



TeachFirst

AKO Foundation and Teach First

Supporting leaders, transforming
schools, and improving the life
chances of pupils

The difference you've made

Mid-year report: The impact of your support in 18 - 19

We truly value our transformational partnership with AKO Foundation and are delighted to update you on the progress to date for the programmes you generously support. It is rare to find a Foundation that is willing to invest at such a generous level, and so committed to making a difference to the lives of young people most in need.

Your generous grant of £350,000 to Teach First this year is funding Leading Together, our Careers and Employability Leadership Programme (CELP) and the work experience programme that we jointly developed.

Your support is helping to address two of the biggest challenges facing UK schools and pupils today - a drastic shortage of effective school leaders, and a lack of social mobility.

*"We are privileged to work with children, and they deserve us at our best. I am a huge advocate of professional development, and ensuring the school has a supportive and encouraging culture. **We want to be the most improved school in London in the next 5 years.** One of the most important things we've implemented is to have high expectations of ourselves, and all children regardless of the challenges they face. My leadership team has been crucial in helping me to embed this way of working, as has the support from Teach First. I have Teach First teachers at all levels of my school, including Assistant Principals, and their drive and desire to break the cycle of disadvantage is something I highly value. GCSE results day was the best day of my life - we had a massive jump in results last year and it's a wonderful thing seeing what our young people are going on to achieve. I am looking forward to what the future holds."* **Chris Fairbairn, Teach First 2006 cohort and headteacher at The Totteridge Academy**



Investing in leadership teams to transform struggling schools: Leading Together

At the heart of every outstanding school is an effective, skilled and empowered leadership team. Yet Ofsted recently found that **one in ten schools currently have leadership that 'requires improvement' or is 'inadequate'**, and 850,000 children are missing out on strong leadership.

Leading Together is a pioneering programme that works with entire leadership teams in low-performing schools to empower them as leaders, and transform struggling schools. Thanks to supporters like AKO Foundation, this intensive and holistic package of support is offered free of charge to schools in the most disadvantaged communities over two years.

The programme launched in April 2018 with 17 schools and 118 individual leaders across Yorkshire and Humber and the North West. We have retained all schools on the programme, and only a couple of individual leaders have withdrawn due to either being promoted or retiring. Throughout the last year, the schools have been progressing through the four stages of the leadership journey supported by their Achievement Partner:



The schools are currently in the embed and drive phase of the programme. They have all completed their school improvement plans and are now looking at how to implement the changes and sustain the impact. The most common focus areas are around assessment and clear leadership structures, roles and responsibilities, behaviour strategies, reviewing the curriculum, building middle leaders and/or distributed leadership and ensuring consistency and quality feedback for teaching staff. Other themes include attendance, subject-specific support, post-16 progression, developing good teachers to great and developing and managing support staff to better serve special educational needs and disability (SEND) pupils.

Outcomes of the programme:

A functioning leadership team who:

- Has increased access to quality professional development for teams of leaders in areas of greatest need
- Has practised and have acquired the skills to strategically plan school improvement and goal-setting
- Has increased knowledge of evidence-informed strategies and their implementation
- Has successfully implemented these strategies, tailored to strategic goals
- Has the drive and the knowledge to seek out and engage effectively with external expertise (including other schools)

A school which:

- Has achieved key strategic goals which support its improvement and contribute to teachers and pupils succeeding
- Has improved quality of teachers and effective teaching in classrooms
- Improved quality of leaders at all levels
- Has improved staff retention and culture
- Has improved pupil attainment and Ofsted ratings

Impact measurements so far:

We have designed a thorough evaluation framework which includes: a survey for the entire school at the start and end of the programme (to assess measures such as culture, behaviour management and the quality of leadership), a participant survey at the end of years 1 and 2 (to track satisfaction levels), and surveys before and after each of the 12 modules (to track skill progression).

The main change we are assessing in the whole-school survey is how well the school improvement plan is being implemented. We have completed the baseline survey and will be comparing this to the results of the survey at the end of the programme. The first participant survey went out last week, and closes on 15th March, so we look forward to updating you on the outcomes of this in your next report.

Every school has now completed 7 out of the 12 modules including the science of learning, assessment, optimising behaviour, and curriculum planning and design. The results have been extremely positive, showing an increase in knowledge and skills. Below are a couple of highlights from the optimising behaviour module:



One of the Achievement Partners, Martin, teaching modular content to Leading Together participants

- All participants said that after attending the module, they now use evidence and research to inform decisions around optimising behaviour. This is an extremely important process to get right in schools, and often teachers don't have the time to explore best practise or most current theories
- Overall, participants thought that the most useful parts of the module were: exploring the different behaviour management systems, face to face discussions, looking at different management styles, having the opportunity to discuss behaviour with other staff, reflection time, and knowing the different theories that exist

The Leading Together programme has had a lot of impact already, certainly around the interleaving aspects and the science of learning. That's been quite critical in terms of how we've constructed our teaching and learning programmes and what we do in terms of curriculum for KS3 and 4. It's been crucial in getting teachers to talk about why we do what we do and why it's important." Jason, School Leader, Liverpool

Helping teachers to deliver outstanding careers advice: Careers and Employability Leadership Programme

Our Careers and Employability Leadership Programme (CELP) helps schools to develop best practice in careers and employability, in line with Gatsby Benchmarks (sector recognised best practice standard). The programme develops a middle or senior teacher as a careers leader and equips them to help deliver sustainable whole-school improvements. During the programme, the career leaders design, implement and evaluate a ‘whole-school’ improvement strategy.

The programme was first piloted in 2015, and has evolved into a 12-month offer, delivered in six modules across the academic year. It covers topics including careers and the curriculum, workplace engagement and addressing the needs of individual pupils. We have 114 schools on the programme this year in areas including the East Midlands, London, the North East, West Midlands and the South Coast.

Outcomes of the programme:

Short-term impact:

All schools will create and embed a whole-school careers strategy, and will make progress against the Gatsby Benchmarks. The strategy will be making a visible positive impact on pupil career choices, skills and aspirations, and leaders will have improved careers expertise and strategic thinking skills.

Long-term impact:

In every CELP school, we aim to see an improved performance in their pupil progression data, working towards 100% of pupils progressing towards education, employment or training in their post- 16 (and post-18) destinations. Due to the nature of destination data collection and the expectation that CELP outcomes need a minimum of one academic year to affect school-wide change, progression data from CELP schools will be analysed four to five terms after the school has completed the programme.

Impact measurements so far:

Progress is being measured by indicators including the percentage of schools that have made progress in each of the eight benchmarks. In order to demonstrate this, schools have already completed a self-assessed audit and will repeat this at the end of the course. Findings will be validated in interviews, school visits and the presentation of case studies, which we are already starting to conduct.

In order to understand whether there has been a change in the behaviour in the wider school, in relation to careers provision, whole staff surveys and senior leadership team interviews will take place.

To date, participants have completed modules 1 (develop school-wide vision and approach), 2 (develop your careers programme) and 3 (engage with external partners). In our satisfaction surveys, **99% of them rated the modular content as ‘good’ or above**. All of the schools are currently in the process of writing their draft careers education improvement strategies, and we look forward to sharing more on this in your next report.



A Teach First pupil at a STEM careers

Our work experience programme

We are thrilled to be running such a robust and structured work experience programme for some of the most disadvantaged young people in the UK, fully funded by AKO Foundation. We currently have over 65 placements either completed or confirmed which shows just how much both the host companies and young people value the experience. We are now working hard to secure more placements and, thanks to your generous funding, are delighted to have a dedicated resource managing the programme. Ben started in the role this month (February 2018) and is following up on lots of exciting leads in order to continue to grow the programme.

In October 2018, two of our students were delighted to be placed at AKO Capital and Soros Fund Management. Both young people were from Sydenham School.

AKO Capital placement student feedback:

- *The activity I most enjoyed during the placement was assessing a conference call with the behavioural analyst Jen Bannister, it was extremely interesting and I got an insight into techniques used by AKO to detect lies within a text*
- *I am proud that I was willing to make the calls within the first day with little supervision and I managed to help complete one of the projects that had been set by Julia*
- *This week greatly helped me to think about what I want to do with my future, it showed me the ins and outs of an accountant, analyst and trader, all jobs that interest me, and helped show me what type of research and work is involved within each field*

Soros Fund Management placement student feedback:

- *I enjoyed shadowing the Traders as their job - all the software and technology they use intrigues me*
- *Through my project I gained various transferrable skills including accumulating relevant research to create concise and effective presentations and master excel spread sheets. I thoroughly enjoyed my project as it was subject specific to my A levels: Biology, Maths and Economics*
- *I have already recommended the placement to several of my friends after having a fantastic and insightful week*

Throughout February half term we also had four students completing placements at AKO Capital, Soros Fund Management and the Teach First Bournemouth office. These young people were from Sydenham School and the Bourne Academy. Three additional students are completing their placements this week (w/c 25th February) at the Teach First head office and Green Schools Project. All of these young people are from Paddington Academy.

We have a further 30 placements confirmed for the Easter holidays at a variety of organisations including Unifrog, Accenture and Siemens and 31 placements confirmed for the summer holidays at companies including Permira, A-plant, Kone and Marshall Wace.

We hope you enjoy reading this report and thank you again for your dedicated support