

Priority areas for SLIS Project Board 2017-20

	Key areas	What actions does the Project Board need to take in 2019/20?
A Developing and communicating the SLIS vision		
1.	Setting and maintaining the vision	<ul style="list-style-type: none"> • Revisit the current vision to confirm • Ensure Board members are explaining and 'selling' the vision to groups and the system
2.	Regularly communicating with schools and partnerships	<ul style="list-style-type: none"> • Communicate with colleagues and groups following Board meetings • Ensure existing communication routes are conveying key messages • Gather feedback from school leaders, governors and the system about examples of effective practice and change to demonstrate the impact of the SLIS programme in 2019
B Building capacity of partnerships		
3.	Developing governors understanding of the school led improvement strategy	<ul style="list-style-type: none"> • Utilise role of ESGA to inform and share communication • Communicate to governors the importance of partnership working e.g. via SEPs
4.	Creating sustainable support for partnerships into the future	<ul style="list-style-type: none"> • Review partnership models (using feedback from (SEPs), partnership leads, and development visits etc.) for examples of models of sustainability • Look at innovative ways to support capacity within partnerships
5.	Developing tools	<ul style="list-style-type: none"> • Review the roll-out of the Partnership Evaluation and Development Tool • Review impact of peer review • Reviewing and sharing Data protocols
Ci Growing the maturity of the SLIS system		
6.	Liaising and communicating with quadrant groups	<ul style="list-style-type: none"> • Review how Quadrant meetings operate, gather feedback from chairs and examples of effectiveness and support for vulnerable schools • Monitor and quality assure the impact and progress of quadrant groups • Be a conduit of information for sharing good practice, and holding intelligence on where the strengths in different areas are across the County • Continue the identification and inclusion of the range of partnerships in Essex
Cii Growing leadership capacity and succession planning		
7.	Helping co-ordinate system leadership capacity	<ul style="list-style-type: none"> • Hear updates about the work of TSAs and alignment with the SLIS Board at meetings • Help to co-ordinate cross-quadrant and cross-partnership work across the county
8.	Shaping and developing leadership and partnership governance	<ul style="list-style-type: none"> • Monitor the developing role of partnership leads
9.	Sharing knowledge and learning about other priority areas	<ul style="list-style-type: none"> • Use expertise of Board members to share knowledge and learning
D Engaging regional and national priorities, research, stakeholders		
10.	Developing relationships with other stakeholders outside Essex	<ul style="list-style-type: none"> • Use the expertise and knowledge of Board members to understand regional priorities of other key stakeholders • Share knowledge of strategy with the RSC
11.	Overseeing the outcomes from the Strategic School Improvement Fund (SSIF)	<ul style="list-style-type: none"> • Understand the work funded by the SSIF and review impact

