

**Open Report on behalf of Debbie Barnes OBE,  
Executive Director of Children's Services**

Report to:	<b>Children &amp; Young People Scrutiny Committee</b>
Date:	<b>19 October 2018</b>
Subject:	<b>Lincolnshire Learning Partnership</b>

**Summary:**

This report enables the Children and Young People Scrutiny Committee to consider an update about the Lincolnshire Learning Partnership. The partnership has commissioned a number of streams of work which are summarised in this report.

**Actions Required:**

The Children and Young People Scrutiny Committee is invited to consider the update on the Lincolnshire Learning Partnership and highlight any additional areas for consideration.

## **1. Background**

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

The LLP plays a key role in the Lincolnshire Education system. The board members of the LLP are elected from Lincolnshire schools, these include headteachers from primary, secondary, special, stand-alone academies and principals within Multi-Academy Trusts. In addition, the board also has co-opted positions with officers of Lincolnshire County Council and other partners including Lincolnshire Teaching Schools Together and the Church of England Lincoln Diocese Education Team. The LLP is led by a seconded chairperson, this is currently Suzanne Scott, Principal of Ellison Boulton Church of England Academy, who commenced the role in September 2018.

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 acts as an advisory and commissioning body representing school, academy trust, teaching school and other system leaders and officers of the local

authority to direct improvement strategies and projects that:

- Champion learners and leaders to shape their own futures;
- Promote successes, innovation and evidenced practice to benefit all;
- Empower schools to meet the need of their communities;
- Challenge all schools to keep getting better.

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.

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 and also identify 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 plans to support the further development of Peer review taking this to a deeper level whilst providing training to new headteachers to Lincolnshire. They have commissioned LTT to put forward proposals for discussion.

The LLP has commissioned a number of projects that are having a positive impact in Lincolnshire schools. The projects are wide ranging with the largest being Mobilise, which focuses on using research to address aspects of school improvement. In the first year, Mobilise focused on using research to develop teaching assistants. Feedback on this work has been very positive from schools and aspects which schools found effective included increasing the priority of teaching assistant and teacher discussions with clearer roles for responsibility and delivery.

Schools were provided with a wider choice of research for the second year of Mobilise. Initial feedback has recognised the strength of working in partnership with other schools and the impact of some of the focused work on pupils with special educational needs and pupils known to be eligible for pupil premium funding. The work of Mobilise and research-led practice has been recognised in a number of Ofsted inspections across the county, especially around the use of teaching assistants.

The LLP has launched the third stage of Mobilise. This includes projects in English and mathematics, the development of the cognition, thinking and memory choice from last year where cognitive theory is used to improve learning. Curriculum design is a new choice, this is for schools wishing to review the current evidence base for the structure and design of their curriculum. Feedback and marking will be offered for schools wishing to study the evidence base in greater depth of the four levels of feedback (task, process, self and self-regulation). Schools also have the

opportunity to apply for grant funded small-scale trials for if they wish to evaluate the impact of a current or new practice used in the classroom.

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 February 2018, 150 delegates attended the conference. Building on this success, plans are well on the way for the next conference in March 2019.

Leadership briefings take place three times each year for headteachers and school leaders to ensure headteachers have the most up-to-date information about the Lincolnshire system and national updates to assist them in their role. Governor briefings take place three times a year following the briefings and are targeted at the chairs of governors to ensure that the main critical leaders in schools are provided with the same important information. The LLP has also worked with a number of partners to deliver a governance support package with the aim of creating a more robust level of governance throughout the sector and focused on developing a knowledgeable governor workforce.

The LLP is keen to invest in the development of leaders and has funded fifteen places each year on LeadLincs which supports aspiring leaders to consider applying for headship. Over the last two years, thirty potential school leaders have accessed this training and fifteen more places are being provided this year. At the recent new headteacher welcome event there were previous delegates of this programme showing how this is already starting to provide new headteachers for Lincolnshire schools.

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.

## **2. Conclusion**

The Lincolnshire Learning Partnership is building a long term strategic plan with this aim and to identify how it best supports schools in tackling key trends following the analysis of pupil outcomes.

The LA role will continue to focus on championing effective collaborations, monitoring and intervening where necessary in the most vulnerable schools and developing cohesion amongst the different elements of the sector-led model.

### **3. Consultation**

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

No

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

N/A

### **4. 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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