

Area	Key Actions	Deliverables / KPIs
School to School Support	<ol style="list-style-type: none"> 1. TSA's to gather & pool evidence about common trends and issues in schools which require school improvement & support (supported a new data sharing agreement as well as wider intelligence sharing with the LA) As a result TSA's will develop packages of evidence-based interventions specific to improvement issues shared by groups of schools, and funded for support achieved through the SSIF. (LEAP SSIF Round 1, LAMP SSIF Round 2, Secondary SSEIF Round 2) 2. TSA's will undertake risk assessments of academies/schools that the LA deem as causing concern 3. Develop the role of the three (Primary, Secondary and Special) LTT School Improvement Leads – including established meetings with the LCC schools causing concern group, keeping a record of all capacity in the system, matching up schools requiring support to schools needing support and supporting with the review of impact 4. Develop how LTT communicates effectively with all schools about the availability, process and value of school to school support (website, HT briefings, part of the 'purpose of LTT' strategy) 5. Continue to train and deploy Local Leaders of Governance (LLGs) and who can lead Governance Reviews and work with schools where identified gaps or poor performance indicate there are concerns over the quality of governance. 6. Lincolnshire led SLE designation, training and induction, which meets the needs of our county. Co-ordinated train the trainer work across our alliances 7. Develop a strategy for developing and support future system leaders in Lincolnshire in priority areas and in priority aspects e.g. pre SLE, pre LLE, pre NLE work, pre-LLG/NLG work as well as Associate LLEs etc. Develop SLE/LLE network meetings for training and support. 8. Research the effectiveness of different models of school to school support and school improvement, developing case studies of the impact of the work of system leaders and SSIF projects. Make this accessible and visible in the system in order to provoke culture change with regards to the openness of schools to ask for help directly. 9. Develop and refine templates used for school to school support action plans, evaluations, protocols and resources (System Leader Toolkit) as well as QA processes 10. Continue to train and deploy accredited Pupil Premium Reviewers (NLE's and LLE's) who can work with schools where identified gaps or poor performance indicate there are concerns over quality of teaching/leadership and/or pupil performance. 11. - Develop a closing the gap toolkit, which includes Pupil Premium reviews, resources and evidence-based strategies to close the gaps in the performance of groups of pupils ensuring there is intelligent adaptation from schools 	<ul style="list-style-type: none"> - Successful implementation of all awarded SSIF projects (see separate KPI'sⁱ) - Increasing number of schools that self-refer for school to school support, as well as reduce the attrition from school improvement/SSIF projects - Clear and regular communication strategy from LTT on school to school support and SSIF projects increasing visibility and documenting learning and impact - TSA KPI - Each Teaching School to provide at least 30 daysⁱⁱ of deployment per academic year, to schools identified as in need of supportⁱⁱⁱ (LTT total of 210 days) - TSA KPI - At least 90% of support provided is rated as good or better by the supported school. - Coordinated and consistent approach to SLE training/quality assurance and performance management across LTT (over 95% positive feedback for SLE deployments) - Package of support based on research and case studies on best practice/intervention, which have proven impact in closing the gap created and shared. - Successful implementation of all requested Risk Assessments on schools (see separate KPI's^{iv})

<p>Leadership and Professional Development</p>	<ol style="list-style-type: none"> 12. LTT will continue to work with LCC/schools to collect sophisticated data on the leadership capacity in the system e.g. future vacancies or recruitment challenges, and plan appropriate development and support for emerging leaders e.g. LeadLincs, New HT Induction, HT Performance Management, NPQ programmes 13. Audit all CPLD programmes/courses on offer currently, and analyse any gaps in provision in order to develop long-term sustainable professional development offers to colleagues, which is evidence based and accessible in every locality through the LTT partnership e.g. Strengthening Governance, Maths Hub network, Science Learning Partnership, TLIF contract holders 14. Create a searchable database on the LTT website which includes the details of all programmes/courses on offer by TSA's in Lincolnshire and beyond (where there are identified gaps in our provision) and develop an effective communication strategy to share knowledge e.g. Subject Specialist Training, SEN support, Assessment Conference, Middle Leadership, Mentally Healthy Schools Project, ITP and OTP 15. LTT will begin to use the National CPLD standards from CUREE/Teacher Development Network to establish an agreed standing in relation to CPLD in Lincolnshire 16. LTT will deliver the LA Moderation Contract at KS1 and KS2 contract, and offer additional moderation and assessment workshops, training and support for teachers 17. - LTT, through the 'School Partnership Programme' (SPP) Hub will continue to offer peer review training and support, as well as training for school-based improvement champions 	<ul style="list-style-type: none"> - Schools have access to all the professional development they need and also know how to commission professional development and support from TSA's (end of year survey with schools commissioned) - CPLD will be in response to need and of a high quality across all TSA's in Lincolnshire - Strategic partnerships will benefit the overall offer in Lincolnshire and compliment what is already in place - TSA KPI - At least 50 evidence based CPLD days delivered per academic year per teaching school^v - TSA KPI - At least 90% of participants believe that the CPLD activity they attended has or will help improve practice in their school and agree that the benefits of the CPLD activity outweighed any short term impact on workload^{vi} - Successful implementation of LeadLincs (see separate KPI's^{vii}) - Successful implementation of Moderation Contract (see separate KPI's^{viii})
<p>Teacher Training</p>	<ol style="list-style-type: none"> 18. LTT will ensure that there are enough TSA's who are Appropriate Bodies for NQTs and offer NQT Induction, and NQT and RQT support 19. LTT will create resources and joint communication to schools about how to be more involved in ITT and the benefits of engagement in ITT 20. The ITT network, supported by LTT, will develop a strategy with national reach called TeachLincs, which will campaign to attract trainees into Lincolnshire to train in the County and stay in the County 21. LTT and the ITT network will strategically link Teach/Lead Lincs to develop a joined up professional pathway for our teachers/leaders, which could include a charter outlining their professional development entitlement within Lincs 22. LTT will work together with HEIs and partners to establish a teacher apprentice route into the profession 	<ul style="list-style-type: none"> - TSA KPI - Each TSA will train at least 15 teachers per year (LTT total of 105 teachers) - TSA KPI - Percentage of trainee teachers who have secured a teaching post within 6 months is at or above national averages - A county wide strategy for ITT which includes all providers (University & school-led) which focuses on marketing beyond Lincolnshire borders and implementation plan
<p>Research</p>	<ol style="list-style-type: none"> 23. Refine the model for system-wide scale up of the use of evidence to improve practice in schools e.g. Mobilise Choice and Mobilise Innovation 24. Develop the use of research & evidence through the work of the Kyra National Research School e.g. deliver Teacher-led research training, training in RCTs 25. Disseminate key evidence and research to stakeholders, making an impact at the level of the practitioner working in partnership with the Kyra National Research School 	<ul style="list-style-type: none"> - Successful implementation of Mobilise Choice and Mobilise Innovation (see separate KPI's^{ix}) - Clear documented model for scale-up established and maintained beyond the Mobilise project - Central database of research is taking place/ planned, local/national, dissemination through the Research School^x.

<p>LTT Infrastructure and delivery</p>	<ol style="list-style-type: none"> 26. Improve the frequency and effectiveness of LTT communications to all stakeholders (schools and middle-tier partners) through the newsletters, website, social media 27. Harness the capacity of MATs operating in Lincolnshire and work with as many as possible to join up the strategy for school improvement in the LA including participation in the Lincs MAT network where appropriate 28. Work with all partners in Lincolnshire, new and established, to strive for coherence and joined up thinking in the offer available to schools to ensure maximum impact and value for money 29. Map engagement in TSAs and specific projects within LTT 30. Undertake TSA to TSA peer review 31. Develop robust peer to peer accountability protocols for all LTT work streams, including the management of shared funding and accountabilities for the LTT delivery model 32. Investigate whether a change in structure, and what level of governance is needed for LTT to continue to grow and develop 33. Increase the number of teaching schools in Lincolnshire and grow the work of LTT 34. Support schools in becoming an aspiring teaching school, or a teaching school hub, to successful reach every locality in Lincolnshire with a strong offer for school improvement, particularly in Priority 5 and 6 areas 	
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ⁱ SSIF KPIs are designed in partnership with the DfE and individual TSA's who are contract holders are accountable for the work to the DfE. (LEAP – Kyra; LAMP – Connect; Secondary SSIF – LTSA)

ⁱⁱ School to school support deployment is defined as bespoke support packages for schools in need that lead to positive impact with measurable outcomes.

ⁱⁱⁱ Schools in need are defined as either schools who meet the Strategic School Improvement Fund eligibility criteria and/or those that are graded 'Requires Improvement' by Ofsted and are located in challenging areas of the country. The latter would be defined as 'Category 5 & 6' Areas' (this is a group of Local Authority Districts defined in 2016 as having low standards and limited capacity for school-led improvement)

^{iv} Risk Assessment KPIs are designed in partnership with LCC, and individual TSA's who are contract holders are accountable for the work to LCC (LTSA and LEARN)

^v Teaching school alliances are monitored for the number of evidence-based CPLD days delivered including HEI research driven CPLD. CPLD provision is the means by which professionals maintain, improve and broaden their knowledge and skills through activity, which is intended to be of direct benefit to the individual, or school and aim to improve the quality of outcomes of children and young people. For teaching school alliances, this includes working in collaboration with other schools, and with other partners, in the planning, design, development, delivery and evaluation of CPLD provision. NCTL will also collect quantitative data through 'the hub', about the number of CPLD participants reached annually.

^{vi} Satisfaction rates for CPLD activity will be defined in the satisfaction template provided by NCTL. Alliances are required to collect ratings based on these definitions.

^{vii} LeadLincs KPIs are designed in partnership with the LLP, and individual TSA's who are contract holders are accountable for the work to the LLP Board. (Kyra)

^{viii} Moderation Contract KPIs are designed in partnership with LCC, and individual TSA's who are contract holders are accountable for the work to LCC. (Keystone)

^{ix} Mobilise Choice and Mobilise Innovation KPIs are designed in partnership with the LLP, and individual TSA's who are contract holders are accountable for the work to the LLP Board. (Kyra)

^x The Kyra Research School has KPIs for its work through the DfE and the EEF and are accountable for the work to the EEF. (Kyra)