

Appendix 1

Report on the NPT Leadership Strategy 2017 – 2020

Introduction

In September 2017 NPT implemented a single coherent leadership strategy. This strategy aimed to secure clarity and cohesion on how the local authority would focus on improving leadership during the next three academic years.

What was the picture? (September 2017)

An analysis of data showed that Neath Port Talbot had a high turnover of headteachers during the previous five years. For example, 38% of the headteachers in the primary sector had been in role for less than three years. A half of schools had been judged by Estyn to have adequate or unsatisfactory leadership for the previous four years and consequently received follow-up from Estyn. 24% of schools were judged to have very good capacity to improve, according to national categorisation (2016).

Actions undertaken

- School leaders have been challenged effectively through the national categorisation model and appropriate support for leadership has been identified and delivered through the menu of support and 'bespoke' professional learning for leadership.
- The role of the NPT Challenge Adviser with responsibility for leadership (Andrew Herbert) has been adapted to become a leadership coach supporting schools to strengthen leadership.
- The school improvement team has led a strategy to support schools to improve their self-evaluation processes to focus on pupils' standards and wellbeing.
- The school improvement team has modelled effective self-evaluation processes including learning walks, work scrutiny and pupil interviews with middle and senior leaders and by inviting school leaders to join challenge advisers on core visits in other schools.
- A NPT 'Leadership' shared area has been developed on Hwb which provides a toolkit of valuable resources for school leaders. This shared area also includes resources to support leaders to strengthen their self-evaluation processes and to make them more pupil-centred.
- Four new/acting headteachers undertook a leadership development and coaching programme with Geoff Creswell in 2017/2018. Four experienced headteachers have also undertaken this leadership development programme with Mr. Creswell with a view to them cascading the programme to colleagues throughout the local authority (commenced in summer term 2019).

Over the last two academic years the professional learning pathway has strengthened considerably.

- We have worked alongside ERW to develop a team of specialised TA's to deliver the 'Teaching Assistant Learning Pathway' programmes. This includes professional learning for newly appointed teaching assistants, practising teaching assistants and Higher Level Teaching Assistants.
- The 4-day aspiring and new middle leaders' programme continued to be developed, with 88 participants from NPT schools during the last two academic years.
- Six senior leaders have completed the 4-day Aspiring Secondary Headteacher programme
- The local authority is currently delivering monthly workshops for primary deputy headteachers focused on providing them with the knowledge and skills to undertake their roles effectively; to ensure that they are better prepared for leading the school in the headteacher's absence and to provide them with suitable professional learning to strengthen their leadership and management skills.
- Thirteen participants have successfully completed the NPQH over the last two years.
- A national development programme for new headteachers commenced in September 2018. The programme takes place over a two-year period and requires a commitment of the equivalent of 8 days over the two years. Participants are allocated a leadership coach for the duration of the programme.
- Senior leaders from Federated schools and schools on more than one site have been provided with the opportunity to share effective practice during a conference over the last two academic years.
- Three participants from the local authority have completed the Future Leaders in Education programme.

Evaluation of Progress of the Leadership Strategy

The aim is that NPT leaders are confident, ambitious and effective leaders who have a relentless focus on improving standards for children and young people in Neath Port Talbot. As a result all schools will be led by confident, ambitious leaders, who manage change effectively. Standards and wellbeing for all pupils in NPT will improve and fewer schools in NPT will require Estyn follow-up.

Percentage of schools achieving a judgement of at least 'Good' in Estyn inspections.

Standards		Wellbeing		Leadership	
2013 -2017	2017 - 2019	2013 -2017	2017 - 2019	2013 -2017	2017 - 2019
44%	90%	50%	95%	50%	90%

Based on the Estyn judgements, there has been significant improvement in standards and wellbeing within NPT schools over the last two academic years (see table above). Too many schools in Neath Port Talbot previously received follow-up from Estyn because of adequate or unsatisfactory leadership. Only a half of schools had been judged by Estyn to have effective leadership for the four years prior to the implementation of the leadership strategy. Since implementation of the strategy this has improved to 90%. The last school from NPT to be judged below 'Good' for leadership was in October 2017.

Prior to the leadership strategy in 2016/2017, 24% of schools were judged to have very good capacity to improve, according to national categorisation (judgement 'A'). This improved to 52% in 2018/2019.