

## Lancashire Education Awards



# Application Form

*Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.*

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| Establishment name: | St. Mary Magdalen's Catholic Primary |
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| Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number | 07042 |
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| Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award. | WRIST Cluster which includes – St. Mary Magdalens, Cop Lane, St. Stephens, Middleforth, Whitefield, Penwortham County, St. Teresa's Catholic, Howick, Broadoak, Kingsfold, Little Hoole, Longton, New Longton All Saints, St. Oswald's Catholic, Tarleton Community, Lostock Hall Community, Our Lady & St. Gerard's, St Anne's Catholic, St. Mary's & St. Benedict's and St. Aidan's |
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| Headteacher/principal/ head of centre name | Diane Gallagher |
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| Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.) |  |
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| Lead contact email address (will need to be checked regularly) | head@st-marymagdalen.lancs.sch.uk |
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| Project title (will appear on certificate, maximum 15 words) | Professional Development Package |
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Award applied for (please put an X in the appropriate box):

| Award category   | X |
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| <b>Innovate</b><br><i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>                             |   |
| <b>Achieve</b><br><i>A project had measurable impact on raising outcomes for pupils.</i>   |   |
| <b>Invest</b><br><i>A project that has had a positive impact upon an aspect of the wider school community.</i>   |   |
| <b>Collaborate</b><br><i>A project that involved work across more than one school or work with other agencies.</i>   | X |
| <b>Include</b><br><i>A project in provision for pupils with Special Educational Needs and Disabilities.</i>  |   |
| <b>Inspire</b><br><i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i> |   |

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| Project summary (maximum 200 words)  |
| <p>Four years ago we decided to take the work of our cluster to a new level; to really use the skills we had with on our own schools to support each other and to work together to procure bespoke training for all our schools that focused on areas where we felt we needed to improve. We decided on a fee and employed a business manager one day a week. Four years on we offer a full professional development package for all our staff organised through our own portal, support networks for several groups of staff, two subjects a year with an improvement project, termly moderation meetings and a joint practice development project.</p> |

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| How did you identify the need for this project? What were you hoping to achieve? |
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The WRIST cluster has been established for many years and had twice a term meetings with a shared agenda. The ideas were born at these meetings and a structure for our first conference was decided. It was an idea that all the headteachers were keen to engage with and supported. We were driven totally by making a bigger difference to outcomes for our pupils and affording all our staff high quality training and professional development.

We had a heads and deputies conference at the beginning of the summer term to which we all brought our priorities for school improvement for the next academic year. We now do this annually and go through a process to determine how we will meet training needs and move our schools on together.

We were aiming to have staff in our school as effective and as innovative and trail blazing as possible within the increasingly stretched budgets. We have definitely done this and continue to do so.

### Who led the project?

I led the original professional development project but several heads took responsibility for different areas of it. We also employed a business manager a day a week to help coordinate us and manage the finances. It is important to say at this point that there are other elements to WRIST and some of the heads lead on different things like wellbeing, leadership development programmes, NQT support work, our annual Friendship Celebration or our school council conference. Roles have swapped as we have developed. We have recognised from the outset that each school's capacity to be a mover and a shaker in projects change as staff change and headteachers become involved in helping other schools in different capacities.

### What steps/actions did you take?

We then go through a process:

All schools voice their requirements for admin staff, caretaking and cleaning, lunchtime, support assistant and teachers. This is written up on large pieces of paper around the room.

We then take each section and work out if the support/training can be done school to school, by Lancashire consultants or by other recommended outside consultants. If we can offer expertise in something then we offer it as school to school support. We do not charge for this, it is mutually supportive.

If heads or deputies have a contact that can provide specialised help they will offer to sort that.

Much of the training for teachers and support assistants is acquired from Lancashire consultants but we do try to get different perspectives on things too.

Each network is led by a strong leader. The groups we have are headteachers, deputy headteachers, English, Maths Learning Mentors, SENCOs, Bursars and EYFS leaders. They meet twice a term and determine their own agendas and training.

We do a diamond nine activity at conference that determines which two subjects across the cluster as a whole need prioritising. The subject networks are led by a particularly strong subject leader from one of our schools. They determine what they need in terms of training and what they can help each other with. We have looked at Science, DT, French, Art, Computing and Music so far.

This year we are taking things even further and are doing a joint practice development (JPD) project in Year 1 and Year 4. We have called this TA for a day. These teachers have been put into small clusters so that each year 1 and Year 4 teacher will spend a day as a TA in three

different schools in their own year group, picking up hints and tips. At the end of the year they will all spend the day together sharing what they have learned and recording the impact of the project.

Additionally the headteachers have a monthly single item agenda meeting on the first Tuesday of each month. Topics for these are determined at our conference. These have included attendance, behaviour, school improvement plans, pupil premium headteacher reports to governors. We all share what we do and learn from each other. This is particularly helpful for our new headteachers but we all take ideas away.

What was the impact of the project and how was this measured/assessed?

- All staff in schools have a better professional development programme than they have ever had tailored to their needs.
- All staff members are trained to the highest standards.
- All schools can rest assured that all statutory training has been done.
- Staff members feel valued and considered.
- No school is working in isolation and feeling that it is only them that is struggling with new initiatives.
- New staff members are inducted well and safely.
- Staff get to visit other schools regularly and see what works well there.
- All staff members have a network of people in other schools that they can contact for advice and support.
- Teachers assess accurately and know they have because they have moderated work with other schools.
- We are now able to offer this support and training to schools in difficulty that the Lostock Hall Teaching School Alliance is supporting and they in return pay a significant contribution in fees.

What are the next steps? How will you follow up this work?

Each year we review what we have done at conference and discuss impact. We work very closely with the Lostock Hall Teaching School Alliance, ensuring that there is no overlap and that what we offer compliments what the LHTSA offers. We are constantly looking outwards to schools across the country and internationally. We are currently looking at how we can support each other with behaviour, in particular with children at risk of exclusion and we have some ideas to take to conference after Easter

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governors minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

From ADMIN SUPPORT – No supporting evidence given yet as only received original click questionnaire email – 28/11/2018 MF

Do you have any other advice for establishments that might be considering a similar project?

Yes, do it. It takes some setting up and a great deal of thought and discussion but after a while, like any well thought out system looks after itself and evolves constantly. WRIST was a very well established cluster before this and we did some good work supporting each other but this has taken things to another level and has impacted massively on standards across our schools. I am more than happy to come and talk to any cluster who wishes to go along similar lines. Consider the costs of your subs before you start. "We over estimated and used reserves to subsidise the amount the following year. School fees are dependant on number of pupils.

Adviser/LCC Consultant's supporting statement (the application will not be considered without this)

The WRIST cluster offers high quality tailored support for all its schools. The package offers a wealth of training opportunities relevant to the needs of its schools. It sources high quality training providers to deliver this training. It also looks closely at the national agenda and delivers on relevant training.

Wrist is well organised and respected by others. Wrist has had high impact on areas pertinent to its schools. It has developed strong links with Lostock Hall Teaching School.

Wrist is a great model for a highly effective cluster, offering high quality support and professional development.

Wrist also offers great opportunities for all children.

Wrist is a brilliant school to school support cluster. It is forward thinking, bespoke and high quality. It has a strong induction package for new headteachers.

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| Adviser/LCC consultant name | Sue Pittendreigh |
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| Date of application | 28 November 2018 |
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Please email your completed form to [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk). You should also save the completed form to your computer/network before closing it.