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| **Report to :** | **EDUCATION ATTAINMENT IMPROVEMENT BOARD** |
| **Date :** | 13 October 2015 |
| **Reporting Officer:** | Heather Loveridge, Assistant Executive Director, Learning |
| **Subject :** | **EDUCATION SUMMIT JULY 2015** |
| **Report Summary :** | The report provides feedback on the purpose and outcomes of the Tameside Education Summit held in July 2015. There were some very clear messages emerging from national speakers that set the scene for schools working together and supporting each other. |
| | There is no doubt that strategic approaches involving schools working together enable many issues such as succession planning, subject networks and school to school support to be addressed more effectively. The clear messages from the Summit is that change in our education system must be driven by the profession and our role as a local authority is to initiate and help lead that drive for change. We need to secure a long term and sustained commitment from schools to work together and move from a position of 'my school' to 'our schools'. |
| | The work we are developing with the Summit Task Group represents the first stages in developing a vision for education that looks forward to the next two to three years. |
| **Recommendations :** | That Members note the report and action plan and receive a further report at the next meeting as the out-workings of the action plan are implemented. |
| **Links to Sustainable Community Strategy :** | Improvements in the school sector feed into the wider economic success of the Borough. |
| **Policy Implications :** | There are no policy implications arising from this report. |
| **Financial Implications :** (Authorised by the Section 151 Officer) | Section 2.3 of the report explains the funding constraints which schools are required to address. These will need to be financed within their delegated section 251 Dedicated Schools Grant funding allocation. |
| **Legal Implications :** (Authorised by the Borough Solicitor) | There is now a very clear expectation that schools take much greater responsibility for their own improvement through strong school to school support networks. In the next few years, austerity, accountability and autonomy will be the context within which schools will have to operate. The local authority's role will be to monitor and challenge schools and broker support where that is needed. If schools do not take collective responsibility for their own improvement, opportunities for succession planning, innovation in teaching and school improvement will be lost with the consequence that schools will drift and the good schools will get better whilst those needing support will not have the capacity to improve. |

**Risk Management :**                    The risk of not addresses the matters raised at the summit would result in a poorer outcomes for children of the borough.

**Access to Information :**               The background papers relating to this report can be inspected by contacting Heather Loveridge.

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## 1. INTRODUCTION

1.1    In July this year, Headteachers, Governors, Councillors, Principals of the two FE Colleges, officers and our HMI attended the Tameside Education Summit held at Hyde Town Hall. In all, there were in excess of 130 delegates.  In addition, a small group of pupils spoke about what it was like to be a learner in Tameside.

1.2    The purpose of the Summit was to provide an opportunity for all stakeholders to come together and reflect on both national policy and local priorities, and to hear the perspectives of key speakers about the future agenda for education.  Critically, it challenged everybody working in education in Tameside to consider how they need to work together and build a strong self-improving education system to meet the challenges ahead.

1.3    As important as the event itself, was the process of planning the Summit. It was judged that the event would have a greater chance of success if Headteachers themselves were involved in the planning process.  This enabled the Chairs of the Primary, Secondary and Special Headteachers' respective associations to sit down with officers from the local authority and identify some of the key challenges facing schools currently and how these might be included in the programme for the day which would allow for structured debate and some agreed actions. This proved to be a key factor in the success of the day.  All Headteachers were made aware of how the Summit programme had evolved, conveying a clear message that this was a collaborative effort and not simply an event conceived purely by the local authority.

1.4    It is also worth noting that prior to this process, the Chair of TPC (Tameside Primary Headteachers' Consortium) had not met the Chair of TASH (Tameside Association of Secondary Headteachers) and subsequent to these planning meetings, they have visited each other's schools and agreed to attend each other's Headteacher group meetings.

1.5    The response from all those who attended was extremely positive with many Headteachers asking for annual events of this nature.

## 2    KEY MESSAGES

2.1    Steve Munby, Chief Executive of the CfBT and former Chief Executive of the National College for School Leadership, and Leora Cruddas, Director of Policy for ASCL (Association for School and College Leaders) both provided thought provoking inputs with some very clear messages.

2.2    **Steve Munby's theme was 'Invitational Leadership in a Self-Improving System'** where he outlined a system for the next few years which would be driven by Autonomy, Accountability and Austerity. He introduced the notion of Invitational Leadership where:

- Invitational leaders invite you to be part of achieving a compelling vision;
- Invitational leaders welcome external and internal challenge;
- Invitational leaders grow capacity, develop trust and create a sense of collective accountability.

However, school autonomy and high accountability without capacity building can lead to four problems:
- **Isolationism** – schools can become closed and insular either due to over-confidence or due to insecurity or just because they are too busy;
- **Competition** – a tendency for schools to compete so they are less likely to share and collaborate and to learn from each other;
- **Stuck schools** – those schools without capacity don't get better;

- **Variability** – those with capacity and advantage tend to get better thus creating a bigger gap between good and not so good schools.

He went on to point out that leading a self-improving system requires:
- **System leadership** – leaders willing to spend time where they are most needed, even if that means in other schools;
- Engagement in **research and joint practice development** where teachers and leaders learn and improve together;
- **Joint accountability –** peer scrutiny and review;
- **Capacity building** for a new generation of system leaders and teachers;
- **Professional generosity, reciprocity and collective moral purpose.**

In summary, Invitational leaders,
- Invite you to be part of achieving a compelling vision;
- Welcome external and internal challenge and understand the value of asking for help;
- Grow capacity, develop trust and create a sense of collective accountability.

2.3 **Leora Cruddas** set out the challenges and opportunities in working in the current political context;

- **Funding constraints –**
  - We need a fair funding formula;
  - Continue to provide the pupil premium protected at current rates;
  - Implies a real-terms cuts to school spending per head of 7% between 2015/16 and 2019/20;
  - This rises to 9% when increases in National Insurance and pension contributions are factored in.

- **Teacher supply**
  - January 2015 UCAS status report, allocation for postgraduate teacher training handled through UCAS were down 18 percent in comparison with the same point in.
  - And at exactly the same time, from 2016 through to 2022, there is a steady decline in the population of 21 year olds. This means the pool of graduates is likely to fall in absolute terms, meaning fewer teacher trainees.
  - This coincides directly with an economic upturn which means that there are more vacancies in the jobs market generally, and more graduate level job vacancies than there has been since 2008. This means that all employers are finding it more difficult to recruit.
  - And the numbers of 11 year olds is rising, with the 'bulge' in primary-aged children moving into the secondary sector, which means more teachers will be needed.

- **Curriculum and assessment reform**
  - Baseline assessment for 4 year olds;
  - Resits for those not meeting the required standard at KS2;
  - New SATs in 2016;
  - New curriculum and GCSEs in maths and English from September 2015 and in other subjects from September 2016;
  - Pupils required to take Ebacc subjects with Ofsted unable to award outstanding where this is not happening;
  - New GCSE grading structure from 2017 onwards;
  - New AS and A level syllabuses taught from September 2015 onwards;
  - National Reference Tests.

- **Accountability**
  - Revised Ofsted Framework in September 2015;

- ➢ Progress 8 reporting of GCSE results from 2016;
- ➢ Discourse of 'failing and coasting' schools – Education and Adoption Bill (powers to force coasting schools to accept new leadership);
- ➢ Schools judged to 'require improvement' taken over by "the best head teachers", backed by expert sponsors or high performing schools, unless they can demonstrate they have a plan to improve rapidly;
- ➢ Expand academies, free schools, studio schools and UCTs – 500 new free schools;
- ➢ Allow all good schools to expand including grammar schools.

- **Leadership and Succession**
  - ➢ Around 10,000 heads, deputies and assistant heads are aged 55 and over (DfE SFR 11/2014 Table 8b);
  - ➢ Filling primary headship vacancies is already a challenge;
  - ➢ Coastal and other parts of the country with significant pipeline challenges;
  - ➢ Disincentives!;
  - ➢ Leadership development?;
  - ➢ Projects which help but are not 'scalable' – e.g. Talented Leaders;

- **The Opportunity**
  Over the next five years education leaders could exercise connected and collaborative leadership to:
  - ➢ Establish strong and sustainable groups of schools and use resources more productively.
  - ➢ Remodel how we educate teachers and take control of supply locally and create the environments and conditions for powerful professional learning.
  - ➢ Recast leadership of learning – creating compelling pedagogical and curriculum models.
  - ➢ Be more ambitious than government through seizing and reframing accountability.
  - ➢ Build a leadership pipeline.

  …But, *we also "need to show people something that addresses their anxieties, that accepts their anger, that is credible in a very gut-level sense, and that evokes faith in the vision." (John Kotter,* The Heart of Change*)*

2.4 The **Chief Executive** also made a key input to the session focusing very much on the need to develop a new vision and seize the opportunities that the Greater Manchester devolution presented if all partners were willing to commit and shape this agenda. He emphasised that increasing the Borough's economic prosperity was a key challenge and the new context gave us an opportunity to take stock. With greater powers devolved in relation to skills, employment, transport, housing and health and social care, the new Greater Manchester Authority offered significant opportunities which we needed to fully appreciate alongside the challenges. In looking to the future therefore, we need to:

- Build on the strong foundations we already have
- Ensure the link between economic growth and public services is at the heart of our joint narrative
- Improve our educational outcomes (and the only people who can do that are Headteachers and College leaders)
- Collaborate better both across education and the wider public services

2.5 There were three workshops during the afternoon session which focused on Transition, Assessment without Levels and Behaviour. The detail of the discussions which took place in the Workshops is summarised in the attached document, 'Education Summit - Challenges and Actions.'

## 4. FOLLOW UP ACTIONS

### Developing a School led self-improving system

4.1 It will be important to maintain the momentum in terms of driving forward the challenges facing Tameside and ensuring that there is a commitment to a shared narrative particularly in relation to a self-improving school system. We are seeing a greater commitment to this through the establishment of 10 Associate Primary Headteachers who are in effect, 'System Leaders' who are taking time out of their own schools to support others who require targeted support. We are also seeing some very effective work through the 'A Plus Trust' in terms of peer to peer review with Headteachers spending extended periods of time in other schools to undertake a 'mocksted' type of event. In addition, we have Heads of subject departments working across several schools to help improve the quality of teaching and attainment e.g. the Head of Department for Maths at Alder working in Denton and Astley High Schools. Subject networks are becoming well established across Secondary schools e.g. English which has been very successful. We need to ensure that with the introduction of 'Progress 8', other subjects receive the same attention and we are replicating the work that has been done with English Departments and networks in other subject areas.

4.2 It is now timely to bring these various initiatives together into a more coherent framework that firmly places this support in a system of leadership across Tameside. Meetings with the Chairs of TASH, TPC and SSSP have been convened for 1st and 8th October when further proposals will be discussed about how we can develop embedded partnerships and ensure all schools are part of a supportive arrangement. Ultimately, the system must be responsible for its own improvement and we need to build that professional capital and trust among Headteachers and teachers which enables practice to improve within and across schools. This will take time but increasingly it will allow the local authority to discharge its core responsibilities of monitoring and challenging schools and brokering support for those schools where necessary. This may come from a variety of sources: Associate Headteachers from within the Borough, Teaching School Alliances, Executive Headteachers and subject specialists.

4.3 Tameside has many good and outstanding schools with strong leadership and it is this resource that we need to draw upon in a more systematised way. That might include the creation of a second Secondary 'partnership' similar to the 'A Plus Trust' or a Multi Academy Trust being established for those secondary schools who operate as stand-alone academies currently. For Primary schools, the cluster partnerships would need strong leadership so that a culture of trust can be fostered between all schools in the cluster to enable professional development across schools to be shared and ultimately encourage peer to peer reviews. This will The structures that need to be in place to develop these models and others will need support and this is a key discussion item on the agendas of the Headteacher Associations. Feedback from meetings early in October will be reported to the Board meeting.

4.4 We already have one Teaching School in the Authority and we are actively supporting one of our Secondary schools, recently judged as 'outstanding', to become a Teaching School in the very near future. This will also help us to build the capacity we need in the Borough to help schools improve.

4.5 We know very well that the Government's aim is to see every school convert to an academy within the lifetime of this Parliament. That is still an ambitious target and even if there is a will to convert, it will take some time for all of Tameside schools to become academies, given we have 7 secondary academies and 8 Primary academies out of 94 schools. It is all the more important therefore that schools respond now to the very clear messages which are being conveyed by leading national professionals such as Steve

Munby and Leora Cruddas which make clear that change in our education system must be driven by the profession and that they need to work in partnership.

4.5 Finally, what we must guard against is creating a school led system without any checks and balances. A self-improving school led system has to be subject to some external scrutiny and monitoring, and the local authority and Ofsted have very clear responsibilities in this regard. Working successfully however, a school led system would promote greater ownership of both the quality and outcomes of education across the Borough.

## 5.0 ACTIONS FROM THE WORKSHOPS

5.1 **Transition** – The key action is for all clusters to develop an Action Plan this term for developing more effective transition work which needs to begin in the autumn term rather than in the summer term prior to pupils entering year 7.

5.2 **Assessment without Levels** – establish a Working Group in the Autumn term drawn from each of the clusters to promote access to best practice and develop exemplification materials. Literacy Leads to take the lead on this. This work is underway.

5.3 **Managing Behaviour** – establish Working group to explore at a deeper level the challenges and possible solutions – what has worked and link with transition planning.

## 6. CONCLUSIONS

6.1 There is no doubt that strategic approaches involving schools working together enable many issues such as succession planning, subject networks and school to school support to be addressed more effectively. The clear messages from the Summit is that change in our education system must be driven by the profession and our role as a local authority is to initiate and help lead that drive for change. We need to secure a long term and sustained commitment from schools to work together and move from a position of 'my school' to 'our schools'. The work we are developing with the Summit Task Group represents the first stages in developing a vision for education that looks forward to the next two to three years.

## 7. RECOMMENDATIONS

7.1 That Members note the report and actions and that a further report is brought to the next meeting of the Board on the progress of implementing the agreed action plan.

| THEME | KEY POINTS FROM DISCUSSION | TARGETS |
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| BUILDING SYSTEM LEADERSHIP | | |
| **Steve Munby – Invitational Leadership** | Invitational leadership<br>• Invitational leaders invite you to be part of achieving a compelling vision<br>• Invitational leaders welcome external and internal challenge<br>• Invitational leaders grow capacity, develop trust and create a sense of collective accountability<br><br>However, school autonomy and high accountability without capacity building can lead to four problems:<br>• **Isolationism** – schools can become closed and insular either due to over-confidence or due to insecurity or just because they are too busy<br>• **Competition** – a tendency for schools to compete so they are less likely to share and collaborate and to learn from each other<br>• **Stuck schools** – those schools without capacity don't get better<br>• **Variability** – those with capacity and advantage tend to get better thus creating a bigger gap between good and not so good schools<br><br>A self-improving system requires<br>• System leadership<br>• Engagement in research and joint practice development<br>• Joint accountability<br>• Capacity building<br>• Professional generosity, reciprocity and collective moral purpose | |

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| **Leora Cruddas – Challenges and Opportunities of working in the Current Political Context** | Education leaders could exercise connected and collaborative leadership to:<br><br>• Establish strong and sustainable groups of schools and use resources more productively<br>• Remodel how we educate teachers and take control of supply locally and create the environments and conditions for powerful professional learning<br>• Recast leadership of learning – creating compelling pedagogical and curriculum models<br>• Be more ambitious than government through seizing and reframing accountability<br>• Build a leadership pipeline | |
| **Steven Pleasant – Vision for Education** | • Need to increase the Borough's economic prosperity<br>• Significant opportunities through devolved powers - skills, employment, transport, housing and health and social care<br>• Build on the strong foundations we already have<br>• Ensure the link between economic growth and public services is at the heart of our joint narrative<br>• Improve our educational outcomes<br>• Collaborate better both across education and the wider public services | |

| TRANSITION | | |
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| | **General Principles**<br><br>• There was consensus amongst the delegates that the *status quo* was unacceptable, and need to change *for the benefit of the students*<br>• It was agreed that there is a lack of a deep understanding about what happens in each other's schools across the two phases, and that although this can be explained, it is a professional obligation to remedy this<br>• It was accepted that where there *has* been an investment in transition, for example in the Mossley cluster, that this had been of considerable benefit for parents, who themselves see education as a continuum rather than a series of separate phases<br><br>**Challenges**<br>• Both pre-and mis-conceptions were endemic – 'What *do* they teach them in primary schools?!?!' – 'Why do they have to test them as soon as they walk through the door?!?!' Any strategy needs to recognise this as a lengthy endeavour<br>• The logistics of scale; many secondary schools can have 30+ feeders, some of whom only send a handful of students.  This is logistically very challenging.<br>• The issue of *re-teaching* certain areas of the curriculum is a high priority.  It is a factor in progress being slowed.<br>• One group that suffers in particular from a lack of proper co-ordination is our HAPS.<br>• The current channels of communication between the two phases is very patchy indeed, it is almost as though we are all waiting for some-one else to make the first move<br>• As school leaders we need to start to be more *honest* with each other – our young people are missing out<br>• This goes hand-in-hand with a need for *openness*<br>• There should also be more *empathy* with the challenges that each phase is facing, as well as *respect* for the work and successes of our colleagues in other schools<br>• Any strategy that we adopt will necessitate hard work and | • **Clusters to develop an Action Plan and timetable by October half term for developing more effective transition work. Transition must start from September, and not wait, in the main, for post-Spring Bank.**<br><br>• Cross-phase governance is crucial<br><br>• Joint CPD would break down many barriers and would be a catalyst for improved relationships and understanding. [This must *not* however result in secondary teachers telling primary teachers 'how it's done'!]<br><br>• Cross-phase observations |

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| | planning, and thus *resilience*<br>• We will demonstrate all of the above only when we have a strategy as to how and when we *communicate* | |
| **ASSESSMENT WITHOUT LEVELS** | **Challenges**<br><br>Schools suddenly working in isolation with no common form of direct comparison<br><br>• The moderation between schools will be a challenge – what does age related expectation look like in one school compared to another school?<br>• Changing the mind-set of the teaching workforce particularly around deepening learning. This nothing less than a paradigm shift.<br>• How do we demonstrate progress across a key stage?<br>• The challenge of getting to 85% ARE in some schools<br>• What do we actually assess – everything or something?<br>• The new style SATS papers were causing real vulnerability in 2016.<br>• New style measures in terms of standardised scores. | • This has to be a priority agenda item for all clusters, particularly around the moderation of work between schools. This is already strong in some clusters and needs to carry on with this new focus.<br>• The LA to facilitate access to best practice across its schools and continuing to signpost any professional development opportunities.<br>• **A working group is established in the Autumn term across the LA – perhaps drawn from each of the clusters to promote access to best practice and develop exemplification materials. The literacy leads could take a lead here.** |
| **BEHAVIOUR** | • Increasingly complex needs, occurring in younger children<br>• Difficulties in diagnosing early- problems in intelligence sharing and galvanising multi-agency work.<br>• Parent/Adult SMH needs<br>• Gaining prompt access to specialist services- increased thresholds mitigate against early intervention<br>• Limited time to evidence the effectiveness of interventions<br>• Lack of respite (from difficulties in school) provision<br>• Co-ordinating pupil movement – in year transition<br>• Wear and tear on staff experiencing pupils' behaviour difficulties | **Hold a "Behaviour" Working Group/Conference to look more deeply at the challenges and solutions.**<br><br>All other targets to follow:<br><br>• Early intervention<br>• Better intelligence sharing across agencies<br>• Consideration of commissioning more agency intervention (eg Astley/A+ trust CAMHS commission- several school commissioning SALT), family liaison officers etc.<br>• Pooling resources to provide specialists |

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| | <ul><li>Limited resources to provide paper trail of "evidence" required for thresholds</li><li>Negative effect on the whole school of a small number of pupils</li><li>Some schools' location of the "problem" within the child rather than the "variables to improve things" located in the school and staff. What really changes after an exclusion? "If you do what you've done before…."= same result</li><li>Pupils who cope successfully in a Primary setting who go on to struggle in secondary behaviourally</li><li>Reports of instances of limited impact of current support on offer</li></ul> | <ul><li>Consult others- London?- about effective strategies used</li><li>Support the PRS through addressing long term issues to free up provision for respite.</li><li>Education version of the "Clean Room"</li><li>Assess the "cost" of not allocating resources to address this situation</li><li>Work with agencies (including LA) to target resources more efficiently</li><li>School Self-evaluation and Cluster Evaluation- "holding up the mirror"- management</li><li>Strategic Transition work- beyond the practical arrangements to Primaries teaching readiness for Secondary and Secondary reviewing Yr 7 environment.</li><li>Review/reconfigure support offer - link to management support and review QA processes.</li></ul> |
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