

Essex School-led Improvement System Project Board

Date: **Thursday 28 March 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
Ruth Bird	ESGA Secondary
John Hunter	Governor of a Special School
Ruth Sturdy	LA Lead School Effectiveness Partner for Inclusion
Nicola Woolf	LA Lead for the School Led Improvement System Strategy
Maria Shepherd	Diocesan Catholic representative
Colin Raraty	Chair of West Quadrant meeting, Headteacher at Rodings School
Lisa Feldman	Chair of Mid Quadrant meeting, Headteacher at Finchingfield School
David Borne	Chair of North-East Quadrant meeting, Headteacher at Copford C of E
Gillian Cawley	Independent Chair
Simon Rea	ISOS EDT
In Attendance	
Kerrie McGrory	School Effectiveness Partner, North East (items 1 to 3 only)
Janice Webber	Clerk/Note taker

No.	Item	Action Lead
1.	<p>Welcome and Apologies</p> <p>The Chair welcomed everyone to the meeting and as there were a number of new members attending for the first time invited everyone to introduce themselves. She thanked Simon Rea for taking the notes of previous meetings and welcomed and introduced the Clerk.</p> <p>Apologies for absence were RECEIVED from Rod Lane, ESGA Primary and Sue Jackson, Chair of South Quadrant meeting. There was no representative present from the Church of England Diocese.</p>	
2.	<p>Notes from last meeting held on 22 November 2018</p> <p>The notes of the meeting held on 22 November 2018 were AGREED as a true record subject to the following amendment: Under Attendees - David Bome, to be recorded as Headteacher Copford C of E School not Mersea Island</p> <p><u>Matters Arising</u></p> <p><u>Action 1</u> (Item 2, Page 1) – Dianne Ryan had not been able to meet with Simon Thompson about the potential for secondary phase special schools to link to the work of ASHE triads. She provided a summary of the special schools developing partnerships/links.</p>	

She explained the research project to improve outcomes for SEN pupils. There were two new SEMH units in the Epping area one at Lambourne Primary School and one at Whitebridge Primary School. Partnerships were important but whilst there were links developing with primary schools, secondary school connections had not happened as yet. Work was being undertaken to look at how to support vulnerable young people without EHCP plans and building the confidence of parents.

Clare Kershaw highlighted the need to review how this linked into the SEND school-led improvement strategy through the consultation.

Action 2 (item 2, Page 1) – Comments had been extracted from primary school Ofsted inspection on the work and impact of SLIS and other school partnerships in Essex. Simon Rea was thanked for putting this summary together which provided a useful narrative and snapshot of the positive impact of SLIS.

Action 3 (Item 2, Page 1) – Nicola Woolf commented that from the retention and recruitment group meeting. There had been a presentation at the Partnership Leads' meetings of the 2-4 Programme and Partnerships offered the chance of funding to help support taking up the programme. This would be followed up by the Quadrant Chairs and so the join up between SLIS and other strategies should now become more evident. It was noted that Nicola Woolf had shared the list of SLIS partnerships to enable all Board members to identify where schools were situated.

Action 4 (Item 2, Page 2) – Action was in hand to get a link to the SLIS partnership information on the website through a separate button on the Essex Infolink, however the commissioning of this work was taking some time. The web page was still there but the link was needed to make it easier to locate the school-led improvement system information and key documents.

Action 5 (Item 2, Page 2) – The Chair reminded Board members that at the last meeting it had been agreed to consider how the 'school-led improvement system' could be redefined to be more widely recognised and inclusive and to describe more accurately how school improvement was working across Essex. This to be discussed later under agenda item 7

Action 6 (Item 2, Page 2) – The Essex Partnership Conference in May 2019 to be discussed under agenda item 6

Action 7 (Item 2, Page 2) – See action 1 above

Action 8 (Items 3 and 4, Page 2) – SLIS priorities for 2018/19 had been updated by Nicola Woolf and circulated. Agenda items were linked to the priorities.

Action 9 (Item 5, Page 3) – See action 4 above

Since the meeting this has now been achieved

	<p><u>Action 10</u> (Item 9, Page 5) – Information about the Maths and English Hubs had been circulated to Quadrant Chairs to share with their partnership leads.</p> <p><u>Action 11</u> (Item 9, Page 5) – A presentation on governor peer review was to be provided by Kerrie McGrory, North East School Effectiveness Partner under the next item.</p>	
<p>3.</p>	<p>Governor Peer Review Presentation Kerrie McGrory, North East School Effectiveness Partner, provided a presentation on governor peer review</p> <p>She commenced by explaining the background to the introduction of governor peer reviews and the development of the model which was focussed on improving governance. It followed a cycle of audit of self-evaluation, peer review and support to secure improvements</p> <p>Actions so far were around the training trialled with three clusters within North East Essex. The main barrier identified was in relation to self-review. David Bome added that there was to be a second relaunch of the peer to peer reviews in his Quadrant having established from the first pilots what had not been effective.</p> <p>Kerrie continued that key to the peer reviews was the tone in which they were undertaken. The peer reviews were not founded on an imposed model but had been developed through dialogue and co-constructing of the model with Headteachers and Governors to develop the skills required. NLG support had been secured as an ‘Improvement Champion’ to facilitate improvement workshops.</p> <p>A Board member commented that they had attended a training session organised by the Chelmsford Partnership, the trainer for which had been excellent. Kerrie advised that she had been approached by three colleagues for whom she had run a ‘train the trainer’ session as they had clusters interested in developing peer review and wanted to support the schools in moving forward with this.</p> <p>Kerrie highlighted the impact so far. Feedback on training had been positive and all governors had bought into the process in particular they had appreciated the time to reflect on their own practice and impact. David Bome referred to the skills audit which had been used. This he reported encouraged a greater dialogue and made governors really think about their responses and the questions to ask.</p> <p>Finally Kerrie outlined the next steps to draw on the strengths identified to include in the training trials and revisiting of the self-evaluation based on an audit of need.</p> <p>Board members discussed the rolling out of governor peer review and next steps in progressing this:</p>	

	<ul style="list-style-type: none"> • The other SEPs who had been trained were Iain Birtwell (West Quadrant); Caroline Gibson (Mid Quadrant); and Carole Farrer (Mid Quadrant). They would be able to support partnerships in moving peer review forward • The materials/documentation needed to be circulated however this would be done through meetings rather than just sending them out – so that they would be used in the intended way • It was felt that the self-evaluation framework would enable peer review to link into the Ofsted framework. Triangulation formed part of the self-evaluation • A comment was made that feedback was fast which enabled training to be amended in light of the peer review • John Hunter advised that a self-evaluation was being undertaking in his MAT • The tone was reiterated as important as peer review was a strategy ‘done with’ and ‘not done to’. It was not a ‘mocksted’ but an opportunity to share with peers issues that they would not necessarily wish to be shown to Ofsted • It was recognised that whilst governors were volunteers they had accountability for their schools • NLGs would be able to act as facilitators or trainers depending on capacity. There was a register of NLGs to which a link could be added on the SLIS website. <p>The Chair referred to the SLIS Project Board priority B3, ‘developing governors understanding of the school led improvement strategy’. Governor peer review was at the heart of this having been based on need and developed through the building of trust and empowerment.</p> <p>Actions:</p> <ul style="list-style-type: none"> • The PowerPoint presentation to be circulated with the minutes to SLIS Board members for information and to share across their partnerships. • Kerrie McGrory to return to provide an update on progress possibly at the Autumn term Board meeting • The pilots and further trials for the governor peer review to continue • Publication of the School Effectiveness Partners who had been trained and could support in moving peer review forward <p style="text-align: right;"><i>Kerrie McGrory left the meeting</i></p>	<p>Nicola Woolf</p> <p>Agenda item</p> <p>Quadrant Chairs</p>
<p>4.</p>	<p>Feedback from the Quadrant Chairs</p> <p>The Quadrant Chairs had been asked to consider what was going well within their respective Quadrant, what would be even better and what the barriers were. The following is a summary of the key points raised during their feedback and the discussion that followed.</p> <p><u>Mid Quadrant – Lisa Feldman, Quadrant Chair</u></p> <p>Lisa Feldman, Chair of Mid Quadrant, commenced by highlighting what was going well within her Quadrant. This included the co-ordination and the distribution of leads and better engagement from feeder secondary</p>	

schools particularly over transition from primary. Peer review groups were working well, and it was hoped that these would further develop. All were using partnerships for collaboration opportunities. The School Effectiveness Partners were supporting to make these opportunities more meaningful.

The partnerships had been looking to identify training and whilst the TSAs were still focussed on the old training programmes they were now listening more to the quadrant needs and next year the training programmes would be more in keeping with what schools needed. This was clear evidence of the impact of the school-led improvement system.

Significant barriers were around raising the profile of SLIS and partnerships across the whole school. There was a commitment by schools to partnership working by including this as part of recruitment of staff and governors. A Board member asked if there were any governors at the Quadrant meetings which Lisa responded there were not. John Hunter advised that he was a member of his relevant Quadrant board.

There was discussion over the importance of sustainability in promoting and maintaining school-led improvement through engagement.

West Quadrant – Colin Raraty, Quadrant Chair

Colin Raraty, West Quadrant Chair said that engagement continued to be good and growing from partnerships in the West Quadrant and those interested were being encouraged. A Statement of Intent regarding schools' engagement in the partnership had been created for use when recruiting leaders: Board members asked that this be shared with them. Partnership Leads encouraged Chairs and Governors to include the commitment to school-led improvement through partnership working and collaboration in staff adverts and recruitment.

Action: The Statement of Intent to be shared with the SLIS Board with the minutes

He reported that there had been a lot of discussion around peer review. It was recognised that partnerships welcomed the opportunity for peer review. They enabled the sharing of good practice and outcomes from research in teaching and learning e.g. well-being and its impact on children's learning.

There were three TSAs involved across the Quadrant and there had been similar discussions as reported by Lisa Feldman earlier around their training offer. The schools had identified the need for subject development and training on the foundation curriculum which was not available. The TSAs were starting to look at this but still with some reluctance although a good change was their flexibility about where and how they provided training.

Nicola Woolf

<p>Clare Kershaw highlighted the difficulties of communication with TSAs and the benefit that they would feel if Quadrants liaised to promote TSA training.</p> <p>Colin reported on continued attempts by the Quadrant to engage with the MATs. All MATs had been invited to the Quadrant meeting and two had accepted. The MATs had not been invited to join the Partnership Leads meetings as yet however if they did start to commit to the Quadrant meetings then invitations would be extended to the join the Partnership Leads meetings too.</p> <p>The main barrier was secondary school engagement as they still viewed the school-led improvement system as a primary initiative.</p> <p>Action: Nicola Woolf to be notified of any MATs who were attending the Quadrant meetings to then invite them to the Partnership Leads meetings.</p> <p><u>North East Quadrant – David Bome, Quadrant Chair</u></p> <p>David Bome highlighted the main areas that were working well within the North East Quadrant in particular the sharing of training opportunities across the partnerships which had been a very positive shift. One of the two secondary feeder schools was also openly engaging, another positive change. The journey made in a year had been good and had been achieved through a cultural change of openness. There had been discussion of the use of non-pupil days for collaboration and partnership working and training.</p> <p>In summary, engagement was good, schools were responding openly, and there were concrete examples of the difference being made by the school-led improvement system – through sustainability and the changes in engagement with the TSAs.</p> <p><u>South Quadrant – Sue Jackson, Quadrant Chair</u></p> <p>In the absence of Sue Jackson, the Chair of South Quadrant, Nicola Woolf provided a brief summary from the South Quadrant meeting minutes. The South Quadrant was offering SEN peer review training through the TSAs. She outlined the benefit of adopting a network approach to sustainability through a Partnership SENCO. SENCOs had identified the need for the network and would be able to offer support. A directory of the skills and capacity was available and would be circulated. Work of SEPs shared. South Quadrant was clearly contributing to the SLIS priorities. Discussion at the South meeting around having a common set of priorities agreed by all. Work being undertaken around looking at the impact of the work of the partnerships.</p> <p>Challenge identified around schools belonging to multiple groups and networks i.e. MAT system and partnership system.</p> <p style="text-align: right;"><i>11.20am - David Bome left the meeting</i></p>	<p>Quadrant Chairs</p>
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	<p>The Chair noted that multi belonging had always been an issue which had been identified in earlier discussions. Openness and transparency was needed to address this.</p> <p>In the discussion that followed Board members considered how SLIS was impacting on vulnerable schools:</p> <ul style="list-style-type: none"> • Capacity and trust were cited as issues in responding to vulnerable schools. All knew who these schools were but not all schools in this position wanted to seek help. • The aim was to provide support through promoting the SLIS but with the LA there to underpin when a school was in need. The maturity was not there yet for all partnerships • Data was a key indicator of a school’s vulnerability but other data needed to be analysed and monitored rather than waiting for the headline data as this was often too late. • There had been a cultural shift evidenced with the impact of the Quadrant meetings. • In some vulnerable schools where the LA put a support package in place there have been recent examples of the partnership, in which the school sat, being able to help provide the required support, some at short notice. • Governance it was recognised was often a very lonely process but networking through peer reviews if these were rolled out would give governors support and someone to ask for help if needed. <p>The Chair thanked the Quadrant Chairs for their reports.</p>	
<p>5.</p>	<p>Updates and Feedback from Leads of Partnership Meeting on 12 March 2019</p> <p>Nicola Woolf highlighted the key points from the meeting, attendance at which continued to be fairly good.</p> <ul style="list-style-type: none"> • The input of Maggie Farrar was very positive, and leads had found this very helpful to help move their partnerships forward. • Strategically it had been agreed that a directory of promising performance would be valuable. Mid have this for their quadrant • Maggie Farrar had pulled out insights and learning from the peer review case studies and this formed the basis of an activity at the last meeting. Key ones related to culture and sustainability. Partnership Leads had been asked to look at these and identify how they could be support moving their peer reviews forward. • There was discussion over the number of days and use of School Effectiveness Partners next year working within the partnerships to best utilise their skills set and experience. • The new web-based Partnership Evaluation and Development Tool was being trailed by 5 partnerships and they will be feeding back in may with a few to sharing with all Partnership Leads in June. Partnerships trialling this are two in North-East, Two in West and one in Mid. 	

	Action: Notes of the Essex Partnership Leads meeting held on 12 March 2019 to be circulated to SLIS Board members	Nicola Woolf
6.	<p>Feedback on Task and Finish Group</p> <p>Simon Rea reported that the focus of the Task and Finish Group had been the Conference which was to be held on 10 May at 9.15am to 1.00pm at the Weston Homes Stadium in Colchester. He summarised the format of the conference –</p> <ul style="list-style-type: none"> • Keynote speakers were Christine Gilbert, ex Head of Ofsted and Maggie Farrar. Other speakers would include Steven Turnbull, North East SLIS; plus speakers from the Saffron Walden Academy on the MATs and TSAs perspectives and from a secondary school from the ASHE triad work. • Three questions have been put to each speaker to address in their presentations to include how their work had impacted on school led improvement. • The Director of Education would open the conference and include in her opening presentation the work of the Project Board and the development of the peer reviews. • All members of the Project Board were invited to attend <p>Action: The poster/flyer and booking form for the School Partnership Conference to be circulated with these minutes</p>	<p>Action if Project Board members wish to attend they must email Nicola Woolf as soon as possible</p> <p>Nicola Woolf</p>
7.	<p>Local/Regional/National Updates</p> <p>The Chair referred back to the need to consider redefining the name/description of SLIS to reflect the work of the SLIS Partnerships and the work of TSAs, MATs and other partnerships. It was not clear whether there was recognition of what the SLIS Project encompassed or whether it was recognised as a primary school only initiative.</p> <p>The conference in May has been billed as a School Partnership Conference for SLIS partnerships, ASHE collaborations and MATs</p> <p>Action: SLIS Board to consider how the SLIS Project is best described to ensure that it encompasses the full range of partnerships working across Essex. This to be considered when undertaking a review of the work and impact of the SLIS Project Board at its next meeting</p> <p>Nicola Woolf advised that other local authorities including Dorset, Southampton and Wales had been in contact with Essex about its school-led Improvement Strategy.</p> <p>It was suggested in view of the national speakers presenting at the School Partnership Conference, depending on the numbers of attendees, that a wider perspective would be achieved if representatives from these interested parties were also invited to attend.</p>	<p>Agenda item</p>

	Clare Kershaw reported that the LA were taking forward their own peer review regionally and looking at the support for vulnerable pupils in relation to permanent exclusions. The main priority for County currently was working on a strategy for SEND.	
8.	<p>Key points from the meeting for members to feedback to their represented groups</p> <ol style="list-style-type: none"> 1. Publicise and promote the Partnership Conference to be held on 10 May 2019 (see attached poster and booking form) 2. Governor Peer Review – report on the development of this and plans to roll out fully next year. Share the names of the School Effectiveness Partners who had received training. The PowerPoint presentation by Kerrie McGrory, North East School Effectiveness Partner to be shared. 3. Share Statement of Intent from West to other quadrants for use when recruiting 4. Highlight the success of the Quadrant meetings as vehicles for school improvement and the engagement of the TSAs 5. Report on the powerful discussion at the last ASHE meeting on cross working and that some partnerships had established good links with secondary schools. 	
9.	<p>Agenda items for next meeting</p> <ul style="list-style-type: none"> • Review of Partnership Conference on 10 May 2019 • Review impact of Project Board this year 	Agenda items
10.	<p>Date and Time of Next Meeting Thursday 27 June 2019 at 10am to 12noon at Hamptons, Tydemans, Chelmsford CM2 9FH</p> <p>Apologies were received and noted from Maria Shepherd, representative of the Catholic Diocese, who would be unable to attend this next meeting due to a prior commitment at another meeting on that day.</p>	All to note
The meeting ended at 12.00 noon		

Register of actions

Item	Action	Action Lead
3	The PowerPoint presentation on Governor Peer Review to be circulated with the minutes to SLIS Board members for information and to share across their partnerships.	Nicola Woolf
3	Kerrie McGrory to return to provide an update on progress possibly at the Autumn term Board meeting	Agenda item Autumn term
3	Publication of the School Effectiveness Partners able to offer governor peer review training	Quadrant Chairs
4	Statement of Intent from West when recruiting leaders to schools in a partnership to be shared with the minutes	Nicola Woolf

4	Nicola Woolf to be notified of any MATs who were attending the Quadrant meetings.	Quadrant Chairs
5	Notes of the Essex Partnership Leads' meeting held on 12 March 2019 to be circulated to SLIS Board members	Nicola Woolf
6	The poster/flyer and booking form for the School Partnership Conference to be circulated with these minutes	Nicola Woolf
6	Board Members to let Nicola Woolf know if they wish to attend the conference	All
7	SLIS Board to consider how the SLIS Project is best described to ensure that it encompasses the full range of partnerships working across Essex. This to be considered when undertaking a review of the work and impact of the SLIS Project Board at its next meeting	Agenda item Summer term
8	Board Members to shared Key Points from the meeting to the groups they represent	All
9	Review of Partnership Conference on 10 May 2019; and Review impact of Project Board this year	Agenda items Summer term