

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

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- 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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