

Essex School-led Improvement System Project Board

Date: **Thursday 27 June 2019**
 Venue: Hamptons, Tydemans, Chelmsford, CM2 9FH
 Time: 10:00am to 12:00pm

Attendees

Board Members	
Clare Kershaw	Director of Education
Simon Thompson	ASHE
Pam Langmead	EPHA
Diane Ryan	ESSET
Rod Lane	ESGA Primary
Ruth Bird	ESGA Secondary
John Hunter	Governor of a Special School
Nicola Woolf	LA Lead for the School Led Improvement System Strategy
Colin Raraty	Chair of West Quadrant meeting, Headteacher at Rodings School
Gillian Cawley	Independent Chair
Simon Rea	ISOS EDT
In Attendance	
Janice Webber	Clerk/Note taker

No.	Item	Action Lead
1.	<p>Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting. Apologies for absence were RECEIVED from Lallie Godfrey, Church of England Diocese representative; Maria Shepherd, Catholic Diocese; Sue Jackson, Chair of South Quadrant meeting; Lisa Feldman, Chair of Mid-Quadrant meeting; and David Bome, Chair of North-East Quadrant meeting.</p>	
2.	<p>Notes from last meeting held on 28 March 2019</p> <p>The notes of the meeting held on 28 March 2018 were AGREED as a true record</p> <p><u>Matters Arising</u></p> <p><u>Action</u> (Item 2, Page 1) – Dianne Ryan had still not been able to meet with Simon Thompson about the potential for secondary phase special schools to link to the work of ASHE triads.</p> <p>Action 1: This was to be done by the next meeting.</p> <p><u>Action 1</u> (Item 2, Page 2) – A link to the SLIS partnership information on the website through a separate button on the Essex Infolink had now been completed making it easier to locate the school-led improvement system information and key documents.</p> <p><u>Actions 2, 3 & 4</u> (Item 3, Page 4)</p> <ul style="list-style-type: none"> - The power point presentation on governor peer review provided by Kerrie McGrory, North East School Effectiveness Partner had been circulated with the minutes. - Kerrie would be invited to return to provide an update on progress at 	Dianne Ryan

	<p>reported that although the action points had not been fed back at the Headteacher meetings in future these would be highlighted and the minutes circulated.</p>	
<p>3.</p>	<p>Review of Partnership Conference 10 May 2019 incorporating feedback from the Task and Finish Group and Partnership Leads Meeting</p> <p>Most of the SLIS Board members in attendance had attended the Partnership Conference on 10 May. The Chair invited evaluations/feedback on what were felt to be the key messages from the conference for the Board and whether the Project Board had a specific role around ensuring sustainability of partnerships in the future.</p> <p>The following points/comments were made:</p> <ul style="list-style-type: none"> • SLIS should not just focus on schools partnerships but broaden the role of what was meant by partnerships • A comment was made that governance had not been included or given a focus. The fact that the conference content did not appear to promote governance was possibly why there were few governors in attendance at the conference as they felt that this was not for them • It was suggested that a separate conference might be held for governors in the autumn term to look at the role of governors in school led improvement through partnership based working. Invitations to the event to be explicit in inviting governors as although the conference details had been in the newsletter sent to all Chairs of Governors it was not clear if the Headteachers had forwarded the information to all governors. • It was clear at the Leads meetings that there was appetite to involve governors and another Board member suggested using the governor network to promote an event for governors. John Hunter reported that he attended the South Quadrant meetings and as a Governor provided feedback from these to his Schools and Trustees • Governors it was agreed were important for the sustainability of partnerships • Clare Kershaw advised that she held director briefings for Chairs of Governors and there was discussion over the possibility of holding a partnership focus event instead of one of the Directors briefings. • Such an event could also include a link to the Peer to Peer Reviews if these were fully up and running in the autumn term. • Progress was being made as evidenced by comments made at the Quadrant meetings that some school Governing Bodies had a regular agenda item on SLIS and a link governor championing partnerships and school led improvement. Some Headteacher appointments had included Governors and /or a Headteacher from another school in the recruitment process. • The Board agreed that it was the maturity of the different groups and the consistency of the partnerships which were the key to success. <p>Action 4: All Board Members were asked to check how prevalent SLIS or partnership working was within their respective constituent areas and</p>	<p>All SLIS Board</p>

following is a summary of the key points raised during the feedback and the discussion that followed.

West Quadrant – Colin Raraty, Quadrant Chair

Colin Raraty reported that the last West Quadrant meeting had been held on 6 June and the following items had been covered:

- An update on the TSA input as the system was changing. There was discussion over what this would mean for the training to be offered going forward
- A presentation had been received by Harlow on promoting Science
- Feedback had been given on the key points from the last SLIS Board meeting and the priorities of the SLIS Board had been considered
- Reforming of partnerships had led to a discussion about how the role of Quadrant Chairs worked and the impact on the group as once they got established in the role they then moved on. Colin was due to step down from this role but following the discussion had agreed to continue as Chair

In the absence of the Chairs of Mid Quadrant, North East Quadrant and South Quadrant, Nicola Woolf provided a brief summary from the minutes of the Quadrant/Partnership Lead meetings

South Quadrant – Sue Jackson, Quadrant Chair

What had the Quadrant been most pleased about?

- Positive networking, sharing of ideas and good practice, opportunity to talk about the role
- Engaging more with TSAs which enabled schools to input to the offer of what was needed against what was offered

What would be the even better ifs across this first year?

- One year on it had taken longer to establish the involvement of MATs
- Sustaining the group and agenda to ensure that these were purposeful meetings. However the challenge was how to manage and maintain the commitment

Mid Quadrant – Lisa Feldman, Quadrant Chair

The minutes of the Mid Quadrant meeting had been circulated and Board members were referred to these.

What had the Quadrant been most pleased about?

- Good practice sharing which had become a key feature
- Impact in relation to moderation, range of links e.g. Sports etc.
- Feedback to ASHE
- High attendance from TSA and MATs

What would be the even better ifs across this first year?

- Workloads: to try to reduce individual workloads particularly for the Chairs perhaps by having Quadrant Vice Chairs

North East Quadrant – David Bome, Quadrant Chair

The minutes of the North East Quadrant meeting had also been circulated and Board members were referred to these.

	<p><u>What had the Quadrant been most pleased about?</u></p> <ul style="list-style-type: none"> • Sustainability • Good practice sharing to support needs/development <p><u>What would be the even better ifs across this first year?</u></p> <ul style="list-style-type: none"> • Review how Quadrant meetings fit in with other meetings as clashes often prevented attendance. It was important to review timing of meetings • In the Autumn term if the Partnership Leads meeting was held in the morning then the Quadrant meetings could be held in the afternoon • The need to bring together School led SEND with Quadrants 	
5.	<p>Review of the year – achievement and progress made</p> <p>The Chair referred SLIS Board members to the questions posed on the agenda and invited comments on what they felt had been the impact of the Project Board against the priorities and its role in supporting progress on these.</p> <p>The following is a summary of key points/comments made:</p> <ul style="list-style-type: none"> • Quadrants were bringing groups and partnerships together including MATs • Progress had been achieved through the Lead Partnership and Quadrant meetings • Embedding and consolidating of partnership working was evident alongside the mapping of expertise • Priority B3 ‘Developing Governors understanding of the school led improvement strategy’ was an area to be developed • A view was expressed that the Governor peer reviews appeared to have been slow to get off the ground. It was suggested that as part of developing Priority B3 a key focus was to promote peer review • There had been building of capacity leading work with opportunities to share and support good practice. • The Conference had been successful • As the strategy developed there was the need to look forward and identify more tangible measures of impact. • The Project Board should link more closely with what else was happening strategically in Essex. • The strength of the Board was felt to lie in the fact that it was clear in its determination to avoid fragmentation. A lot of energy had been put into avoiding fragmentation. • Priority A1 - time now to reshape the vision as needed and to be dynamic • There were strong links with EDT (Education Development Trust) • It was proposed to reduce the Partnership Leads meetings from three times a year to two as the groups and partnerships matured. This in itself was a success • It was recognised that having the Quadrant Leads on the Board was good: enabling empowerment through the infrastructure and to be sustainable. • Special schools needed to be involved at Quadrant level and School 	

	<p>led SEND needed to link with the Quadrants</p> <ul style="list-style-type: none"> • Board members recognised the work of the schools in moving the strategy forward. <p>In summary it was agreed that the Project Board needed to hold the vision and direct it and adjust its scope as needed. In the coming year the Board should consider how to monitor its success through clear tangible measures/criteria such as -</p> <ul style="list-style-type: none"> - Effective engagement measured by data/numbers - The numbers of schools who were not in a partnership: why and how were they faring? - Awareness of vulnerable schools particularly if there was a churn in schools as partnerships changed 	
<p>6.</p>	<p>Feedback from Leads of Partnership Meeting on 11 June 2019</p> <p>Nicola Woolf highlighted the key points from the most recent meeting. She reiterated that as mentioned earlier it was proposed to reduce the number of Leads meetings to two a year (Autumn and Summer Terms).</p> <p>There were new Leads and so a handbook was to be compiled of things that a Lead needed to consider which it was hoped would make the transition between chairs easier and more effective to ensure momentum was not lost</p> <p>The four areas for development following the Partnership conference had been considered in more detail: mutual gain; a connected and partnership based system; contextually aware partnerships; and sustainability and the role of the Governing Body. The Leads were to feedback on these to their groups.</p> <p>Themes had emerged to move forward. A third pilot of the web based development tool was to be undertaken in the autumn term. There was to be a further roll out of peer review during the next year with the aim of establishing a network of Improvement Champions across Essex thereby building capacity. Ofsted it was noted were highlighting positive partnership working during school inspections.</p>	
<p>7.</p>	<p>Local/Regional/National Updates</p> <p>Clare Kershaw reported that discussions were taking place that day about the future of the Teaching School Alliances. She provided an update on the changes and their likely impact on school led improvement. The challenge going forward would be how to engage with the Hub Teaching Schools. It was important to recognise what was happening and to see what would work best for schools in Essex. The Board would need to be able to respond quickly.</p> <p>Nicola Woolf advised that nationally, Essex was becoming widely known for its school led improvement strategy. As previously reported, other local authorities including Peterborough, Dorset, Rutland and more recently Southampton had been in contact with Essex about how and</p>	

	what was being done.	
8.	<p>Key points from meeting for members to feedback to their represented groups</p> <ol style="list-style-type: none"> 1. To highlight the importance of Governors in partnership based working for school led improvement and how to make them a priority for future focus 2. Reshaping of the vision of the SLIS Project to be inclusive of MATs. 3. Recognition of the work of and thanks to those involved in the Quadrant meetings as key vehicles for leading school improvement 4. Recognition of the workload and the need to review how this could be made more efficient and effective 5. Share examples of effective practice in raising the profile of school led improvement partnerships through – regular item on agenda for Governing Body meetings; appointment of a link governor; school led improvement forming part of recruitment 	All SLIS Board Members to feedback to groups
9.	<p>Agenda items for next meeting</p> <ul style="list-style-type: none"> • Governors engagement in partnership based working • Strategic review of the changes to the Teaching Schools • MAT to MAT Group/ external partnerships • Review membership and scope/terms of reference of the SLIS Board: the involvement of key stakeholders • Governor peer review update by Kerrie McGrory 	Nicola Woolf Agenda items
10.	<p>Date and Time of Next Meeting</p> <ul style="list-style-type: none"> • Tuesday 3 December 2019 10am-12 • Thursday 26 March 2020 10am-12 • Thursday 25 June 2020 10am-12 <p>The venue for all to be Hamptons, Tydemans, Chelmsford CM2 9FH</p>	All to note
<p>The meeting ended at 12.05 pm</p> <p>Thanks were given to the Colin Raraty and Dianne Ryan for their support to the Board in their relevant capacities: Colin was continuing as West Quadrant Chair and Dianne would now be the Professional Officer for ESSET</p> <p>The Chair thanked all Board members for their contributions to the SLIS Project over the last academic year</p>		

Register of actions

Item No.	Action Point	Action	Action Lead
2	1	Dianne Ryan to meet with Simon Thompson about the potential for secondary phase special schools to link to the work of ASHE triads.	Dianne Ryan
2	2	Kerrie McGrory to return to provide an update on progress at the Autumn term Board meeting	Agenda item Autumn term

2	3	To discuss engagement of MAT CEO on SLIS Board with the MAT2MAT Group	Chair (see also action 5 below)
3	4	To check how prevalent SLIS or partnership working was within their respective constituent areas and to promote the examples of effective practice identified earlier: regular agenda item at Governing Body meetings; link governor to champion; inclusion as part of recruitment.	All SLIS Board Members
3	5	To have an initial conversation with representatives from the MAT2MAT Group about sitting on the SLIS Board. Chair of SLIS Board to then meet with them or to attend a meeting of the steering group to decide on the representation.	Pam Langmead/ Simon Thompson
3	6	To explore how SLIS could work with Quadrants to respond to their individual needs through putting together a more bespoke local event rather than an annual conference.	Quadrant Chairs
3	7	To engage with Chairs, Governors and MATs to consider what event could be held in the summer term.	Agenda item Spring term
8		Key points to be fed back to represented groups	All SLIS Board Members
9		Agenda items for next meeting	Nicola Woolf