

Appendix A – Signs of Safety Analysis of Sector Led Model for School Improvement

	What's Working Well	What are we worried about	What needs to happen
1	Very positive and forward thinking model, with good strategic lead from LCC. Structure and strategic vision well mapped out with extensive consultation and effective strategic lead.	Capacity issues – head teachers time, teachers time, release time.	There needs to be a realistic view from the Partnership about expectations, and an honest communication from schools to each other about difficulties and issues to allow shared solutions to be found.
2	Positive engagement and enthusiasm shown by schools that are engaging. Eagerness for all engaged to take ownership of school improvement.	Financial capacity in small schools to engage in the process.	Consideration of a “small school” fund to cover costs of releasing the heads and teaching staff in small rural schools.
3	Partnership will provide all schools in Lincolnshire with a professional learning partnership rooted in peer learning and development. The partnership board is made up of mostly head teachers, elected by their peers, and are asked to ensure the performance of schools in Lincolnshire improves.	The schools that may not engage and the implications. Some schools won't engage by choice – they want to remain isolated, thus some children might be left behind.	Harness and showcase enthusiasm in order to engage all schools. Positive information sharing from LCC and the board about the successes of the Partnership should be sent to all schools on a regular basis regardless of their engagement.
4	The partnership board will become the engine of improvement striving to reduce the disparity in performance across Lincolnshire through effective learning partnerships.	Schools with issues such as falling rolls / low attainment may not want to be included as to talk about weaknesses to peers may be considered too threatening.	The Headteachers must be realistic, supportive and inclusive within their partnerships. The Board must be vigilant about inclusion.
5	It promotes collaboration and reduces fragmentation across the education system.	The success of the model depends on the “chemistry” within the clusters.	Schools must be allowed to continue to choose their school improvement partners.
6	It puts school improvement in the hands of the sector, who are the experts. This allows them to be more reactive to local developments.	Governor engagement is developing but is not yet at the same level as Headteachers.	Chairs of Governors should be invited to the launch. Board members should consider how they will continue to engage with governors in a refreshed manner that underpins sector led improvement.
7	To complement the partnership, each locality area will have allocated advisors who will ensure the drive towards school led solutions. These educational experts will understand the strengths across the locality, county and wider	Schools may not know where to seek to commission extra support following a peer review.	The school improvement offer in each locality should be known by the locality advisers and signposted to schools. Schools should contribute to their locality school improvement offer where possible.

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	improvement networks and facilitate all schools to access this.		
8	All schools in the partnership have received training in effective peer review.	Some schools may not fully understand the role and support available from the teaching schools.	Teaching schools should develop a shared website / offer. The training and resources from the teaching schools should be responsive to the challenges that appear in the peer review.
9	Potential for flexible service that can be proactive rather than reactionary.	Logistics and timescales within a rural county, this may require slick broadband and IT resources.	Identification of efficient use of time and resources in order to embed supportive engagement strategies early on.
10	It gives the opportunity for a bespoke Lincolnshire answer to school improvement agenda which fits within the national context. Capacity to generate a bespoke strategy for the county.	Anxieties over change and the challenges of supporting this.	Establish / review school needs and use this as the bedrock for school improvement whilst embedding capacity to support anxieties.
11	It allows Lincolnshire schools to influence as a collective voice at a local and national level.	Capacity for independent scrutiny to ensure quality and rigour.	Establish strategies for robust, systematic and meaningful review. (Not an extra Ofsted but customer care focused reflections.)
12	It gives great research opportunities to drive up school improvement.		