CPD Excellence Hubs
Target areas and schools/participants

The data show that for the 60 potential Focus Schools identified within our ▇▇▇▇▇ targeted areas, there are **3,900** pupils in primary schools who are not yet meeting the national attainment average. In the secondary schools, students are attaining **1/4**th of a grade lower on average than their national peers with similar starting points.

Improvements in the quality of teaching are urgently required to address these challenges but this is not going to happen without addressing the longer term issues. The CPD Excellence Hub Programme, through TLIF funding, will ensure the capacity and capability to drive improvements in the quality of teaching through rigorously evidence-based approaches to CPD. Our proposal targets ▇▇▇▇▇ **of these schools in** ▇▇▇▇▇ **priority areas** and impacts upon **over** ▇▇▇▇▇ **teachers**.

Methodology and identification of who is in scope

To identify CPD Excellence Hubs, we mapped existing TDT schools against schools in-scope (i.e. within challenging areas with an Ofsted judgment that overall effectiveness is not yet good: graded three or four based on the 31st March Management Information sourced from the .gov.uk website[i]).

To help determine potential geographical Hub Schools, we mapped the schools where CPD leadership, culture and practice was deemed to be effective and high-quality (using, for example, TDT CPD Audits, Research School status and Teaching School status). Where clusters of in-scope schools existed around these potential hubs, they were then shortlisted.

We identified nine distinct geographical areas where possible Hub schools existed alongside sufficient numbers of potential Focus Schools.

We contact the Senior Leadership Teams at the first ▇▇▇▇▇ potential CPD Excellence Hubs and provided them with briefings explaining the rationale for our programme (Service Solution Proposal and Theory of Change). We then spoke to the potential CPD Expert Advisers within the schools. All five schools agreed in principle to engage in the programme subject to the acceptance of our proposal by the DfE. All have strong local connections to help us recruit the local potential Focus Schools.

With our Hubs agreed in principle, our proposal is based on activity within ▇▇▇▇▇ of the ▇▇▇▇▇ CPD Excellence Hubs starting from September 2017 with the remaining ▇▇▇▇▇ Hubs starting from January 2018.

Exceeding the TLIF requirements

What	Our Proposal	Achievable
Programmes with at least ████████ teacher or middle leader participants or at least ████████ assistant heads, deputy heads, head teacher, multi academy chain chief executives or multi academy chain executive heads over the life of the programme would be desirable in Round 1, however this is not a Mandatory Requirement.	Impacts over ████████ teaching staff (████████ teachers and ████████ middle leaders – based on the ratio of one leader to six and a half teachers from the TLIF data).	✓
For any given Lot, participants must be drawn from at least 4 priority areas OR from at least 30 priority schools. In either case, at least 70% of overall delivery of the individual programme must be in priority areas.	Focuses on ████████ priority areas and the cost and modelling are based on ████████ priority schools (although we identify that potentially ████████ could be reached). 100% of the delivery will take place in priority areas.	✓
Proposals must have at least 15% of activity in each of the 3 regions	Our proposal exceeds this objective as activity is expected to be around 20% in the smallest region (South).	✓

The right-hand graphic outlines the metrics for the ████████ selected Focus Schools (out of a possible ████████ to choose from).

Our proposal focuses solely on the schools in-scope in the priority areas. Other areas and schools are not included within our calculations.

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This is a whole-school programme that impacts on all teachers, middle leaders and senior leaders in each Focus School. Exact numbers of participants will therefore vary depending on the schools that sign up. However, based on averages within our possible cohort of ████████ Focus Schools, we are estimating ████████ teachers (including classroom teachers, middle and senior leaders) will be impacted in the programme.

Attrition and Withdrawal rates
We assume that 5% of teachers in each school may be unable to engage properly due to illness or other incapacitation giving us around ████████ that may not engage fully.

We assume that 85% of the schools will remain during the whole programme with ████████ leaving at some point, either falling out of scope or encountering severe governance issues. Our intention is to immediately replace these schools from the remaining pool of ████████ in-scope schools in the challenging areas. As this CPD Excellence Hub programme is designed to give continuous

benefit, we retain the estimate of ████████ participating schools 'full programme equivalent' over the duration of the programme. In our figures we have modelled these replacement schools coming on stream in both September 2018 and January 2019 – they would receive full induction and support from our regional and central teams.

Similarly we allow for an estimated churn of 10% of new staff each year at the Focus Schools. Again, as the benefits are continuous, we have kept a 'full programme equivalent' number of ████████ estimated participants. Regional and school-based

teams would ensure a full induction of new staff.

Identifying the challenge
The data show that the identified Focus Schools are currently attaining below the national average.

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i   March 31st 2017, Ofsted Management Information [Ofsted] (link: https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-schoolinspections-outcomes; last accessed: 24/4/2017)

Compare Schools Service (DFE) using amended and final data sets for KS2, KS4 performance data, attendance, school workforce, Schools consistent financial reporting [DFE] (link: https://www.compareschool-performance.service.gov.uk/download-data; last accessed: 24/4/2017)