

The Chelmsford Teaching School Alliance



'working together to be better together'

Upcoming CPD training / Network Groups

Level 4 Supporting Children with S, L & C Needs	6th May
Cross School Writing Moderation -	21st May
Secondary NQT -	1st July
Paediatric First Aid -	9 / 10th July

Updates

Maths & English Subject Leader -	22nd April (TBC)
School Assessment Leader -	7th May
Computing Subject Leader -	20th May
Early Years Subject Leader -	17th June
Science Subject Leader -	24th June

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During these unprecedented times it is difficult not to be overwhelmed by the rate at which things are changing and the steps that are being taken to keep our local communities and the wider population safe. Collaboration underpins the ethos of the CTSA and I am delighted that our members continue to support each other physically and emotionally during these difficult times. It is now acknowledged that the staff within our schools are vital in the education of our children but also as key workers in keeping the country going. The CTSA will continue to support you all as best we can and thank you sincerely for all the unfailing support you give us throughout the year.

Susannah Edom-Baker

Essex Primary SCITT

Pilot of draft Ofsted Framework for ITE

Last week SCITT 'helped' Ofsted with piloting the draft inspection framework for ITE due to come into force in September 2020. We were joined for 4 days by 1 senior HMI, 3 HMI and 1 additional Senior HMI (doing QA for the pilot).

As with schools, under the new framework Inspectors will be making judgements about the quality of education and training – so our curriculum. But we have focus reviews rather than deep dives, as well as a focus on leadership and management. As this was a pilot there were no judgements.

The areas they specifically looked at were maths, science, reading and phonics and Physical Education.

Trainees were also asked about how to manage behaviour and support pupils with SEND, Fundamental British Values and the Equality Act amongst other things.

Feedback from the team looking at primary (2 HMI) was that it remains strong especially in maths and science and that we are very strategic. The word brilliant was used more than once.

They were very impressed by the quality of our trainees and could understand why heads want to employ them.

Thank you for your continued contribution and support in enabling us to train such excellent new teachers.



Head Teachers Well Being Session

The mental health and wellbeing of our teaching and support staff as well as the pupils is key to the success of our schools. Statistics show that more adults are experiencing issues with their mental and emotional wellbeing and we recognise the need to tackle these issues both within and outside the work environment.

Mental health is an area that is often misunderstood and a difficult subject to broach—just having a ‘conversation’ with someone about their mental health can be problematic in itself.

So, the CTSA wanted to offer some practical advice to its members and as a result set up a Head Teacher Well-being session focussed around an introduction to Cognitive Behaviour Therapy with Claudia Protheroe, CBT specialist.

Held at the beautiful Terrace Room in Hylands House, Claudia outlined how a head teacher can manage their own wellbeing and mental health as well as recognising issues with their staff. She talked about the CBT model and how it can be used to deal with and manage stress. She gave practical advice and suggestions for giving teachers the authority to manage their wellbeing and take responsibility for their own workloads.

This is just the start; we will be providing more support around these issues, to help our members address this challenging area. Everyone went away armed with just a little bit more information and we will continue to work with Claudia as part of this - her passion surrounding the mental health of our children was evident and we share her desire to do as much as we can to strengthen and develop how mental health is approached for all children in our schools.



Developing Reading Comprehension

With OFSTED’s current forensic focus on reading in schools, and our understanding of the key role of developing reading skills in supporting learning across the curriculum and life – we were keen to offer support through a CPD programme that would really make a difference in schools. Having seen robust evidence of the impact of their training programme, we commissioned Emma Bradshaw and Rachel Pritchard, well respected trainers in this area, to deliver the Developing Reading & Comprehension Programme for CTSA members. This four-day programme gave delegates the opportunity to focus on reading fluency, vocabulary, comprehension, assessment, inference, prediction and much more. They had the opportunity to plan lessons and then observe them being put into practice with children at a partner school. They were provided with access to an online platform to enhance the collaborative approach of this programme and shared many ideas and practice. The feedback was fantastic and delegates are already feeling the impact and implementing what they have learnt, using the approach in ALL areas of the curriculum. CTSA schools will have the opportunity to hear more from the participating schools about what made the most difference to their practice as part of the Autumn Term Head Teacher Conference.

“Excellent approach and interesting subject matter that is already making a difference in my classroom.”

“The knowledge of those teaching this programme was huge and the enthusiasm impossible to ignore, thank you so very much.”

School to School Support

SEND Working Party

In the Autumn Term newsletter Susannah Edom-Baker informed you about the establishment of two CTSA working groups with a focus on SEND and Transition, and a remit to review and develop support for member schools in these areas. This term the SEND working group sent out a questionnaire to all member schools to establish a clear picture of current school priorities and areas where they would appreciate further support. The results to date have highlighted, among others, a desire for more support in tracking progress, being aware of and understanding the processes for making referrals to the full range of support available, and developing provision for pupils with speech and language needs. The questionnaire also asked schools to share strategies shown to have a positive impact and these have included gym trail, zones of regulation, Lego therapy and Precision Teaching. Once schools have fully re-opened, the group will meet again to develop a strategy based on these outcomes.

Sport England

In the last newsletter, we informed you that we had embarked on a Sport / PE project funded by Sport England with an underpinning theme of developing inclusion and participation in PE, Sports and Physical activity in the secondary phase. This also has links to promoting emotional health and well-being. Six member schools have now begun detailed planning for individual projects that will run from September, for a year (the original commencement date was April but this has been moved back in light of the additional challenges facing schools at this time).

The schools have access to an online and staff survey tool to inform the focus of these projects, and to date this has provided access to the views of over 1000 students and 80 staff. Early headlines underline a generally well-developed understanding of the potential positive impact of PE and physical activity, however there are other areas that have been highlighted as focus areas for further research including significant differences overall in the responses of girls and boys, particularly in relation to enjoyment of sport and physical activity, and confidence to engage.

The Project Leads will be meeting termly to share and explore their emerging findings and we will pass these on as and when appropriate, we are also hoping to hold a dissemination event for all CTSA schools at the end of the project.

