

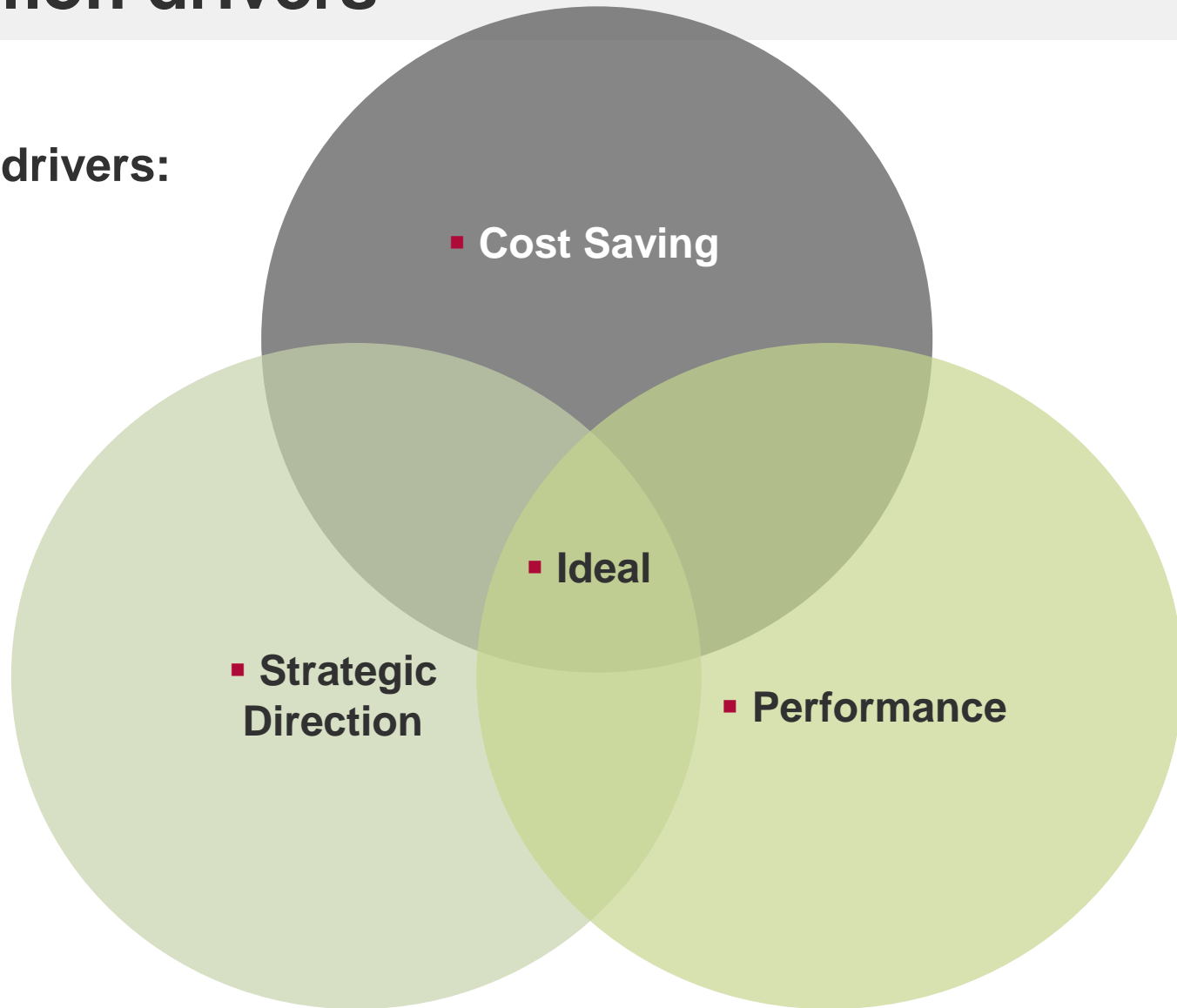
Director's Briefing for Chairs and Vice-Chairs of School Governing Bodies

- **Alternative Delivery Models**
- **School Improvement**

17 September 2014

Common drivers

3 major drivers:



Challenges

- How to sustain **high quality services** despite reducing local authority budgets
- How to maintain excellent **school performance**, as central support reduces
- How to adapt to the increasing **autonomy** and increasing **share of budgets** by schools – the new education landscape
- How to ensure schools have a central role in the **strategic oversight of education services**
- How to establish a **self-improving school system**

Two sides of the same coin

- **models** for delivering services to schools
- **models** of school improvement support for schools
- **increased role** for **schools leaders** in strategic oversight of services
- **increased role** for good and outstanding **school leaders** in supporting other schools
- **stronger partnership governance** at education service level
- **stronger partnership governance** at school to school level

Fast forward a year.....

Barnet Education and Schools Trust

**School
Improvement
Partnership**

**School
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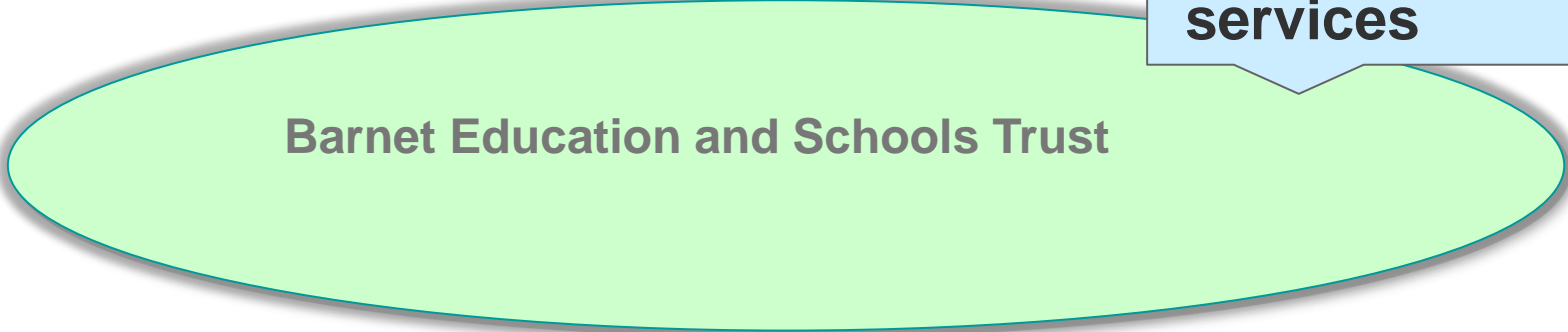
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Fast forward a year.....

**Future delivery
of Education
services**



**School
Improvement –
a new approach**



Future delivery of Education services

Results of the initial survey of heads and governors

- 136 responses
 - mainly primary schools
 - good mix of heads and governors
- Strong support for vision, aims and drivers
- Clear desire to be involved (stronger with heads than governors)
- Strong messages about the need for more information and time

Summary of initial views on the different options:

Three single-partner models

➤ Moderate support for a **Local Authority Trading Company**:

- All respondents: 11% positively for it and 41% willing to consider, a **total of 52%** with 23% tending not to support, 5% strongly opposed (**30% against**).
- Primary head teachers are even more strongly in favour: 21% positive and 35% willing to consider, a **total of 56%**, with 17% tending not to support and 9% strongly opposed

➤ Some support for the **In-house model**:

- All respondents: **10% strongly support** and a further 15% positive; and 26% are willing to consider, a **total of 51%**, with 25% tending not to support and 7% strongly opposed (**32% against**).
- Primary head teachers 31% positive and 35% willing to consider, a **total of 66%**, with 17% tending not to support and 4% strongly opposed

➤ Little support for the **Outsourcing model**:

- All respondents: 7% positive and a further 16% are willing to consider, a **total of 23%**, with 24% tending not to support and 36% strongly opposed (**60% against**).
- Primary head teachers 9% positive and 13% willing to consider, a **total of 22%**, with 30% tending not to support and 35% strongly opposed.

Summary of initial views on the different options:

Three partnership models

- Strong support for a **social enterprise model**:
 - All respondents: **17% strongly support**, and a further 18% positive and 37% willing to consider, a **total of 72%** with 10% tending not to support, 5% strongly opposed (**15% against**).
 - Primary head teachers are even more strongly in favour: 43% positive and 35% willing to consider, a **total of 78%**, with 4% tending not to support and 4% strongly opposed.

- Good support for the **Joint Venture commissioning model**:
 - All respondents: 30% positive and a further 41% are willing to consider, a **total of 71%**, with 14% tending not to support and 5% strongly opposed (**19% against**).
 - Primary head teachers 33% positive and 46% willing to consider, a **total of 79%**, with 8% tending not to support and 4% strongly opposed

- Good support for the **Joint Venture ownership model**:
 - All respondents: **7% strongly support**, and a further 22% positive and 31% willing to consider, a **total of 60%**, with 20% tending not to support and 8% strongly opposed (**28% against**).
 - Primary head teachers 48% positive and 22% willing to consider, a **total of 70%**, with 13% tending not to support and 9% strongly opposed.

Alternative delivery model

Option	Committee decision to explore options further
In house	
Local authority trading company	
Outsource	
Schools led social enterprise	
Joint venture company (schools, council and third party)	
Joint venture (council and third party)	

Committee decision

- The Children, Education, Libraries and Safeguarding Committee (CELS) agreed on 15 September:
 - to **further consultation and engagement** on the three partnership models, alongside the existing in-house model
 - to refer the draft outline business case to the **Policy and Resources Committee** in **December** for consideration of whether to approve the setting up of a new legal entity to deliver the service, should CELS choose a new legal entity at its meeting in January
 - a final Outline Business Case setting out the **preferred option** will be considered by CELS in **January 2015**

Next steps

- Ongoing **consultation and engagement** with
 - schools, governors, staff, trade unions, third parties/private sector and residents during Autumn
- Work up a **description of each of the three partnership models**, as well as the in-house model – governance, funding, relationships, how schools would be involved etc.
- Detailed analysis of the **business case** for each of the three new models, alongside the in-house model
- **Workshops** for headteachers and governors during October/November
- Final **survey** of schools during November – all schools asked to give a view
- Final **decision** by CELS Committee 12th January 2015
- **Go Live:** October 2015

Consultation with Schools and Governors

Headteachers

- Headteacher reference group – 23rd September and ongoing throughout project
- Briefing pack with more information on each model available early October with invitation to early morning/twilight briefing sessions
- Secondary headteachers meeting/workshop - 7th October
- Primary headteachers meeting/workshop - 23rd October

Governors

- Chairs and Vice Chairs meeting on the 17th September
- Briefing pack with more information available early October with invitation to early morning/twilight briefing sessions

School Improvement in Barnet – a new approach

Towards a self-improving school system

Rationale

- Schools should be **responsible for their own improvement** and so we need a self-improving school system
- **System leaders** in schools should be driving improvement across the school system
- Nearly all schools need to have **regular external challenge** in order to identify key areas for development and to improve continuously.
- The **local authority** is no longer able to offer such challenge to all schools or to pay for it for most schools (from April 2015).
- With the **removal of the scaffolding** provided by the LA – some time ago for secondary schools and now for primaries – schools that work in isolation are likely to be putting their own school improvement at risk. This is especially the case with primary schools, which are generally too small to maintain a sufficiently robust internal challenge function.
- The **way forward** is for schools to join together in school improvement partnerships.

Vision: Towards a self-improving school system

Every Barnet school should be part of a **formal school partnership** with a number of other schools.

Within these partnerships schools will work together and share best practice and **the best schools and best headteachers will play a key role** in enabling other schools in the partnership to improve towards outstanding.

A **self-managing, self-improving school system** will become established where **co-operation and structured and planned improvement are driven by school leaders**, every school benefits and standards are continuously raised.

Proposal

To establish a series of school improvement partnerships **by April 2015** in Barnet so that **every school is a member of a partnership** and able to benefit from or contribute to system leadership and a self-improving school system.

Types of Partnership

- A **hard partnership** with a strong internal structure and clear lines of accountability to an **executive leader** and a **partnership governance board** – e.g., school **federations**, **multi-academy trusts** or **academy chains**.
- A **structured partnership** - a slightly looser internal structure but still very clear **agreements on roles and accountabilities for challenge, support, intervention**. This may involve an **executive board of headteachers**, with roles allocated to different heads according to their strengths, experience etc.
- A **loose partnership** – less structured than either of the above - two or more schools agree to **work together to challenge and support each other**. Likely model for partnerships of two or three secondary schools.

Local authority school improvement functions

- **Hard partnerships** should have a similar role to Academy chains – i.e. where the chain manages **all aspects of school improvement**, including **intervention** in maintained schools (on behalf of the LA)
- **Structured partnerships** – The LA would **commission the partnership to provide support and challenge** services. The LA would continue to play a key role schools causing concern but may commission the partnership to provide some of the challenge and support
- **Loose partnerships** - Schools would continue to be monitored or challenged by the **LA**, but the LA may commission one of the partnerships to provide related services on its behalf

Next steps

Primary schools

a) We will begin by asking all primary schools to:

- Indicate which schools they already have **informal partnerships** with
- Give an **initial indication** of **which schools** they would like to **partner** with and the **type of partnership** they are interested in.

b) Then we will have **discussions** with individual schools and attempt **‘match-making’**.

c) We will then **publish proposals** for a set of partnerships that seems to represent the **‘best fit’**, whilst ensuring all primary schools are offered membership of a school improvement partnership. We will **consult** on those proposals.

d) **Next term** we will ask schools to make **formal decisions** over setting up/joining local school improvement partnerships

Next steps

- **Secondary schools** – we will simply **encourage and invite** all secondaries to consider or re-consider the value of entering into some form of school improvement partnership with one or more other secondary schools and/or with primary schools.
- **Special schools** - we will **consult** with Special Schools about the most **appropriate partnerships** for them and the schools with which they might wish to partner.

Next Steps

- **Committee** (CELS) approved consultation on new approach – 15th September
- Meeting chairs and vice-chairs of governors – 17th September
- Meeting with headteachers at Network meetings - 19th September
- Develop **pro-forma** for discussion with **School Standards Partnership Board** – by end of September – then write to schools to invite them to consider response and fill in the pro-forma
- Director's Meeting/ **workshop sessions** with Secondary Heads on 7th October and Primary Heads on 23rd October
- Heads discuss with staff and governors

Next Steps

- Ask schools to **complete pro-forma** by mid-November with indicative preferences
- Proposed **primary (and any cross-phase) partnerships** published by end of November
- **Consult** schools (heads and chairs of governors) on partnership proposals
- Develop Partnership **Frameworks**, Contracts, Memorandum of Understanding etc.
- Schools make **formal decisions in the Spring term**
- The aim is to get as many schools as possible into operational school improvement partnerships by **April 2015**, so the partnerships can plan their activities and resources in advance of the new school year.