Supporting school effectiveness: practice across partnerships

AEPA Area-based Education Partnerships Association

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MODEL 1

Statutory school improvement

Traded school improvement

Traded business and support services
e.g. Herts for Learning, Octavo (Croydon)

MODEL 2

Statutory school improvement

Traded school improvement
e.g. Birmingham Education Partnership,
Learn Sheffield

The range of partnerships

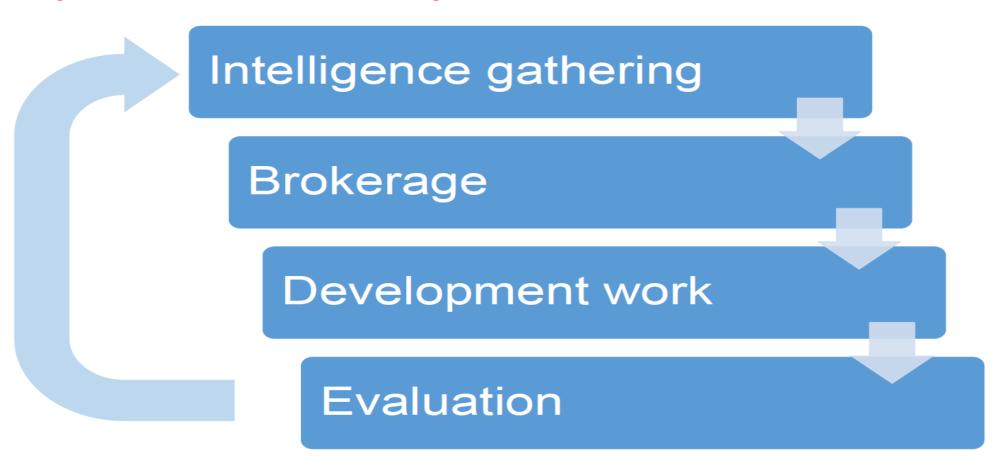
MODEL 3

Traded school improvement
e.g. Brent School Partnership
Traded business and support services
e.g. The Education Space in Newham

MODEL 4

Various collaborative partnerships
e.g. between schools and LA in Wigan
e.g. SCHOOLS NorthEast, a school- led
regional network

Key elements of the school improvement process



Intelligence gathering

Identifying need, risk and progress

Identifying capacity, expertise and opportunity

Using peer review

Providing robust challenge as part of analysis

Horizon scanning to spot changes and opportunities

Brokerage

Design, negotiation and purchase of targeted bespoke and universal improvement programmes including use of: Local partnership staff Teaching schools' alliances Individual schools Local leaders e.g. LLEs/Local, NLEs, SLEs, NLGs, associates Smaller local partnership groups e.g., MATs External consultants and providers

A range of development work

Expert in-school advisory support - modelling, coaching and pace Bespoke, targeted and universal improvement programmes School to school support for improvement Co-design across schools for stronger practice and innovation CPD:courses, conferences, products, focused networking Capacity building for a self-improving system Celebration and dissemination

Evidencing progress and impact

Review of Individual programmes Improved educational outcomes and progress Ofsted judgements Staff recruitment and retention Various satisfaction ratings e.g. pupils, parents, teachers, community Reputation for innovative practice and excellence System improvement is sustainable

The key challenges

Danger of distraction from core purpose

Developing new skills and finding capacity

Moving beyond the 'land of nice'

Shifting the current accountability mindset

Securing and maximising resources

Increasing awareness so their potential is more widely recognised

How can we make a bigger difference by creating a more connected system locally, regionally and nationally?

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