

MAKING THE EDUCATION SYSTEM WORK

“Collective strength, shared responsibility”

OUR SHARED CHALLENGE:

In the emerging schools' landscape across our region, many different stakeholders have important individual and collective roles to play, if we are to ensure that there are **“more good school places”** and that schools across the region deliver an **“entitlement to excellence”** for all children and young people. To deliver this vision, we need to come together to become more than the sum of our individual parts. If we are successful, we will embed a focus on progression throughout the whole of a child's education and schooling and we will realise an improvement in outcomes at every phase and stage.

BUILDING THE EDUCATION SYSTEM:

Developing the education system in the South West is about designing the governance of how we work effectively together to achieve shared outcomes. If we are to share a common understanding of what we mean by **“system leadership”** and build the capacity that enables schools to accelerate the rate and pace of their own improvement, we need clarity about our shared purpose and an understanding of the individual roles, responsibilities of every individual and organisation within the system

In order to secure a joint approach to improving education for everyone across the South West, we must:

- have an agreed understanding of our regional priorities;
- have an agreed understanding of the priorities within each local authority; and,
- understand and appreciate the role of school and MAT leaders, Teaching School Alliances, the Dioceses, Local Authorities, Ofsted and the Regional Schools Commissioner.

Building on the best parts of what already exists, we need to develop a regional school system infrastructure that support this. Key components to agree are:

- the role and remit of Sub Regional Improvement Boards;
- the role of the Local Schools Standards Boards; and
- the relationship between the two Boards.

SETTING AND DELIVERING AGAINST REGIONAL PRIORITIES TO 2020

Our joint work together will be most effective if we are clear about priorities in the region, how they exhibit in each sub region, authority and school and what we have in place to meet need and where we can go further.

In the Spring of 2016/17 we discussed sub regional need and priorities using the 2016 results and local intelligence and identified four main priorities for 2017/18. These were:

1. Improving leadership at all levels, particularly middle and senior leadership as well as Executive and CEO MAT level leadership and governance
2. Improving outcomes at all levels in mathematics
3. Improving oracy and phonics, particularly, in the early years
4. Improving the outcomes of children experiencing disadvantage, including, children claiming pupil premium as well as those Looked after children with Special Educational Needs and Disabilities (SEND)

We have used leadership, maths, oracy/phonics/EYFS and disadvantage as the basic prerequisites of Strategic School Improvement Fund (SSIF) applications so far – including for SSIF Round 2 which is currently open for applications - but we will review these priorities against outcomes for each sub region at the Sub-Regional Improvement Board (SRIB) meetings in November.

In reviewing the priorities, we are keen to get a clearer picture of both the needs in each sub region and the action already in place (including but not limited to SSIF projects), so that we can identify where we can collectively focus our joint delivery. Therefore we propose that each SRIB meeting focusses on one or two in

depth, with input beforehand from each authority (collated by the RSC team) with a view to a discussion and action planning for each area. We are beginning the November SRIB cycle with a focus on leadership and maths.

We would then propose to publish four joint plans (one for each sub region), reflecting the needs, activity and commitments made in each of those areas.

SUB REGIONAL IMPROVEMENT BOARDS

Sub-Regional Improvement Boards have been developed to provide a mechanism to combine the expertise of the different parts of the education system to create more good school places and improved outcomes for all children and young people through carefully defined sub-regional strategies.

The proposed function of SRIBs is:

- to use the combined expertise of the different parts of the education system in a particular sub-region to support more good school places and identify and resolve under performance in schools.
- a strategic partnership forum to identify common areas of focus for school improvement activity across a region and identify shared mechanism for mapping, facilitating and communicating support available for access by all schools.
- to support the discussion and regional approach to wider DfE initiatives which impact upon school improvement including teacher supply, leadership programmes and the role of universities and independent schools in supporting the state sector.
- to support discussion of wider DfE initiatives which impact upon school improvement including teacher supply and leadership programmes.
- to stimulate and identify recommendations for prioritising the Strategic School Improvement Fund in order to target resources for maximum impact across each sub-region. The Terms of Reference for the SRIBs when they are discussing issues relating to the SSIF are available here: <https://www.gov.uk/government/publications/strategic-school-improvement-fund-terms-of-reference-for-sub-regional-improvement-boards>

It is proposed that SRIBs meet termly and are divided into four sub regional groupings as follows:

- a) Bristol, South Gloucestershire, BANES, Somerset and North Somerset
- b) Gloucestershire, Wiltshire and Swindon
- c) Dorset, Bournemouth and Poole
- d) Cornwall, Isles of Scilly, Devon, Torbay and Plymouth

Membership of SRIBs will consist of:

- Teaching School Council Representative(s)
- Local Authority Director of Children's Services (or their delegated representative), (one for each LA unless agreed otherwise within any sub-region locality by all relevant LAs)
- Representative of all relevant Diocesan Board of Education (or equivalent for the faith) in the sub-region (one for each denomination unless agreed otherwise for a locality)
- The Regional Schools Commissioner

Other individuals or organisations may be invited to attend meetings – however they will not be formal members.

Chairing SRIBs in the South West

It is proposed that in 2017/18 we pilot two different models of chairmanship; i) using LA representatives outside of their own LAs; ii) using HTB Members who aren't MAT CEOs. Based on how the pilots run we can then agree a uniform model for 2017/18.

SRIB	Chairmanship from Nov 17
Bristol, S Glos, Banes, Somerset and N. Somerset	HTB Member (not MAT CEO)
Glos, Wiltshire and Swindon	HTB Member (not MAT CEO)
Dorset, Bournemouth and Poole	LA Director of Education Cornwall representative
Cornwall, IoS, Scilly, Devon, Torbay and Plymouth	LA Director of Education Poole representative

LOCAL SCHOOL STANDARDS BOARDS

Local school improvement boards already exist across many parts of our region. These Boards provide an important space to focus on the detail of specific local priorities and to ensure that local school and MAT leaders are central to the development of local capacity, which sustains self-improvement. It is through these Boards that elected members are able to fulfil their accountability for school standards and performance on behalf of their constituents. Making these, like the SRIBS, a joint part of the education system will further reinforce their value. The Local Schools Standards Boards could play a valuable role to:

- determine the local school improvement strategy working with all schools (academies, maintained);
- review the data and evidence about the progress and performance of schools;
- identify priorities for improvement and agree how to commission support;
- regularly review the impact of the work of all partners to support school improvement; and,
- provide space for elected members to review the school standards and the progress of performance of schools.

Membership of Standard Boards could represent expertise across all phases of the education system and as with the SRIBs, Chairs could be independent and from another authority.

As the RSC Office we would like to actively engage in standards boards across the LAs including attending, contributing where academies are of concern or can share best practice more. We would be keen to learn the lessons together on standards boards as they develop across the region.

DELIVERING ON THE REGIONAL PRIORITIES AND THE INTERFACE BETWEEN THE TWO BOARDS

Whilst there would be no formal hierarchy in this model, there would need to be an interface between the two Boards. The SRIB could focus at a strategic level across an entire sub region with the Standards Board focussing at a more local level and more forensically on individual school level performance.

A draft forward timeline, linked closely to the SSIF timeline for when bids will need to be reviewed, is set out below. For LAs to include their Standards Board as part of this cycle would also be valuable.

DRAFT FOR DISCUSSION

Meeting	Proposed Date	Agenda
Informal Autumn SRIB	A. 11 September B. 14 September C. 12 September D. 11 September	- Provide feedback on SSIF R1 - Discuss 4 regional priorities within each sub-region
LA Meeting	September – November	- Standards across the authority - Discussion of two key South West– maths and leadership -
Autumn SRIB	A. 1 November B. 31 October C. 30 October D. 3 November	- Discussion of making the education system work and reviewing forward priorities - Sub regional look at standards and agreeing collective actions - Sub regional look at maths and agreeing collective actions - Sub regional look at leadership and agreeing collective actions - Assessment of SSIF R2 applications
SSIF R3 opens December 2017 (TBC)		
SSIF R2 outcomes announced January 2018 (TBC)		
LA Meeting	December – January	- Capacity in schools to support vulnerable schools - Discussion of two South West priorities and current thinking – leadership and EYFS
Spring SRIB 1	A. 2 February B. 31 January C. 29 January D. 30 January (dates TBC)	- SSIF R1 monitoring - SSIF R2 feedback - SSIF R3 sub-regional priorities
SSIF R3 closes Spring 2018 (TBC)		
Spring SRIB 2	Date will be confirmed when SSIF R3 deadline published	- Sub regional look at School Improvement capacity - Discussion of two South West priorities and current thinking – disadvantage and early years oracy and phonics - SSIF R1 and SSIF R2 monitoring - Assessment of SSIF R3 applications
LA Meeting	March – May	- Stocktake of performance and challenges in South West - Review of SRIBs and Standards Boards - Discussion around SSIF and Impact
SSIF R3 outcomes announced late Spring/ Summer (TBC)		
Summer SRIB 1	May	- SSIF R1 and R2 monitoring - SSIF R3 feedback - SSIF sub-regional priorities for future SSIF rounds
Summer SRIB 2	A. 8 June B. 14 June C. 11 June D. 4 June (dates TBC)	- Action plans on progress for four priority areas for 2018/19 - SSIF R1, R2 and R3 monitoring
Autumn 2017 Informal SRIB	w/c 10 September	- Bid feedback - Review of impact of SSIF and forward look

THE EDUCATION SYSTEM

