

esteem

Multi-Academy Trust

Stronger Together...

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SCHOOL IMPROVEMENT NEWSLETTER

School Improvement at the Esteem MAT - January 2023

Happy New Year and welcome back after the festive season. We hope you have had a lovely Christmas and a well deserved rest with your families and friends.

Looking back to term 1, we have had an incredibly busy but rewarding time in the Esteem Academies with so much to showcase and collaborate on. We have also had three Ofsted inspections and it must be noted that as a Trust we are incredibly proud of the staff and pupils at Fountains Primary, Fountains High and Peak schools. We have definitely been 'Stronger Together' and this has been epitomised by the way we have been able to share the experiences of the inspections to support each Esteem Academy to be prepared and confident going in to future inspections.

Additionally, it has also been great to see the 'Expert Team' Leads out and about across the Trust supporting colleagues with phonics, Teaching and Learning, NEEDs, Achievement and Careers & Guidance. As shared previously, this is wave 1 of the Expert Team programme and we look forward to announcing future developments with the extended School Improvement Team in the near future.

Finally, as a MAT, our Outreach work is a key aspect of the way we want to support the sector and it has been fantastic to see colleagues from the Executive, Central, FASST, Expert and wider Academy teams supporting other MATs, Academies and provisions to raise standards across the Midlands. We look forward to sharing these experiences with you in future School Improvement Newsletters.

Best wishes for 2023 and enjoy the start to the term!



IN THIS EDITION

- ✓ Good news stories across Esteem MAT
- ✓ Research corner; Holbrook School for Autism & the Fellowship '22/'23
- ✓ What's new with evidence informed practices; Including Metacognition & Adaptive Teaching
- ✓ The Esteem MAT Expert Teams
- ✓ News corner and updates



Good News Stories across Esteem MAT

Peak School mini-bus campaign

Although this seems a long time ago, but back in the summer term **Peak School** embarked on raising money to support the purchase of another mini-bus to help pupils access the local and regional areas as part of the educational offer. The aim was to 'in the style of the Proclaimers' 'walk 10 thousand miles' to bring in sponsorship and donations to bring this dream to life. Currently, the school has raised £5592 so the target is in sight. If you wish to support this, please go to www.justgiving.com/campaign/PeakSchoolMinibus.



To enjoy the amazing video put together by the school, log on to YouTube and search: I'm Gonna Be..10,000 miles - Peak School Kids with Mr & Mrs Minibus (Peak School Charity Song#2).

Well done to all involved and good luck with the fundraising!

Musical talent at St Clare's School...

Pupils at St Clare's School in Derby continue to explore, develop and shine creatively and this was shown in the song production with Baby People where pupils have put together a song about their experiences through the pandemic. This was shared in assembly at school and also shared around the Trust Head Teachers. Watch out Britain's got talent!

Fundraising at Amber Valley & Erewash Support Centre

Back in November, **Amber Valley & Erewash Support Centre** opened its doors to the public and raise almost £200 through a charity cake bake sale. The event was hosted at the Bennerley Site and a great time was had by all.



Community Engagement

Holbrook School for Autism is developing their community support and wider responsibilities this year. The senior leadership team have established relationships with the team at Matlock Farm Park. This successful collaboration has enabled Matlock Farm Park to tailor autism specific sessions "Santa Sessions" to families across Derbyshire. We have personalised visuals to support the environment for the children and their families as well as supplying resources to support sensory needs of all. Two teachers have attended the sessions also to use their knowledge and experience to support families as required. The Team will be collaborating with them further in the new year to help them tailor other calendar specific events. In return, we have access to trips and work experience opportunities for our pupils at Holbrook.

Bennerley Fields have also embarked on a new initiative to support communication with parents. They have set up a new Family Group with the aim to have a group of parents and carers that will support the school fundraising on events and trips. The families will also have a place to socialise out of school, to share information, ask questions and get support themselves.

Stanton Vale goes to the theatre

Pupils from **Stanton Vale Special School** had the wonderful experience of attending the Derbyshire Music and Education Hubs performance of the Snowman last term. The pupils absolutely loved the experience and the feedback from the organisers about how the pupils interacted and engaged was lovely. Please follow the link:

Relaxed Snowman Performance
(derbyshiremusichub.org.uk)



Good News Stories across Esteem MAT

Family First Quality Award for Schools

A huge congratulations goes to **Fountains High School** who have now been officially awarded the Family First Quality Award for School last term. This has been over two years in the making and the team led by Bev Rowley - DHT and Abigail Carr - AHT allied with many more staff went through a full day of interviews and assessment evidencing some of the fantastic work that has and continues to be done to support and engage the High School's families. Feedback cited that this submission was the strongest in the country!



Values Education at Elmsleigh Infants and Nursery...

Last academic year, **Elmsleigh** introduced their new school values and it is amazing to see these living and breathing when you visit. The pupils even talk about these each day. One aspect of this is the Kindness Wall and in one week in November, over 100 nominations were made. Mrs Pettingale (class teacher) thanked all of the Year 2 children for applying for the role of kindness captains. The applications were out of this world! She said 'It was such a difficult decision choosing four kindness captains but we would like to announce that our Kindness captains are Lennon D, Isabella S, Harriet D and Noah S. Look out for them on the playground wearing their Kindness captain caps'!



Skills for life at Bennerley Fields

You will see three pictures on the cover page of pupils who are **Bennerley Fields** children. These pupils recently have had opportunities to engage with and enjoy outside services such as the Fire service coming in and giving pupils the opportunity to listen, ask questions and simply enjoy what these professionals do on a day-to-day basis.

Experiential learning at its best!

Pupils involved with Academy life

Pupils at **Fountains Primary School** have so many opportunities to engage with their peers, develop character and improve their confidence in making decisions about how school life develops for themselves. Three such examples are the School Council, the Eco Committee & Online Safety Committee. This term, Online Safety Committee elections have taken place as well as the first few meetings of the academic year. During the meeting, the committee watched the interactive story of Digiduck and discussed the purpose of the Online Safety Committee. Some pupils knew that Online Safety is about being safe when using technology and members came up with brilliant ideas to do with keeping safe online such as never telling people online your name, house number or telephone number.



It was also explained during the meeting that Online Safety needs to be taught in lots of different subjects during the school day and especially when using computers and iPads. Mr Richins shared some information on Fife 2023 from the national Online Safety website. Pupils shared different games they like to play at home such as Fortnite, Roblox, Minecraft and the Lion King game. Staff reminded the children about age restrictions on some of these games. Committee members agreed it would be good to print some more posters and send information home about how to be safe when playing these games.

For more information, follow the link: <https://www.fountainsprimaryschool.co.uk/committees>

Research Corner - Holbrook

School for Autism



Hayley Barwick is a teacher and autism specialist at Holbrook. Hayley also achieved a MEd - Autism (Children) at the University of Birmingham and she has taken this one step further to study the 'Effects of mindfulness training on teachers of pupils with autism, and the subsequent effect this has on the pupils with whom they work'. Below is a summary of her work to date.

Teachers at HSA took part in a 8 week mindfulness course. Stress levels of teachers dropped from before to after the mindfulness course and they all reported various positive effects e.g. being able to cope with challenges better as well as improving support with others. This course for the teachers also had a positive effect on the pupils, although they didn't appear to notice any change in their classroom or teachers the amount of challenging behaviours they displayed significantly dropped once the teacher had completed the course.

Key literature from Singh et al. (2014 and 2019) found that when parents of children with autism took part in a mindfulness course their stress levels reduced and their children's behaviours improved. Meiklejohn et al. 2012 and Singh et al. 2013 show that mindfulness courses for teachers in mainstream schools can have a positive impact on student attainment.

The impact so far shows that mindful teachers create a learning environment where the students can potentially thrive. When teachers are less stressed and more mindful, the pupils behave better and therefore can achieve better academically.

The next steps for me are more mindfulness training for all staff in the school. Explaining the importance that staff are practicing mindfulness. Once this is embedded, moving on to focus on teaching mindfulness to students. If you have any questions around the research, literature or you're just interested in the details, please contact Hayley at Holbrook.

EEF - What does effective Professional Learning and Development look like?

Build knowledge

- Managing cognitive load
- Revisiting prior learning

Motivate staff

- Setting and agreeing on goals
- Presenting information from a credible source
- Providing affirmation and reinforcement after progress

Develop teaching techniques

- Instruction
- Social support
- Modelling
- Monitoring and feedback
- Rehearsal

Embed practice

- Providing prompts and cues
- Prompting action planning
- Encouraging monitoring
- Prompting context specific repetition

The Esteem / NTU Research Fellowship

We are delighted to announce three new Esteem colleagues have started the Research Fellowship with our partners, Nottingham Trent University. Our staff include:

- Andrew Maddox (Fountains High)
- Amanda Whittingham (Fountains High)
- Samantha Barker (Holbrook)

We were pleased to facilitate previous Fellows; Jolene Carter and Wendy Skelton the opportunity to feed back to the University tutor on their experience, what they had learned and how it had impacted their practice.

National Recognition for metacognition research at Fountains High

Research completed at Fountains High School and expertly led by Wendy Skelton has made its way to a regional and national audience. The work has been shared with the 'Equals, Maths Association and SEND Publication and details the journey the school has had with 'Metacognition' to support all learners to reach their potential. 18 months into a 3-year process of training and implementation. The strategies and tools are being embedded into daily lessons, with students becoming increasingly familiar with specific tools and strategies. The use of consistent tools has resulted in an increase in student's independence in task completion. Increased questioning by staff and the development of students own questioning skills has led to greater depth and agency when exploring new topics and concepts, in turn resulting in greater understanding & increased ability to apply new learning to a range of scenarios.

Moving from 'differentiation' to 'adaptive teaching' - EEF

Over the past few years, 'differentiation' has become an increasingly unpopular term in teaching. Most likely, it was an unintended consequence of an accountability system that incentivised teachers to 'prove' they were differentiating by generating multiple worksheets or by organising mini-lessons for different groups.

In a helpful document entitled, 'Differentiation – Why and How?', NASEN capture some of the problems:

The possible danger behind this is that it may lead to a lowering of expectations, particularly when in-class groupings are permanent e.g. 'the bottom group' receives a different task to everyone else, regardless of the particular needs or aptitudes of the pupils in this area of learning. The provision of 'unnecessarily elaborate' approaches is not considered to support the learning and progress for the majority of pupils; this means that, for example, the practice of providing three levels of task for every lesson, with different worksheets etc, would not be appropriate.

NASEN also remind us that there will still be pupils with SEND who need and benefit from different resources, teaching materials and strategies to access their learning.

Is it time for 'adaptive teaching' to replace differentiation?

Understanding Adaptive Teaching...

Anticipate barriers Plan to address them:

- different levels of prior knowledge
- vocabulary
- a particular production skill such as writing
- a particular SEND
- decoding written text
- limited working memory
- cultural experience
- EAL
- a common misconception
- a lack of metacognitive knowledge or strategy
- inherent complexity of resources/information

Plan to address them:

- read a text in advance
- supply background knowledge
- use pictures/video to contextualise upcoming information
- teach vocabulary
- introduce a concept via discussion
- teach necessary learning behaviour
- improve accessibility (e.g. clarity of resources, font size, proximity to speaker, visibility of whiteboard, reader pens)
- plan to scaffold
- prepare a model to share with, for example, a visualiser
- plan targeted support from a TA

The resource to the left of the page goes on to further explain how the use of assessment can evidence and elicit learning allied with giving practical examples of in the moment adaptations staff can take. Please have a read and there are more links below to help you with this.



References and resources for further reading:
Jon Eaton, Director of Kingsbridge Research School and Research Lead at Kingsbridge Community College, reflects on what adaptive teaching has meant for their Trust, Education Southwest

EEF blog: Moving from 'differentiation' to 'adaptive teaching' | EEF
(educationendowmentfoundation.org.uk)

Differentiation Nasen.pdf (egfl.org.uk)

THE ESTEEM MAT EXPERT TEAM



Sam Barker



Jolene Carter

**Special
Educational
Needs
specialists**

**Teaching &
Learning
specialist**



Kerry Ollett



Abi Wilburn



Andrew Bunney



Lucy Hunt

**Pupil Progress
specialists**

**Beyond Esteem –
Carers, Guidance
and Destinations
specialist**



Richard Jackson



Lee Webster



EXPERT SUPPORT WITH TEACHING & LEARNING...

As members of the Esteem MAT Teaching and Learning Expert Team, experienced class practitioners and leaders, we are committed to sharing our knowledge and expertise with colleagues to support sustained improvement in all aspects of Teaching and Learning.

We aim to do this by:

- Establishing an understanding of the national agenda for raising standards in education
- Ensuring academies have a coherently and sequentially planned curriculum that impacts pupil progress and attainment
- Promoting research and evidence informed methods that influence pedagogical approaches to become embedded in classroom practice
- Developing purposeful and stimulating learning environments to allow successful delivery of the curriculum
- Offering bespoke training opportunities that enhance staff pedagogical knowledge in the core and foundation subjects
- Adapting classroom practice to maximise the inclusion and engagement of all pupils
- Generating high levels of staff engagement through purposefully led discussions that create a positive ethos for whole school improvement

Who?
Kerry Ollett
(Deputy
Headteacher at
Bennerley Fields
School) and
Abi Wilburn
(Assistant Head
Teacher at
Fountains
Primary School)

EXPERT SUPPORT WITH SPECIAL EDUCATIONAL NEEDS

We utilise a research based and evidence led approach to challenge and need. Supporting academies to develop bespoke strategies that support challenging behaviour, promote positive environments and provide inclusivity. This can range from CPD to whole school audits dependent on the specific requirements.

We can support academies to gain a deeper understanding of the needs and challenges their pupils may be facing, proposing effective ways that these barriers can be removed to enable pupils to learn to the best of their ability.

We aim to do this by:

- Auditing a range of regulatory input available to pupils in order to identify gaps in provision
- Implementing the Thrive program effectively to identify and support pupil's developmental interruptions
- Training and CPD offer to promote the development of social skills, emotional literacy and self-regulation
- Developing a personalised curriculum to promote engagement and curriculum accessibility
- Applying research and evidence informed behaviour support from policy to practice
- Developing CPD opportunities for all staff roles to develop the practice and understanding of challenge and need

Who?
Jolene Carter
(Head of
Centre at
Esteem
Academy
South) and
Sam Barker
(English Lead
at Holbrook
School for
Autism)



EXPERT SUPPORT WITH PUPILS PROGRESS AND ATTAINMENT...

We support the initial process on a school level and facilitate wider development opportunities as required. We aim to do this by:

School level:

- Identifying pupil need by matching a personalised tailored curriculum to relevant assessment, progress and monitoring systems
- Baselining and pilot groups
- Mapping aspirational targets for linear and lateral outcomes
- Completing a QA cycle linked to the data
- Analysing trends in progress for specific groups and analysis of resources to support pupil progress
- Support with data reporting and visual representation of attainment and achievement
- Facilitating internal moderation systems of linear and lateral progress systems
- Identify, promote and provide appropriate CPD and training opportunities
- Work with senior and middle leaders to inform development of policies and practice

Community Level:

- Identify, promote and provide appropriate CPD and training opportunities for specific learning communities (PMLD / EYFS / autism etc)
- Facilitating external moderation systems of linear and lateral progress systems



Who?

Lucy Hunt
(Deputy
Headteacher at
Holbrook School
for Autism) and
Andrew Bunney
(Deputy
Headteacher at
Stanton Vale
School)

EXPERT SUPPORT WITH CAREERS, GUIDANCE AND DESTINATIONS – BEYOND ESTEEM

We are an inclusive and highly motivated team who are passionate about creating and securing positive outcomes and life opportunities for young people. We provide strategic support to develop, implement and quality assure a vibrant and stable careers provision that enables pupils to acquire the skills, knowledge and attitudes to support learning and preparation for adulthood.

We aim to do this by:

- Quality assurance; audit and compliance against National Careers Standards and Gatsby Benchmark assessment
- Strategic support; creation of action plans, development of an effective careers programme and vocational learning offer
- Professional development; training and opportunities for staff and students
- Support to develop an employer engagement strategy and access to a universal careers toolkit
- Use of informed processes to track and support your students to transition on to their intended destination points.
- Development of self through the careers, employability and enterprise opportunities
- Informed guidance on accreditation pathways linked to careers and destinations

Who?

Richard Jackson
(Deputy
Headteacher at
Holbrook School
for Autism) and
Lee Webster
(Vocational
Manager and
Careers Lead at
Fountains High
School)



What's on and news across the Esteem MAT

Professional Learning & Development

Last term we really enjoyed sharing our experiences with Leaders across our Academies of how best to prepare and deliver through inspection. There will be subsequent session on these in the new term

Dates for the diary coming up:

- Senior and Middle Leaders online session: Accountability: Performance Management and Coaching - 3/3/23 (4-5pm)
- Subject Leaders online session: Leading and developing pedagogy in the classroom - 25/4/23 (4-5pm)
- Outstanding Leaders in Business: Financial benchmarking and timetabling. Held at the Trust offices - 21/3/23 (9-12pm)
- Governor training - Ofsted: 18/1/23 (4-5pm) online
- DSL networks: 14/2/23 & 28/3/23
- Outstanding Leaders, Learning Communities and Assessment & Moderation Hubs as prescribed by the individual groups and leads

Head Teacher Partnerships

Once a term, the Esteem MAT Head Teachers visit each others Academies to share ideas, discuss priorities and experience what it is like in other provisions to take the aspect relevant to their home schools. The focus last term was to explore how pupils Personal Development is planned and implemented and some fantastic ideas were shared at the Executive Team meeting in December. The focus this term is to look at how each of our Academies supports the workload and wellbeing of their staff.

Capital bids across the Trust

We're really proud of the further developments taking place across the MAT and will continue to showcase these in the newsletter. Two such projects worth noting are the significant changes to the internal layout at South Derbyshire Support Centre which has had a total reconfiguration of the entrance, reception, office space and classrooms on the bottom floor, something that the staff and pupils have spoke so positively about. Secondly, to support our Academies to be greener, we have installed a number of solar panels, Elmsleigh Infant and Nursery School has most recently had these added to the new roof.

Compliance, Assurance and Commissioning

During the last half term, the Trust have been actively supporting Derbyshire County Council and Derbyshire schools to better understand their responsibility when it comes to using alternative provision. There have been a series of training packages developed and delivered to LA Officers, Derbyshire Headteachers, and AP providers to link the Ofsted framework to the actions necessary to ensure appropriate compliance, assurance and commissions agreements are in place.

The aim of the sessions was to look at the challenges schools face during inspection in relation to their use of AP. We also looked at the requirements for school as the commissioner of AP and the processes and records schools should have in place, and the action they should take to support appropriate compliance, assurance, and commissioning.

In the latest Ofsted framework update in September 2022, a new paragraph has prompted renewed emphasis on the use of AP. This paragraph in the inadequate section of the leadership and management judgement states that the school is likely to be found inadequate if: 'The school is making ineffective or inappropriate use of alternative provision or is using inappropriate alternative provision (including, for example, failing to ensure the suitability of a provision or not taking responsibility for their pupils who attend alternative provision).'

The last statutory guidance for the use of AP was published in January 2013 and in summary firmly states that, 'Responsibility for the use of alternative provision rests with the commissioner. The nature of the intervention, its objectives, and the timeline to achieve these objectives should be agreed and clearly defined. Progress against these objectives should be frequently monitored, appropriate reviews should be built in, and continuity into the next stage in the child's life should be considered. Where reintegration to the school is an objective, there should be agreement on how to assess when the pupil is ready to return, and the school should provide an appropriate package of support to assist their reintegration. These objectives and plans should be agreed with providers, set out in writing, and regularly monitored, including through frequent visits to the provider.

If you have any questions or concerns relating to your use of AP for your school, please let us know and we will guide you through the expectations.

Capital Bids - South Derbyshire Support Centre

South Derbyshire Support Centre was the fortunate recipient of capital build funding to improve the school environment. Over the summer and autumn term, a number of projects have been completed including:

- The KS3/4 classrooms, main entrance hall, and gallery room were all painted, and all classrooms received new tables and chairs.
- New office suites were constructed to support professional meetings and provide a front-facing reception.
- The front windows have been replaced, and new flooring has been installed in the new office suites, KS3 and KS4 classrooms, and the large gallery room on the second floor.

These enhancements have had a significant impact on the building's appearance, which in turn have positive effects of the student's learning and behaviour. That, along with our new outdoor all weather pitch has made a huge difference to the provision for the SDSC pupils! See the before and after pictures below and the new MUGA.



What's on and news across the Esteem MAT

FASST Update

Things continue to progress with the amazing FASST Team. We're pleased to announce the promotions of Chantelle and Tamara to Senior FASST Keyworkers this academic year. They're already making a huge impact. Secondly, as part of the outreach offer from Esteem, English Martyrs Primary School in Long Eaton has commissioned FASST Support for a case load. This is recognition for the amazing reputation the team has in supporting the most vulnerable and hard to reach families.

Trust INSET day 2/5/23

Plans are almost there with the Esteem MAT Trust INSET day! We are really pleased to announce some nationally recognised Key Note speakers spanning all education sectors for you to choose from in May. Details of these will be shared in the coming weeks.

NPQ Deadline

Just a reminder that the deadline for submission for the Spring Term cohorts for any of the NPQs is January 18th 2023. We're pleased to let you know that a number of Trust representatives are supporting the delivery of the NPQs for different providers.

Outreach across the region

As a Trust we continue to support the sector with outreach support in not only Derbyshire, but also Derby City, Nottinghamshire, Leicestershire and also Worcestershire. This work includes supporting schools in their preparation for inspection, strategic support and also CPD.

Fountains High Leaders recently delivered training to the Saint Ralph Sherwin Trust in Derbyshire which was well received.



Supporting pupils with behaviour

North East Derbyshire and Amber Valley and Erewash Support Centres welcome Jason Bangbala - National expert and specialist to lead their joint INSET on the 9th January. We look forward to sharing the highlights of this in the next edition. Additionally, Thrive have just released a 'how to de-escalate pupils' fight, flight and freeze responses' which ties in to some of the key training delivered in our schools and as part of the outreach offer this term. Please follow the link for a really good read: www.thriveapproach.com/news/fight-flight-freeze

Have a fantastic start to the term and please get in touch if you have any 'good news stories' you'd like to share or if you have any questions about any of the items covered within this edition.
Here's to an exciting 2023!



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Trust Inset Day Tuesday 2 May 2023

Trent Conference Centre
Unit 1, Easter Park
Lenton Lane
Nottingham NG7 2PX

Registration
8.15am - 9.00am



▲ Working Together ▲ Enjoying Learning ▲ Celebrating Difference ▲ Being Brave

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