

Suffolk Learning and Improvement Network

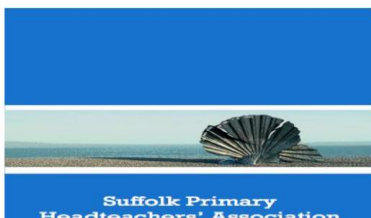
'A school-led system of peer review and joint practice development, designed by school leaders in Suffolk'

PROSPECTUS AND IMPLEMENTATION PLAN MARCH 2018

FEEDBACK

Please consider the proposals in this prospectus and respond by Thursday March 28th 2018, using the link below.

<https://goo.gl/forms/D4qKaAnZVOnvXWxE2>



Introduction

We are pleased to introduce the Prospectus and Implementation Plan for the *Suffolk Learning and Improvement Network*, a schools-led initiative to promote joined-up thinking about school improvement in Suffolk. At the heart of the model is a strong belief that systematic arrangements for schools to work collaboratively on shared priorities and outcomes will transform the quality of education, attainment and progress for children in Suffolk schools.

The proposals have been developed by a Task and Finish Group of Suffolk Headteachers who have drawn on learning from research and leading practice in school-to-school partnerships, the Suffolk Peer Review pilot, and the work of the Suffolk School-to-School Support Partnership to fashion a bespoke Suffolk model of robust peer review and joint practice development. The proposals have the full support of the local authority as part of its *Raising the Bar 2018-20* strategy.

The areas of focus for collaborative working are informed by the Suffolk Sub-Regional Improvement Board priorities linked to rigorous analysis of data. To support the effective implementation of the *Suffolk Learning and Improvement Network* we are re-submitting a bid to the DfE's Strategic School Improvement Fund.

As a schools-led development a key principle for us is that it is open to individual schools whether to join or not. We believe that this is a development that will benefit every publicly-funded school in Suffolk and we would encourage you to participate. With a critical mass of schools working collaboratively, we can achieve great things for, and with, children and young people in Suffolk.

SASH Executive Committee

Caroline Gibson
Dave Lee-Allan
Christine Inchley
Angelo Goduti
Julia Upton
Helen Winn
Madeleine Vigar

SPHA Executive Committee

Tracey McKenzie
Louise Spall
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Members of the Task and Finish Group:

Justine Davies (Boxford CEVC Primary School), Jacqui Frost (SPHA), Vicki Gascoyne-Cecil (Worlingworth CEVC Primary School/ Thorndon CEVC Primary School), Kelly Head (Springfield Infant School), Dave Hutton (Northgate High School), Karen Mills (Ravenswood Community Primary School), Kate Pereira (St Benedict's Catholic School), Jill Sandvig (St Mary's Catholic Primary School), Madeleine Vigar (SASH), Christine Fogg, Julia Grainger, Carol Hitchman, Mark Bennett (Suffolk CC)

Background

- 1 The *Suffolk Learning and Improvement Network* has been designed by Suffolk headteachers. The Headteachers Associations in Suffolk and the local authority have recognised the importance of establishing a self-improving school system to address the key educational challenges in Suffolk, particularly in raising attainment in all phases to meet and exceed that found nationally. A cross-phase workshop with a representative sample of Suffolk schools in October 2017 highlighted four key steps towards establishing a self-improving school system:

- ***Develop a new and appropriate model for school improvement founded on shared moral purpose and collective responsibility for the outcomes for Suffolk children***
- ***Facilitate the development of robust, school-led peer review arrangements that foster a culture of challenge, support and collaboration.***
- ***Ensure timely and effective support for vulnerable and 'low performing' local authority and academy schools***
- ***Improve access to, and the effectiveness of, quality-assured school to school support (including specialist support), with a stronger link to pupil outcomes.***

[*Raising the Bar* Consultation and Effectiveness Workshop – October 2017]

- 2 The proposals in this document have been developed to take these actions forward for full implementation from September 2018.

The Suffolk Learning and Improvement Network – Vision and Aims

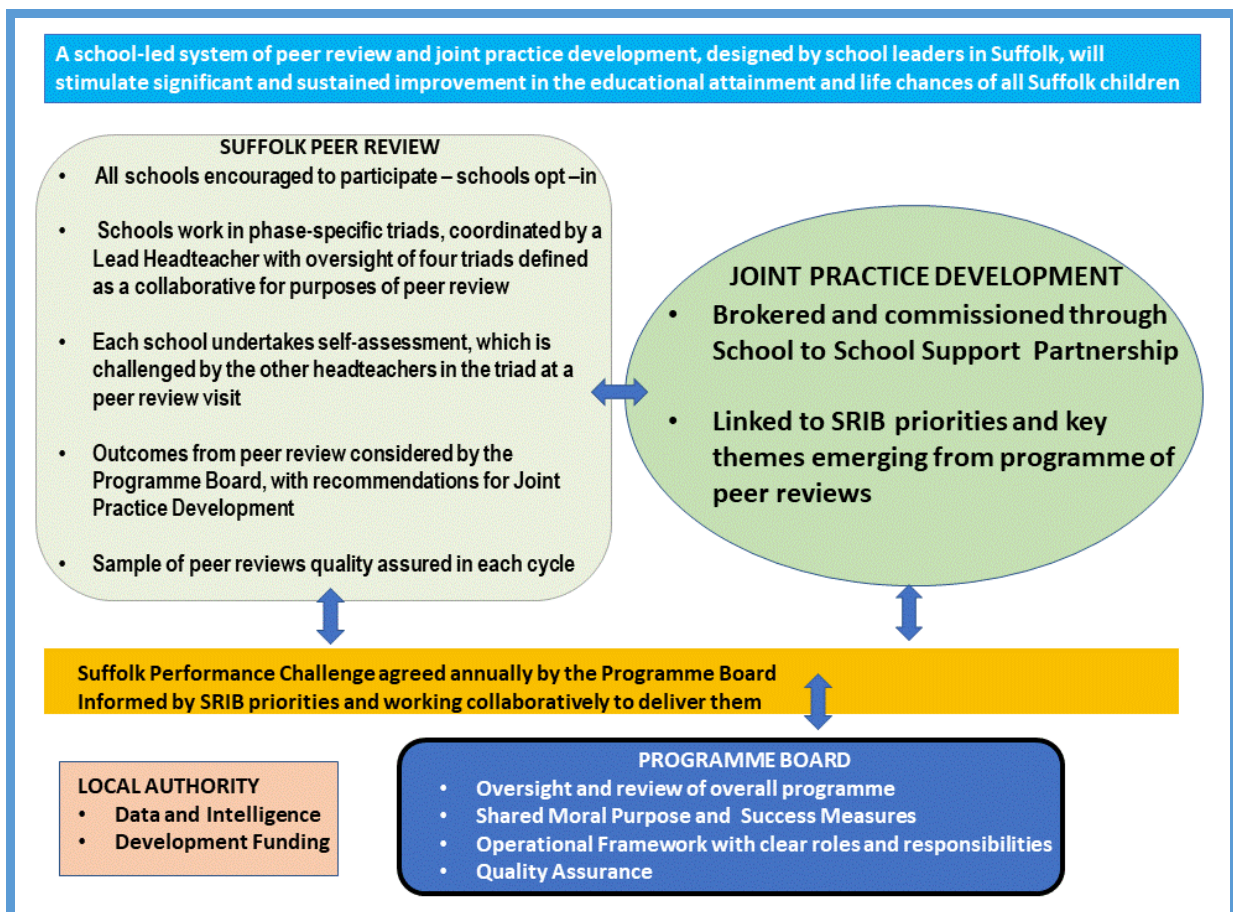
- 3 *Suffolk Learning and Improvement Network ('the Network')* is a collaborative partnership between publicly-funded schools in Suffolk that promotes collective responsibility for the educational outcomes of children and young people in the county's schools. Our shared moral purpose is reflected in the *Suffolk Learning and Improvement Network* public value proposition:

'A school-led system of peer review and joint practice development, designed by school leaders in Suffolk, will stimulate significant and sustained improvement in the educational attainment and life chances of all Suffolk children. Strong collegiate relationships will underpin effective systems of collaboration and challenge, identifying county-wide priorities for joint practice development and ensuring that each individual school receives a timely external view of its strengths, with bespoke solutions and focused feedback for the next steps on its improvement journey. Working together, we will develop Suffolk as an innovative and inspirational centre of educational excellence.'

- 4 The aims of the Network are to:
- Foster and embed ambition, high aspiration and achievement for all the children and young people educated in Suffolk
 - Establish a distinctive and sustainable ‘Suffolk’ approach to support for school improvement, created, developed and owned by Suffolk schools, and founded on the principles of ‘system leadership’, in which school leaders contribute to school improvement beyond their own school
 - Adopt an approach to school improvement through robust peer review that supports and challenges all schools at whatever stage of their improvement journey
 - Provide a systematic approach to the commissioning and brokering of joint practice development, drawing on research and leading practice in Suffolk and nationally.

A systematic model – proposals in outline

- 5 The ‘system on a page’ diagram below sets out the proposed framework for the Network. The proposals in outline are explained in the paragraphs that follow.



All publicly-funded schools in Suffolk (including Pupil Referral Units, Specialist Support Centres and Alternative Provision) will be encouraged to join the Network and work within its operational framework for peer review and joint practice development.

- 6 The implementation, operation and future development of the network will be enabled through a Programme Board. The Board will work closely with the Sub-Regional Improvement Board (SRIB), key partnership groupings in Suffolk, and wider stakeholders to ensure joined-up thinking and alignment of priorities.

Suffolk School Peer Review

- 7 A systematic and robust programme of twice-yearly school peer reviews undertaken by headteachers will be at the heart of collaborative working within the Network. The initial thinking of the Task and Finish Group is that schools will work in phase-specific triads, ideally place -based, coordinated by a Lead Headteacher with oversight of four triads. Lead Headteachers will be serving colleagues who undertake the role alongside the day-to-day responsibilities in their school. They will be appointed through a formal, transparent process based on a published role and person specification. The triads will be established in consultation with all schools, based on published criteria. Through the peer review process, headteachers will challenge each other's self-assessment in order to identify strengths, vulnerabilities and priorities for support, including SRIB priorities (see paragraph 10 below). For locally maintained schools participating in the Network the peer review will fulfil the challenge and support function currently carried out by the Standards and Excellence Officers. Common processes and criteria will be set out in a **School Peer Review Handbook**. Headteachers will be trained for the School Peer Review programme using accredited external trainers. A sample of Peer Reviews will be subject to a quality assurance process commissioned by the Programme Board. A summative report from each school's peer review will be sent to the Programme Board. The Board will analyse the reports to:
- identify gaps in school improvement support;
 - identify leading practice for inclusion in Suffolk's school improvement offer;
 - commission priorities for joint practice development;
 - identify 'early support' for schools at risk of underperformance.

Commissioned Joint Practice Development

- 8 A key feature of effective school-to-school support is the capacity to commission and coordinate joint practice development, preferably in a small number of focus areas that will make the biggest impact on educational attainment and progress. There is good capacity and evidence of impact through the School-to-School Support Partnership, which it is proposed will take the lead within the Network for joint practice development. With our Research Schools, Maths Hub and the Opportunity Area developments, we are well-placed to promote and coordinate evidence-based programmes tailored to the needs of individual schools.

Other Routes to School-to-School Support

- 9 In addition to joint practice development, schools will continue to have access to other school-to-school support through STSSP's dynamic school support offer and its website.

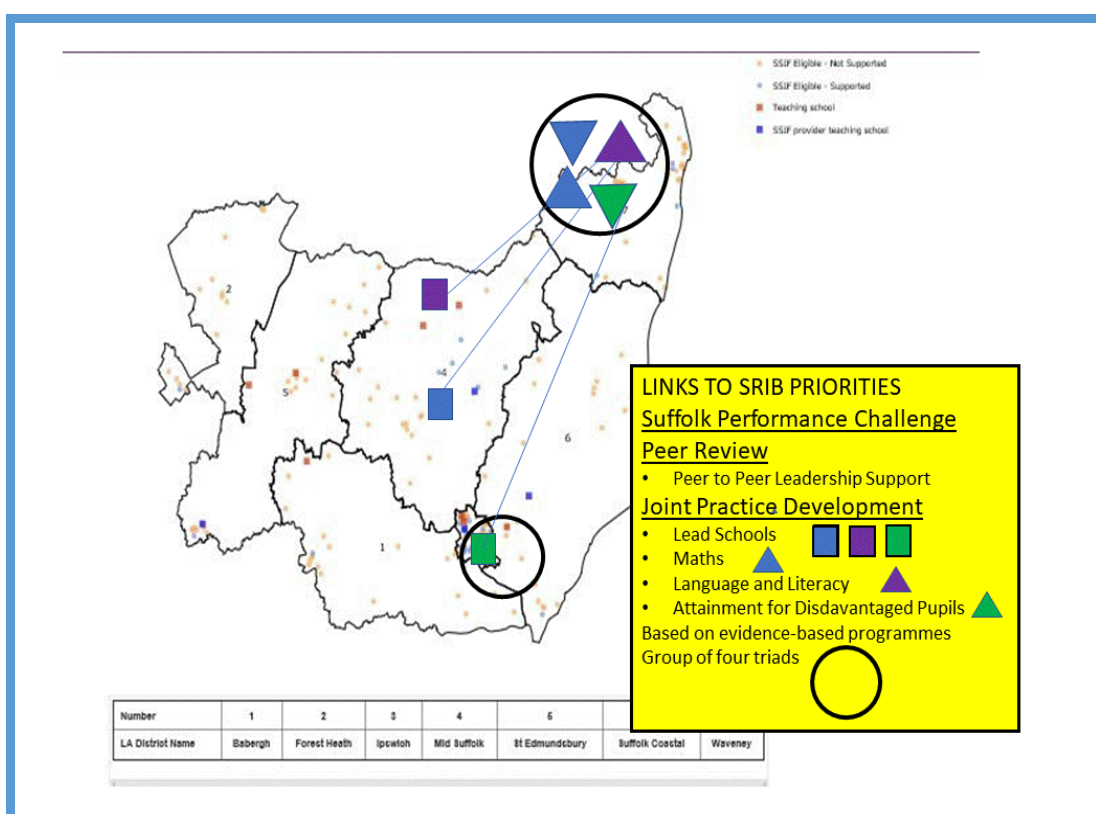
Shared Priorities

- 10 The *Suffolk Learning and Improvement Network* starts from a shared understanding of key priorities to improve quality, attainment and progress in Suffolk schools. Peer review and joint practice development in 2018-19 will focus on the following priorities, selected from those agreed by the Sub-Regional Improvement Board:

Suffolk Learning and Improvement Network
**PRIORITY AREAS OF FOCUS THROUGH PEER REVIEW
 AND JOINT PRACTICE DEVELOPMENT**

1. **Peer-to-Peer Leadership Support**
2. **Improve Maths at Key Stages 1, 2 and 4, including transition into Key Stage 3**
3. **Improve language and literacy skills across transition phases.**
4. **Improve progress and attainment for disadvantaged and vulnerable students from Early Years to Post-16.**

The diagram below shows the links between peer review triads, joint practice development, and the delivery against the SRIB priorities.



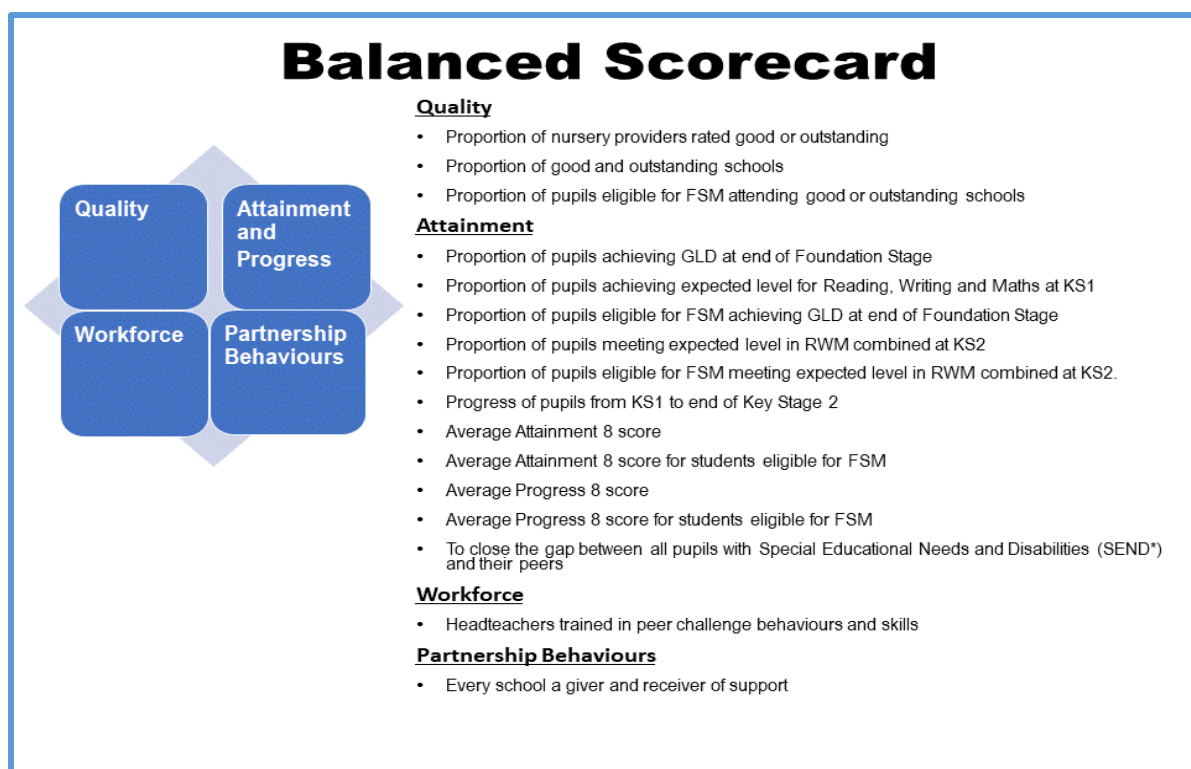
Suffolk Performance Challenge

- 11 Schools recognise the importance of ambitious and challenging shared outcomes for Suffolk children and young people in terms of educational attainment and progress. Shared outcomes provide a context for robust peer review and priorities for joint practice development. Those shared outcomes need to be derived from an intelligent analysis of school performance data and framed in a way that is 'owned by' and meaningful

for individual schools. In line with this approach, the Programme Board will agree on an annual basis a 'Suffolk Performance Challenge'. This will set out a framework of expectation based on the analysis of previous performance and future cohorts. This would suggest a minimum level of attainment and progress in agreed priority areas of the curriculum, combined with a 'stretch' for schools whose outcomes already exceed the minimum. Such an approach would enable more effective brokering of school-to-school support and joint practice development. A worked example of the Suffolk Performance Challenge has been developed by the Task and Finish Group based on 2017 performance data and is set out at [Appendix A](#).

Measuring Impact

- 12 The impact of the *Suffolk Learning and Improvement Network* will be measured by a balanced scorecard covering quality, attainment and progress, the workforce, and partnership behaviours.



Local Authority Role

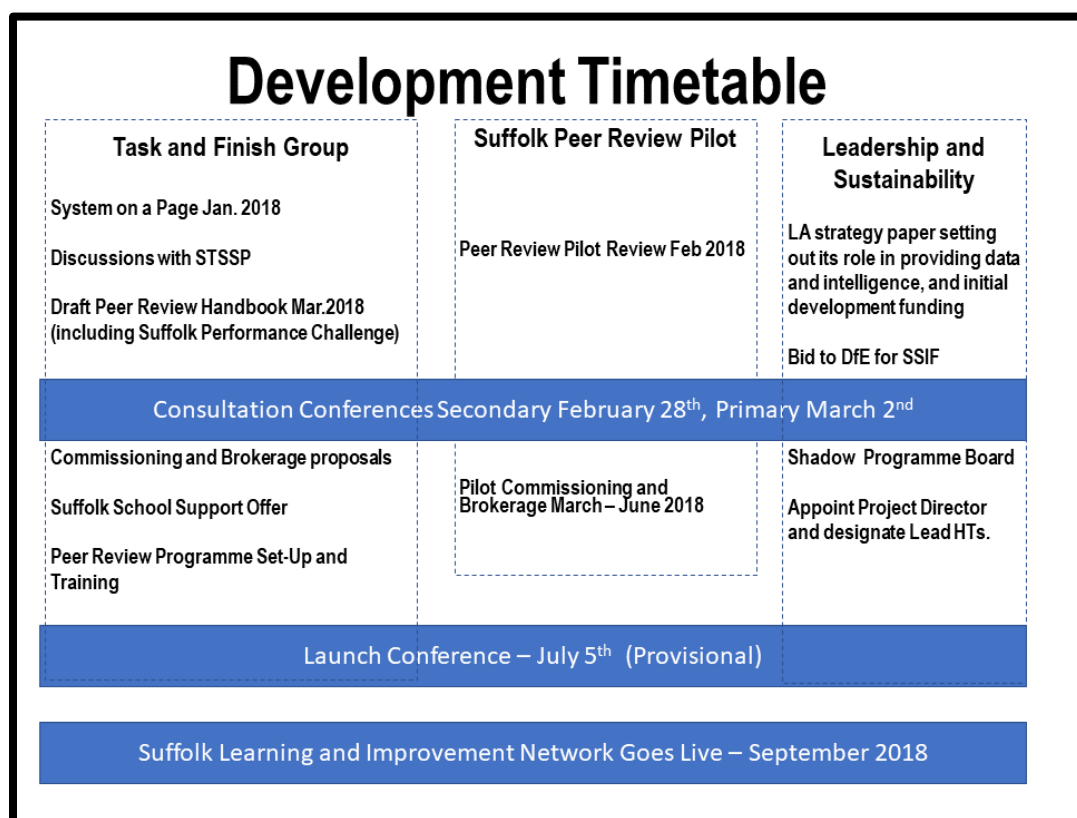
- 13 The local authority is giving its full support to the development of effective peer to peer school support, which is one of the key priorities in the *Raising the Bar Strategy 2018-20*. It will have a key enabling role in the Network by providing initial development funding and supporting the Programme Board with data and intelligence. It is anticipated that the current work of Standards and Excellence Officers will be re-aligned. A proportion of local authority funding would be re-directed to the Network to contribute to its sustainability (subject to the agreement of Schools Forum). The proposals for the Network do not alter the local authority's statutory responsibilities relating to school improvement.

Accountabilities

- 14 The proposals for the Network are based on ‘permissive’ (i.e. voluntary) arrangements between schools who have chosen to join it and work within its framework for peer review and joint practice development. Participation in the Network does not affect, nor have any implications for, the current accountabilities of individual schools.

Towards Implementation

- 15 It is proposed that the Network would be operational from September 2018. The development timetable is shown below.



- 16 The development timetable includes the preparation of a re-submitted bid to the DfE Strategic School Improvement Fund (SSIF) for Round 3 funding¹ and address the key points of feedback from the original submission in July 2017:
- **incorporation of evidence-based programmes of work** (These will be included in the Network’s Joint Practice Development priorities and programmes);
 - **baseline data** (Analysis of baseline data informs the Suffolk Performance Challenge and the Balanced Scorecard);
 - **sustainability** (The peer review and joint practice development arrangements provide a sustainable model for a self-improving school system, with support from the local authority and participating single academies, free schools and multi-academy trusts);
 - **value for money** (The Network’s budget includes a closer match of resources to priorities with the greater proportion of funding directed to peer review of joint practice development).

¹ <https://www.gov.uk/guidance/strategic-school-improvement-fund>

- 17 A STEPS plan to support implementation is being taken forward by the Task and Finish Group. The workstreams are as follows:
- A. Design, Test, Review and Implement Suffolk Peer Review Model
 - B. Develop a Balanced Scorecard for Suffolk Learning and Improvement Network and a Suffolk Performance Challenge 2018-20
 - C. Establish Processes for Commissioning and Brokerage Processes through the Suffolk School-to-School Partnership Board
 - D. Agree the initial Suffolk School Support Offer and priorities for its further development
 - E. Establish a governance framework for the Suffolk Learning and Improvement Network
 - F. Agree the role for the Local Authority, establishing capacity and processes for agreed LA functions
 - G. Ensure effective processes for communication and engagement with key stakeholders ('the authorising environment')
 - H. Secure a sustainable leadership and funding model for the Suffolk Learning and Improvement Network

FEEDBACK

Please consider the proposals in this prospectus and respond by Thursday March 28th 2018, using the link below.

<https://goo.gl/forms/D4qKaAnZVOnvXWxE2>

SUFFOLK PERFORMANCE CHALLENGE – A POSSIBLE APPROACH

What is the Suffolk Performance Challenge?

The Suffolk Performance Challenge is intended to provide a framework of expectation for schools drawing on the analysis of previous performance and future cohorts. It is based on a minimum level of attainment and progress in agreed priority areas of the curriculum, combined with a ‘stretch’ for schools whose outcomes already exceed the minimum. Such an approach provides a context for each school’s peer review and enables more effective brokering of school-to-school support and joint practice development. The Suffolk Performance Challenge would be set for the first time for 2018-19, based on 2018 school performance data.

How would it work? An example based on 2017 data

This practical example is **illustrative only** to show how the Suffolk Performance Challenge could be derived. It has been developed using the most recently available information from 2017 performance. This table below shows the performance nationally in 2016 and 2017 for performance measures linked to the SRIB priorities. It projects a national figure for 2018 based on the same rate of improvement as that found nationally between 2016 and 2017. The aspiration for the Suffolk Performance Challenge would be to be above that projection, as shown in the table below.

The aspiration would be made meaningful for every school either as a minimum level of attainment for schools where the 2017 outcome was below the minimum, or as a stretch for a school where outcomes already exceeded the minimum. The ‘minimum’ and ‘stretch’ model enables every school to contribute in meeting the Suffolk aspiration, building on their previous best.

Measure	2016	2017	Projected 2018 (2017 plus improvement from 2016-17)	Illustrative Suffolk aspiration for 2018	Suffolk in 2017
KS1 Maths EXS+	73%	75%	77%	78%	74%
KS2 Maths EXS+	70%	75%	80%	81%	70%
KS2 Maths Progress	0	0	0	0	-1.1
KS2 RWM EXS+	53%	61%	69%	70%	57%
KS2 Dis RWM EXS+*	39%	47%	55%	56%	41%
KS4 Maths 5+	n/a	49%	n/a	51%	47%
KS4 Dis EN&MA 4+*	43%	45%	47%	48%	43%
KS4 Dis Maths Progress	-0.10	-0.11	-0.12	-0.1	-0.39

*figures based on national disadvantaged figures. The first step for Suffolk is to be in line with national disadvantaged figures; the next step will be to be in line with national Other figures.

The table below illustrates the 'minimum' and 'stretch' performance challenge methodology. For attainment the minimum is set at the top end of the lowest 25% of Suffolk schools in 2017 for each measure. (The Task and Finish Group also considered options for setting the minimum based on the top end of the lowest 33% and 50%). The stretch has then been set to achieve the 2018 aspiration for Suffolk outlined in the table above.

For progress, the minimum is set at the top end of the lowest 50% of schools in 2017. The stretch has then been set to achieve the 2018 aspiration for Suffolk outlined in the table above. (The Task and Finish Group also considered options based on the top end of the lowest 25% and 33%).

Measure	Based on highest of the lowest	Minimum	Stretch	Suffolk figure would be:
KS1 Maths EXS+	25%	69%	3%	78.4%
KS2 Maths EXS+	25%	61%	10%	81.4%
KS2 Maths Progress	50%	-1	+1	0.16
KS2 RWM EXS+	25%	46%	12%	70.4%
KS2 Dis RWM EXS+	25%	17%	15%	56.7%
KS4 Maths 5+	25%	40%	5%	51.2%
KS4 Dis EN&MA 4+	25%	36%	4%	48.3%
KS4 Dis Maths Progress	50%	0.33	0.2	-0.09

