

# **Educational Excellence Everywhere in Lancashire: Our Response to the White Paper**

## **A Workshop for Lancashire School Leaders**

# Introductions

- CC Matthew Tomlinson, Cabinet Member for Children, Young People and Schools
- Bob Stott, Director of Children's Services
- Steve Belbin, Senior Adviser.

# Objectives of the Session

- To clarify the White Paper proposals around MATs and school improvement
- To consider the implications for schools in Lancashire
- To explore alternative responses for Lancashire schools
- To gain a perspective from school leaders to inform the response of the County Council and Lancashire School Improvement Service

# Timetable

- 2.30 pm: Education Excellence in Lancashire, the perspective of the Authority
- 3.00 pm: discussion groups
- 3.30 pm: Feedback from the floor
- 4.00 pm: summary & departure

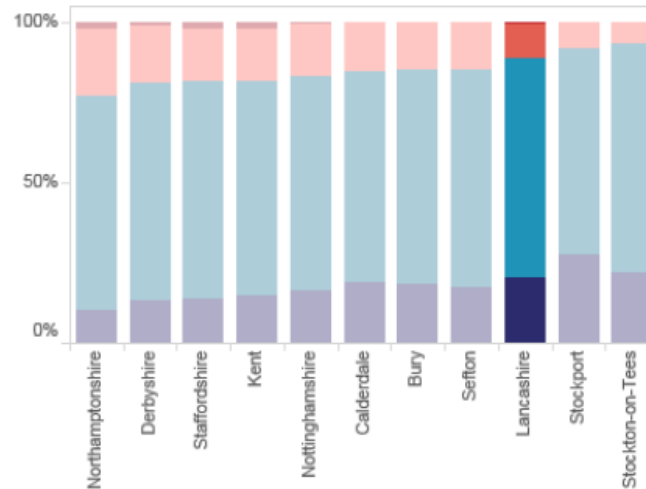
All times liable to change!

# Educational Excellence Everywhere in Lancashire

## Strong inspection outcomes

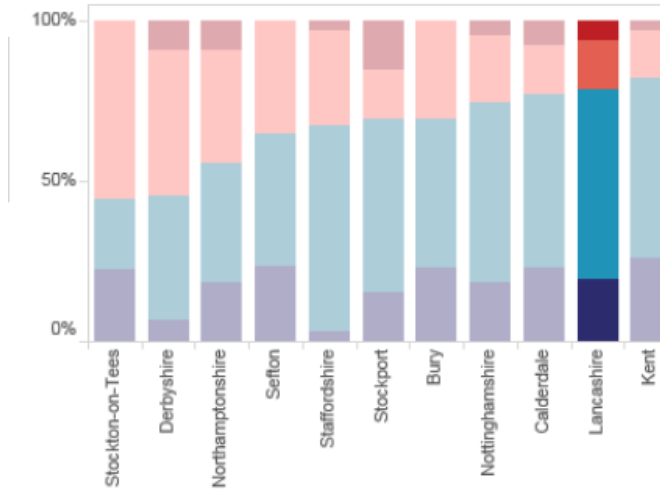
### Primary Schools

Local authority areas similar to  
Lancashire as at 31 Aug 15



### Secondary Schools

Local authority areas similar to  
Lancashire as at 31 Aug 15



All nurseries, and 95.6% of primary schools good or better.

Currently just 1 primary & 2 secondary schools graded inadequate

**HMCI:** "I was in Lancashire the other month talking to secondary heads there.

Lancashire is doing well, the schools are doing well; practically all of them are still within the local authority. Very few are academies, but there are exceptional heads running very good schools."

*Ed Select Cttee 15/06/16*

# Educational Excellence Everywhere in Lancashire

## Strong achievement outcomes

EYFS: GLD 69%. Four year rising trend. In line with the national average.

KS1: 2016. combined R/W/M expected: 61%, above the national average (60%).

KS2: combined R/W/M expected: 53.6, above the national average.

Prior to 2016: KS2 significantly above N/A for five years.

Key Priority Areas: more children doing well, regardless of where they live in Lancashire, or their starting points.

- Reducing variation for key pupil groups
- Reducing variation in District outcomes

# How is this Achieved?

## **Strong leadership and management of schools**

- Developing secure self-evaluation and strong governance
- Support for governors in headteacher and deputy headteacher appointments
- Support for governors in recruiting associate/acting leadership
- Support for CPD and leadership development

## **Strong knowledge of individual schools**

- School adviser model, on-going regular contact with schools
- Close scrutiny of school outcomes and self-evaluation
- Prompt, sensitive, successful brokerage of support
- Sharing effective practice

## **Accessing capacity across all schools** - the sum greater than the parts

- 24 nursery, 478 primary, 84 secondary, 30 special schools
- Strong headteachers, senior leaders, TSAs, NLEs, etc
- Track record of effective support for schools in difficulty

# How is this Achieved?

## **Strategic focus and partnership working** *since mid-1990s*

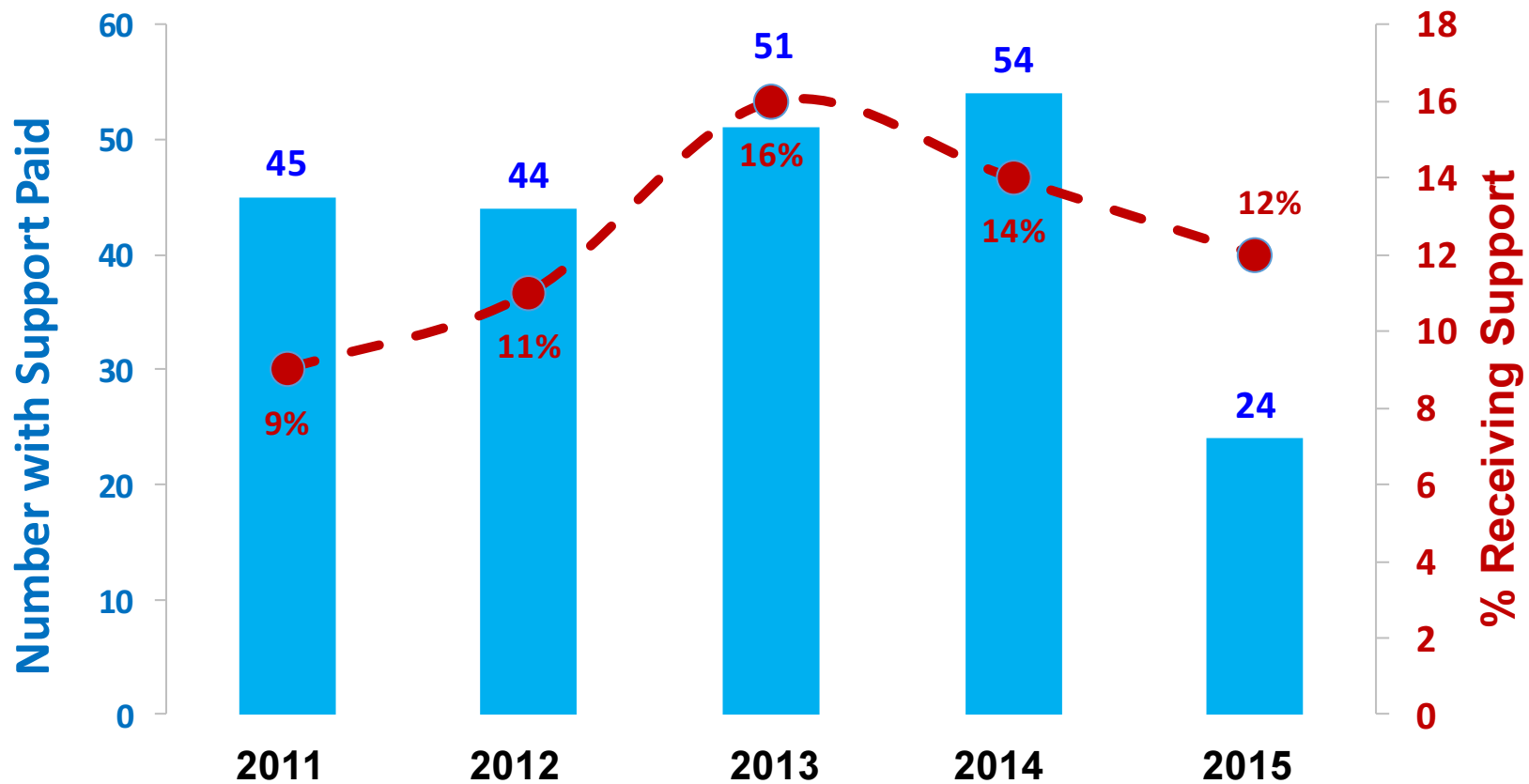
- Partnership rather than coercion
- Strategic analysis of outcomes to focus service activity
- Early warning – early support
- Associate advisers, headteacher associations, Dioceses, PDG, professional associations, regional school improvement networks, clusters of schools

## **Marketed model**

- Leaders value external challenge alongside support
- School advisers, governance, HR and financial support
- Schools pay for most support – not reliant on gov't grants
- De-delegated funding across all schools supports those in financial difficulty (including 'special support' and premature retirement costs)



# Schools Receiving Support



# LCC School Improvement Vision & Principles

## Every school:

- provides education to **prepare pupils** for the challenges of the 21st century
- provides **excellent teaching** and the extra help each child needs
- works in **partnerships** because no school can do it alone
- is supported to make **improvements**
- **sustains** improvements over time
- has a **well-led** and **highly-skilled** workforce

## Lancashire's school improvement principles:

- **Raising achievement for all** through supporting the development of effective **self managing schools**
- Working in **partnership** with schools in Lancashire
- Promoting and developing **school to school support**
- Offering a **traded school improvement** service to all schools to support effective self-evaluation, innovation and development
- Providing **intensive support and intervention** where there is low attainment and/or underachievement

# Common Values

- Strong moral purpose: Lancashire children are at the heart of what we do
- We all have a collective responsibility to them
- **Every school** is valued and supported
- School Improvement Service: a not-for-profit model
- Harness our strengths and expertise
- Build further collaborative working partnerships
- **No one school** is more important than the child's needs

# White Paper Proposals

## Supported autonomy

- Schools providing SI support: more, accountable, TSAs & NLEs using targeted central SI funding (Achieving Excellence Areas)
- Good schools responsible for own improvement “free from interference”
- Reforming recruitment & teacher training

## Every school an academy by 2022

- No urgency – risks associated with rushing (RSC)
- Only compulsion if LA underperforming or insufficient schools wish to remain with an LA: schools’ decision
- MATs may have LA membership (less than 20% of Board)
- More free schools & UTCs

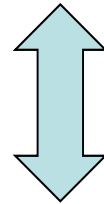
## National fair funding formulae

- Weighting funds according to challenge
- Funding routed directly through to schools (not Schools’ Forum)

# Possible responses – two extremes

Continue to operate as a family of maintained schools working in partnership with academies

- Agree core values and moral purpose
- Strengthen school partnerships, clusters, district focus
- Possible establishment of 'harbour MATs' to support schools forced to convert
- 'Insurance scheme' to support schools in difficulty



Establish a timetable and process for conversion of all maintained schools into MATs

- Lancashire School Improvement Service could continue to oversee and broker support across and between MATs
- Possible LA representation on MAT Boards

# Key Questions

- 1. What direction of travel should schools and the LA adopt?**
  - Continue to operate as a family of maintained schools working in partnership with academies
  - Establish a timetable and process for conversion of all maintained schools into MATs
  - Some combination of the two?
- 2. How can we ensure every Lancashire school works with others within strong partnerships?**
  - Within and across phases, TSAs, Dioceses etc.
- 3. Are schools willing to contribute to a central support fund to support any school in difficulty?**

# Discussion time



A3 sheets, post-it notes, elect a spokesperson!



# Feedback and questions

1. Our future direction of travel.
2. Every Lancashire school working with others within strong partnerships
3. De-delegation: are schools willing to contribute to a central support fund to support any school in difficulty?