

Essex School-Led Improvement System Project Board

Date: Tuesday 3rd December 2019
 Venue: Hamptons, Tydemans, Chelmsford, CM2 9FH
 Time: 10:00am to 12:00pm

Attendees:

Board Members	
Gillian Cawley	Independent Chair
Clare Kershaw	Director of Education
Colin Raraty	Chair of West Quadrant Meeting
David Bome	Chair of North East Quadrant Meeting
Dawn Baker	Chair of Mid Quadrant Meeting
John Hunter	Governor of a Special School
Maria Shepherd	Diocesan Catholic representative
Nicola Woolf	LA Lead for the School Led Improvement System Strategy
Pam Langmead	EPHA
Simon Rea	ISOS Partnership
Simon Thompson	ASHE
Stephen Chynoweth	Head of Education and Early Years, North East
Sue Jackson	Chair of South Quadrant Meeting
Tim Elbourne	Church of England Diocese representative
Sally Relfe	Minute Taker
Invited	
Kerrie McGrory	School Effectiveness Partner, North East

No.	Item	Action Lead
1.	<p>Welcome and apologies</p> <p>The Chair welcomed everyone to the meeting and introductions were made in particular to new members of the group including Stephen Chynoweth who will be supporting Nicola Woolf in the coming year in relation to her work as strategic lead for School Partnerships. Apologies were received from Jo Coton and Ruth Bird.</p>	
2.	<p>Notes from last meeting 27th June 2019</p> <p>The notes of the meeting held on 27th June 2019 were agreed as accurate.</p> <p><u>Matters Arising:</u></p> <p>Action 1 – Dianne Ryan has been away so has not met with Simon Thompson about the potential for secondary phase special schools to link to the work of ASHE triads.</p>	Dianne Ryan

	<p><u>Action 2</u> – Kerrie McGrory to provide an update on the progress of governor peer review – on agenda.</p> <p><u>Action 3</u> – To discuss engagement of MAT CEO on SLIS Board with the MAT2MAT Group – representative to attend the next meeting.</p> <p><u>Action 4</u> – Board Members to check how prevalent SLIS or partnership working was within their areas – on agenda to discuss.</p> <p><u>Action 5</u> – Meeting with the MAT2MAT leadership and Chair of Project Board - representative to attend the next meeting.</p> <p><u>Action 6</u> – Explore how Project Board could work with Quadrants – on agenda.</p> <p><u>Action 7</u> – To engage with Chairs, Governors and MATs in the spring term to consider what event could be held in the summer term –many schools in partnerships have link governor for partnership working. Colin confirmed that if there is not a partnership governor then it is an ongoing agenda item.</p>	
<p>3.</p>	<p>Review of priorities</p> <p>The priorities of the board were set almost 3 years ago, and it was agreed that they needed to be revised.</p> <p>It was agreed that although many of the priorities are still important, we need to reflect that we are no longer at the beginning of the journey. The Board agreed the need to reflect and review the progress of partnerships that are in place. Clare added that the partnerships need to be reviewing how mature they are within a framework. Also, the question was asked what is the role of the LA and do the partnerships feel enabled and empowered to work sustainably?</p> <p>The importance of section A was highlighted. There has been a drop off in engagement in some of the Quadrants. The focus so far has rightly been on the development of peer review work. The next step will be to develop the link to school improvement in order to continue to engage school leaders. It is about the journey the partnerships are on and they need to start working with other partnerships and quadrants.</p> <p>Peer review is also taking place in MATs and secondary schools and this needs to be recognised as part of the whole system. There are cross phase MATs which can really see the benefits of cross-phase working. The Chair added that the broadening of the remit was the next step to</p>	

	<p>Heads and middle leaders will be considered in order to address succession planning.</p> <p>Action 4: All to publicise the conference and hold the date of 13th February</p> <p>Further training for Improvement Champions from Peer Review in the spring term was also discussed. There will also be more training for the School Effectiveness team in developing their skills in working with partnerships.</p> <p>Meetings have been held with the Heads of Education in each quadrant to review where their partnerships are and what is next for them.</p> <p>At the Leads' meeting there was a comment that the LA needs to do more in terms of support. Has the LA handed over too much to the partnerships? The Chair added that there is a strong loyalty to the LA and we do not want to lose that.</p>	<p>All</p>
<p>5.</p>	<p>Collaborative Culture of School Partnerships</p> <p>It was felt that there is a strong belief that working together is positive and people are buying into that and that there is a feeling of a shared moral imperative to do so.</p> <p>The importance of trust was highlighted. The struggle to survive is now a driving motivator. Trust takes time to build.</p> <p>It was acknowledged that many leaders are coping with the day to day job and so this strategy should be about enabling school leaders to cope and not to feel isolated. The Chair added that this helps with sustainability.</p> <p>Within some partnerships there is a relatively new group of Headteachers, and the development of trust has been vital. Trust should be at the top of the priorities to create an open forum and an opportunity for everyone to be honest. It is about listening to feedback. To have meaningful and impactful discussions is difficult unless there is trust. It was discussed that where quadrants have created a safe space where attendees can air their opinions and views without repercussions more is achieved.</p> <p>It was felt a handbook for Leads of Partnerships would be helpful.</p> <p>It was felt that much had been achieved and that quadrants should capture their characteristics of partnership working and where they were in the development of this work.</p>	

	Action: Discuss ‘Behaviours which built trust’ within the quadrant meetings.	Quadrant Chairs
6.	<p>Feedback from the Quadrant Chairs</p> <p>North East has seen a falling engagement due to time pressures but there is good practice going on. Peer Reviews are being undertaken across partnerships and between secondary and primary.</p> <p>In West there has generally been a good turnout. People believe in it, but it can be a long journey for some to the meeting and it has to have purpose. There has been a focus around capturing the good work going on. There have been questions around where CPD and support can be accessed, and a directory of support is being developed. Currently they are focusing on supporting new leads and chairs to ensure engagement. Then will be looking to develop the maturity of the partnership. Need to get past the peer review element and how this can be embedded in school improvement to have the most impact. Looking to hold a quadrant event around a common area of development.</p> <p>The attendance at the Mid meeting was 7 heads from 5 partnerships and lots of the attendees were new. 70% didn’t know about the memorandum of understanding. There is a high turnover of people attending and so trust needs to be built. With regards to the work of the TSAs, the quadrant meetings are a good place to get information about what is on offer and the support that can be given.</p> <p>It was discussed that going forwards it would be helpful to revisit TSA representation at Board level.</p> <p>In South the attendance at the last meeting was 12 representatives from 10 partnerships, 5 MATs and 1 TSA. It was used as a networking session. Need to look at peer to peer review maturity and partnership to partnership peer reviews. Also, the impact of the reviews being quicker. They are focussing on meeting SEND needs. Looking at the school improvement journey and the challenges on vision to inspire heads. What is the big change that has made the difference to our children?</p>	
7.	<p>Governor engagement – Kerrie McGrory</p> <p>Kerrie advised that this has been difficult to get off the ground because of a lack of confidence, time and skills for governors to undertake peer reviews of others.</p>	

	<p>Kerrie will reshape materials and training based on the feedback and experience of the pilot given the good feedback received in relation to the self-evaluation tool. Nicola and Kerrie will look at undertaking a pilot for this.</p> <p>The process is about governors seeing other governor experiences. It is about the journeys other schools have been on. The Chair emphasised the importance of a structure and a framework with support and guidance.</p> <p>An example of one MAT was given where they had undertaken peer review, resulting in a conference for governors, and a training plan. The key was making sure the governors attended.</p> <p>Kerrie has worked with Governors of Partnerships in the North-East with regards to data analysis and every school was represented. If governors can see the benefit, then they will attend.</p> <p>Clare suggested that once the model has been further tested and developed, we might need to think about putting something on for the governors. Need to check that the materials work and enable high impact. Kerrie to trial in spring term and come back to this meeting in the summer. The Chair added that this is one of the priorities of the group.</p>	
<p>8.</p>	<p>2019/20 – planning Project Board engagement in developing priorities for next three years</p> <p>It was discussed that there was a need to focus on the sustainability of the system. It is important that this is co-produced between the LA and schools and there needs to be a clear vision for the next 3 years. Need to think about the characteristics of a mature system and how the impact of peer review can move schools forward.</p> <p>Simon Rea added that the Essex model is being looked at as good practice in partnership working. We need to know more about the change we have achieved and the impact. Peer review has generally had a good impact and now we need to build on that. Need to link to school journeys and build on that.</p> <p>Need to consider how the LA is supporting partnerships through the work of the SEPs. Further thinking was needed about what the vision/framework will look like going forward.</p> <p>The priorities for 20-23 should reflect</p> <ul style="list-style-type: none"> • The characteristics of a mature system 	

	<ul style="list-style-type: none"> • A strong relationship between school to school support/school led improvement systems and the impact on outcomes for children and young people. 	
9.	<p>Local/Regional/National Updates Discussion around future of organisation of Teaching Schools</p> <p>Clare advised that the proposals to create 3 super teaching schools were submitted to the DfE and are currently waiting for feedback.</p>	
10.	<p>Key points from meeting for members to feedback to their represented groups</p> <ul style="list-style-type: none"> - publicise the 13th Feb collaborative leadership event - Continue to highlight the importance of Governors in partnership based working – update on the pilot peer review and that further training will be coming later this year - Board will be reviewing its 2017-20 priorities prior to September 2020 – Board members to provide feedback for the next meeting from their stakeholders 	
11.	<p>Agenda Items for next time</p> <ul style="list-style-type: none"> • Feedback from ‘behaviours which build trust’ discussions • Priorities for next 3 years • Feedback from the 13th February conference 	
12.	<p>Dates of next meeting: Dates for 2019/2020</p> <ul style="list-style-type: none"> • 26th March 2020 10:00 – 12:00 • 25th June 2020 10:00 – 12:00 	