



1. Document Purpose:

- 1.1. To inform Schools' Transformation Board (STB) on progress to date on Haringey Training Schools, and receive comments to inform the next stage of development.

2. Recommendation

- 2.1. That the STB notes progress to date, and provides comments

3. Background

- 3.1. Building Schools for the Future (BSF) capital investment is intended to support schools in raising standards. The BSF-funded Haringey Training Schools (HTC) initiative is designed to accelerate workforce development in Haringey secondary schools.
- 3.2. Haringey has a strong secondary school achievement improvement record, as reported to the January STB. Since this report, local authorities have an additional ('National Challenge') target, that, by 2011, no school achieves lower than 30% 5A*-C including English and maths (%5A*EM), and all local authorities were required to submit plans to National Challenge for achieving this Floor Target, along with a risk assessment on schools below 40% 5A*C EM. In spring 2008, four schools in Haringey were below Floor Target; on provisional 2008 results, this figure falls to one school (which is likely to be just below Floor Target), but with four remaining below 40%.
- 3.3. Further national targets come into effect from this year, including the proportion of KS3 students making 2 or more levels progress in each of English and maths, and the proportion reaching KS3 level 5 in both English *and* maths. These will, to different degrees, affect development priorities in our schools, thence our training priorities.
- 3.4. The January summary of school improvement priorities (below) has been amended to reflect adjustments in priorities.

Figure 1. Haringey Secondary School Improvement Priorities Summary (<i>New items in italics</i>)	
2010	Exceed national average for level 2 qualifications in En and Ma by age 19
2011	<i>All schools achieving at least 30% 5A*-C including English and maths</i>
2012	Exceed national average on %GCSE 5+A*-C, including English and maths
Other	<i>% achieving KS3 L5 in both English and maths</i>
	<i>% making 2 or more levels progress from KS2 to KS3 in English</i>
	<i>% making 2 or more levels progress from KS2 to KS3 in maths</i>
	No young people leaving education at 16 without qualifications/ % 1+A*-G or equivalent

All schools exceed KS3 floor targets in all core subjects
Every young person with functional command of English, maths and ICT
Improve post 16 outcomes for more young people
Improve ethnic minority outcomes (especially African Caribbean, Somali, Turkish, Kurdish heritage)
Achieve zero exclusions
Improve attendance further (now at national average)
Reduce number of young people not in education, employment or training (NEET)

- 3.5. Haringey secondary schools draw on a range of training providers. All schools draw on inputs from Haringey's National Strategy team, and some seek training inputs from other Haringey CYPS services, such as HR. Some also benefit from inputs from our Leading Edge School (Hornsey), City Learning Centre (CLC), and the East-Borough Federation.
- 3.6. Schools also use their delegated budgets to buy training and development services from the broader market. Some schools are entitled to London Challenge-funded school improvement training support through the 'Keys to Success' programme, delivered by Education London, and from other London Challenge initiatives, such as the London Science Challenge. In previous years, Northumberland Park, Park View Academy and St Thomas More have been involved in the 'Keys to Success' scheme. Currently, The John Loughborough School and Woodside High are currently supported by this scheme.
- 3.7. The National Challenge (above) is likely to see further external training and development support for schools below 40% 5A*C (EM).
- 3.8. In summer 2007, Alexandra Park (APS) & Northumberland Park (NPCS) schools were designated 'Haringey Training Schools (HTC)', with a brief to *"broker, deliver and host aspects of secondary school workforce training, in line with local priorities"* and *"contribute to Local Authority and school-based initiatives to further drive up standards.."* Additional BSF capital is being provided, to extend the two schools' training facilities. Both schools also committed to seeking DCSF Training School Status.
- 3.9. The HTCs will deliver aspects of training, and support, coordinate and broker other training inputs from a range of sources.

4. HTS progress to date

- 4.1. The development stage of the HTC project began in September 2007. As reported in January, it was agreed that HTCs will fulfil their role mainly in respect of half of the borough, with Alexandra Park coordinating West-Borough activities (including Greig City Academy and the Pupil Support Centre), and Northumberland Park doing likewise for the East.
- 4.2. In autumn 2007, work began on scoping school improvement priorities across the borough, and beginning to develop a training needs database, and Two steering groups, one for the East and one for the West. Meetings

have been established consisting of East and West borough headteachers, to keep them abreast of developments, and to broach ideas for developments in academic year 2007/8.

East-Borough

- 4.3. The East Borough group comprises NPCS, Gladesmore, Park View Academy, Woodside High, St Thomas More, and The John Loughborough School.
- 4.4. NPCS, as the East Haringey Training School (EHTS) is also part of a soft federation with Gladesmore School and Park View Academy, which had been under development prior to the HTC initiative. The Federation was launched in autumn 2007 with a conference attended by delegates from east borough schools, during which the Qualifications Curriculum Authority (QCA) keynote speaker presented thinking behind the new curriculum.
- 4.5. The autumn term also saw EHTS, in conjunction with the local authority, run DCFS induction training for teaching assistants (TAs).
- 4.6. In the spring term it was agreed that in this first phase of development, EHTS would keep partner schools informed of training opportunities. Federation heads and their CPD leads refocused the development plan on: a central theme of improving literacy across the curriculum; sharing good practice through cross-school 'triads', inter-school secondments, and research bursaries; a Federation-wide summer training event; and a continuation of 'Teaching and learning weekends' run by Gladesmore school. It was also agreed that The John Loughborough School will participate in Federation training events, with additional bespoke training support for this school's needs. BSF building designs for NPCS were progressed to Stage D, so that, when completed, the EHTS will have flexible training and meeting space with good ICT capability including video conferencing/training. The design will also enable use by external trainers.
- 4.7. In the summer term, the first reciprocal GTP second placements took place between EHTS partner schools, with four schools involved in the federation summer training event. Two EHTS transformation teachers from cohort 1 have taken part in training the second cohort of transformation teachers.
- 4.8. Developing effective CPD/training networks is essential to promote quality, so during this year, EHTS staff have been involved several (national and regional) networks. This has included: representation on Haringey CPD and London North Consortium steering groups; presentation to mentoring conferences, on school based work with graduate trainees and Beginning Teachers, and school-based research on mentoring; working with other managing mentors to develop initial teacher training (ITT) materials; and involvement with the national Postgraduate Professional Development Assessment of bids panel.

West Borough

4.9. The West Borough group comprises APS; Fortismere; Greig City Academy; Highgate Wood; Hornsey School for Girls and the Pupil Support Centre.

4.10. In 2007/8, APS has progressed design of Training School facilities within the school's BSF programme, which is on time and on budget. RIBA stage C is complete, and Stage D is due to complete this autumn. The Training School facilities will become operational in September 2010 at the earliest. Discussions are underway on zoning, to give 'out-of-hours' training access to specialist facilities including the school's new Science Centre. The MSP preferred bidder has been briefed on Training School plans, with detailed consideration of ICT facilities scheduled for the coming months. The school is investigating use of video-conferencing facilities within the training facility.

4.11. During 2007/8, a West Borough Steering Committee was established, comprising: Heads (or representatives) of the six schools; the CYPS Director or representative; and co-opted members such as specialists involved in CPD. The Steering Committee (chaired by the Highgate Wood head) will meet termly with responsibility for overall strategy, and overseeing quality assurance. Its work will be complemented by regular meetings of the schools' CPD co-ordinators. In the long term the West-Borough HTC, would fulfil its role through a varied CPD menu, including: twilight sessions at the HTC or elsewhere in the Borough focusing on specific CPD areas; extended CPD sessions involving at least an initial and final session with e-mentoring in between sessions; CPD organised with a partner e.g. Science Learning Centre; and CPD organised by an external organisation but using the HTC as a venue

4.12. During the past academic year, the school has also delivered a successful in-house CPD programme, and created a new Assistant Headteacher post, responsible (with the Director of Specialist School), for the development and delivery of the Training School pilot activities from September 2008. A draft pilot programme for 2008-9 has been drawn up of APS's input reflecting its Specialist School status, areas of expertise (e.g. APS is an SSAT designated CPD Centre for English) and priorities identified in its initial proposal.

5. Impact of the HTC investment

5.1 In due course, Haringey will report to Partnerships for Schools on the impact of its substantial investment in the two Haringey training schools. It is currently too early to evaluate this, but this will be a key feature of each subsequent report to STB.

6. Next Steps

6.1. In due course, activities and approaches across the whole borough will be considered, but the immediate priority is to consolidate and extend the

quality and range of training in each half of the borough. As both HTCs are finding, the challenge is to develop CPD/training range and quality, and progress applications for national Training School status, whilst maintaining the school's own school improvement process. For both schools, there is much to be gained from HTC status, but there is an opportunity cost for the time invested in HTC activities.

- 6.2. Both schools are abreast with changes DCSF are making to criteria for achieve High Performing Specialist School status which have to be met if the school is to be able to bid for Training School status. Likewise, they are seeking to develop their capacity to meet the 8 Performance Indicators which TDA and DCSF have set out in the Training School Core Benchmarking document.
- 6.3. As provision expands in each half of the borough, there will be an increased need for developing cost-effective administrative support, something that is already under active consideration in both HTCs
- 6.4. Both HTCs are also aware that developments in respect of other local training providers will impact on the overall training provision in Haringey.

East Borough

- 6.5. In autumn 2008, the EHTS autumn training programme will be circulated to partner schools; it is anticipated that this will be charged at a nominal cost. The offer will include: peer coaching (for teachers and TAs); Master's Degree study (in conjunction with Middlesex University); TLA accreditation for school-based action research; NQT/GTP professional studies; Teacher Learning Communities; Cover Supervisor training; and other training as determined by local and national priorities. Ongoing discussions with the Haringey Managed Service Provider may lead to ICT training within the partnership being delivered in part by EHTS staff.
- 6.6. Other federation training activities may, in time, be made available to partner schools. However this will require a great deal of coordination, together with costs to schools, for example taking part in work shadowing or attending a teaching and learning weekend. This will, however have increased costs, in terms of coordination and administration, which will have to be passed on to training participants

West Borough

- 6.7. The West Borough Steering Committee and regular meetings of CPD coordinators will oversee the development of the Pilot Programme during 2008-9 based on the input from APS, partner schools and other providers. This will include a CPD needs analysis to match identified needs with the APS in-house programme and other provision in other West Borough Schools, to inform the basic Pilot Programme framework. Running parallel with this, APS is developing the administrative and marketing systems which will be required when the HTC (West) becomes operational in 2010.