Outline

• Context of Derbyshire

• Partnerships and system leadership in Derbyshire

• Partnerships and system leadership in East Midlands
• 350 primary (63 infant; 52 junior)
  (48 (14%) academies)
• 45 secondary (25 (56%) academies)
• 10 special, 3 PRUs
• 89,761, 5-16 years
• 107,413, 0-19 years
• FSM: 13.6% primary; 12.3% secondary
• IMD: 100/152
• EAL: 2.9% primary; 1.5% secondary
• BME: 7.5% primary; 1.6% Secondary
• 6 Teaching School Alliances
• 20 National Leaders of Education
• 6 National Leaders of Governance
A good or better school for all Derbyshire learners

School Improvement Forum co-produced Education Improvement Partnership Agreement

Journey to Excellence Strategy revised

School Improvement 
Improvement Partnership Board (DEIPB) established

Derbyshire Education Improvement Partnership

ISOS review of education delivery model

Official review of delivery model

School development models to school leadership

Locality Childrens Partnerships established

Alternative models to school leadership

School cluster development

Implemented new delivery model

A good or better school for all Derbyshire learners
Key Principles of System Leadership

• Demonstrates openness, trust and respect
• Reflects collective responsibility
• Embraces professional partnership working
• Shows effective, honest and clear communication
• Focuses on impact and positive outcomes for all young people
• Embraces support and challenge
• Allows flexibility, innovation and is multi-faceted
• Builds capacity and sustainability at all levels
Functions of DEIPB

- To ensure coherence of continuous school improvement activity in interests of all Derbyshire learners
- To identify key priorities on basis of self evaluation and data analysis
- To map and maintain oversight of school improvement provision
- To commission additional activity to further address priorities
- To build capacity in system leadership to support self-improving system
- To regularly review roles and responsibilities within Board membership
- To monitor and evaluate effectiveness of all school improvement activity
- To ensure best value in provision of school improvement activity for benefit of all Derbyshire learners
Great Partnerships, Great Learning, Great Futures

Communicate key information, share good practice and challenge improvement

Area Heads’ meetings, Nursery, Secondary and Special Forums, Governor Strategic Briefings

School Improvement Forum (Cross phase group of headteachers, governors and local authority officers. This Forum includes a representative from each cluster)

To deliver, sustain and continue to evolve the vision for every Derbyshire learner through active partnership and collaboration, reporting to relevant boards.

Derbyshire Education Improvement Partnership Board (DEIPB). This board includes Cabinet Member, Teaching School Alliances, Diocesan Directors and local authority officers

Performance Improvement Board (Members and Chief Officers)

Teaching Schools Council

Regional Schools Commissioner

Diocesan Boards
Cluster working

- MOUs
- Data sharing
- Joint self evaluation activities
- Peer reviews
- Learning walks
- Joint moderation
- Joint policy development
- Joint appointments/shared roles
- Joint CPD/shared Inset days
- Joint procurement
- Cluster events such as sports days
## School Improvement Model

<table>
<thead>
<tr>
<th>Statutory responsibilities</th>
<th>Improvement support De-delegated</th>
<th>Traded offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Monitoring of school and pupil performance</td>
<td>Derbyshire Entitlement :</td>
<td>• Teaching, learning and assessment</td>
</tr>
<tr>
<td>• Using powers of intervention</td>
<td>• 3 adviser days</td>
<td>• Curriculum</td>
</tr>
<tr>
<td>• Brokering effective solutions and support</td>
<td>• 3 leadership forums</td>
<td>• Leadership programmes</td>
</tr>
<tr>
<td>• Developing system leadership</td>
<td>• E-notice board</td>
<td>• Governor training</td>
</tr>
<tr>
<td>• Linking with DfE/Ofsted and other external bodies</td>
<td>• Governor support package</td>
<td>• Bespoke training and consultancy</td>
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<tr>
<td>• Champion for children and families and high standards</td>
<td>• Strategic governor briefings</td>
<td>• Curriculum and leadership reviews</td>
</tr>
<tr>
<td>• Supporting development of strong leadership and governance</td>
<td></td>
<td>• Self evaluation reviews</td>
</tr>
<tr>
<td></td>
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<td>• Performance management</td>
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</tbody>
</table>
**THE EMSYH REGIONAL EDUCATION SUMMIT**

<table>
<thead>
<tr>
<th>Local Authorities</th>
<th>Diocese (DBEs)</th>
<th>Teaching School Alliances</th>
<th>Teaching School Council</th>
<th>Multi Academy Trusts</th>
<th>DfE/RSC</th>
<th>Ofsted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply of school places</td>
<td>Tackle underperformance</td>
<td>Support vulnerable children</td>
<td></td>
<td></td>
<td></td>
<td>Monitor academies and act. Decide on new academies Find sponsors for underperforming LA schools. Free school applications</td>
</tr>
<tr>
<td>Plus some LA and Diocese also offer additional (sometimes traded) school improvement and other services</td>
<td>Promote RE and church values. Promote church schools</td>
<td>To lead on School-led ITT, Supporting other schools and Continuing Professional and Leadership Development</td>
<td>To support development of the school led system To increase maturity of system leadership</td>
<td>To improve and maintain standards in member schools</td>
<td></td>
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</tr>
</tbody>
</table>

**Sub Regional Improvement Boards**

- **Teaching School Alliances**
- **EMSYH Teaching Schools**
- **Strategy Group & Support Network**

**School to School Support**

- Plus ITT, CPD/LEADERSHIP

**Targeted School Improvement Fund**

**MAT School Improvement**

**Strategies and partnerships that tackle educational needs within geographically-based areas**

(e.g. Leicester LESP, Derby PSG, Leicestershire LEEP, Lincolnshire Partnership, Derbyshire DEIPB)

**Locality-based or phase specific clusters of schools**

(either constituted or informal) selecting to work together to provide mutual support, e.g. Locality or diocesan clusters, MAT headteacher groups

**All schools and academies**

- **Maintained Schools**
- **Academies**
- **Schools that are ‘members’ of Teaching School Alliances**

**THE EMSYH REGIONAL EDUCATION SUMMIT**

- To improve and maintain standards in member schools
- To inspect and regulate with independence and impartiality

- To support development of the school led system
- To increase maturity of system leadership

- To lead on School-led ITT, Supporting other schools and Continuing Professional and Leadership Development

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- To support development of the school led system
- To increase maturity of system leadership

- Monitor academies and act. Decide on new academies
- Find sponsors for underperforming LA schools. Free school applications
Reflections and Learning

• Local authority provides the glue
• Maintaining coherence and connectedness crucial
• Intervention alongside system development
• Relationships are key - trust
• Professional generosity, reciprocity and collective moral purpose
• Impact of small schools
• Communication a challenge
• Shifting sands - only certainty is uncertainty
• Players change – sustainability and succession planning is key
• Building capacity and maturity in system takes time
• Joint accountability
• The need to maintain a focus on outcomes and improvement
Thank you for listening