

Report to:	EDUCATION ATTAINMENT IMPROVEMENT BOARD
Date:	24 March 2020
Reporting Officer:	Tim Bowman, Assistant Director, Education
Subject:	IMPROVING SCHOOLS THROUGH PARTNERSHIPS
Report Summary:	This report provides a summary of the partnerships approach to school improvement and exemplifies a key partnership with Education Endowment Foundation.
Recommendations:	Board members are asked to note the content of the report and to endorse the partnerships approach.
Corporate Plan:	Early identification of high quality support for children and young people.
Policy Implications:	None identified.
Financial Implications: (Authorised by the statutory Section 151 Officer & Chief Finance Officer)	There are no direct financial implications as a result of this report. The schools improvement budget is set aside to direct support to those identified as schools causing concern.
Legal Implications: (Authorised by the Borough Solicitor)	Local authorities have a legal obligation to exercise their education functions with a view to promoting high standards and the fulfilment of student potential. In doing so, they are required to explore way of supporting progress and delivering improvement where required. Engagement with external agencies and partners organisations will need to be governed through the procurement process to ensure procurement compliance and contractual oversight. The Education Attainment Improvement Board has no decision making authority it's a leadership Board therefore any governance required will need to be obtained from cabinet.
Risk Management:	Reputational risk to the Local Authority.
Access to Information:	This report does not contain information which warrants its consideration in the absence of the Press or members of the public.
Background Information:	The background papers relating to this report can be inspected by contacting Tim Bowman:
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1. INTRODUCTION

- 1.1 At the EAIB meeting on 14 January 2020, a report was provided about School improvement and Partnerships – School Performance and Standards Protocol.
- 1.2 Headteachers and governing boards have an explicit responsibility for school improvement, whilst Local Authorities have an implicit responsibility through their duty to ensure good school places.
- 1.3 In light of diminishing resources for all Local Authorities, Tameside is developing more efficient and effective ways to influence and affect school improvement through a combination of assertive system leadership and high quality partnerships.
- 1.4 This paper and the attached slides in **Appendix 1** provide information about the partnerships approach to school improvement.

2. AIMS AND PRINCIPLES THAT UNDERPIN THIS APPROACH

- 2.1 Tameside Local Authority is committed to improving the schools causing concern using the mechanism described in the previous paper.
- 2.2 Research and practice support the use of high-quality, evidence-based continuing professional development (CPD) for staff as a device for school improvement.
- 2.3 The Local Authority does not have the capacity or resources to deliver all services, so the preferred approach involves developing strong effective partnerships with organisations that have similar aims and priorities.
- 2.4 School-to-school partnership working is central to the approach to improvement and Key partners in this domain in Tameside include National Leaders of Education (NLEs), Local Leaders of Education (LLEs), National Leaders of Governance (NLGs), Teaching School Alliances (TSA) and Research Schools.
- 2.5 When expertise or resource does not exist in the local area the Tameside Local Authority seeks to engage other partners beyond the school sector. These currently include DfE English Hubs and Maths Hubs, University of Manchester and the Education Endowment Foundation (EEF).
- 2.6 With the support of its partners, the Local Authority is developing a system-led approach in Tameside by:
 - Leading on evidence-based practice
 - Strengthening leadership and implementation
 - Developing pedagogy
 - Deepening research collaboration.

3. KEY PARTNERSHIPS

- 3.1 The Education Endowment Foundation (EEF) is a key partner in developing Tameside as one of the country's first '*Evidence-based Local Authorities*'. This approach involves working with stakeholders and external experts from a range of organisations including Research Schools, community Hubs, Universities, teacher networks and DfE subject hubs.
- 3.2 Tameside is a pilot partner in the EEF regional strategy. The partnership is proposed for 3 years. Year one involved delivery of a range of CPD and support for teacher networks. Stakeholder engagement and coproduction is steering the direction of the next two years of

delivery in line with local need. This will lead the evaluation of the impact of the partnership.

4. IMPACT OF THIS APPROACH

- 4.1 The partnership will encourage a system-led approach to school improvement by:
 - 4.1.1 Supporting school leaders to make evidence-based decisions.
 - 4.1.2 Strengthening middle leadership capacity to support schools to ensure good school places.
 - 4.1.3 Strengthening change implementation.
 - 4.1.4 Developing pedagogy.
- 4.2 Impact is outlined in the EEF Tameside Logic model, see **Appendix 2**.

5. CONCLUSION

- 5.1 Evidence of the impact of traditional school improvement approaches is limited. Poor impact drives the desire to move to a new model, which embraces research and evidence.
- 5.2 High-quality CPD is the most effective evidence-based strategy for improving schools and pupil outcomes. Equipping leaders with the best CPD possible will develop leadership capacity and pedagogy.
- 5.3 The three-year partnership with the EEF provides a programme for long term improvement. It moves from engagement to embedding in years one and two; resulting in impact on outcomes over time.

6. RECOMMENDATIONS

- 6.1 As set out at the front of the report.