

WELL: A briefing for Governors October 2021



The WELL Ambition

Western Excellence in Learning and Leadership (WELL) was co-created in the Spring of 2019 by Western School Leaders, Sellafield Ltd, NDA and the CCC.

The project is underpinned by an ambition to improve the lived experience of children and young people, disproportionately so for the disadvantaged in West Cumbria through genuine partnership.



Why WELL Matters

1. An authentic partnership, with a shared passion, ambition, and **commitment** to children and school staff, including the 5,000 disadvantaged pupils.
2. The achievements of the people WELL serves are **transformational** impacting on school staff and pupils alike.
3. Adaptable and resilient to ensure impact, whilst maintaining our core mission to achieve **sustainable** outcomes.



Commitment **Transformational** **Sustainable**

The three strands of WELL:

- Raising standards of teaching and pupil outcomes
- Diminishing the gap for disadvantaged pupils
- Supporting the well-being, resilience and learning readiness of children and young people.

Genuine Partnership: Cumbria County Council

*“WELL is ensuring that through our **commitment** of working together, we can learn, implement and share what works best so that all children achieve can their potential.”*

John Readman, Executive Director, CCC



Commitment

Transformational

Sustainable

Genuine Partnership: Sellafield Ltd and NDA

*“It’s an exciting, inspirational project and will help us go further towards meeting our **commitment** in helping to build the Northern Powerhouse.”*

Jamie Reed, Sellafield’s head of corporate affairs



Commitment

Transformational

Sustainable

Genuine Partnership: The Education Endowment Foundation (EEF)

“WELL’s focus – on research-based training and high-quality educational programmes to improve pupils’ academic outcomes- mirrors the core mission of EEF.

The funding of a Research School gives capacity to establish direct, local support for schools in raising attainment , especially those from disadvantaged backgrounds.”

Professor Becky Francis, Chief Executive of The Education Endowment Foundation



Commitment Transformational Sustainable



Genuine Partnership: Schools

“It has enabled schools to focus on what really matters to its pupils in their own school context...”

*...Without WELL, schools would be unable to act as succinctly to support improving and **sustaining** pupils’ short and long term life goals and life-long learning opportunities.*

One pupil’s progress as a result is a success to celebrate.

Jayne Williams, Headteacher, Thursby School



Commitment

Transformational

Sustainable

And as a result:

- Sellafield Ltd and NDA have **committed** almost £4 million further investment for a **sustainable** improvement journey.
- Cumbria County Council **committed** to act as the accountable body.
- 119 schools/college **committed** to work together in **transformational** evidence informed activity.
- The EEF **committed** to WELL, including a Research School.



Commitment **Transformational** **Sustainable**

2. Transforming culture, outcomes and lives



Commitment Transformational Sustainable

Transforming culture, outcomes and lives

- **71 schools** received over 450 laptops, 150 PCs, 36 tablets provided for pupils
- **300 staff trained** in remote education ensuring effective provision for pupils
- **£58,000 invested** in y10 disadvantaged pupil catch up (summer 2021)
- **87 schools** have accessed EEF projects proven to impact on the disadvantaged
- **53 schools** trained mental health first aid staff supporting vulnerable pupils
- **40 schools** trained Emotional Literacy Support Assistants to support pupils



Commitment **Transformational** **Sustainable**

Talk Boost...transforming outcomes

Area	Understanding Spoken Language	Understanding and using Vocabulary	Sentences	Story Telling and narrative	Social Interaction
Before intervention	35	40	8	2	7
After intervention	62	62	46	37	49
Difference	+27	+22	+38	+35	+42

Vision with action can change the world... (Nelson Mandela)

“I used to watch my friends play football because I did not know how to play without getting cross, but now I understand without getting cross and I play with them.” (Gabriel aged 9)

“I have struggled with friendships but I can now use ways to help me and I have friends.” (Amira aged 11)

“Amira has really benefited from the resilience work and is now using the coping strategies at home as well” (Amira’s Mum)



Commitment Transformational Sustainable

Adaptability, resilience and sustainability

Successfully supporting both immediate priorities and our long term ambition.

*£500,000 provided to 121 schools to support pupils learning and resilience during COVID using evidence

*Funded breakfasts to vulnerable pupils during lockdowns



Delight as school gets donation of laptops from Sellafeld (News & Star)



Commitment Transformational Sustainable

3. Sustainability

- Collaborative Research Science approach – Universal and targeted research
- Mental health first Aid training (250 staff)
- Further 60 Emotional Literacy Support Assistants.
- 100 school based pastoral staff to receive professional supervision
- 14 Evidence Leaders recruited providing expertise to support schools with evidence to improve teaching, learning and outcomes Another 14 planned
- Improve our communication and development of role with governors

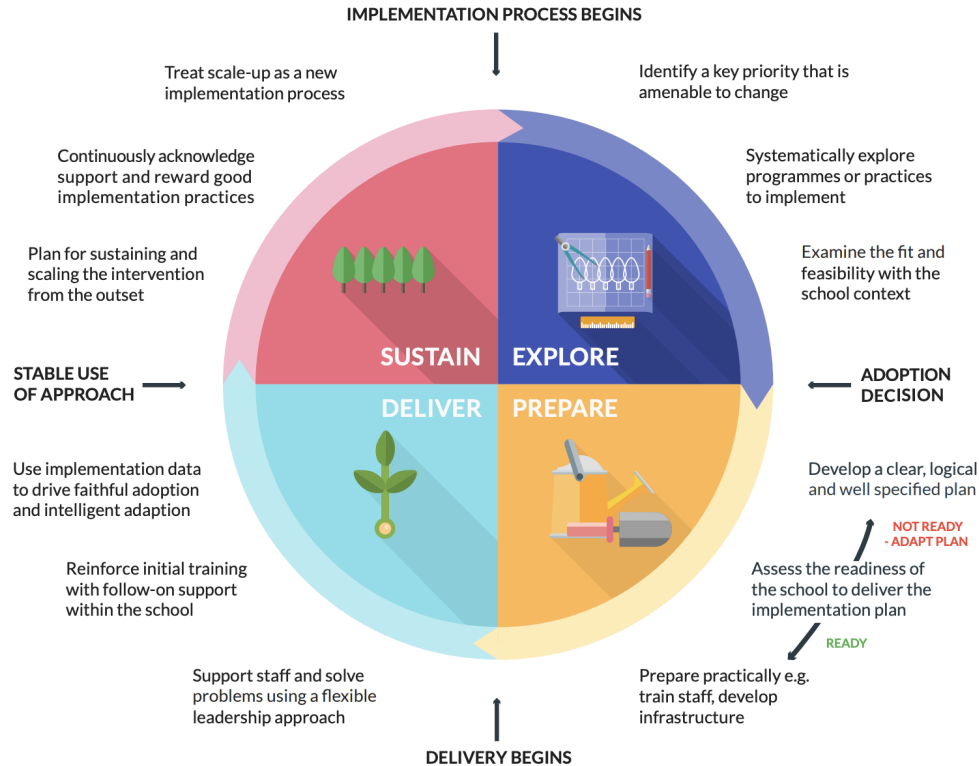


Commitment Transformational Sustainable

2021-2024



The EEF implementation process



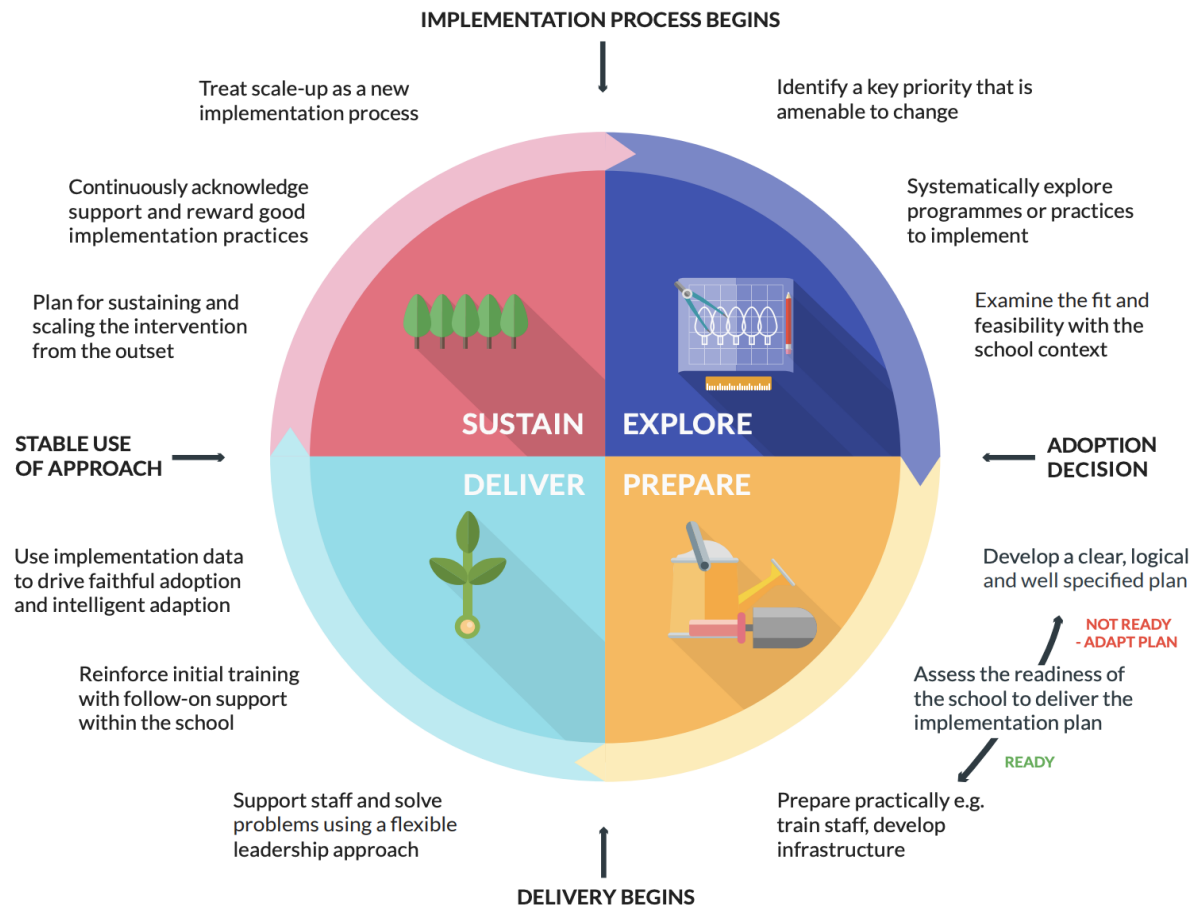
Thank you for your commitment in principle

Your school is one of the 23 schools accounting for 60% disadvantaged and will receive an additional targeted offer of WELL funding for three years.

Each school will identify a priority/problem to include a disadvantaged focus, develop a bespoke plan based on a comprehensive analysis of needs.

Plans to be supported and signed off together with WELL Director and Evidence Leads (ELEs)

The EEF Implementation Process



Which would you choose?

Programme 1

- Whole-school improvement programme that aims to improve the academic and social outcomes of primary school pupils.
- Trained coaches deliver a bespoke two-year programme through monthly coaching sessions, focusing on leadership, learning, parental engagement and wider outcomes.
- There is also a specific focus on improving outcomes for a target group of children (which largely consists of the lowest 20% of attainers).

Programme 2

- Aims to improve pupil engagement and attainment by improving the quality of classroom talk.
- Teachers are trained in strategies that enable pupils to reason, discuss, argue and explain rather than merely respond, in order to develop higher order thinking and articulatory.
- The programme uses video review, print materials and in-school mentoring to support teachers' practice in effective pupil talk across English, maths and science lessons.

The choices we make matter

Programme 1

Whole-school improvement programme (monthly coaching sessions).

Programme 2

Teacher training to improve quality of classroom talk.

Group	Progress
All pupils	-2 months
Target pupils	-2 months

Group	Progress
All pupils	+2 months
FSM pupils	+2 months

WELL School Implementation Plan

School Name		Budget	£
School Implementation Team			
What is the problem/priority you are trying to address from the perspective of:	The Pupils/Students	Teachers/Support staff	Attainment/Progress <small>(include any headline baseline measure)</small>
What are we doing? Intervention Details <small>(What are the active ingredients?)</small>	How and When are we doing this? <small>(The implementation Activities)</small>	How well are we implementing?	Final Outcomes And so?
		<u>Short Term</u>	<u>Short Term</u>
		Ensuring fidelity –	
		Reach –	
		Acceptability –	
		<u>Medium Term</u>	<u>Medium Term</u>
		Ensuring fidelity -	
Reach -			
Acceptability –			
<u>Long Term</u>	<u>Long term</u>		
Ensuring fidelity –			
Reach –			
Acceptability –			
Notes			



What can you do?

- Discuss and identify the priority/problem focus with the SLT.
- Read EEF guide to implementation
- <https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>
- Identify a governor to link/join the school's implementation team
- Engage with the external evaluator
- Look out for EEF/RS sessions for Governors

"You need to be aware of what others are doing, applaud their efforts, acknowledge their successes, and encourage them in their pursuits. When we all help one another, everybody wins."
- Jim Stovall