Gloucestershire Education Partnership:

Presentation to Gloucestershire Education Conference

Isos Partnership

7th February 2018

Where we are in the process

Completed to date

✓ Carried out phone interviews – mix of headteachers, MAT CEOs, Diocese and RSC office

✓ Basic data analysis of key challenges facing schools in Gloucestershire

✓ Background research into other education partnerships

✓ Workshops with headteachers

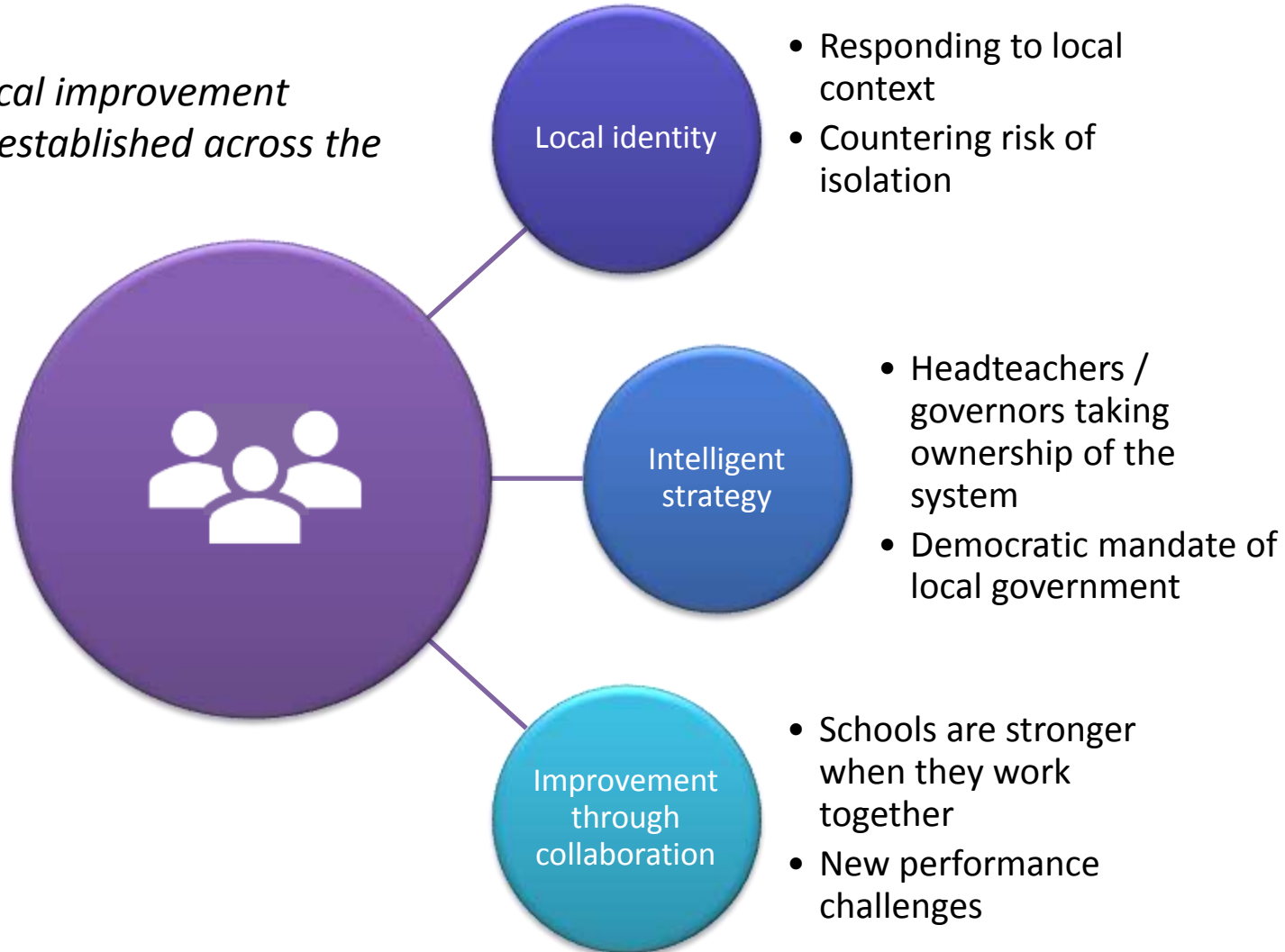✓ Presentations at GASH and GAPH

✓ Discussion through the steering group

Next steps

• Developing a more concrete proposition

• Written consultation with all schools

• Piloting key aspects of the proposal

What is happening nationally?

At least 25 local improvement partnerships established across the country…

Local identity
- Responding to local context
- Countering risk of isolation

Intelligent strategy
- Headteachers / governors taking ownership of the system
- Democratic mandate of local government

Improvement through collaboration
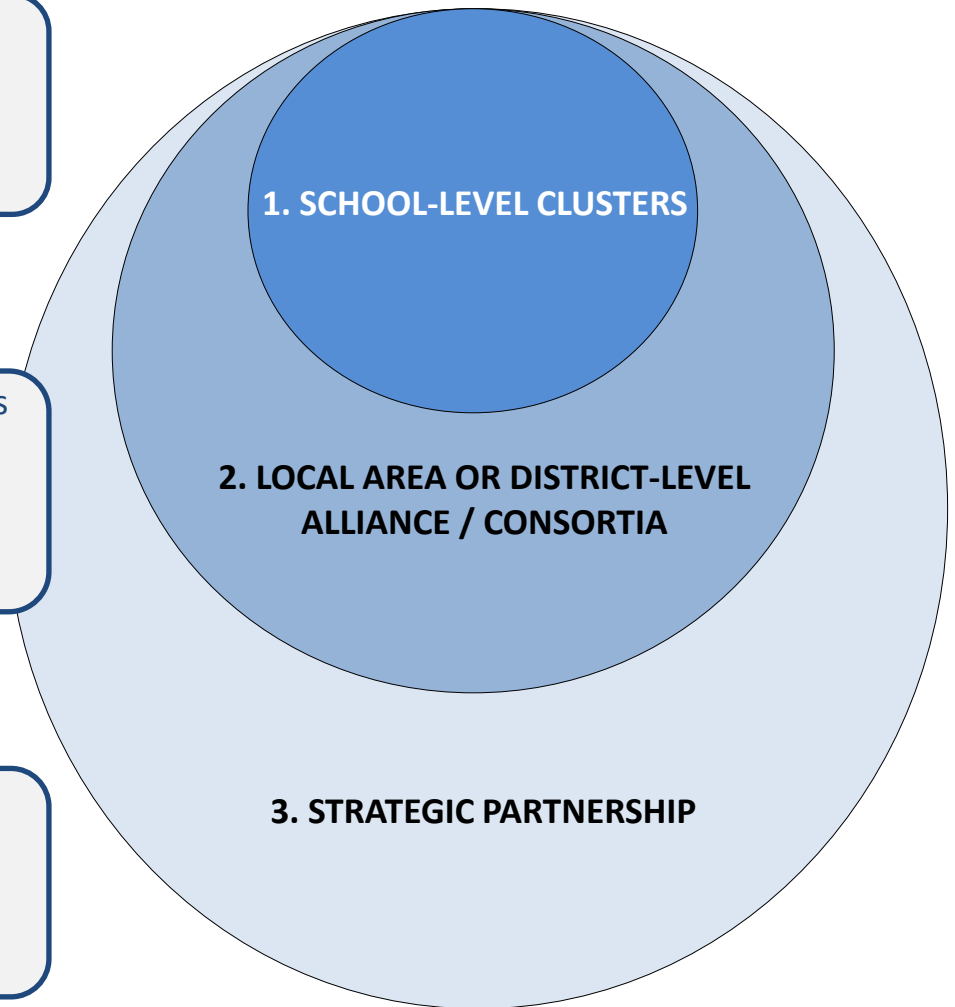- Schools are stronger when they work together
- New performance challenges

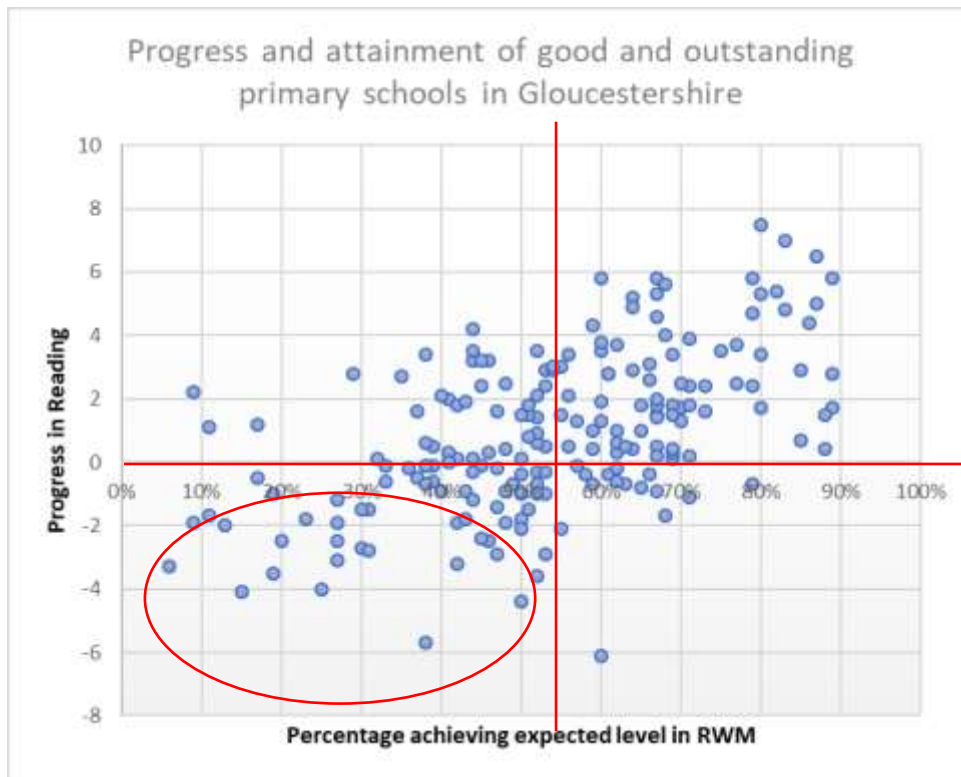# How other counties are organising their partnership structures

1. School-level clusters…for peer review, mutual support, joint practice development and moderation, leadership and staff development opportunities, and to enable efficient procurement of school improvement support

2. Local area or district-level alliances…co-ordination across a number of clusters, sharing data and intelligence, reviewing the health of clusters, support and challenge, brokering and deploying support for vulnerable schools, system leader development, monitoring and evaluation

3. Strategic partnership…to co-ordinate and identify area-wide priorities, develop a shared vision, involve key players, promote effective communication, develop system leader capacity, link to other key priorities, and promote sustainability
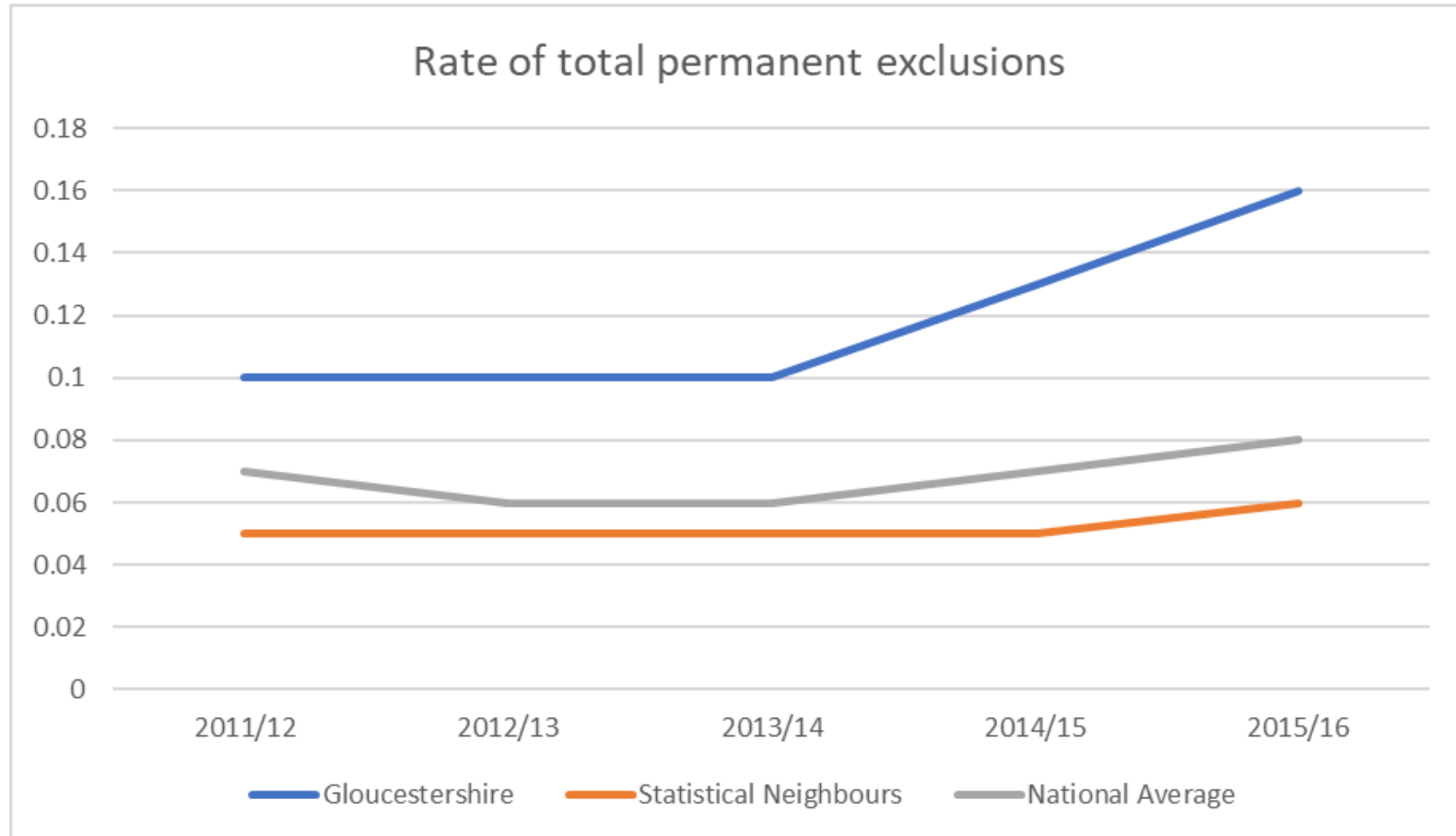
1. SCHOOL-LEVEL CLUSTERS

2. LOCAL AREA OR DISTRICT-LEVEL ALLIANCE / CONSORTIA

3. STRATEGIC PARTNERSHIP

The Gloucestershire context: historically high performing but new challenges

Progress and attainment of good and outstanding primary schools in Gloucestershire

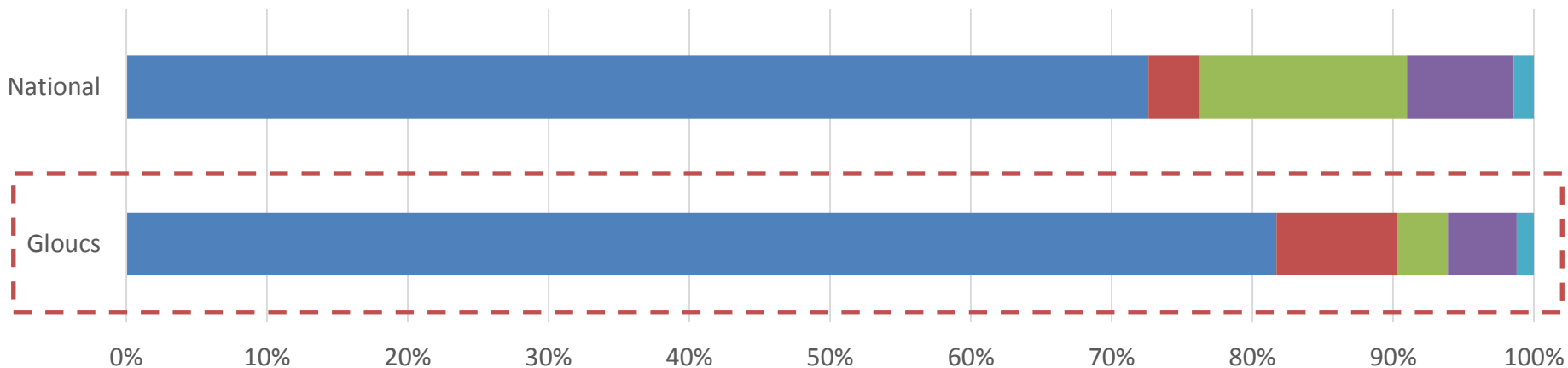Progress and attainment of good and outstanding secondary schools in Gloucestershire

- Gloucestershire schools are, on average, high performing and have been so over a number of years.
- Nonetheless, there are a significant minority of currently good or outstanding schools which have not been inspected for some time and whose results are now below national averages for both progress and attainment.
- There is a sense among some headteachers that performance is perhaps more fragile and/or volatile than it has been previously, with some schools recently and unexpectedly going into Ofsted categories

The Gloucestershire context: need for greater collective responsibility for learners?

Rate of total permanent exclusions

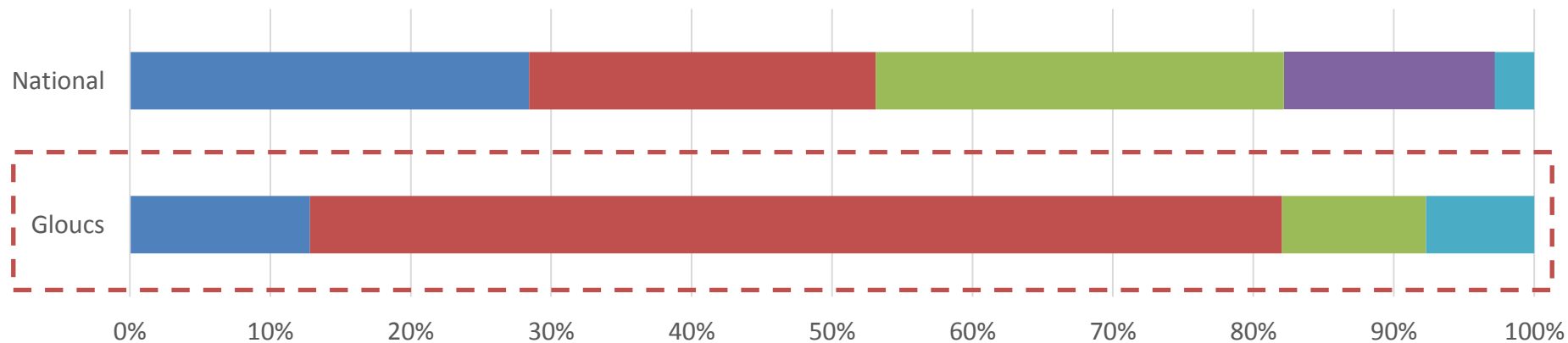Legend: Gloucestershire, Statistical Neighbours, National Average

Make-up of schools in Gloucestershire

Primary school make-up

Secondary school make-up

■ Maintained ■ Stand alone academies ■ Small MATs ■ Large local MATs ■ Large national MATs

Why this discussion is particularly timely

Increasing sense of isolation among schools

Turnover of school leadership

Need to do something different

Changes in accountability, curriculum and governance

Financial pressure in schools and LAs

The feedback so far...

We need a more strategic approach to:

- Identifying shared problems and finding solutions to them

- Releasing the capacity and expertise for school to school support

- Enabling schools to identify and address areas for development
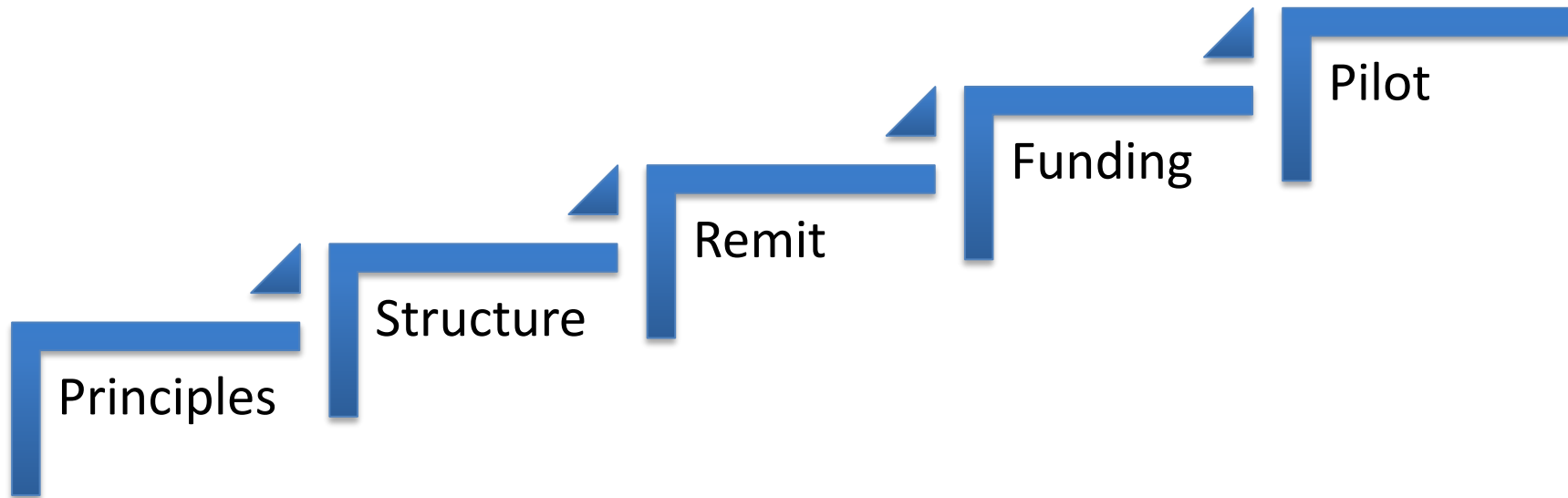
But this will be challenging because:

- Limited time and capacity of headteachers to lead this

- There is no 'new' funding

- Risk of duplication in a busy landscape

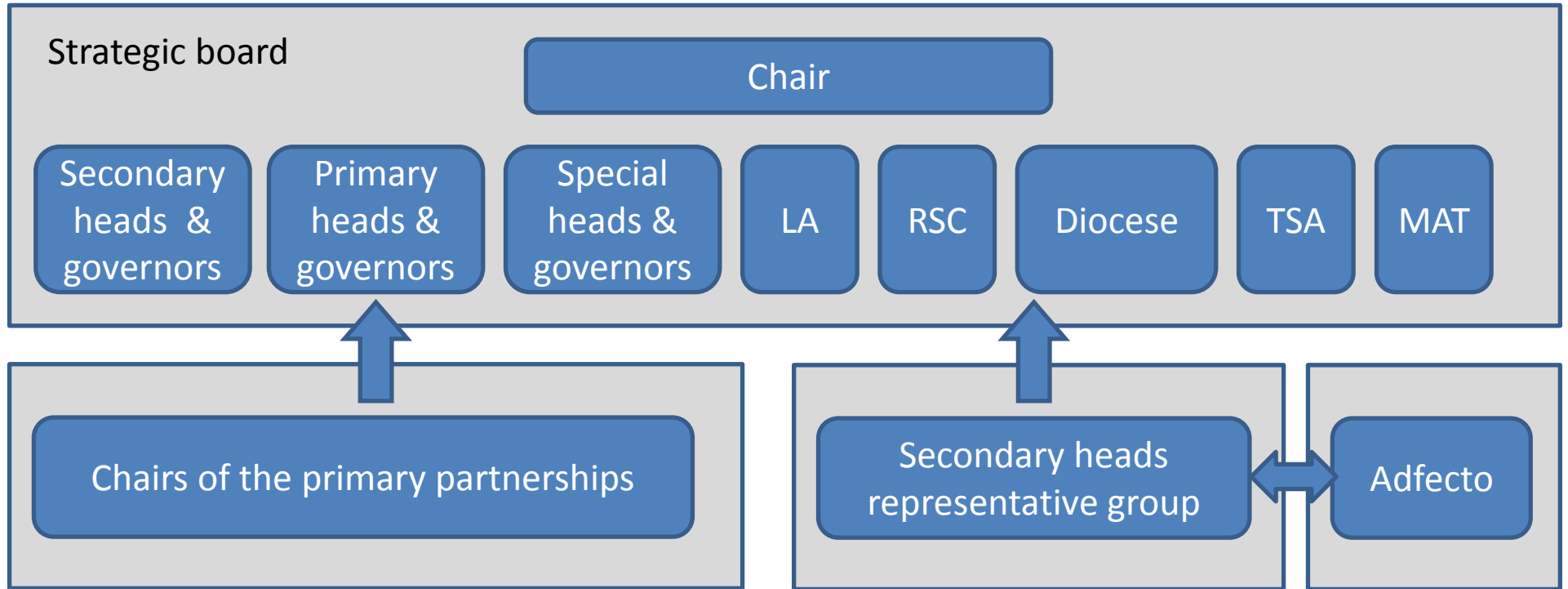# A proposition to get started…

Principles

Structure

Remit

Funding

Pilot

Start with some principles…

1. Its purpose is to support **the progress and achievement of all children and young people** in Gloucestershire

2. Membership will be **open to all schools**, irrespective of type, and all schools will be treated equally

3. Led by **headteachers**, with the support of **key strategic partners** – the local authority, governors, the Diocese and the RSC

4. Committed to **releasing the capacity and expertise** in the system to support schools, and recognising that *all* **schools can have something to offer and have something to learn**

5. A non-punitive mechanism for **identifying areas for improvement, and doing something about them**

6. Focused on **action**, **evidence** based, and driven by **impact**

Establish a structure based on what is already working in Gloucestershire...

Strategic board

Chair

Secondary heads & governors | Primary heads & governors | Special heads & governors | LA | RSC | Diocese | TSA | MAT

Chairs of the primary partnerships

Secondary heads representative group ↔ Adfecto

Agree an initial remit for the partnership as a whole

Coordinating solutions to shared problems

- Setting a county-wide **strategic vision**
- Identifying the most pressing **priorities**
- **Commissioning task and finish** groups to come up with solutions
- Working **with local and other partnerships** to see through actions

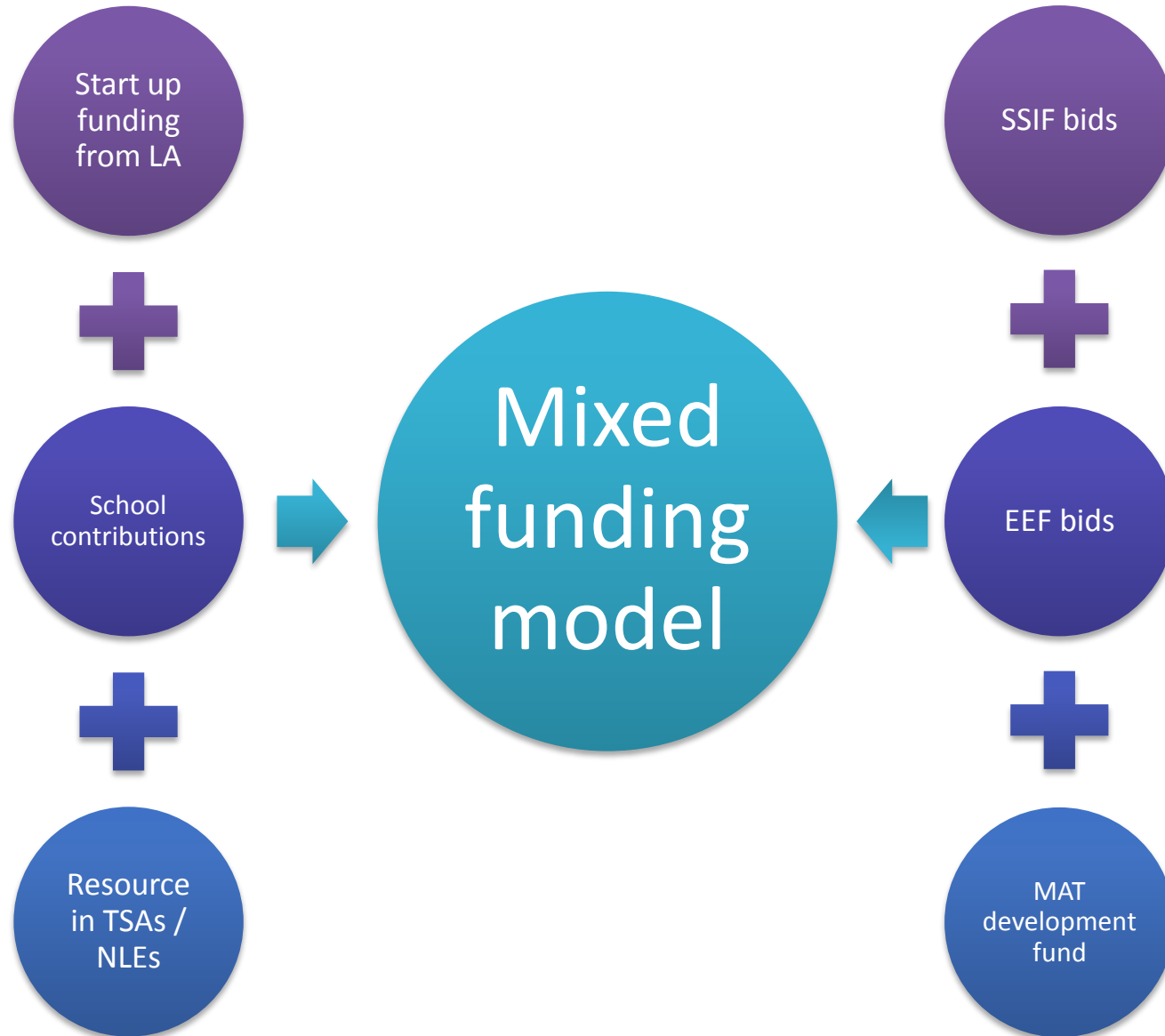**Releasing capacity and expertise for school to school support**

- Developing a directory of **quality assured support and expertise** that could be deployed across schools in Gloucestershire
- Establishing **learning hubs** to release expertise and build capacity
- Developing the next cadre of **system leaders**
- Maximising impact of the **collective teaching school and NLE offer**

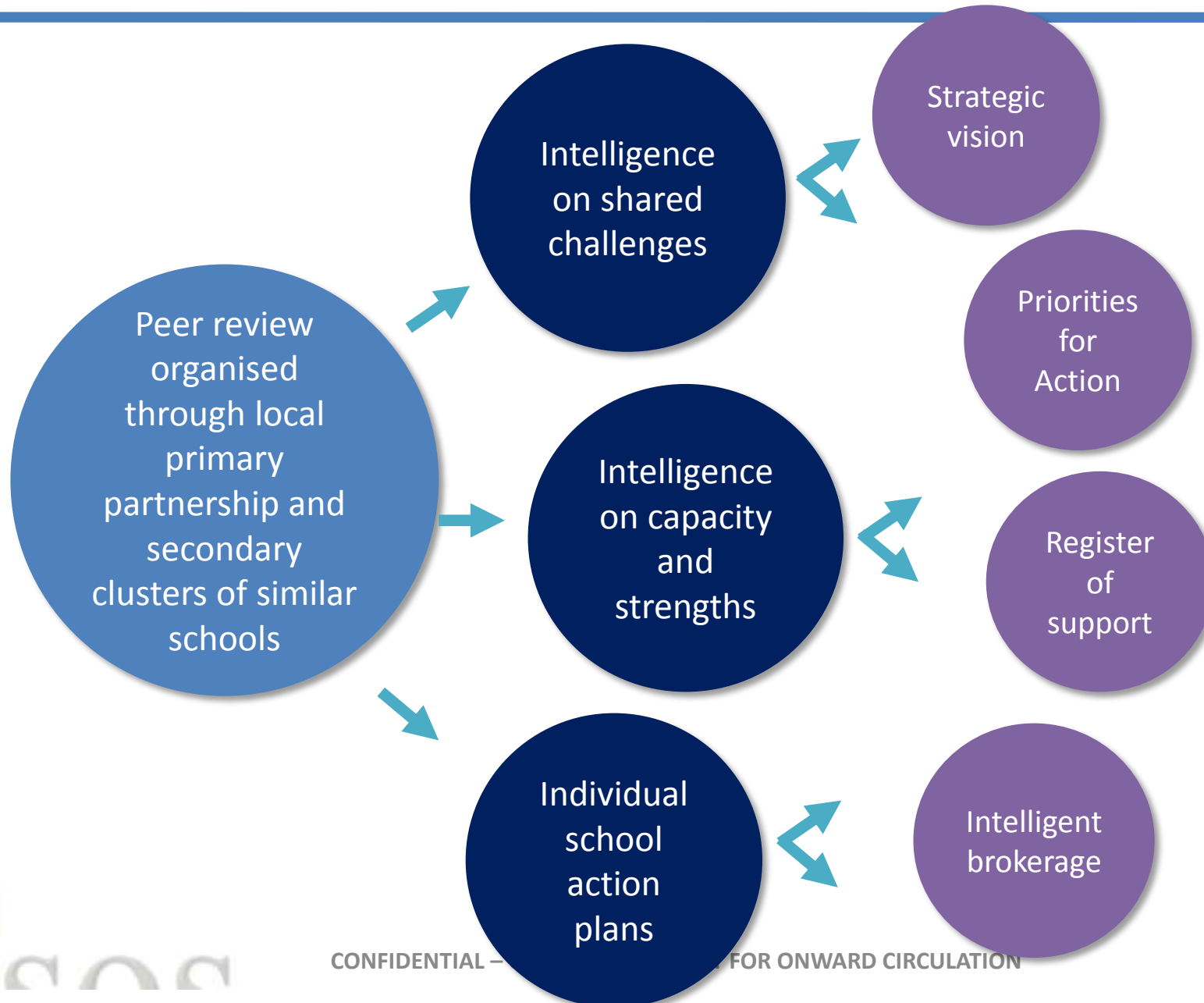**Supporting schools to identify and address areas for development**

- Overseeing a system of **cluster-based peer review**
- **Earlier identification** of schools at risk using data and other soft intelligence
- Working with the schools identified to develop a **bespoke support package**
- Reviewing the **effectiveness of support** brokered to ensure it delivers

Establish funding for one full time person for a year...

Start up funding from LA

+

School contributions

+

Resource in TSAs / NLEs

SSIF bids

+

EEF bids

+

MAT development fund

Mixed funding model

And then start by trialling peer review as an engine for improvement

Peer review organised through local primary partnership and secondary clusters of similar schools

Intelligence on shared challenges
- Strategic vision

Intelligence on capacity and strengths
- Priorities for Action
- Register of support

Individual school action plans
- Intelligent brokerage

Proposed next steps

- Any immediate feedback or questions on the ideas discussed today – email the local authority, your GAPH, GASH or GASSH representative or Isos

- A formal written consultation for all schools – mid Feb to early March

- Depending on the outcome of the consultation – set up a shadow board and skeleton capacity before Easter

- Start piloting new ways of working post Easter