown: Extended Writing

Thomas Hardy School report is split into the following sections:

Raising Attainment at GCSE and Sixth Form

ICT and Virtual Learning Environments

Pastoral Development

Behaviour for Learning

Autistic Spectrum Disorder

Leadership and Management Development including Leading from the Middle and Leadership Pathways

Learning and Teaching Styles including Assessment for Learning, engagement of boys

Newly Qualified Teachers

Further qualifications such as M.Ed, Cert.Ed, Dip.Ed

The Thomas Hardy report includes:

- individual research
- departmental priorities
- whole school PPD eg ASD and Behaviour for Learning
- professional development opportunities offered to other schools

St Osmunds Middle School report is focussed upon the link between PPD and Performance Management.

Some of the DMS reports concern issues linked with better learning over the transition from first school, such as the SEN co-ordinator's consideration of the gaps in spelling identified in a group of Year 5 children. This led her to work with colleagues in first schools to consider their approach to spelling.

Some individual teachers at schools not mentioned in this section also chose to focus upon some of these priorities which were also part of their School Development Plan.

This year (09/10) all schools have submitted their new SDPs to the DASP Development Group so that they can be analysed. This is to ensure that the new DASP Development Plan matches more accurately the priorities for individual schools. It was actually found that there is a great deal of consistency and our conference in October confirmed this and has enabled us to ensure that DASP priorities are even more aligned with those of schools and that individual projects support the overall vision. It is inevitable that in the larger schools there will be a much smaller proportion of teachers who are directly involved in PPD provided by DASP.

It is felt that PPD is at the heart of what we do in DASP: by improving teaching we aim to ensure that the students' learning and achievement continue to improve. The introductory report in Thomas Hardye's document summarises this position very powerfully.

In the past, school PPD co-ordinators have used this impact report as a means of contacting other schools to share ideas and use each other as coaches and mentors.

2. DASP projects

The following schools focussed their impact reports almost entirely on DASP projects. These are schools where every teacher acts as co-ordinator for a particular subject or subjects and represents their school at DASP PPD meetings and training opportunities. They will then cascade the development through internal PPD opportunities. For these schools, PPD provided by DASP is usually integral to their individual development plans and therefore funding for such PPD is a critical factor.

Winterbourne Valley: Music, French and Family SEAL.

The Prince of Wales: Music, French, Family Seal, Rights Respecting Schools, Early Years. Literacy, Numeracy, Student Voice, SEN, ICT, Gifted and talented, Science, Humanities, Numeracy.

Cerne Abbas: French, Investors in People, Rights Respecting Schools

Milborne St Andrew: Rights Respecting Schools. This is an example of where the school has focussed all teachers' PPD on one DASP project.

Cheselbourne: French, SEN, Family Seal, Gifted & Talented

The following schools have contributed some impact reports which focussed upon DASP projects but other teachers chose to focus upon individual school priorities

St Mary's Charminster: Music, Student Voice

Piddle Valley: ICT

St Mary's Catholic: Family SEAL, Early Years, Numeracy

3. Individual

MA Credits

Frome Valley St Mary's Charminster: PSHE

St Mary's Catholic: NPQH

Further qualifications such as M.Ed, Cert.Ed, Dip.Ed (Thomas Hardye)

Leadership and Management Development including Leading from the Middle and Leadership Pathways (Thomas Hardye)

Carol Graham from the University of Plymouth is paid to support a small number of teachers who are currently undertaking research leading to accreditation.

Cost: £5000

DASP Projects

This section aims to summarise **some** of the DASP projects involving professional development and impact upon students' learning. These are the particular projects that are funded through the DASP budget. It is hoped that this section can be seen as delivering accountability for the use of the SWIFT grants received in 08/09. It needs to be pointed out that this is only a selection of the DASP funded projects that lead directly to improved teaching and learning through PPD. As can be seen from the individual impact reports, there are many more joint initiatives supported by DASP that also lead to positive PPD outcomes. It should be noted that many individual school development priorities are delivered through participation in DASP projects. Small schools in particular depend upon joint initiatives for their teachers' PPD.

Numeracy

This year's project involved numeracy co-ordinators in creating a new booklet of information for parents. The booklet is also openly available through the DASP website. The purpose of this booklet is to show parents the strategies taught through Key Stages 1 and 2 so that they can assist at home. The booklet has also reinforced joint decisions about teaching across the first/middle school transition. The project has also enabled (as do many DASP projects) individual teachers to develop leadership skills as they take on responsibility. Several individual schools and other partnerships have accessed this booklet for use in their own schools so the benefits have been spread wider than DASP itself.

Cost: £500 production costs

£2700 supply costs

Humanities

The DASP development has grown out of the Thomas Hardye Humanities specialism and involved co-ordinators from all DASP schools meeting to learn about the implications of the Rose Review of the Primary Curriculum, the revision of the KS3 curriculum and also how local organizations, such as the Dorset Archive Centre and County Museum educational staff can support teaching and learning. This has also involved discussions about progression and continuity in skills, knowledge and understanding. The Thomas Hardye specialism has also funded a History outreach teacher to work in the first schools and although this has been affected by staff illness, several schools have benefited from expertise provided. This has improved teacher knowledge and enhanced children's learning.

Cost: £1000 supply cover
£350 Devon inspector for geography

SEN

Training this year has been concentrated on input from specialist teachers from Dorset's SENSS team and has been directed at developing our schools' capacity to remove barriers to learning experienced by students with dyslexia. The SENCo group has also looked together at the Inclusion Development Programme and several SENCos/Inclusion Leaders and some whole school staff have begun to study this as part of professional development. This has been in the area of speech, language and communication.

Cost: £2000 additional time from SENSS tutors
£500 time from THS specialist speech and language and communication expert
£1500 supply costs

French

This year was the culmination of a three year project to introduce the teaching of French into every DASP first school. It was discovered that the level of expertise in the first schools was extremely varied and the majority of Year 3 and 4 teachers felt they lacked the knowledge and skills to do this. DASP employed a seconded specialist teacher of French from St Osmunds Middle on a part time basis for three years and a further teacher with the relevant level of skills from Winterbourne Valley. Between them these two seconded teachers worked alongside every Year 3 and 4 teacher in every first school for a year on a lesson a week basis. This proved to be an excellent way to build the capacity of the teachers. The detailed evaluative summary report from Ursula Der shows how teacher confidence and levels of knowledge were developed by the project. The project's long term sustainability has been ensured by the development of a range of resources for teaching and learning developed by the seconded teachers, DASP's e-learning manager and the head of modern languages at Thomas Hardye School.

Cost in financial year 09/10 April to August: £25000 including salaries, resources and travel expenses.

Cost in financial year 08/09 September to March: £30000

Family Seal

At the DASP conference in October 2008, it was agreed that the partnership would fund training for each school with a view to introducing Family SEAL into DASP. Training for two members of staff from each first and middle school was provided in January 2009, led by the county advisor and was exceptionally well-received. Frome Valley, as a flagship school for SEAL, welcomed visits by colleagues from other schools through the spring term to observe Family SEAL sessions and to discuss its introduction with their co-ordinator. This provided professional development opportunities both for the Frome Valley co-ordinator and for each school's teachers who then led sessions at their own school to facilitate the start of Family SEAL in most DASP schools. This is proving to be very beneficial for students, teachers and parents alike (see feedback from parents from The Prince of Wales School).

Cost: £1800 supply costs £1000 costs for training

Rights Respecting Schools and Student Voice

All DASP first and middle schools have now been successfully assessed as Level 1 schools in UNICEF's Rights Respecting Schools programme. This year the project involved teachers and students in meeting to mutually support each other and to work towards the next step which is to work with the local authority for Dorchester to become a Rights Respecting Community. This has involved teachers across the partnership in professional development involving knowledge and understanding of children's rights and responsibilities and ways to improve students' levels of participation and ways for schools to take the views of their learners into account. There are some very interesting references to innovative ways to engage and involve students in the impact reports from Thomas Hardy School as well. The partnership now also runs a system of mini student voices involving students from clusters of schools coming together to discuss ways to improve our schools and this in turn has led to the decision for all DASP schools to look into Eco Schools status in 09/10. Teachers involved in supporting Student Voice in their own school and within DASP are reporting the benefits of enhanced leadership opportunities that these projects involve. It is a measure of the success of the Rights Respecting Schools project that ten DASP schools have been asked to be involved in a link with twenty Bristol schools this year. This will mean DASP teachers and students leading the professional development and learning of colleagues and students in Bristol. Refer to sections on the DASP website.

Cost: £1800 supply costs (RRS)
£1800 supply costs (Student Voice)
£250 travel costs

Music

In the past we have always organized a concert involving all Year 4 students from all thirteen first schools through working with Voiceworks, a branch of Dorset's Music Service. It was decided this year to aim to do this using our own expertise. This provided new leadership opportunities for all music co-ordinators and especially the co-ordinator of the project from Winterbourne Valley. It also provided opportunities for music co-ordinators and other teachers (most of whom are not music specialists) to conduct a very large choir of over 200 children. This was a completely new experience for some of the teachers who volunteered and this enhanced their confidence, knowledge and capability to a high degree. The standard of singing at both concerts was exceptionally high and the response from parents was extremely enthusiastic.

Costs involved in the two concerts: £2500

Total cost of DASP funded projects above: £77700.

