Learn Sheffield Leaders' Briefing
Autumn 2

Thursday 13 December 2018, 8.30-10.30am

Sheffield Hallam University, Cantor Building Lecture Theatre

Sheffield Hallam University | Sheffield Institute of Education

SOUTH YORKSHIRE FUTURES

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Leaders' Briefing Agenda – Thursday 13 December 2018

- Introduction / Welcome
- Adverse Childhood Experiences – Greg Fell & Girish Vaidya – Director of Public Health & Clinical Director
- How to interpret the research evidence around memory to enhance pupil outcomes – Jane Elsworth – Huntington Research School
- Ambition School Leadership – Anna Kirk & Matt Robinson
- Ofsted Update – Sai Patel – Learn Sheffield

Adverse Childhood Experiences –
Greg Fell & Girish Vaidya –
Director of Public Health & Clinical Director

Trauma informed Schools

Greg Fell
Director of Public Health, Sheffield City Council
Dr Girish Vaidya
Consultant Child Psychiatrist / Clinical Director

Outline of Trauma – *leading to* Adverse Childhood Experiences (ACEs)

1. What and how common
2. Impact
3. Strategies
4. Q&A

1 What

- ***five direct and five indirect forms of ACE:***
  - ***Direct -*** Sexual abuse by parent / caregiver, emotional abuse, physical abuse, emotional neglect, physical neglect
  - ***Indirect -*** Parent / Caregiver addicted to alcohol / other drugs, witnessed abuse in the household, family member in prison, family member with a mental illness, parent / Caregiver disappeared through abandoning family / divorce.
  - Some surveys also include mother treated violently.
- should we over focus on indirect? maybe more hidden?
- toxic load vs individual exposures and counting?

How common

- Consistent story from studies from a number of places over the years, in many different parts of the world

Welsh studies

- the prevalence of zero ACEs is 53% ie 47% of the population have ≥ 1 ACE exposure,
- 1 ACE is 20%, 2-3 ACEs is 13% and 4+ ACEs is 14%.

Adverse Childhood Experiences (ACEs)

Adverse Childhood Experiences (ACEs) are traumatic events that affect children while growing up, such as suffering child maltreatment or living in a household affected by domestic violence, substance misuse or mental illness.

This short animated film has been developed to raise awareness of ACEs, their potential to damage health across the life course and the roles that different agencies can play in preventing ACEs and supporting those affected by them

The film has been produced for Public Health Wales and Blackburn with Darwen Local Authority.

http://www.aces.me.uk/in-england/

2 Why are they important

- The downstream consequences are significant across crime, social, educational and health & well being and we know the impact on life course trajectories is huge.

http://www.wales.nhs.uk/sitesplus/888/page/88517

And in schools?

Toxic stress can impact children in the following ways

- Causes children to live in fight, flight or fright (freeze) mode.
- Short attention span
- Struggle learning; fall behind in school
- Respond to world as constant danger
- Distrustful of adults
- Unable to develop healthy peer relationships
- Feel failure, despair, shame and frustration

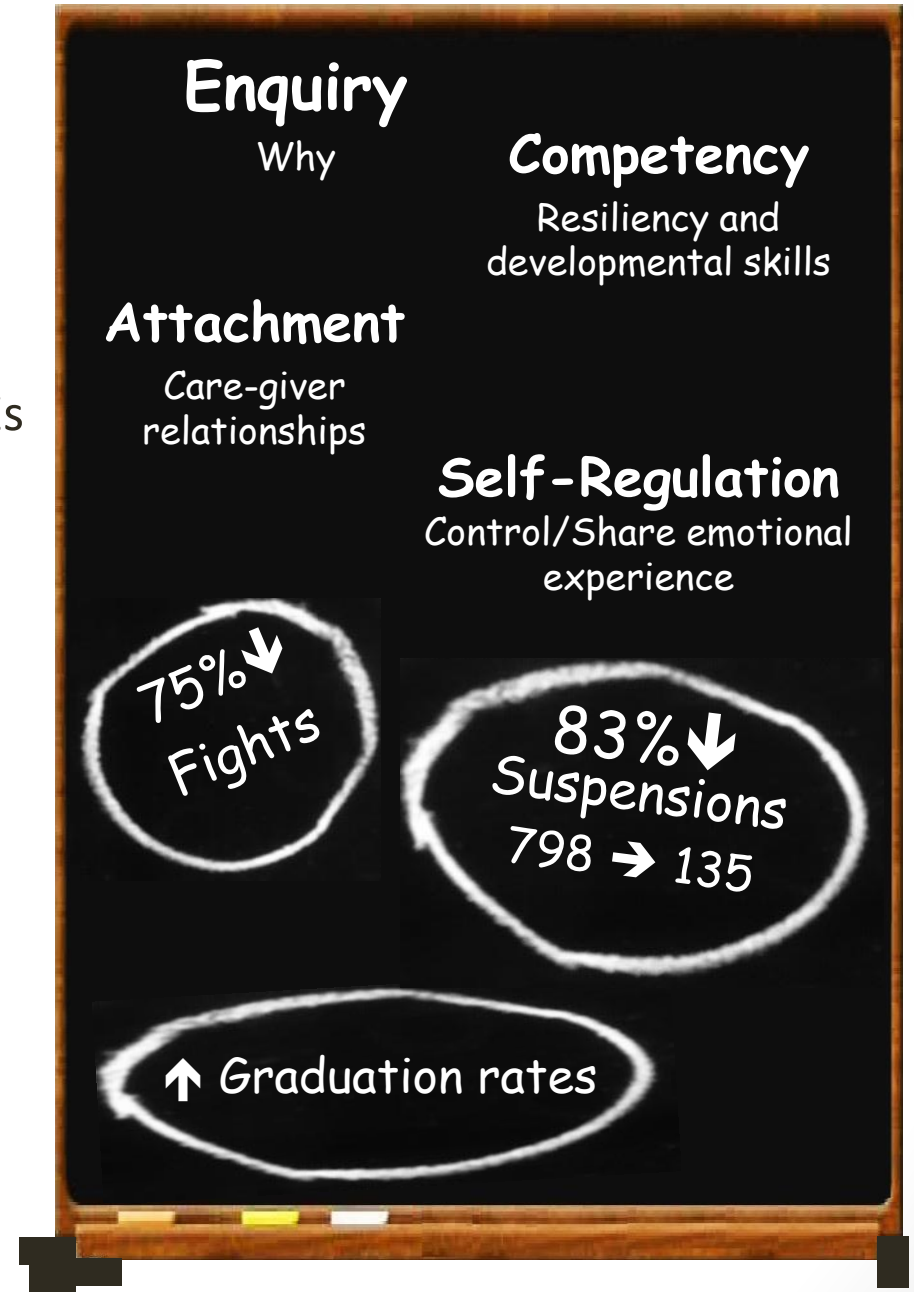
Outcomes?

- ACEs are the greatest single predictor for health, attendance and behaviour.
- ACEs are the second strongest predictor, after special education status, for academic failure.
- The relationship between academic achievement and health status appears much less related to income than to ACEs.

3 What to do?.....

Addressing ACEs in Challenging High Schools

- **ACEs**
  - 1/3 of class had 4+ ACEs
  - Best predictor of health, attendance, behaviour
  - Educational success related more to ACEs than income
- **Change**
  - inform staff about impacts of ACEs
  - Small changes in SOP and environments



https://acestoohigh.com/2018/06/11/middle-school-tackles-everybodys-trauma-result-is-calmer-happier-kids-teachers-and-big-drop-in-suspensions/amp/

One school's story of building resilience

https://www.youtube.com/watch?v=oGLGuco-L_g

Calmer classrooms.
Trauma informed schools toolkit

- What's happened v what's wrong
- structure and consistency
- time in, not time out
- consequences not punishment
- acknowledge good decisions
- support parents & carers

4 crucial issues are:

- creating connection and defusing conflict
- planning for challenging incidents
- remembering self-care for teachers
- participating in systems such as the care team approach

http://earlytraumagrief.anu.edu.au/files/calmer_classrooms.pdf

4 take away messages

- High ACE young people often have high ACE parents. Generational impacts
- Understand behaviour in context, different strategies for managing behaviour
- Nobody is expecting you to be social workers
- the importance of every child having at least one stable anchor relationship in their life.

Questions?

1. Thoughts from your own perspective
2. What does good look like
3. Changes in what school and school system operates – environment and policies?
4. Are staff trained?
5. Interfaces with other groups?

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How to interpret the research evidence around memory to enhance pupil outcomes –

Jane Elsworth – Huntington Research School

Research Schools Network

How to interpret the research evidence around memory to enhance pupil outcomes

Jane Elsworth (Director of Huntington Research School)

researchschool.org.uk

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Institute for Effective Education
Empowering educators with evidence

In pairs, discuss what you know about memory already

3 mins……

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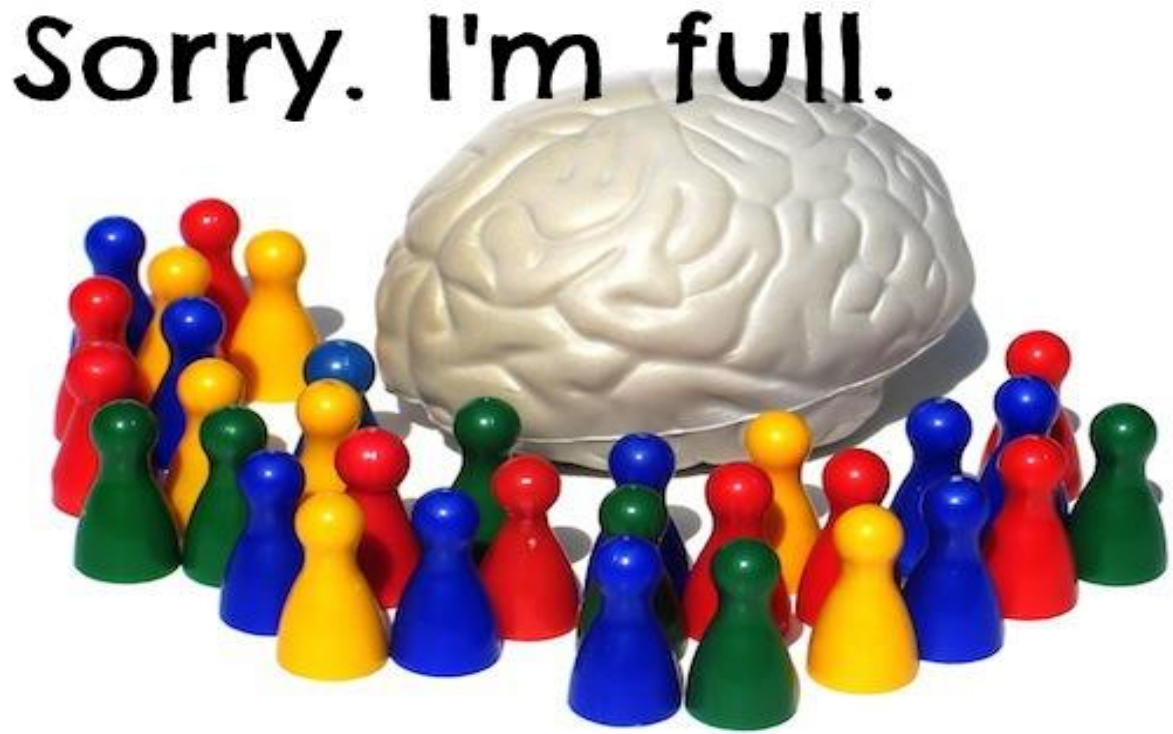

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Us vs the machines

Just how do our memories compare to today's PCs?

©NewScientist

SHORT-TERM MEMORY

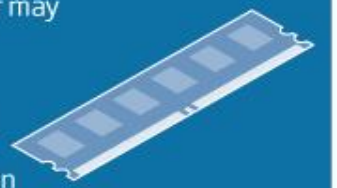
We can remember about

7 pieces of information

at any one time, be it shapes, names, colours or numbers

SHORT-TERM MEMORY

A mid-range computer may hold **6GB** in its random access memory (RAM), many million times more than human short-term memory



LONG-TERM MEMORY

If the brain processed binary information like a computer, with each synapse holding a single bit of information, we could store roughly

12,000GB

You could hold a 700-page book like *Moby Dick* nearly 10 million times, or 2.5 million songs

or

10m **2.5m**

Speed and motivation are probably our biggest limits. Memorising a substantial work of literature word for word can take

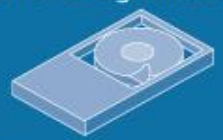
years or even **decades**

LONG-TERM MEMORY

A computer hard drive stores data by magnetising sections of a ferromagnetic disk. On a computer with a

500GB

hard drive, you could store *Moby Dick* 400,000 times



400,000

A computer can lay down memories astonishingly quickly – absorbing *Moby Dick* in about

0.5 seconds

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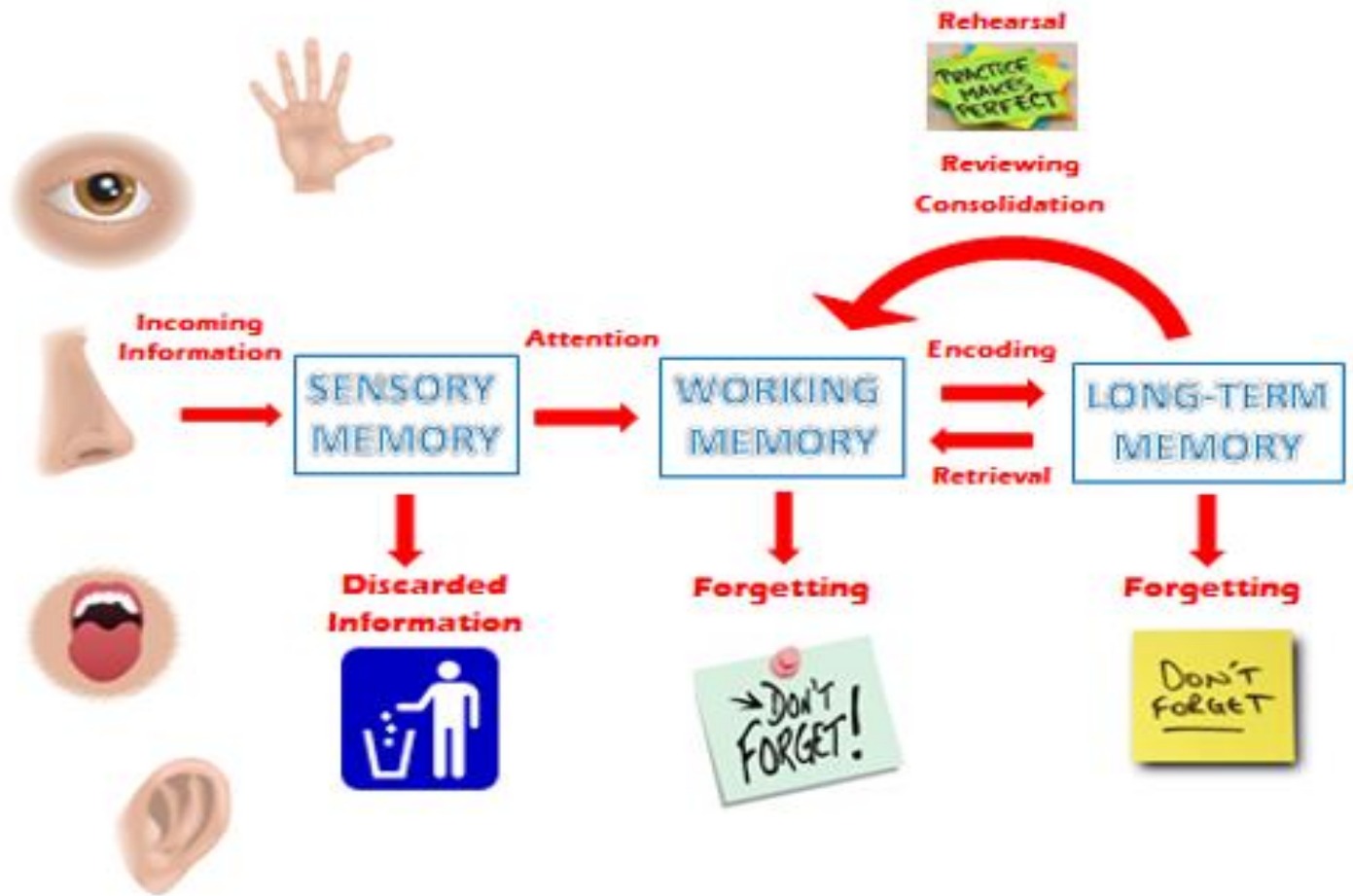
Thought occurs when you combine information in new ways, and successful thinking relies on four factors: information from the environment, facts in long-term memory, procedures in long-term memory, and space in working memory. If one of these factors is deficient, thinking will likely fail.

Willingham (2009)


Rehearsal
PRACTICE MAKES PERFECT
Reviewing
Consolidation
Incoming Information
SENSORY MEMORY
Attention
WORKING MEMORY
Encoding
Retrieval
LONG-TERM MEMORY
Discarded Information
Forgetting
DON'T FORGET!
Forgetting
DON'T FORGET

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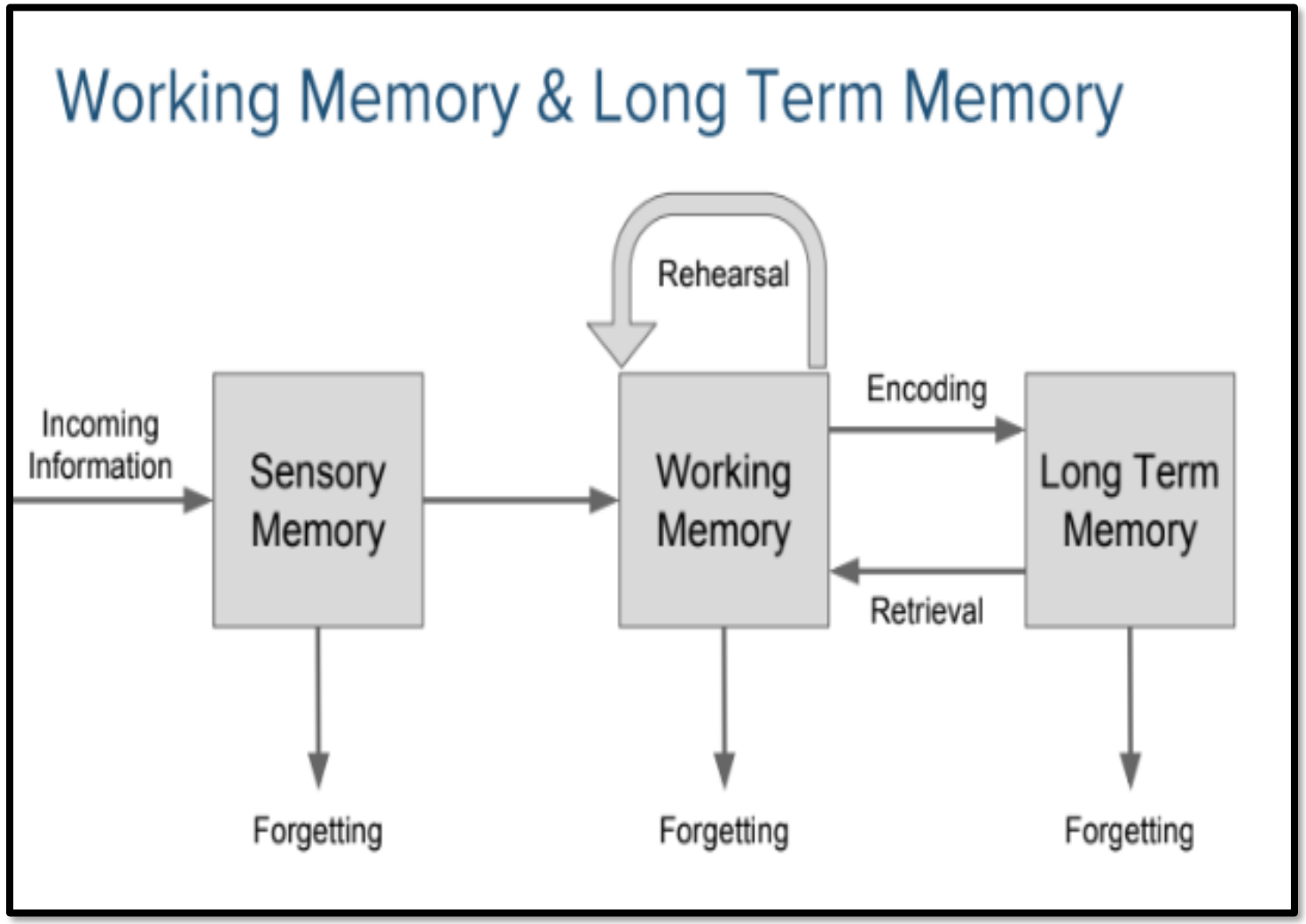
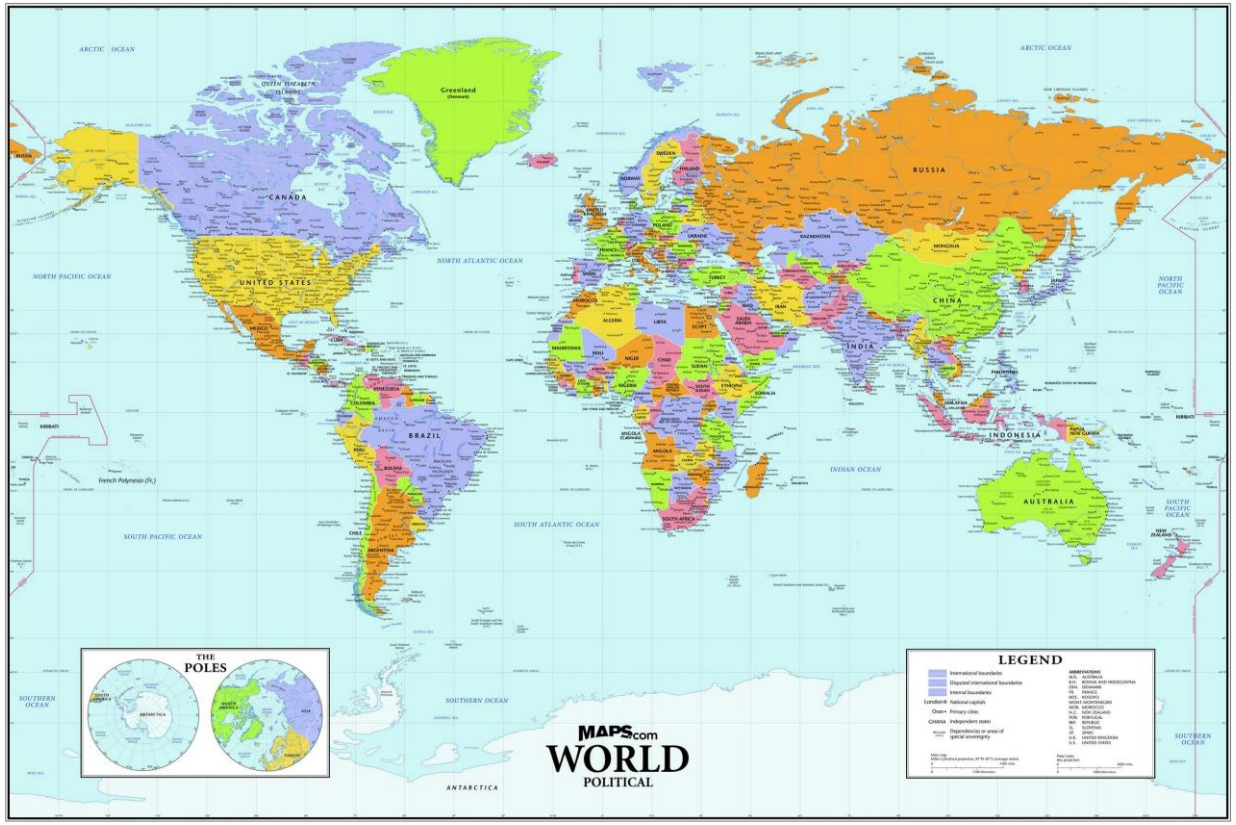
Working Memory & Long Term Memory



Long term memory -Schema

Long-term memory



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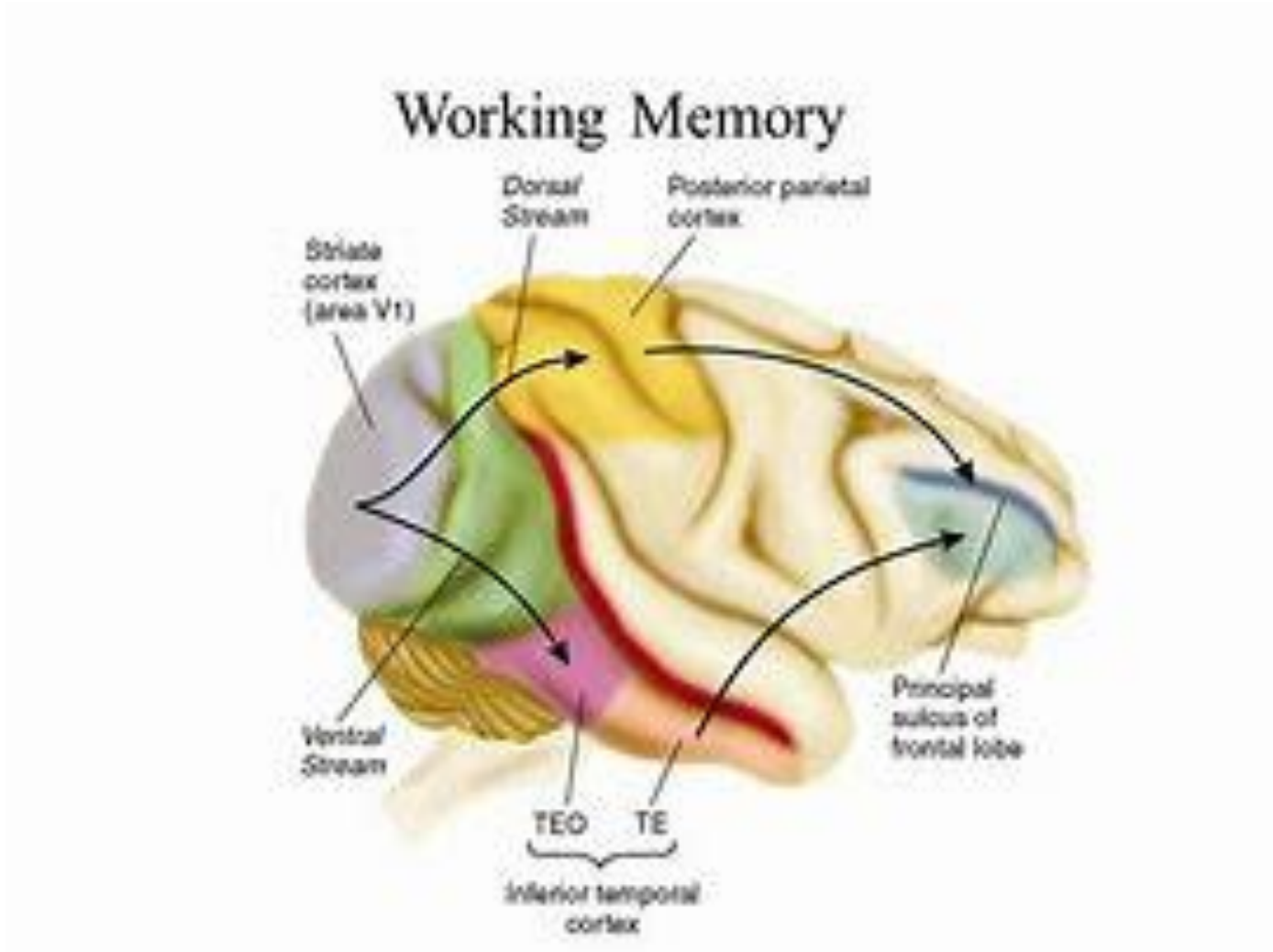

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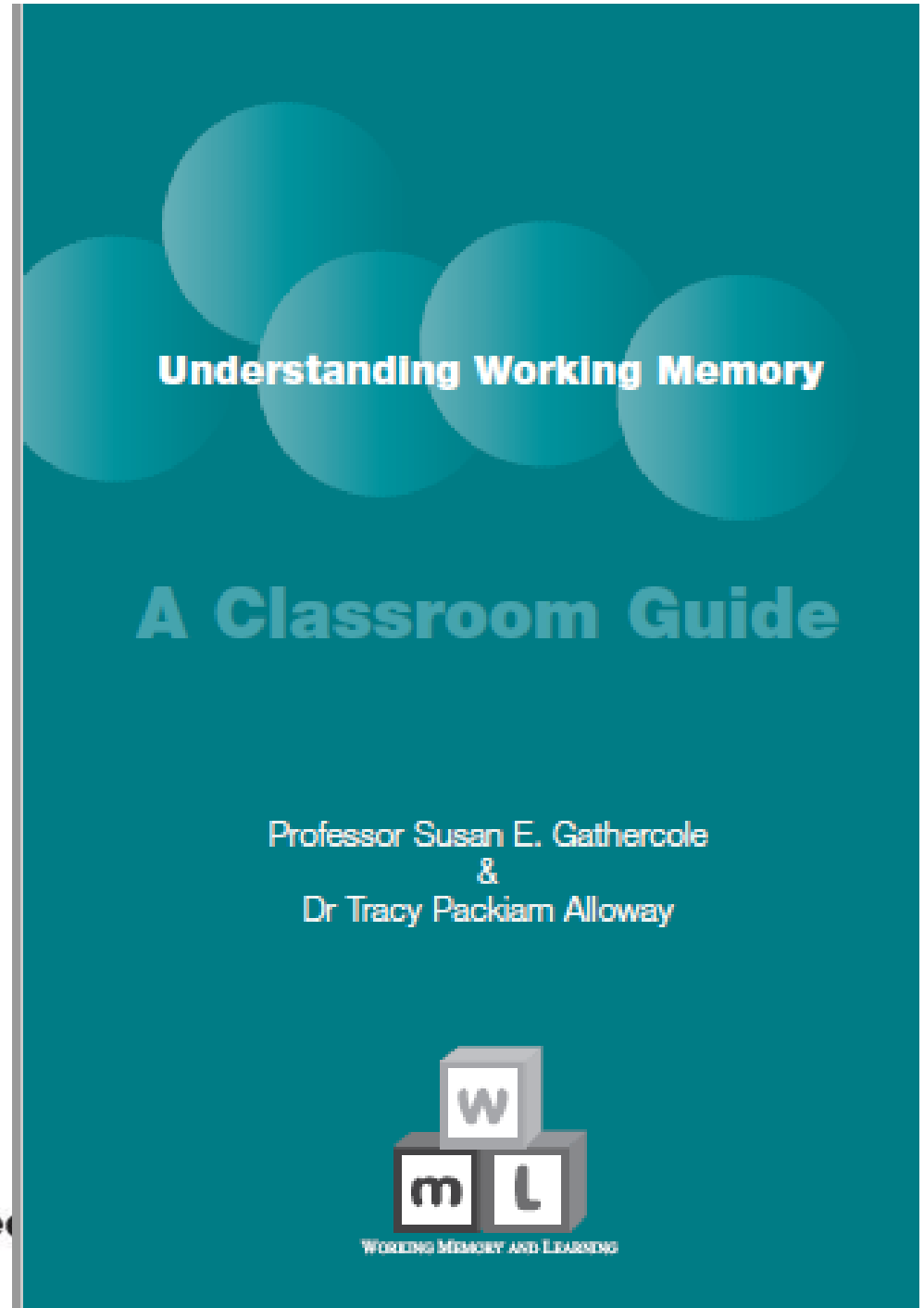
‘Put your sheets on the green table, arrow cards in the packet, put your pencil away and come and sit on the carpet’

Long term memory -Schema



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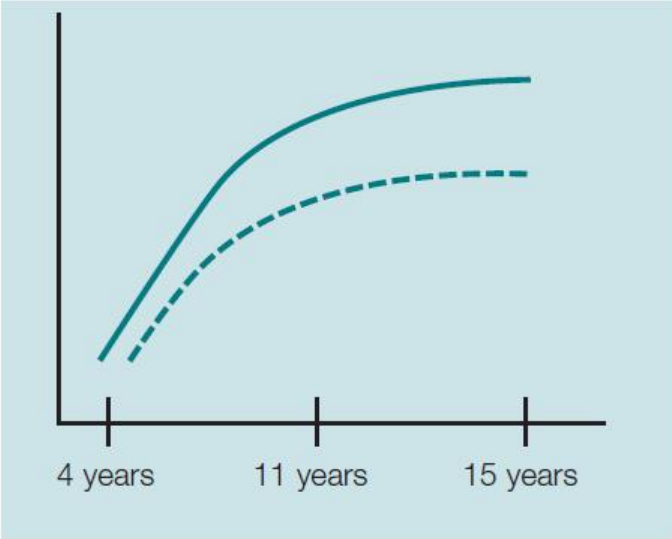
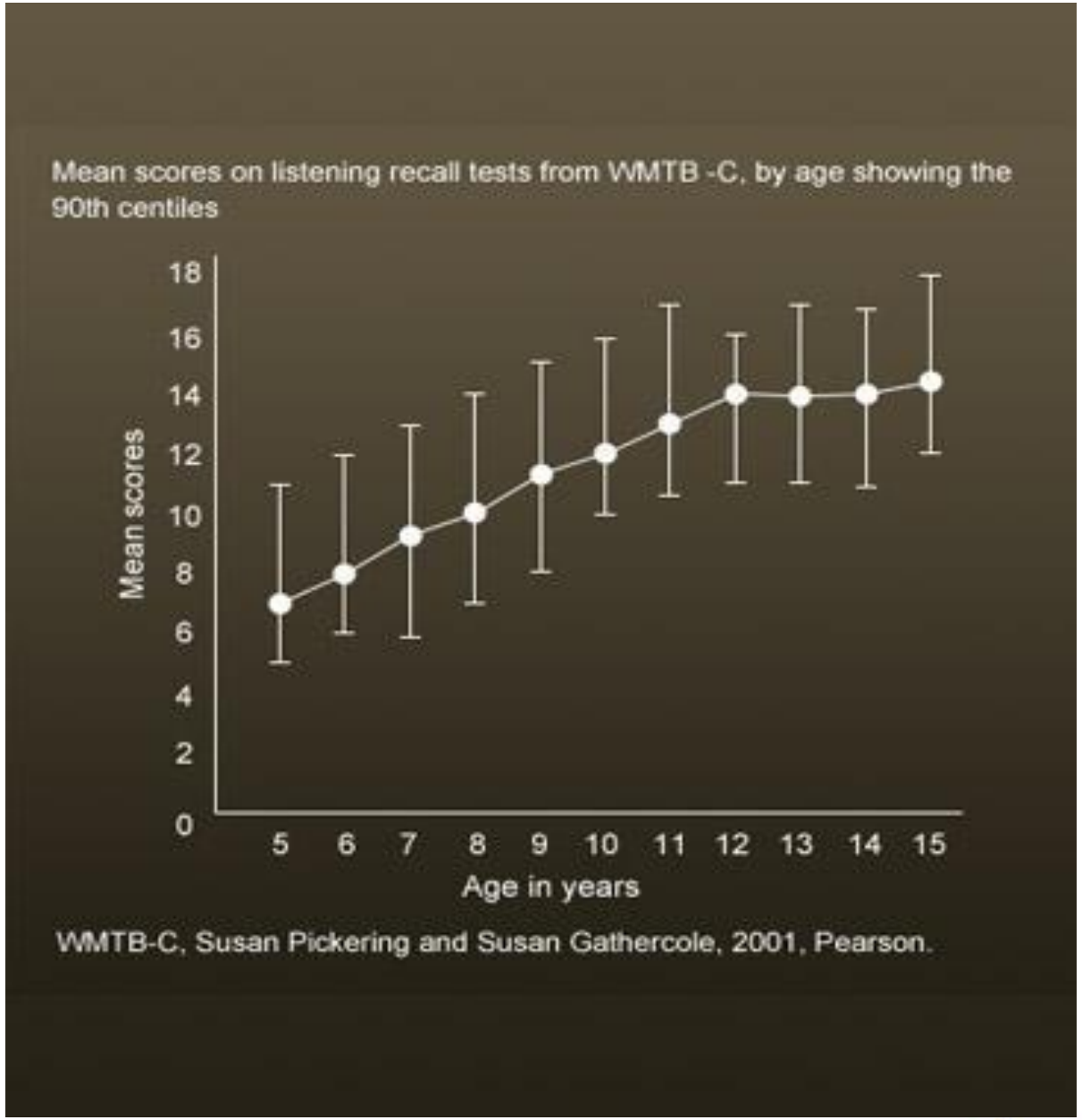


The changes in working memory capacity with age for an average child are shown by the solid line. Scores of a child with a low working memory capacity are represented by the broken line.



http://complexneeds.org.uk/modules/module-4.3-insights-from-neuroscience/c/m15p570c.html#

Working memory deficits:

Of those children whose working memories fall into the bottom 10th percentile, over 80% have substantial problems in reading or mathematics and commonly both (Gathercole and Alloway, 2008).

Without appropriate intervention these pupils will continue to fall behind (Alloway et al. 2009).

Poor working memory profile:

- Normal social relationships with peers
- Reserved in group activities
- Poor academic performance in reading and maths
- Difficulties in following instructions
- Problems with learning activities that require both storage and processing
- Place-keeping difficulties
- Appears to be inattentive, to have short attention span, and to be distractible

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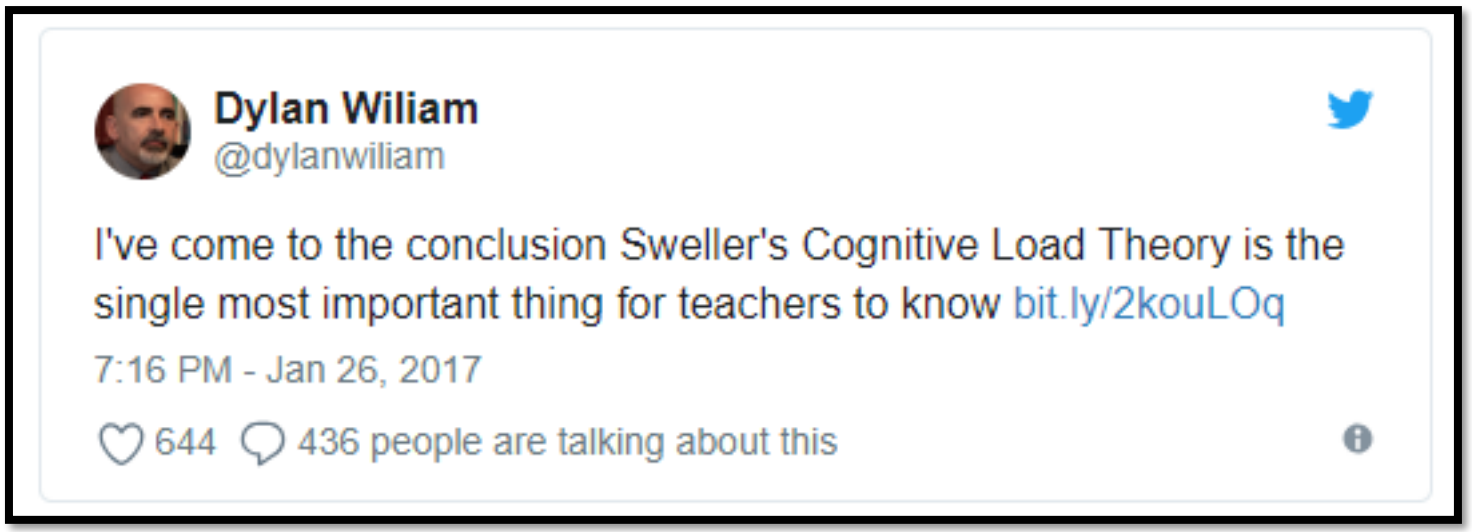


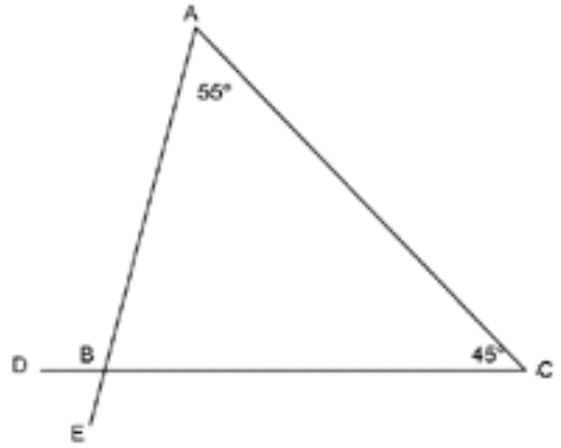
Intrinsic cognitive load

The level of difficulty associated with a specific topic or material.

Extraneous cognitive load

The degree of challenge related to how the information is presented, ‘instructional design’.

Example demonstrating split attention



In the above figure, find a value for Angle DBE

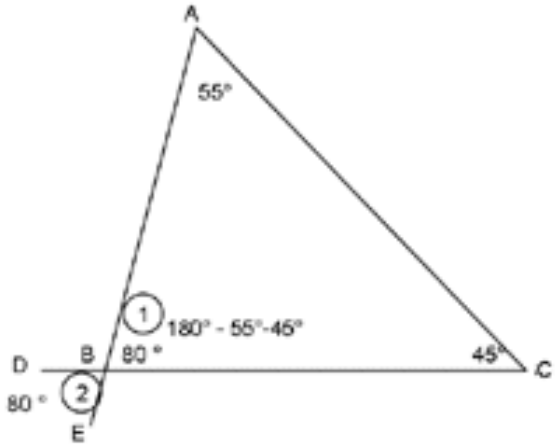
Solution:
Angle ABC =180° - Angle BAC-Angle BCA (internal angles of a triangle sum to 180°)

= 180° - 55°-45°

= 80 °

Angle DBE = Angle ABC (vertically opposite angels are equal)
= 80 °

Integrated example



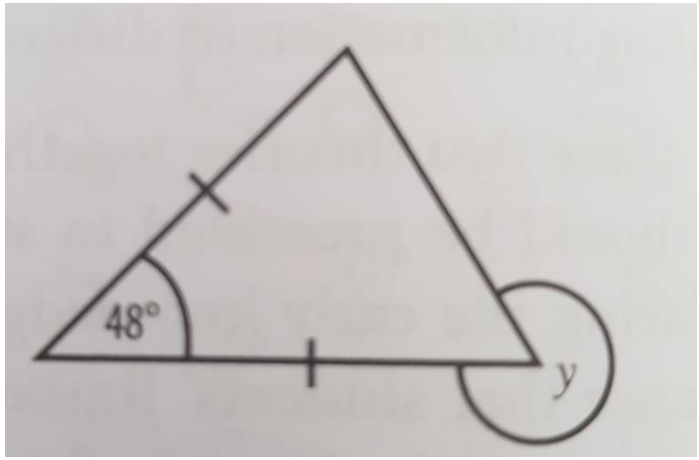
In a typical classroom, what features other than instructional design may lead to split attention?

Germane cognitive load

The thinking and processing devoted to creating memorable mental structures (‘schemas’) needed for learning.

If working memory is overloaded, there is a greater risk the content being taught will not be understood by the learner, will be misinterpreted or confused, will not be effectively encoded in long-term memory, and that learning will be slowed down.

Martin (2016)



1. What is the question asking?
2. What do the angles in a triangle add up to?
3. What type of triangle is it?
4. How does that help me?
5. Which are the base angles?
6. What is 132 divided by 2?

At the same time:

- Draw a picture of your house.
- Calculate (3x8) - (6x2).

- Draw a picture of your house
- Imagine an elephant

- Calculate (4x9) – (5x7)
- Count backwards from 219

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What importance does this have for changing how we teach?

What advice do we give to students with poor working memory and to their teachers?

"Avoid working memory failures in order to prevent the child's learning from being delayed and impaired. To achieve this it is often necessary to modify the structure of learning activities. With suitable changes, the child will be able to complete with success the classroom activities in which he or she previously struggled, and so can proceed with learning." Gathercole and Alloway (2008)

Top tips for teachers:

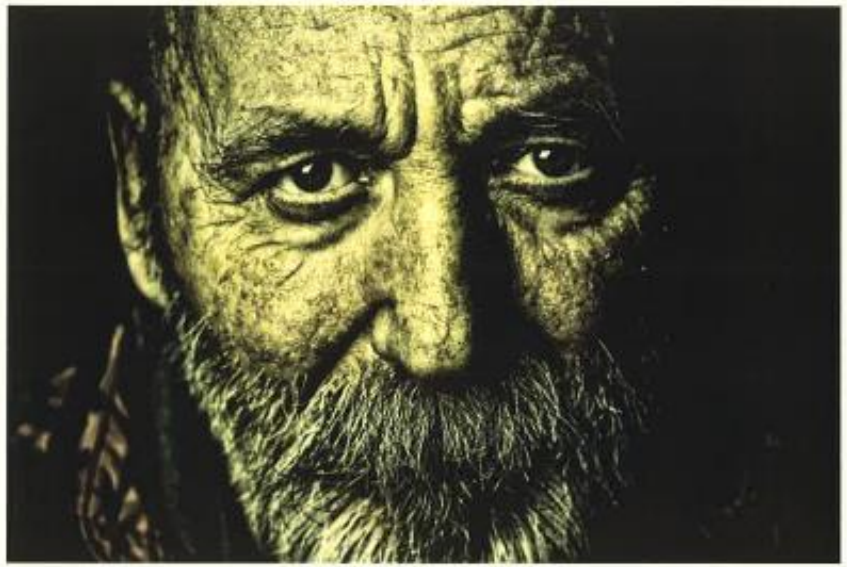
- Plan lesson sequences so that any necessary background knowledge is covered in advance, including revisiting previously taught ideas that a complex task relies on;
- Avoid split attention by ensuring pupils do not need to refer to multiple sources to complete a task. For example, split attention occurs when pupils have to move between a diagram and a written explanation;
- Use worked examples or partially solves examples that take pupils through each step of a process- this is particularly useful when first learning a problem-solving strategy- but reduce the use of examples as pupils' expertise increases;
- Break down a task so that pupils tackle it step-by-step, writing down what they know at each step, before tackling the next step.

Long term memory -Schema

0 5 A magazine has asked for contributions for their creative writing section.

Either

Write a description of an old person as suggested by this picture:



or

Write a story about a time when things turned out unexpectedly.

(24 marks for content and organisation
16 marks for technical accuracy)
[40 marks]

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Developing the child's use of memory-relieving strategies:

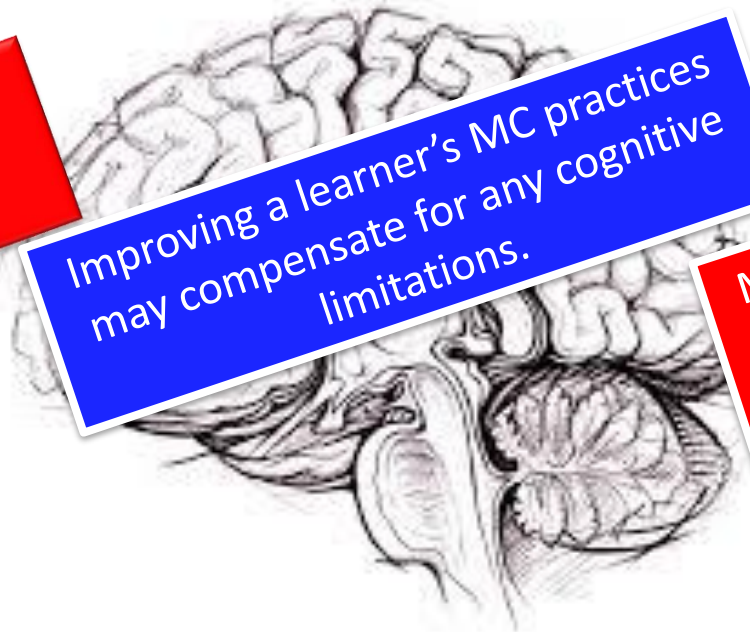
Children with working memory deficits are typically aware of when they have forgotten crucial information, but often do not know what to do in such situations.

Encouraging the child to develop strategies for overcoming memory problems themselves will support what the teachers are doing.

These might include:

- The use of rehearsal to maintain important information
- Use of memory aids
- Organisational strategies
- Asking for help when important information has been forgotten

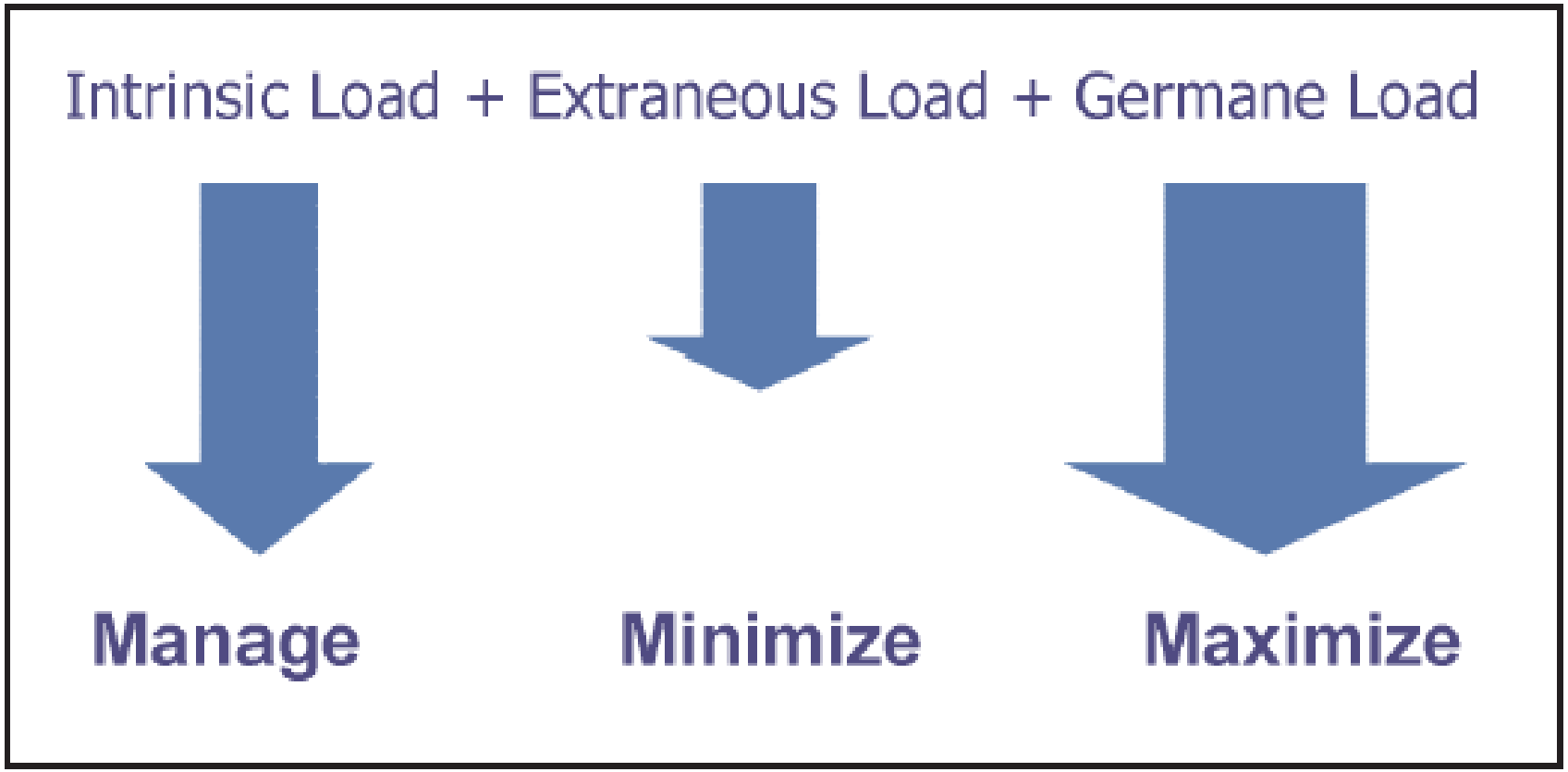
Veenman, Wilhelm & Beishuizen (2004)



MC is a powerful predictor of learning.

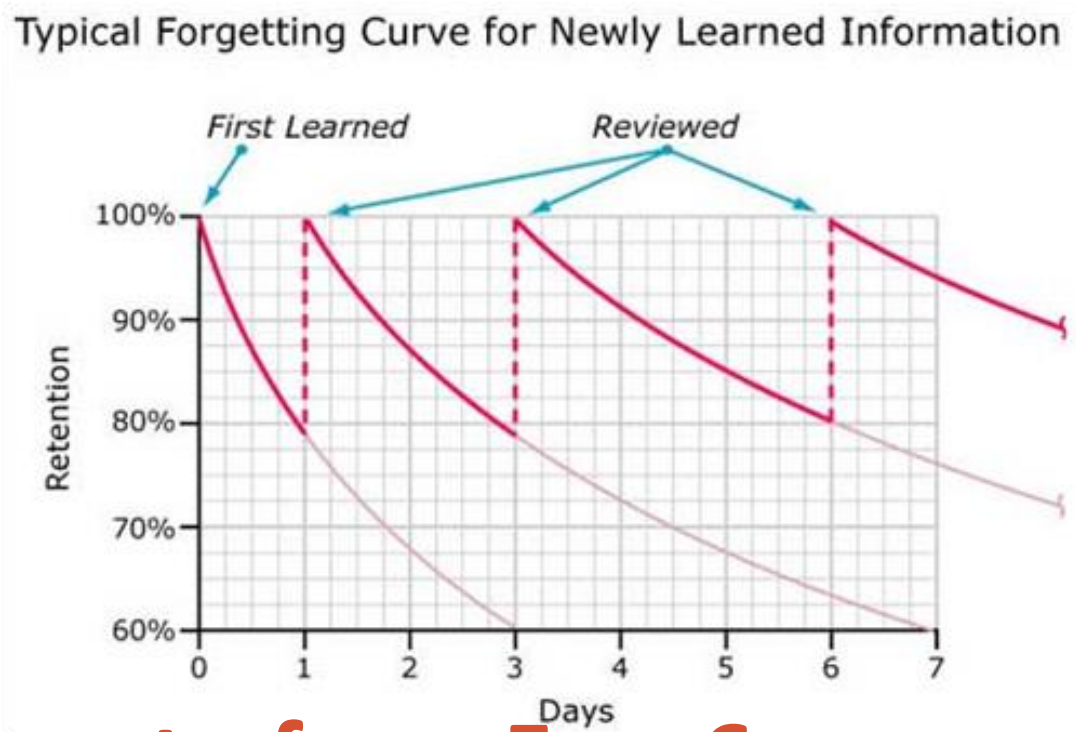
Improving a learner's MC practices may compensate for any cognitive limitations.

MC has shown in various studies it can have a significant impact on pupils' academic performance.



Which ideas about Cognitive Load Theory does this diagram represent?
How might teachers support these?

Is this really happening?



Is it part of our 5 or 6 year curriculum plans?

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RESEARCH-LED SHEFFIELD
What's happening 2019

Huntington Research School

Huntington Research School in partnership with Learn Sheffield have training courses and twilights that are available this academic year.

TO BOOK: http://www.learnsheffield.co.uk/Services-To-Schools/Research-Led-Sheffield

Metacognition & Self-regulation
3-Day Course £295+VAT

24th January 2019
14th February 2019
27th March 2019
9am-4pm

Metacognition and self-regulation is one of the most accessed strands of the EEF Teaching and Learning Toolkit and, on average, has an impact of 7 months additional progress. This three-day course, based on the Metacognition and self-regulation Guidance Report will dig deeper into the 'what', the 'why' and the 'how' of metacognition and self-regulation.

Leading Learning (Disadvantage Focus)
3-Day Course £295+VAT

23rd January 2019
30th April 2019
20th June 2019
9am-4pm

We know that improving the quality of teaching in the classroom has the biggest impact on student outcomes. To do this, at a time of scarce resources, we need to improve the quality of our CPD. This innovative programme provides a comprehensive overview of the most important research evidence in education, including the different strands of the EEF Toolkit with a particular focus on how they can support our most disadvantaged students.

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ools or £95+VAT

achers and leaders in
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be applied to our
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Contact details

- Email: huntresearchsch@gmail.com
- Newsletter sign up sheet
- Website: https://huntington.researchschool.org.uk/
- Twitter: @HuntResearchSch

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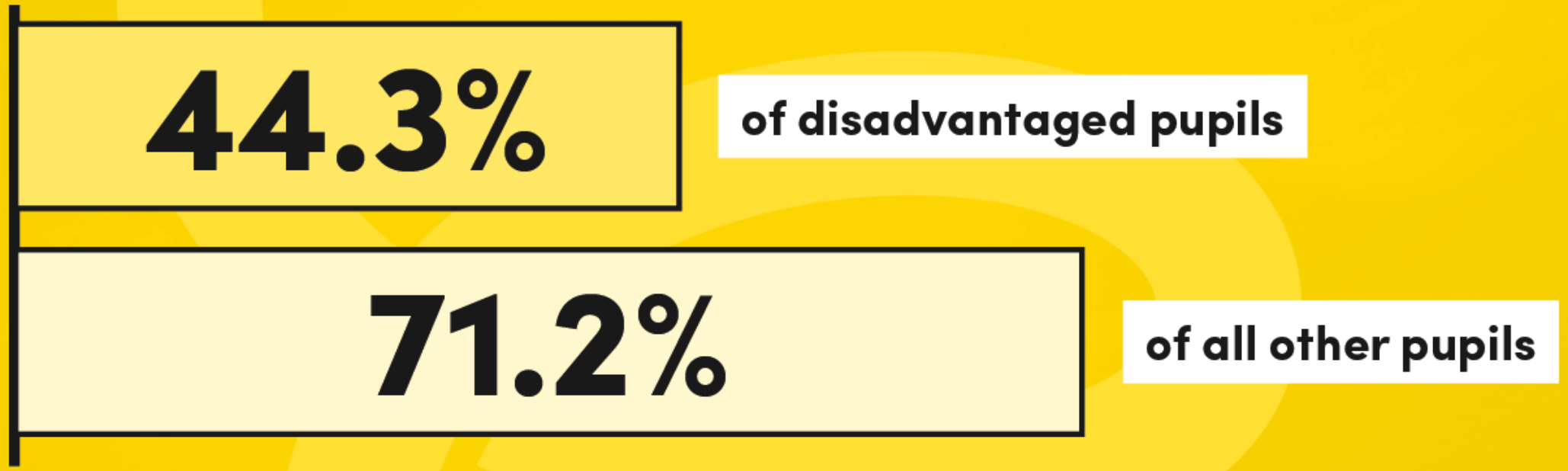
Ambition School Leadership – Anna Kirk & Matt Robinson


We are
Ambition School Leadership
Every child. Every school. Same opportunities.
Ambition
School
Leadership

The attainment gap at GCSE

Achieved a standard pass in English and maths GCSE in 2017



Department for Education, Key Stage 4 attainment data

Every child. Every school. Same opportunities.

Ambition School Leadership

Great leaders create the climate and culture for great teaching

Every child. Every school. Same opportunities.

Ambition School Leadership

Our scale

We have worked with:

9,970
leaders

2,017
schools

271
trusts

Every child. Every school. Same opportunities.

Ambition School Leadership

Our Work in Sheffield

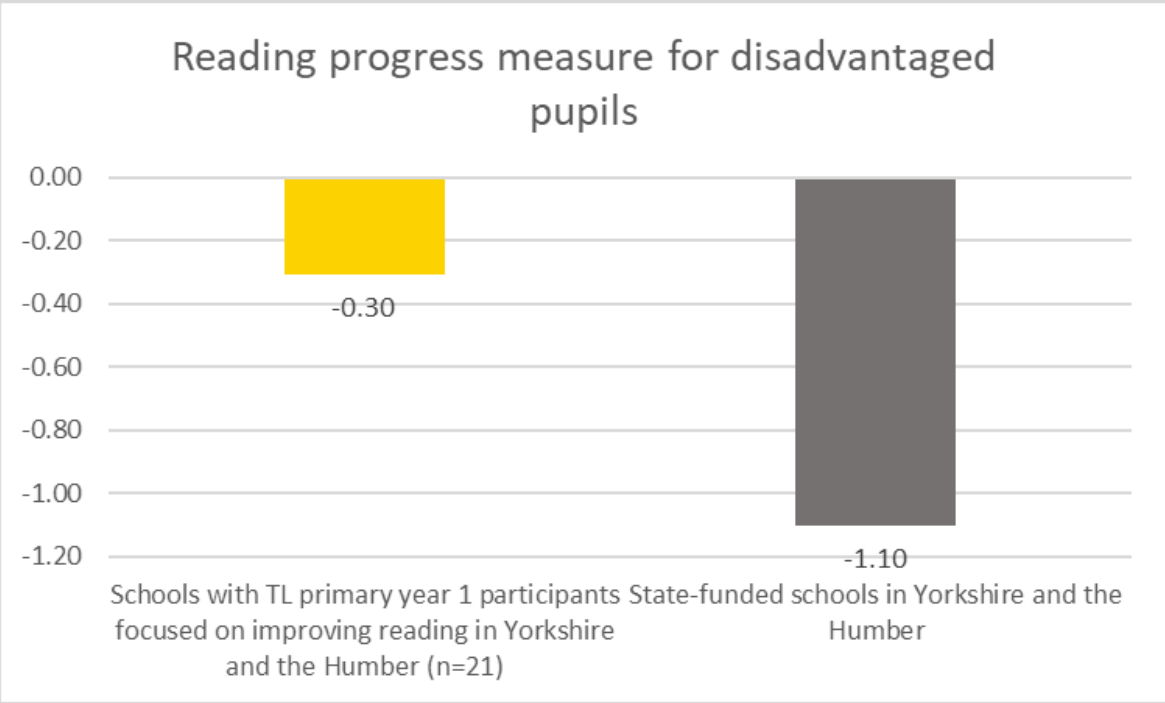
108 school leaders across 27 schools

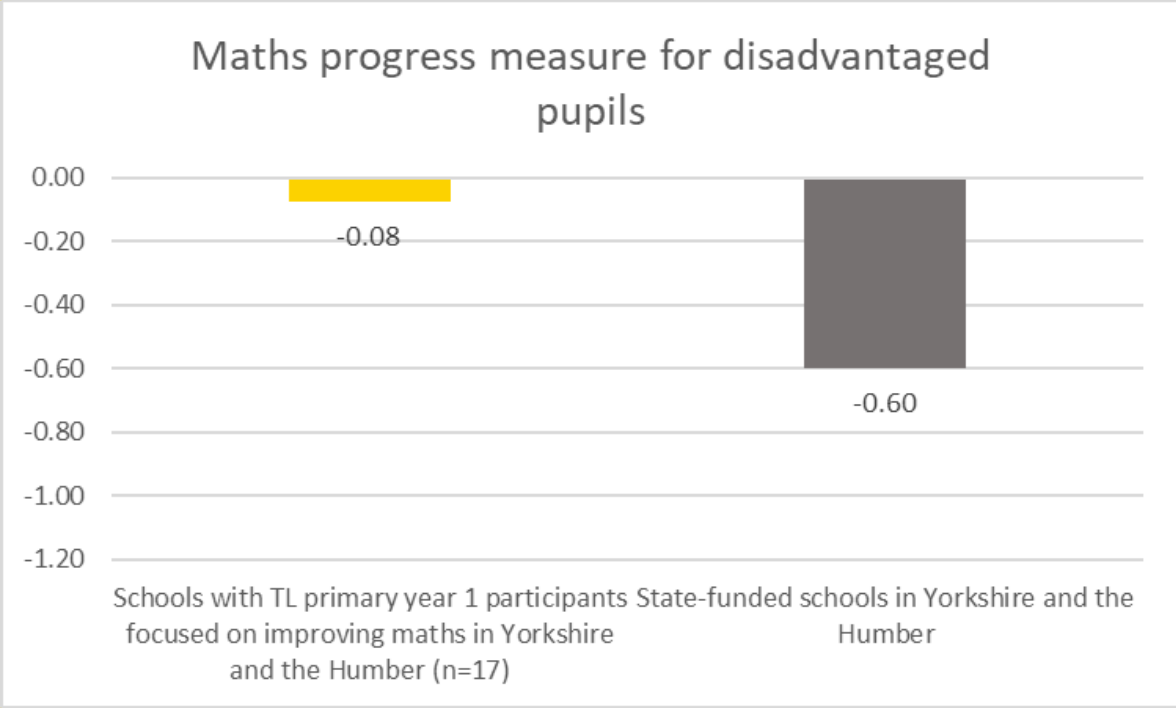
- 83 Middle Leaders
- 9 Senior Leaders
- 12 Headteachers
- 4 Executive Leaders.

Ambition School Leadership

Our Impact within Yorkshire and The Humber

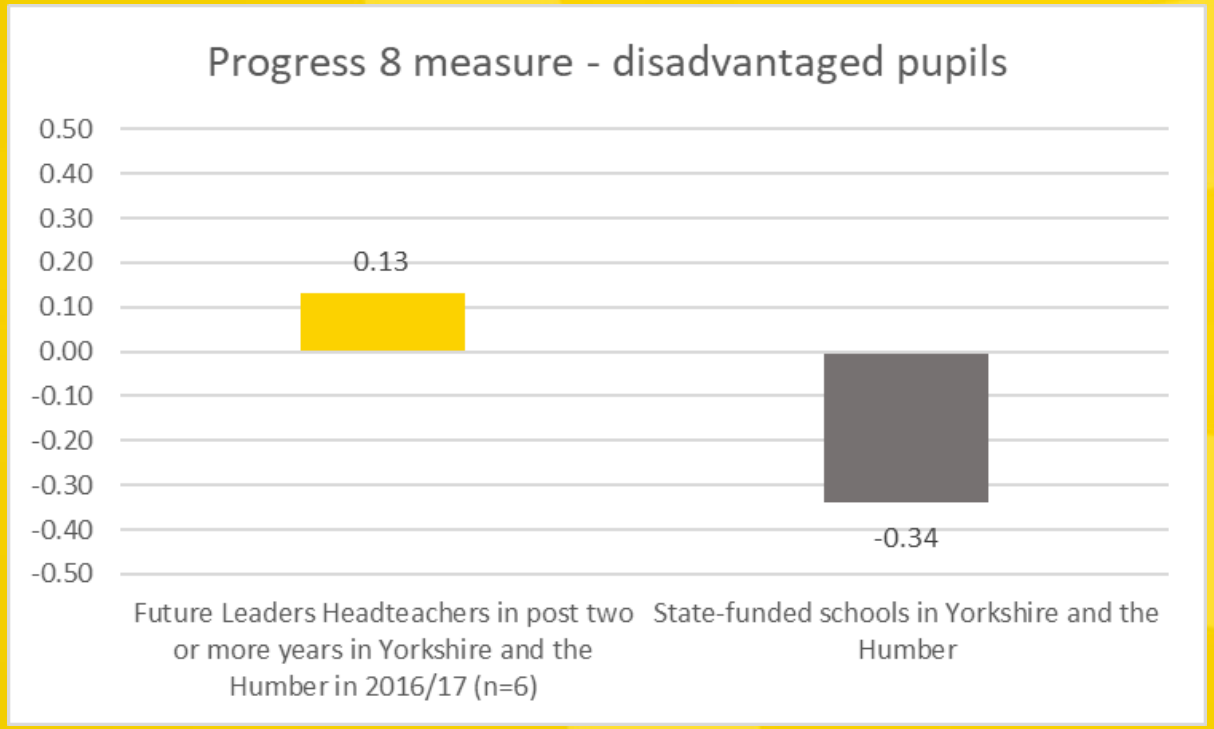
Primary

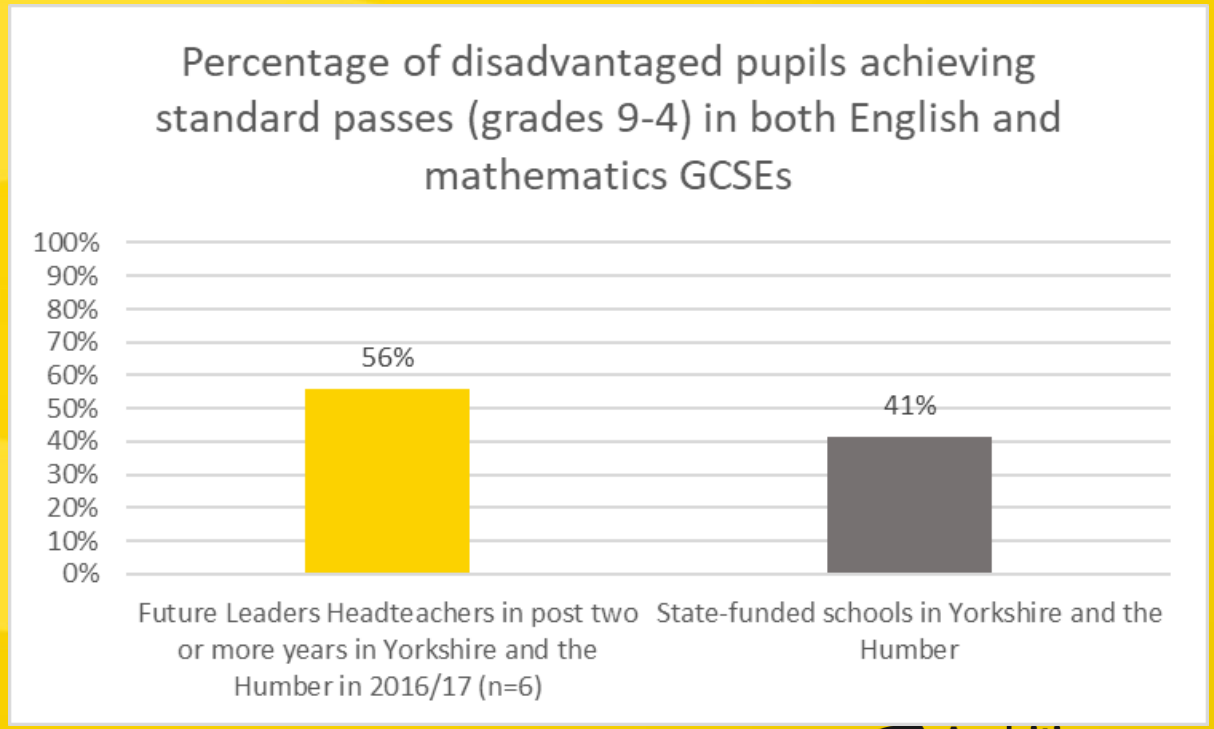




Our Impact within Yorkshire and The Humber

Secondary





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Our programmes

Middle Leadership

Senior Leadership & Headship

Executive Leadership

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Contact Details

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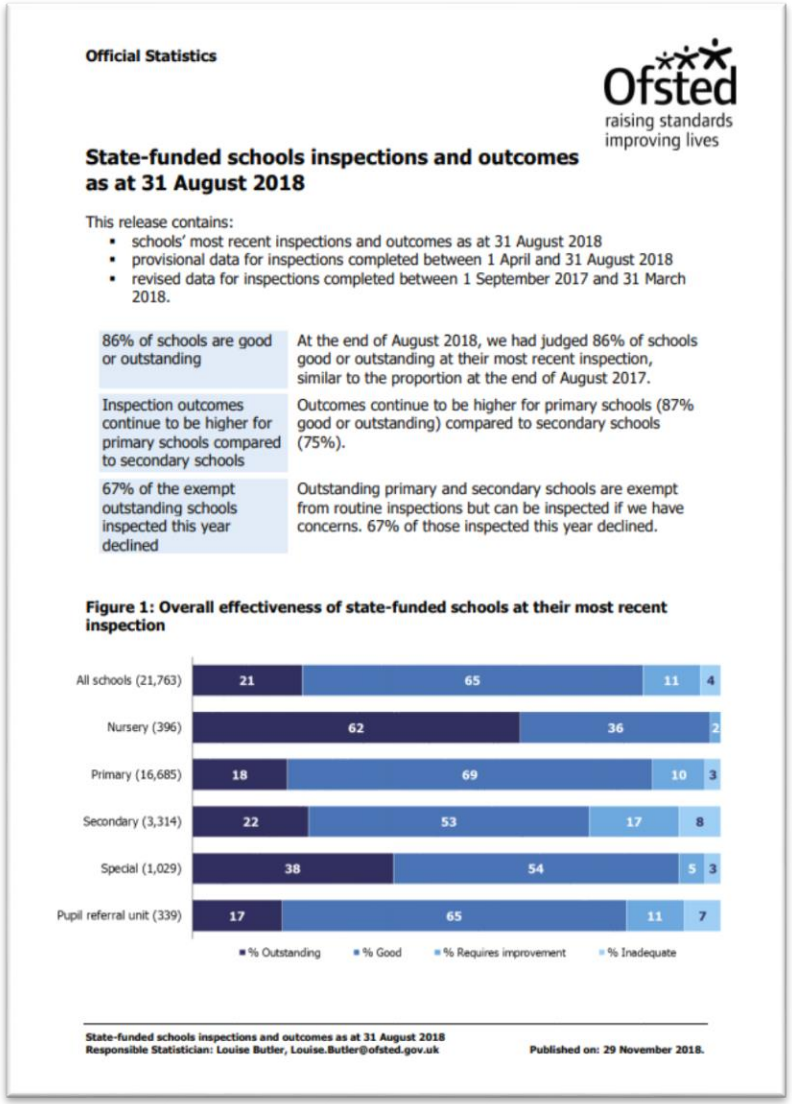
Ofsted Update –
Sai Patel – Learn Sheffield

Ofsted update

- Looking at the data for 2017/18 and inspections in the current year
- Not focussed on the current consultation and increased focus on the curriculum!
- Information gathered from public domain, local intelligence and school leaders

What does Ofsted say?

- ‘State-funded school inspections and outcomes as at 31 August 2018’
- Published 29 November 2018
- Primary: 87% are good or outstanding
- Secondary: 75% are good or outstanding
- Overall, 86% are good or outstanding



Official Statistics

Ofsted
raising standards
improving lives

State-funded schools inspections and outcomes as at 31 August 2018

This release contains:
- schools’ most recent inspections and outcomes as at 31 August 2018
- provisional data for inspections completed between 1 April and 31 August 2018
- revised data for inspections completed between 1 September 2017 and 31 March 2018.

86% of schools are good or outstanding	At the end of August 2018, we had judged 86% of schools good or outstanding at their most recent inspection, similar to the proportion at the end of August 2017.
Inspection outcomes continue to be higher for primary schools compared to secondary schools	Outcomes continue to be higher for primary schools (87% good or outstanding) compared to secondary schools (75%).
67% of the exempt outstanding schools inspected this year declined	Outstanding primary and secondary schools are exempt from routine inspections but can be inspected if we have concerns. 67% of those inspected this year declined.

Figure 1: Overall effectiveness of state-funded schools at their most recent inspection

State-funded schools inspections and outcomes as at 31 August 2018
Responsible Statistician: Louise Butler, Louise.Butler@ofsted.gov.uk
Published on: 29 November 2018.

2017/18 inspection outcomes

- 2,466 full inspections: 7% Outstanding, 47% Good, **37% RI, 9% Inadequate**
- 3,977 short inspections: ~7.8% converted to full (serious concerns or pre January 2018)
- So 6,443 inspections: 6% Outstanding, 76% Good, 15% RI, 4% Inadequate

	Nursery	Primary	Secondary	Special	PRU
Outstanding	63%	2%	4%	33%	15%
Good	33% 96%	81%	65%	60% 93%	64% 79%
Req. Imp.	4%	15%	23%	3%	14%
Inadequate	0%	3%	8%	4%	7%

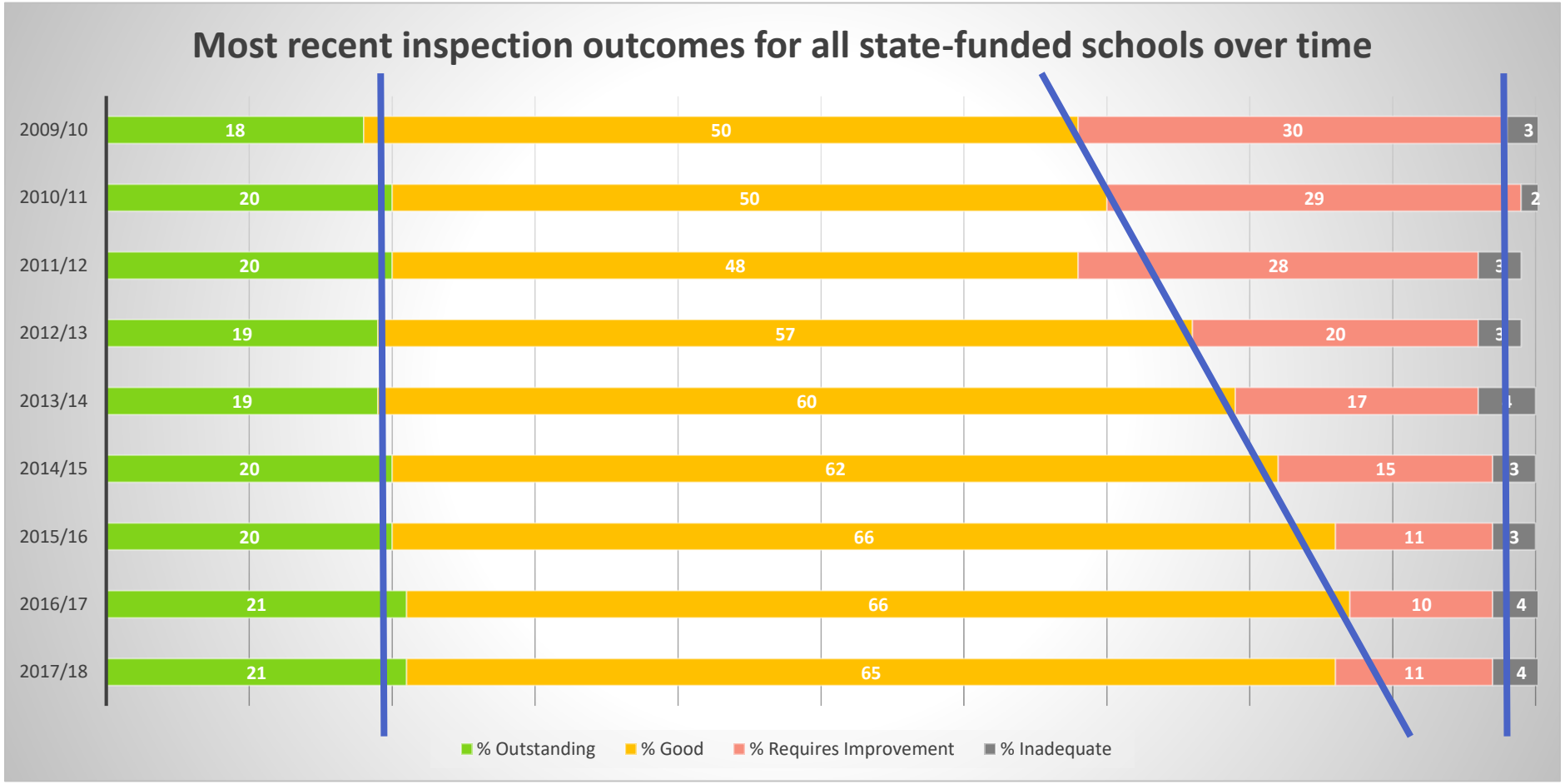
2017/18 Inspection outcomes: outstanding schools

- In the 2017/18 inspections, **6%** of primary & secondary schools were deemed outstanding
- As of 31 August 2018, 18.7% of all primary & secondary had an inspection rating of outstanding (i.e. over time)
- 17% (~647) of these have not been inspected in the last 10 years
- 149 outstanding providers were inspected in 2017/18 and **67% declined**
  - 37% declined to good
  - 23.5% declined to requires improvement
  - 6.7% declined to inadequate

2017/18 Inspection outcomes: Good / Requires Improvement / Inadequate Schools

- 3,977 short inspections: 312 became full inspections (serious concerns)
- **76%** of short inspections result in continued 'good'
- Pre non-conversion rule: 6.8% Primary conversion, 13% Secondary conversion
- As of November 2017, around **20% of good schools started to have full inspections (i.e. no short + conversion)**
- 2,466 full inspections: 1,495 of these were for good or outstanding
  - **51%** of these declined to requires improvement or inadequate
- 849 inspections of Requires Improvement or Inadequate
  - **58%** of these improved to good or outstanding

Inspection outcomes over time



Inferences

- If you're Good or Outstanding and you get a full inspection there's a 50/50 chance you'll get a lower inspection rating
- If you're Requires Improvement or Inadequate the odds are more 60/40 that you'll improve
- If you are currently Good and have a short inspection the odds are 3/4 that you'll remain good for another 4 years
- The top and bottom grades are relatively static over time, but the proportion of Good schools are increasing and Requires Improvement are decreasing

2017/18 Sheffield data

- 35 inspections carried out:
  - 1 Nursery, 24 Primary, 7 Secondary, 3 Special
  - 2 Outstanding / 26 Good (or remains Good or Outstanding) / 7 RI / 0 Inadequate
- 11 Section 5 inspections, 24 Short inspections (of which 2 converted)
- Of the short inspections that did not convert:
  - 68% remained good or outstanding
  - 1 remained outstanding was deemed to have concerns (S5 next)
  - 3 remained good but were deemed improving (S5 next)
- The two that did convert resulted in moving from good to outstanding
- Of the Section 5: 2 ▲, 4 ◄►, 4 ▼, 1 not previously inspected

Since September 2018 in Sheffield

- There have been 14 inspections
- 9 of these have been short inspections, 5 have been Section 5 inspections
- Some inspection gradings remain confidential, and so percentages are not possible, but overall trend seems to be either retaining current grade or improving
- Three Section 5 inspections of existing good schools – this is 25% (i.e. above 20% figure)

Some general feedback

- As one would expect, sharply focussed on identified key lines of enquiry, but focus can change
- Greater emphasis on work scrutiny / perhaps less on data?
- Emphasis quality of middle leaders and how they hold others to account
- Variability in inspection tariffs – sometimes over tariff

Some general feedback

- Safeguarding, including record keeping, needs to be robust
- Making sure children at risk are identified and help is sought in a timely way – records need to be up to date, detailed and followed up
- In primary, an increased focus on curriculum (including meetings with curriculum leaders)
- Challenge in lessons and all subjects needs to be evident, and;
- Evidence that children are working at age related and greater depth are being sufficiently challenged

Also

- Annual report from HMCI

"In December, following some targeted piloting and inspector training, we will be changing the process for reviewing MATs by introducing MAT summary evaluations. Building on our practice over the past four years, we will continue to inspect groups of schools in a MAT that are due to be inspected, but rather than doing so in a single week, these will be carried out across one or two terms."

Learn Sheffield Leaders' Briefing

Friday 1 February 2019, 8.30-10.30am

Sheffield Hallam University, Cantor Building Lecture Theatre

- **Issues for School Leaders – John Edwards RSC**
- **Research School Network – Unlocking the EEF Guidance report about Parental Engagement**

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