

**To the Chair and Members of
CABINET**

DARTS TEACHER IN ROLE PROJECT

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nualla Fennelly, Cabinet Member for Children, Young People and Schools	Edlington Stainforth Armthorpe Thorne Moorends Woodlands Balby	No

EXECUTIVE SUMMARY

1. TEACHER IN ROLE PROJECT in conjunction with DARTs (Doncaster Community Arts)

This project is designed to provide:

- Targeted support for Y3/4 pupils by using creative drama based approaches to improve reading and writing skills.
- Working in role will provide exciting and purposeful contexts for children to develop key skills in reading and writing.
- This project aligns very closely with Doncaster LA Raising Achievement and Aspirations Strategy which has the development of wider literacy skills as a key priority.
- Training for subject leaders and resources to support learning.
- 8 schools have now been identified as participating in this project from September 2017.
- Funding for this project was agreed by Schools Forum on 15/2/17.

EXEMPT REPORT

2. There is no exempt information contained in the report.

RECOMMENDATIONS

3. To give a grant of £67,764.50 to Doncaster Community Arts (DARTS) for the development of a creative project to further develop literacy through developing drama techniques in 8 identified schools with at least 30% of pupils in receipt of Pupil Premium funding. This project has already been approved by Schools Forum at its meeting on 15 February 2017.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. This has the potential to impact upon all of the Council's key objectives by holding

decision makers to account, reviewing performance and developing policy.

BACKGROUND

5. The Doncaster LA Reading Strategy in 2016–17 has very much focused on securing high quality teaching and provision for reading with a view to improving outcomes in Doncaster schools. In the next academic year, 2017-18, the aim is to build on these improvements and encourage schools to look at creative approaches to curriculum development that will impact on reading and writing. This project from DARTS fits within this over-arching aim to encourage those schools who have already demonstrated their capacity to improve teaching and learning to explore innovative approaches to curriculum delivery. Another criterion was that schools could only apply who had at least 30% of their pupils in receipt of Pupil Premium funding.
6. DARTS (Doncaster Community Arts) seeks support for a year-long programme of targeted technique of teaching 'in role' activity through drama in 8 primary schools, across the 4 locality areas to improve reading and writing. Darts practitioners have extensive experience of delivering this proven approach and it has a proven and significant impact on attainment in literacy. For example: In a Year 1 class – 72% of pupils we worked with over a year achieved expected or greater than expected progress in writing; of these almost two thirds achieved greater than expected progress.
7. *Teacher in role* is a method of teaching that utilises techniques of drama to facilitate education. It is a holistic teaching method designed to integrate critical thought, examination of emotion and moral values and factual data to broaden the learning experience and make it more relevant to everyday life situations.
8. Schools that express an interest in the project will need to apply to demonstrate their commitment to the project.
9. *There is capacity for a minimum of 8 schools within the project. This equates to 2 schools per locality but there may be capacity for more schools to participate depending upon the size of the school and class organisation
10. Schools will be invited to apply after the project is launched later this year.

Project Details

11. Each successful school will have a drama practitioner in residence for one day per week for three half terms over an academic year beginning in September 2017. This practitioner will model the approach and develop school staff to deliver this approach as part of Literacy sessions and wider curriculum subjects. The essence of this project is that it delivers skills to teachers that can be used to develop reading and writing across the wider curriculum.
12. In each half term between artist-led sessions, the link teachers will receive support and planning to deliver the in-role approach. Two teachers in each school will work in partnership with the drama practitioner to embed this creative approach. This partnership working encourages sharing and support between the teaching team and ensures a working legacy for each school.

13. *There may be capacity for more schools to participate, depending upon the size of school. For example in a one form entry school, only one class would participate. Similarly if it was a school with a mixed age Y3/4 class, only one class would participate.
14. The programme will be launched during the first half of the summer term with a presentation and interactive workshop. Schools would be invited to apply and would be selected before the end of the academic year. Delivery of the programme would begin in September 2017 and run until July 2018. The core purpose of this programme is to improve outcomes in English through raising attainment in reading and writing at lower KS2. Schools that are successful in their application to join the programme will have to demonstrate a commitment to improving outcomes and a commitment to developing reading and writing skills through the wider curriculum.
15. The expectation is that teachers who have been involved in the project will cascade good practice into other classes and eventually to other schools in the locality.
16. A further expectation is that each school will produce a case study of the impact of the project with baseline data and exit data including assessment information and attitudinal surveys.
17. The programme will impact on attainment in reading and writing, whilst at the same time ensuring a legacy of learning for staff and pupils beyond the life of the sessions. With guidance from strategy leads at DMBC, lower KS2 (Y3/4) has been identified as the target cohort where this project could demonstrate real impact on in- year progress, preparing pupils for transition into upper KS2 and developing their readiness and appetite for ever more challenging texts. Y3/4 have been identified as the most appropriate year groups although there may be some flexibility around this, particularly in smaller one form entry schools or those with mixed year group classes.
18. The programme takes key challenging texts from Pie Corbett's Reading Spine recommendations for Y3/4. The interventions will focus on explicit teaching of inference, essential skills including character-based work, developing range and depth of vocabulary.
19. Planning and resources will make explicit links to speaking and listening objectives in the National Curriculum.
20. Planning will take into account the needs of the children to ensure that appropriate learning takes place.

An Example of Teaching in Role

21. A drama practitioner works with a school alternating over three half terms, spending one day per week with two classes from each year group. She takes the role of an aspiring firework maker called Lila, from Philip Pullman's 'The Firework Maker's Daughter' encouraging the children to become quest makers whose job it is to design Lila a successful mission. All topic work is approached from this specific point of view. Children are set specific linked reading and writing activities to follow on from the drama practitioner delivered weekly sessions. This will contribute to consolidation of learning by the children and allow tracking of their understanding. The children take on a range of expert roles which engage them deeply and challenge them to communicate complex ideas.

22. Teachers are able to observe the drama practitioner modelling techniques for teaching in role, before gradually taking a more active part in sessions and leading lessons in role independently. Each session is followed by reflection and planning time to ensure teachers have the opportunity to discuss and develop their own practice. Training sessions will run through the academic year jointly led by the drama practitioner and the teachers involved. This approach allows learning and teaching resources to be shared with all teachers in the schools across the locality areas and supports them to plan how teaching in role could be applied to future texts. Short films could be made to illustrate approaches.
23. We will track attainment data in partnership with schools, working from baseline literacy assessments carried out with the cohort of pupils, through the schools existing tracking methods. Impact will be measured on both the pupils and teachers. Reporting will feed into the Schools Forum in line with standard assessment schedules. This could look different in each school depending on assessment and tracking processes.
24. We would seek support from the LA Standards and Effectiveness team to ensure this aligns to other data collection processes.
25. Over the *8 schools, the programme will cover the range of Y3/4 texts, building up resources and planning to share with the network of teachers created. All the resources would be available to cascade in the pyramids and training for subject leaders will be offered through locality meetings
26. Schools will be invited to apply to join the project. The selection criteria will focus on the school's capacity to cascade learning, embed approaches and make a difference for children. Eight schools applied for the project. Three other schools expressed an interest in the project but did not meet the criterion for 30% or more disadvantaged pupils. This indicates that there would be potential for DARTS to run the project again next year. This would help the sustainability of the project as a successful first year with a measurable improvement in outcomes, together with positive feedback from participating schools, would help DARTS apply for further funding. Schools could be invited to apply for the next phase of the project with a contribution from schools topped up by grant funding from a range of external sources.

The schools participating are:

School	2016 KS2 Reading outcomes % at ARE
Edlington Victoria	46%
Edlington Hill Top	86%
Balby Central	43%
Woodfield	58%
Woodlands	48%
Shaw Wood	59%
West Road	52%
*Long Toft	40%
*Kirton Lane	46%

*These two schools will be working very closely together and sharing resources. Of the 9 schools in the project, only one, Edlington Hill Top, has Reading outcomes above the 2016 national average of 66%.

Costings (Impact across all Pyramids and Localities)

27. The programme would begin in *8 schools in September 2017 and would continue for 1 full academic year.
28. This would be an equivalent of 2 schools per locality.

Per School Costs	Based on 1 artist,* 2 classes per school, 3 half terms of delivery per school	
Total Costs per school	Covers all artist delivery, planning, travel, materials and project management	£8,471
Number of schools		*8
Class size (Average)		25
Total programme cost		£67,764.50
Cost per child		£169
Cost per child per day		£9.41
Number of Children		400
Contact days		144

*dependent upon the size of school

Financial Year Breakdown

			2017		2018			2018
			Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
	*8	Schools	£ 11,294	£ 11,294	£ 11,294	£ 11,294	£ 11,294	£ 11,294

OPTIONS CONSIDERED

29. There are no alternative options within this report as the intention is to provide the Committee with an opportunity to note and consider the information presented. The project was approved by Schools Forum on 15 February 2017.

REASONS FOR RECOMMENDED OPTION

30. This project aligns with the Raising Aspirations and Achievement Strategy and is seen as a key part of next years' Reading Strategy. It also aligns with the SMOA activity strand around **100 things for all Doncaster children to do before 11.**

IMPACT ON THE COUNCIL'S KEY OUTCOMES

- 31.

	Outcomes	Implications
	All people in Doncaster benefit from a thriving and resilient economy.	This has the potential to have an impact on all the Council's key objectives

	<ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	
	<p>People live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>People in Doncaster benefit from a high quality built and natural environment.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	
	<p>Council services are modern and value for money.</p>	
	<p>Working with our partners we will provide strong leadership and governance.</p>	

RISKS AND ASSUMPTIONS

32. There are no specific risks associated with this report.

LEGAL IMPLICATIONS

33. Section 1 of the Localism Act 2011 provides the Council with a general power of competence, allowing the Council to do anything that individuals generally may do. Section 111 of the Local Government Act 1972 gives the Council the power to purchase goods and services.

34. S13 of the Education Act 1996 provides that a local education authority shall, so far as their powers enable them to do so, contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

35. The Council's Financial Procedure rules E14, 15 and 16 must be complied with.

36. Legal services should be consulted in the preparation of the grant agreement which should contain provisions which protect the Council

FINANCIAL IMPLICATIONS

37. The grant to be made to DARTS of £67,765 requires Cabinet approval as it has a financial value greater than £50k, as covered under financial procedure rule (FPR) E14. An appropriate funding agreement with DARTS will also be required, as outlined in FPRs E15-E16.
38. Funding for this project was agreed at School Forum on 15th February 2017 (School Forum approved funding of £67,765 for additional Early Help work, from the Dedicated Schools Grant, so that the LA could free up the equivalent general fund resource of £67,765 to fund this project). This funding would be drawn down as the project incurs the expenditure. There will be regular reports to School Forum where spending will be detailed. At the end of the project, a full financial report will be submitted.

HUMAN RESOURCES IMPLICATIONS

39. There are no specific HR implications arising from this report in relation to council employees however we will need to ensure that DARTS provide suitably qualified staff to work with schools, including ensuring appropriate safeguarding measures are in place.

TECHNOLOGY IMPLICATIONS

40. There are no technology implications arising from this report.

EQUALITY IMPLICATIONS

41. There are no significant equality implications associated with this report. Due consideration is given to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

42. This project was discussed at length and agreed at The Schools' Forum meeting of 15 February 2017. Schools have been invited to apply for the project and the successful schools have been identified and notified.

BACKGROUND PAPERS

None.

REPORT AUTHOR & CONTRIBUTORS

Paul Ruane
Head of Education, Learning and Opportunities: Children and Young People
Telephone: 01302 737658
Email: paul.ruane@doncaster.gov.uk

Damian Allen
Director of People (DCS/DASS)