

**Open Report on behalf of Heather Sandy, Interim Director - Education**

Report to:	<b>Children and Young People Scrutiny Committee</b>
Date:	<b>06 March 2020</b>
Subject:	<b>Lincolnshire Learning Partnership and Sector-Led Update</b>

**Summary:**

This report gives an update on the Lincolnshire Learning Partnership (LLP) and its development over the last year. The partnership has been and continues to be the key strategic group representing the views of schools leaders in Lincolnshire.

The report also discusses the different ways of working in the sector-led system over the last year and shares some of the work that has been happening in schools.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to review and comment on the contents of the report.

## **1. Background**

The Lincolnshire Learning Partnership Board (LLPB) was set up as part of a sector-led system following the decision of the Executive to cease the funding for a school improvement contract.

The Lincolnshire Learning Partnership's mission is that:

- All children and schools in Lincolnshire are our collective responsibility;
- Every child and school is known, valued and supported to achieve;
- No school is more important than an individual child's needs.

The board members are headteachers and senior leaders elected from Lincolnshire schools including primary, secondary, special schools, stand-alone academies and those within Multi-Academy Trusts. There are also co-opted positions with officers of Lincolnshire County Council and other partners including Lincolnshire Teaching Schools Together (LTT) and the Church of England Lincoln

Diocesan Education Board. The LLP is led by a seconded chairperson, this is currently Suzanne Scott, Principal of Ellison Boulsters Church of England Academy.

## **2. Lincolnshire Learning Partnership Update**

### **Strategic Education Group (SEG)**

The Lincolnshire Learning Partnership Board, Lincolnshire Teaching Schools and Lincolnshire County Council officers reviewed the needs of the sector-led self-improving school system. A Strategic Education Group was established with a representative from each of these partners and Multi-Academy Trusts to support the strategic direction of the system. This has supported the development of the system and closer working between partners.

### **Mobilise**

Mobilise is the largest of the LLP commissions and began in 2016. It uses research to inform practice in schools. Initially the focus was to use research to develop the practice of teaching assistants in schools. In the second and third years schools had a wider range of research projects to choose from.

The LLP launched the third stage of Mobilise in September 2018. This evolution of the project engaged 172 schools with research-led practice. It included strands focusing on English and mathematics, the development of cognition, thinking and memory choice where cognitive theory is used to improve learning. Curriculum design was included to support schools wishing to review the current evidence base for the structure and design of their curriculum. Schools also had the opportunity to apply for grant funded small-scale trials if they wished to evaluate the impact of a current or new practice used in the classroom.

The board are planning to fund Mobilise for a further 3 years (September 2019 - August 2022) in a reduced finance model.

### **Peer Review**

The foundation of the sector-led approach to school improvement was Peer Review. To support headteachers in being equipped to carry out peer review, training was provided to all headteachers on how to carry this out successfully. Peer review supports headteachers in knowing their own schools and in being able to precisely focus their own school improvement activity. It also develops the skills of leaders in supporting and challenging each other. Through this process, we can identify and share excellent practice as well as establishing priorities for improvement across the system. This, along with school data and inspection information supports the board in making decisions to support schools. The LLP has commissioned further work this year to refresh and invigorate peer review in Lincolnshire schools.

## **Annual Conference**

The LLP organises an annual conference to ensure that school leaders in Lincolnshire have access to high quality inspirational speakers, national policy updates and leaders of the sector sharing best practice. In March 2019, 150 delegates attended the conference.

Delegates who attended last year's conference commented:

'Very informative it is the best conference I have attended in recent years.'

'Great for laying the foundation of our thinking.'

'The conference was excellent; it was definitely the best one I have attended.'

This is expected to be a key event moving forward. The title of the conference for 2020 is 'Leading Learners; Connecting Communities'. Once more the conference was sold out.

## **Leadership Briefings**

Leadership briefings have continued to take place three times per year for headteachers and school leaders to ensure they have the most up-to-date information about the Lincolnshire system and national updates to assist them in their role. During the 2018/19 academic year over 250 schools attended each round of the briefings.

Feedback from headteachers and school leader continues to be positive and includes:

'As I am new to Lincolnshire it was all very helpful.'

'The Ofsted update was brilliant.'

'Many valuable key messages condensed into one meeting as a whole.'

'All relevant and well delivered, always clear and concise.'

## **Governor Briefings**

Governor briefings take place three times a year following the leadership briefings and are targeted at the chairs of governors of each school to ensure that the main critical leaders in schools are provided with the same important information. The format of these was also changed this year to include sessions on important aspects of governance and to give governors time to discuss aspects of their role and share practice. This has been well received and there have been sessions from governors on different ways of working, sharing what has worked in their school for inspection and for governors all knowing more about their school.

Feedback from governors is positive and includes:

'A good range [of content] covered and update information is very useful.'

'It was superb to meet governors from other schools.'

'Found this meeting very interesting and took some ideas/thought processes away that will help in challenging information/processes that I may not have used previously.'

'A good breadth of information shared, thank you.'

## **Stronger Governance**

The LLP has successfully coordinated the Stronger Governance offer which has been delivered in partnership with the Local Authority, Lincolnshire Teaching Schools, The Lincoln Anglican Diocese and Leaders of Governance.

The LLP offer has enabled the sector to fulfil the commitment to ensure that all governors from across Lincolnshire are able to access appropriate local support throughout the year. The sector led system continually aims to explain the offer, to make it simple for users to engage with professional development and to source bespoke support for their school or academy.

The offer available in Lincolnshire includes national approved training sessions, e-learning, governor development programmes, guidance on performing Headteacher Performance Management, external reviews of governance and a dedicated governor support service at the local authority.

In the first year of the project 83 schools engaged with the range of initiatives. This support package is moving in to year two during the 2019-20 academic year with the LLP continuing to support the offer. There will be the first governor conference run by the group for the benefit of all Lincolnshire governors. The title is Governance for the Future: Lincolnshire and Beyond.

## **LeadLincs**

The LLP is keen to invest in the development of leaders and has funded 45 places on the LeadLincs programme which supports aspiring leaders to consider applying for headship. Participants have had sessions on different aspects of headship and support in how to prepare their application and interview practice. The funding has also enabled a session for previous participants to have further leadership training and to work with them to engage them in opportunities for leadership development in the future in Lincolnshire schools.

The LLP is now supporting the Leadlincs programme to be expanded and sustained via LTT. Leadlincs will now be developed to have eight levels and create a pathway for aspiring school leaders in Lincolnshire. The LLP funding will cease under the new model.

## **Caring2Learn**

The LLP supports a wider range of programmes than those that they commission themselves. For example, the LLPB has supported Caring2Learn which is a project to improve outcomes for Lincolnshire's looked after and previously looked after young people, as well as other vulnerable children and young people. The project aims to develop an effective learning and support network and provide innovative training in Restorative Practice and Social Pedagogy which has been accessed by over 150 Foster Carers, education and Social Care Professionals so far.

### **3. Sector-Led Update**

During 2018/19 there were a number of school improvement projects which Lincolnshire schools could participate in. It is clear that schools are engaging with the projects and up-take on the projects was good across all phases. In the primary phase 89.4% of schools participated in at least one project.

#### **DfE Strategic School Improvement Funding**

The co-ordinated approach to working in Lincolnshire enabled £1.2m of school improvement funding to be secured by Lincolnshire Teaching Schools Together from the Department for Education (DfE) to fund targeted programmes of support.

#### **LEAP**

The LEAP programme was the first of Lincolnshire's successful bids to the Strategic School Improvement Fund. Its aim was to reduce the attainment gap for disadvantaged children and vulnerable groups in Early Years, Key Stage 1 and Key Stage 2 by improving literacy and communication skills in 41 schools using Education Endowment Foundation research recommendations.

Each school had a system leader working with them to monitor progress and provide support. Learning Champions were selected from each school who attended regular training and then cascaded this back into school. Compared to contextually similar pupils nationally, the LEAP schools show better gains in terms of attainment and progress for Reading and Writing relative to Non-LEAP schools.

#### **LAMP**

The LAMP programme was another successful bid to the Strategic School Improvement Fund. This time the focus was on Key Stage 2 mathematics. Twenty schools were selected to be part of this programme. The programme worked in a similar way to LEAP with system leaders supporting the schools and learning champions from the schools leading training. In addition, specialised programmes and resources to support the teaching of and assessment of mathematics have been provided to participating schools. This programme aimed to develop progress and attainment in mathematics through the Education Endowment Foundation research recommendations on what works best.

Compared to contextually similar pupils nationally, the LAMP schools show better gains in terms of attainment and progress for Maths. For the proportion of pupils meeting the expected standard in mathematics, the gains are particularly strong with the LAMP cohort closing the relative gap to similar pupils nationally by 4.2%.

#### **LENS**

The LENS project is the last successful project funded through the Strategic School Improvement Fund by the DfE. This commenced in Autumn 2018 and is supporting schools across Lincolnshire to raise standards for pupils with special educational needs and disabilities (SEND) through a bespoke package of support

and training using a quality assured collaborative approach. This is focused on processes and whole systems, as well classroom practice improvement for those learners who do not have an Education, Health and Care Plan (EHCP), but have needs that require support. This programme is also evidence based and rooted in research recommendations from the London Challenge Initiative.

Compared to contextually similar pupils nationally the LENS schools' SEN Support pupils show better gains in terms of attainment for Reading, Writing and Maths combined than the non-LENS schools' SEN Support pupils. The LENS cohort has closed the relative gap to similar pupils nationally by 2.1% over the first year of the programme.

### **Small Schools Project**

The Small Schools Project focuses on working with small schools with mixed age classes to develop a research informed curriculum that supports effective implementation for all pupils to achieve, particularly disadvantaged pupils and pupils with SEND. Projects took place with a focus on both English and mathematics.

Compared to contextually similar pupils nationally, the cohort of schools involved in the Maths Spring 2018 Small Schools Project has seen greater relative gains than non-project schools, not only in the evaluated outcomes of the proportion of pupils achieving the expected standard in mathematics and mathematics progress, but also in the proportion of pupils achieving the expected standard in reading and reading progress.

Compared to contextually similar pupils nationally, the cohort of schools that participated in the English Autumn 2018 Small Schools Project saw greater relative gains than non-project schools in reading attainment (against a backdrop of a reduction in Reading attainment nationally) and gains in reading and writing progress.

The project schools have seen an actual year on year increase of 7.0% in their Maths attainment figure compared to 3.4% for those schools not involved in the project. When you compare the outcomes to those of contextually similar pupils nationally, the cohort of schools that participated in the Maths Autumn 2018 Small Schools Project made better gains in both mathematics attainment (4.7%) and mathematics progress (0.2) than non-project schools.

### **Year 6 Booster**

This project supported 42 schools to provide additional learning opportunities for children in Key Stage 2 who were assessed to require additional support. The aim of the additional sessions was to develop the knowledge and skills involved in reading, writing and mathematics at Key Stage 2. The Local Authority's Education Team carried out an assessment of the school based on expected pupil outcomes and previous school performance to effectively target funding at these schools and monitored the impact of the work.

Compared to contextually similar pupils nationally, the cohort of schools that participated in 'Year 6 Booster' made a greater improvement in reading, writing and mathematics combined relative to the schools that did not participate.

It is to be noted that in all subjects for attainment and progress, the participating schools are still a long way behind both the performance of non-participating schools and the performance of similar pupils nationally.

### **Other system activities**

- Education Locality Leads - continue to engage directly with schools to support, monitor and challenge those schools where standards are not strong enough in line with the Strategy for School Improvement in Lincolnshire 2018-19. The Education Locality Leads have supported maintained schools appropriately through the Intervention Fund to ensure improvement activity can be taken on board swiftly without delay.
- Early Years with a focus on curriculum development, Reading, Writing, Assessment and transition.
- Lincolnshire Approach to Reviewing the Curriculum (LARC) focusing on clear curriculum intent, clarity of implementation and a clear understanding of intended outcomes for children and young people.
- Leadership Development Programmes - National Professional Qualifications in Middle, Senior, Headship and Executive Headship and Lead Lincs developmental progression ladder for Lincolnshire Leaders.
- English Hub – DfE funded to support target schools to develop phonics and English.
- Mathematics Hub – although this is not based in Lincolnshire, the DfE has funded this to work with a number of Lincolnshire schools to develop mathematics.

### **One Plan**

The Lincolnshire Learning Partnership Board, Lincolnshire Teaching Schools and Lincolnshire County Council officers reviewed the needs of the sector-led self-improving school system. The strength of partnerships has benefitted the County by providing all schools the opportunity to engage and participate in professional development and school improvement activity. The co-ordinated approach to working in Lincolnshire has enabled an alignment in vision, values and aims of the whole system to create a shared vision of:

- Every learner and school deserves to be known, valued and supported to achieve.
- Our focus is on the learner; therefore no school is more important than an individual learner's needs.
- All partners will work together relentlessly to unlock our potential and deliver our shared goals.

This shared vision for improvement across the county has led to the development of the 'One Plan', highlighting our shared vision to address priority areas in order to

achieve system goals. Financial resources were agreed and allocated by Lincolnshire County Council and Lincolnshire Learning Partnership Board to develop strategies that will impact on four priority areas:

- 1. System and infrastructure**
- 2. Great leaders and great teachers**
- 3. Improving the quality of education**
- 4. Wider conditions**

The focus of these areas is to ensure that the system works well and works in a way so that every school and every child thrives with outcomes improving at all key stages. This is an exciting next stage of the sector led system with all partners working to the same shared goals.

### **Forward Planning – 2019/20 Academic Year**

The LLP is currently working alongside the County Council, Lincolnshire Teaching Schools Together (LTT) and the CEO network (who represent our Multi Academy Trusts) to review the progress we have made in developing a sector-led system of education provision and school improvement. This will inform the future strategic direction of the board and the role it plays in the system.

The education system in Lincolnshire is currently being reviewed to ensure that the system has the capacity, skills and structures to sustain school improvement moving forward. The LLPB is playing a full role in both supporting the capacity review but also embracing its role to be the 'voice of the system'. The board is performing the role of Governance in the education system.

A full system review of the sector led school improvement in Lincolnshire is currently being undertaken with the final report due in Summer 2020.

### **4. Consultation**

#### **a) Have Risks and Impact Analysis been carried out?**

Not applicable.

#### **b) Risks and Impact Analysis**

Not applicable.

### **5. Background Papers**

No background papers within Section 100D of the Local Government Act 1972 were used in the preparation of this report.

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