

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

Report to:	<b>Executive</b>
Date:	<b>05 May 2015</b>
Subject:	<b>Future Delivery of Lincolnshire's School Improvement Service</b>
Decision Reference:	<b>I008698</b>
Key decision?	<b>Yes</b>

**Summary:**

Lincolnshire County Council has statutory duties to fulfil in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.

This statutory duty is currently fulfilled through a contract with CfBT Education Trust (CfBT) to deliver the School Improvement Service, which expires on the 31<sup>st</sup> January 2017.

This report recommends that the future commissioning arrangements for school improvement is focussed on an integrative, school-led system, to establish a Lincolnshire Learning Partnership, delivering a tiered approach to school improvement, including; peer review, quality assurance and appropriate governance arrangements to drive the strategic vision for education in Lincolnshire.

This approach will result in the existing contract expiring and not being replaced, with Children's Services leading on the monitoring, challenging and intervening with schools. In line with the DfE development of 'system leadership', arrangements will be established with Lincolnshire Teaching Schools to support teachers and improve standards in schools. The service will be subject to a review each year to ensure it is deliverable in line with the Council's financial position.

Under the Lincolnshire County Council's Constitution Part 2 article 10.03 (b) (ii), this is a Key Decision due to it being 'a decision which is likely to result in expenditure of £500k'.

**Recommendation(s):**

The Executive:

1. Approves the proposed Lincolnshire Learning Partnership school-led approach to school improvement, subject to funding availability, as the future means of providing the Existing Delivery Category 1 services set out in Table 1 of this Report;
2. Approves the establishment of a Lincolnshire Learning Partnership Board to fulfil the role set out for that Board in the description of Tier Three in this Report;
3. Approves the Lincolnshire Learning Partnership school led approach as the model for the delivery of school improvement that all Lincolnshire maintained schools will be offered by the Council;
4. Approves the development of collaborative arrangements with Lincolnshire's Teaching Schools as the future means of providing the Existing Delivery Category 2 services set out in Table 1 of this Report;
5. Approves that the function of Governor Support be absorbed within the Council's existing governor support service and no longer be delivered as a managed service by CfBT;
6. Approves the continued commissioning of the Educational Visits Approval and Advice Service directly by the Council as a contracted service;
7. Approves the taking effect of the decisions in paragraphs 1 to 6 above from 1 February 2017 or such earlier date as may be agreed with CfBT;
8. Notes that an options appraisal is currently in production to determine the future provision of Freiston Environmental Centre; and
9. Delegates to the Executive Director of Children's Services in consultation with the Executive Councillor for Adult Care and Health Services, and Children's Services the authority to take all decisions in respect of the implementation of the decisions in paragraphs 1 to 7 above including decisions to determine the final form of the commissioning approach for the delivery of the Lincolnshire Learning Partnership function (including the role of the Lincolnshire Learning Advisors) and to approve the award of any subsequent contracts and the entering into of all contract and other legal documentation necessary to give effect to any of the decisions in paragraphs 1 to 7 above.

**Alternatives Considered:**

1. Do Nothing:  
This was discounted as a viable option due to the contract having already been fully extended under the terms and conditions of the contract.
2. De-commissioning:  
The Council has statutory duties to fulfil and needs to ensure that appropriate provision is in place to improve standards in schools.
3. Influence:  
There is not a requirement for other public services to deliver the school improvement statutory requirements. An element of this proposed approach does require influence with the DfE through the National College

for Teaching & Leadership and also with Lincolnshire Teaching Schools.

4. Partnership:  
A collaborative approach to the service is proposed in the establishment of the Lincolnshire Learning Partnership Board and through partnership working with Teaching Schools to draw down resources to support our most vulnerable schools.
5. Insourcing:  
This report proposes to explore the possible insourcing or part in-sourcing of the monitoring, challenge and intervention requirements of the service to ensure the Council has the appropriate operational and strategic oversight of school performance.
6. Re procurement by means of a competitive tender:  
The benefits of schools working together to lead school improvement are well-established and the introduction of a separate entity to that arrangement is not considered to support the model. A collaborative model with Teaching Schools may be implemented for Lincolnshire Learning Advisors and is proposed for certain of the services. Educational Visits Approval and Advice Service will continue to be contracted through a competitive process.

**Reasons for Recommendation:**

1. The contract for the existing school improvement service has 21 months until it expires and so it is the right moment to begin transitional arrangements to a new model of delivery.
2. The Council having the appropriate operational and strategic oversight of school performance will mean we have a better understanding of the needs of our population and our communities, which will support us in effectively setting local priorities, providing strategic direction and leadership, ensuring sufficiency of places that meets the needs and aspirations and jointly commissioning services with partners to meet local need.
3. Most of Lincolnshire's children perform well at all key stages compared with their peers nationally, but the rate of national progress has started to improve faster than in Lincolnshire. This recommendation forms a significant part of the 'Learn and Achieve' commissioning strategy to address this.
4. This recommendation ensures the development of a sector led approach to school improvement so outstanding educational leaders, teaching schools and national leaders in education work in partnership with other schools to ensure that no school is left behind in Lincolnshire
5. In line with DfE systems leadership arrangements, this recommendation embeds the role, breadth and capacity of Teaching Schools and Local and National Leaders of education as part of Lincolnshire's approach to sector led improvement
6. Recognising the financial position of the Council, this recommendation continues to raise standards and build capacity through a local self-improving school system which is sector led, regardless of status.

## 1. Background

### Overview:

The Council has statutory duties to fulfil in relation to promoting high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. This includes support for schools causing concern as set out in Part 4 of the Education and Inspections Act 2006.

In 2002 Lincolnshire County Council entered into an agreement with CfBT Education Trust (CfBT) to deliver the School Improvement Service for a period of 10 years commencing 1st September 2002. In 2010, this agreement was extended to 31st January 2017, in line with the conditions of the contract i.e. a maximum extension period of 4 years 5 months. With effect from the 1st April 2015, the contract value is £2.15m per year, reducing by £0.5m with effect from the 1st April 2016.

CfBT are required to continuously challenge Schools to improve their performance and the standards of their teaching, governance and management. CfBT should also identify and advise the Council as to any targets set by Schools as part of their own planning process which it considers to be insufficiently challenging and identify the action which it would recommend the Council to take to help those Schools to exceed those targets.

The existing service includes the delivery of the following components to ensure LCC meets its obligations:

- i. **Monitoring through supported self-evaluation of all LA Maintained schools** - working with the senior leadership of each school to develop and validate self-evaluation so that the judgement is jointly owned wherever possible.
- ii. **Monitoring of all academies and of colleges delivering to 5 to 16 year-olds** – carrying out a desk top review of each academy using; school’s website, local intelligence, Local Authority information, Ofsted and HMI information and data, with a focus on; achievement of pupils and leadership and management.
- iii. **Intervention with LA Maintained Schools Causing Concern (SCC)** – providing enhanced Advisor support to all Schools Causing Concern (SCC) as identified in the SCC process, with the objective of helping them out of the Schools Causing Concern category as quickly as possible. There are usually between 15 and 25 SCC at any one time.
- iv. **Escalation to the Department for Education of academies and colleges causing concern** - the dialogue with officers of the Department for Education required when an academy causes concern is often considerable.
- v. **Headteacher appointments in LA Maintained schools** - provide each affected maintained school with a Director of Children’s Services Representative for up to 2 days of interviews if required.
- vi. **Moderation of KS1 assessment and KS2 assessment in primary maintained schools and primary academies** – fulfilling the LA statutory obligation in respect of this.

- vii. **Monitoring of the outcomes for vulnerable groups including SEND** - review the attainment and progress of vulnerable pupils including Special educational Needs & Disabilities (SEND); Looked After Children (LAC); Free School Meals (FSM); Pupil Premium (PP) and English as an Additional Language (EAL) and to consider the impact of the strategies schools are using to close the achievement gap between advantaged and disadvantaged pupils.
- viii. **Governor Support** – provide a range of support tools to governors including training, monitoring visits, appropriate challenge, partnership meetings and setting up a Local Leaders of Governance programme to develop a bank of Governors to enable systematic school to school Governor support to augment the National Leaders of Governance (NLG) model.
- ix. **Support and Accreditation of Newly Qualified Teachers (NQT)** - the service is provided free to LA maintained schools and available to academies at a charge, but the transaction is handled by LCC as the service is provided under the Council's 'Appropriate Body' status.

In addition to the delivery of the school improvement service, CfBT also carry out the following function on behalf of the Council:

- x. **Educational Visits Approval and Advice Service** - the local authority is required to approve higher risk Educational Visits proposed by maintained schools and to make recommendations for improvements in the proposed arrangements to enable approval to be given.
- xi. **The Freiston Environmental Centre** - management of a well-regarded residential centre providing significant targeted provision for vulnerable children and young people, and accessible residential visits for children across Lincolnshire.

### **School Performance:**

An overview of the latest 2014 performance data available for Lincolnshire schools is given below.

**Key Stage 1** – L2+ attainment is broadly in line with 2013 Lincolnshire and national data but whilst Lincolnshire has remained relatively stable other than in maths which has decreased, the national average has risen in 2014.

- The percentage of children who attained L2+ in all reading, writing and maths for 2014 is 83.3%.
- L2+ in reading is 88.5% (in line with 2013), below national of 90%, regional 89% and statistical neighbours 90%.
- L2+ in writing is 85.2% (in line with 2013), below national of 86%, regional 86% and statistical neighbours 87%.
- L2+ in maths is 90.6% (a decrease of almost 2% from 2013), below national of 93%, regional 92% and statistical neighbours 92%.

**Key Stage 2** – The percentage of children who attained L4+ in all reading, writing and mathematics for 2014 is 77% which is an increase of 1% from 2013, and is well above the floor standard of 65%, however Lincolnshire is 2% below the

national figure of 79%, and regional 78%, but is in line with our statistical neighbours 77%. This is after a rise nationally of almost 4% for this measure.

- L4+ in reading is 88% which is in line with regional and statistical neighbours, but 1% below national of 89%.
- L4+ in writing is 84%, again in line with regional and statistical neighbours, but is below national of 86%.
- L4+ in maths, is 84% which is 1% lower than our than our regional and statistical neighbours and 2% lower than national of 86%
- A total of 16 Lincolnshire schools achieved an outstanding 100% of pupils attaining a Level 4+ in Reading, Writing and Maths.
- The floor standard measure is more stringent this year with the % Level 4+ in Reading, Writing and Maths floor standard increasing from 60% in 2013 to 65% this year. The percentage of Lincolnshire schools falling below floor standards is 7% and this compares favourably to a Regional value of 8%, is in line with Statistical Neighbours at 7% and worst that National at 6%.

Lincolnshire is ranked joint 104<sup>th</sup> out of 152 Local Authorities in 2014, this represents a large drop from 64<sup>th</sup> out of 152 Local Authorities in 2013.

This is the first year that Lincolnshire has been below the national average in all core subjects.

**Key Stage 4** - The percentage of students in Lincolnshire achieving 5+ A\*-C including English and maths is 54.8% and is above the regional East Midlands average of 54.0% and in-line with our Statistical Neighbours average (55%). Lincolnshire's figure of 54.8% falls below the National figure of 56.6%; although without the technicality affecting Bourne Grammar's English qualification then Lincolnshire's figure would have been in-line with national at 56.6%.

- The percentage of Lincolnshire pupils achieving the English Baccalaureate is 26.7% and is significantly above our Statistical Neighbours 21.7%, the Regional East Midlands figure of 21.9% and National 24.3%. Lincolnshire was ranked first within the statistical neighbours group.
- A total of 13 Lincolnshire schools had more than 90% of their pupils achieving 5 or more A\*-C for GCSE's (or equivalents) including English and maths.
- A total of 14 schools achieved in excess of 90% 5 A\*-C grades including English and Maths. In Grammar schools 49.5% achieved 5 or more A\*-A grades – an increase of 0.3% from last year. The percentage of students achieving the English Baccalaureate across Lincolnshire is currently 31.0% compared to 27.2% in 2013.
- The average capped points score per pupil are calculated using the best 8 GCSE and equivalent results for each pupil. In this measure Lincolnshire pupils attained an average of 311.3, in line with the national figure of 311.1 and above the statistical neighbour average 306.6 and the regional East Midlands average of 305.1.
- Lincolnshire's Expected Progress in English figure is a cause for concern. Lincolnshire's figure of 66.5% is significantly below the national figure of 71.8% and the Statistical Neighbour average of 69.3%. We are broadly in-line with the regional figure of 66.9%.

- Lincolnshire's Expected Progress in mathematics figure is 66% and is above National 65.6%, Statistical Neighbours 64.4% and the Regional East Midlands figure of 63.8%.

Another area of concern for Lincolnshire is the percentage of schools falling below floor standard. Lincolnshire have 10 (18.9%) schools below floor standard. This compares to a national value of 11.2% of schools, a statistical neighbour value of 9.2% of schools and a regional East Midlands figure of 14.5%.

Lincolnshire is ranked 102nd out of 151 Local Authorities in 2014, this represents a large drop from joint 61st in 2013.

**Key Stage 5** - Performance in Lincolnshire is above the national average. The 16-18 performance tables include the percentages of students achieving A-levels at grades AAB or higher in “facilitating” subjects. These indicators cover A-levels only. The facilitating subjects are Biology, Chemistry, Physics, Mathematics, Further Mathematics, Geography, History, English Literature and Classical/Modern Languages.

- Percentage of students achieving 3 A\*-A grades or better at A level or Applied single/double award A level for Lincolnshire is 12% compared to national figure of 10.3%.
- The 'AAB+' indicators include students who achieve three A levels in facilitating subjects at grades AAB and also three A levels, of which two are in facilitating subjects, at grades AAB.
- Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects for Lincolnshire is 15.9% compared with the national figure of 13.5%.
- The average grade in Lincolnshire of a C is consistent with a national average grade of a C.
- 80% of Lincolnshire KS5 students achieved 3 or more A levels at grade A\*-E and compares to a national figure of 77.9%.
- Percentage of students achieving 3 A\*-A grades or better at A level or Applied single/double award A level

### **Closing the Gap:**

**Early Years** – From 2013 there was a new measure introduced in Early Years which reports on the “good level of development” achieved by pupils. 67.3% of Lincolnshire pupils achieved this level compared to 60% of pupils nationally. However, the gap between those children eligible for free school meals and all children was 16.6%. This is a narrower gap than seen in 2013 (19.9%).

Improvement has been achieved through an accelerated rate of progress from FSM children although their peers have also improved. There will be a continued focus on the progress and attainment of FSM pupils but it is recognised that it will be a number of years before this improvement and success will filter through to secondary school progress measures.

**Key Stage 1** – From 2009 the gap has been closing between the outcomes for Year 2 pupils eligible for FSM who achieved level 2 or above in all reading, writing and maths and all other pupils. In 2014 the gap has started to widen again therefore this is one of the priorities for the 2014/15 academic year; 2013 was 14.1%, 2014 is 15.9%. There are no regional or national similar measures available for comparison, all are measured at subject level only.

**Key Stage 2** – From 2010 onwards the gap has been closing between the outcomes for Year 6 pupils eligible for FSM who achieved level 4 or above in reading, writing and maths and all other pupils. However, only 61.5% of pupils eligible for FSM attained L4+ compared with 67% of similar pupils nationally. Nationally, 83% of non-PPG (Pupil Premium Grant) pupils attained L4+ (a gap of -16%). In order to address this, focus will be on the performance of all groups of pupils, and particularly those eligible for PPG.

**Key Stage 4** – Lincolnshire's gap in attainment for 5+ A\*-C including English and maths between disadvantaged pupils and others has dropped by 2.1% from 31% in 2013 to 28.9% in 2014; this has bucked the trend seen nationally with a slight increase in this gap. It is worth noting that this decrease would be reduced without the technicality affecting Bourne Grammar's English qualification.

The performance of disadvantaged pupils for this KPI was 31.7% and compares to a national figure of 36.5%.

### **Ofsted Ratings:**

At the end of February the percentage of Lincolnshire schools graded Good or Outstanding by Ofsted was 85.7%, (299 schools), compared with 81% nationally, and the number of pupils attending good or outstanding schools was 83% (83,546 pupils). The percentage of schools graded inadequate was 1% (4 schools, 2,057 pupils) compared with 3% nationally.

The comparison of the percentage of schools that are deemed Good or Outstanding is: Lincolnshire 86%, national 81% and statistical neighbours 79%.

Given the areas of decline in performance as outlined above, it is anticipated that this may affect the future Ofsted rating of some of Lincolnshire schools, with more schools rated as Requires Improvement or Inadequate.

### **Schools Causing Concern:**

Local authorities' statutory responsibilities for educational excellence are set out in section 13a of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Part 4 of and Schedule 6 to, the 2006 Act set out that a (maintained) school is "eligible for intervention" where:

1. a warning notice has been given (section 60) with which the school has failed to comply or has failed to comply to the satisfaction of the local authority and the local authority have also given the governing body a written notice that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;

2. teachers' pay and conditions warning notice has been given (section 60A)4 with which the school has failed to comply and the local authority have also given written notice to the governing body that they propose to exercise one or more of their powers under Part 4 of the 2006 Act;
3. a school requires significant improvement (section 61); and,
4. a school requires special measures (section 62).

Where maintained schools are eligible for intervention local authorities have powers under the 2006 Act to: suspend the delegated budget of the school; appoint an Interim Executive Board (IEB); appoint additional governors; or require the governing body to enter into specified arrangements with a view to improving the performance of the school.

Local authorities should also consider contacting the Department for Education to discuss academy sponsorship as soon as they are being made aware that a maintained school is likely to be rated as inadequate by Ofsted.

Where maintained schools are eligible for intervention, the Secretary of State has the power to appoint additional governors, appoint an IEB, or direct the local authority to close a school. The Secretary of State also has the power under the Academies Act 2010 to make an academy order, subject in certain cases to consultation.

Academies are accountable to the Secretary of State for Education. Therefore, local authorities should focus their school improvement activity on the schools they maintain. Local authorities should raise any concerns they have about an academy's performance directly with their Regional Schools Commissioner.

In February 2015, there were 16 maintained schools and 9 academies deemed to be schools causing concern. Plans are in place to provide the appropriate support to those schools.

### **Schools with Issues:**

Schools which are facing specific problems which have the potential to escalate and could ultimately result in a poor Ofsted inspection, low attainment or in becoming a school causing concern are monitored through the local Schools with Issues process.

Schools are categorised against 4 levels of issues which are closely monitored and where appropriate, supported, to help the school improve out of the categories.

In February 2015, 31 maintained schools and 18 academies were deemed to be a schools with issues, these included the schools in the Schools Causing Concern category as reported in the section above.

### **National Perspective:**

There has been much interest and research at a national level into the development of a self-improving, school-led education system (see Appendix B). There has been a transformation in the roles and responsibilities of schools as they move towards a school-led education system.

The role of a head teacher is changing significantly and many head teachers, including those in Lincolnshire, have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.

Schools are taking an increasing role in initial teacher training, the selection and training of school leaders, school improvement and evidence-based continuing professional development (CPD). These changes are evolving partly because headteachers are realising that by working collectively they are able to achieve more for both their own school and for their partners.

Teaching School alliances are at the forefront of this change both nationally and in Lincolnshire. There are nearly 600 teaching schools in England; these are outstanding schools that work with others to improve the workforce and quality of local schools. They are represented nationally by the Teaching Schools Council (TSC), a self-elected body that is now also responsible for the designation of new teaching schools.

Teaching schools and their alliances work with National Leaders of Education (NLEs) and national support schools (NSS) to help shape a self-improving system through many ways including peer review, sharing data and evidence-based practice, supporting schools in difficulties and, as necessary, full academy sponsorship.

There are over 900 NLEs across the country and they are working with 1,600 Local Leaders of Education (LLEs), almost 5,000 Specialist Leaders of Education (SLEs) and just under 300 National Leaders of Governance (NLGs). These system leadership roles give professionals more responsibility for school improvement, putting the sector in control of its own strategic direction. There is strong evidence that Teaching Schools themselves and their teachers benefit when they work to support other schools.

The National College for Teaching & Leadership used to commission and develop training programmes like the National Professional Qualifications for Middle Leadership, Senior Leadership and Headship. Now these programmes are delivered by licensed providers across the country, in conjunction with schools. This new flexibility means that schools can develop leaders with the skills they need to succeed locally.

Local authorities and Teaching Schools are encouraged to take the lead in designing and delivering bespoke CPD that has a direct impact in the classroom, building on existing research and using evidence to support CPD and to develop practice.

Nationally, the school-led system is becoming a reality with more schools collaborating and improving one another.

**Lincolnshire Learning Partnership School-led Approach Proposal:**

With the existing contract with CfBT ending in the near future and the current issues concerning Lincolnshire schools performance compared to the national picture, Children's Services have engaged Lincolnshire Headteachers, the DfE and research & evaluation organisations to promote a school-led approach to school improvement.

The benefits of schools working together to lead school improvement are well-established. They have led to a broad range of bespoke professional development opportunities, specialist expertise, innovative school improvement and improved outcomes in teaching and learning, progress and attainment, and inspection.

A task and design group of head teachers from across Lincolnshire have worked extensively on designing a system for sector-led self-improvement, exploring national systems and developments surrounding the sector-led approach. Consultation has taken place with a range of stakeholders, including head teachers and governor workshops.

In essence, a school-led approach will establish a collaborative Lincolnshire Learning Partnership, delivering a tiered approach to school improvement, including peer review, quality assurance and appropriate governance arrangements to drive the strategic vision for education in Lincolnshire.

Whilst all schools will be proactively encouraged to engage with, support and adopt the Lincolnshire Learning Partnership approach, it is envisaged that it will become a requirement for all Lincolnshire maintained schools.

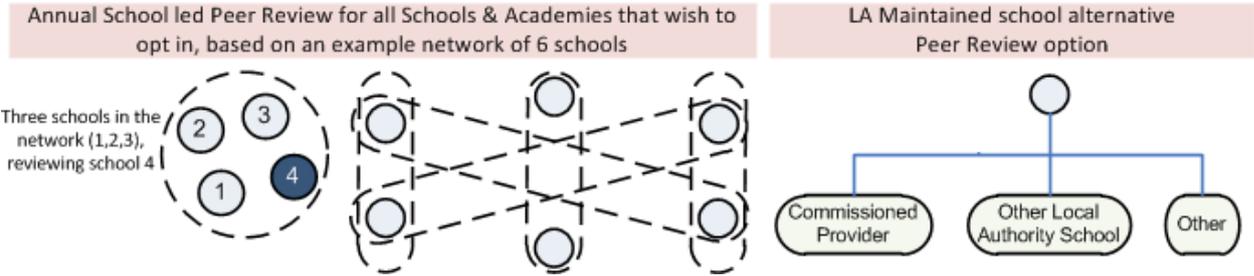
**Tier One: Peer Review and School to School Improvement**

Peer review has demonstrated its effectiveness as a tool in raising standards across many different sectors. Head teachers in Lincolnshire have been vocal in their desire to see this process as key to their future working together. It allows head teachers to be engaged in such an intense process of formative and summative evaluation and although, professionally challenging, it is hugely rewarding. In response to this, Peer Review is established as the foundation of the Lincolnshire Learning Partnership with the aim of ensuring we know our own and each other's schools well. In doing so, we can identify and share excellent practice and also those schools requiring early intervention or additional challenge.

To support Headteachers in being equipped to carry out peer review, a number of suppliers will be commissioned to provide training to Headteachers on how to complete a successful peer review programme. This training will be free of charge to all maintained schools and also to those academies that choose to join the partnership. It will increase access to peer reviewers in Lincolnshire as well as increase the capacity of individual head teachers to precisely identify and focus their own school improvement activity.

Excellent practice across Lincolnshire will be identified as a result of peer review and fed into the national DfE network of Specialist Leaders of education (SLE), local leaders of education (LLE), National Leaders of Education (NLE) and National Leaders of Governance (NLG). This would ensure the best practice is nationally and regularly quality assured.

The Peer Review will cover specified areas ensuring a full and equitable review takes place in each school. It is expected that schools will engage in school to school improvement activities following peer review and, naturally, networks of head teachers will continue to share and utilise best practice in addition to this. The outcomes of peer review will primarily be used by head teachers to affirm or refocus school improvement activity and will also be monitored to identify excellent practice and support for those schools requiring early intervention or additional challenge.



**Tier Two: Monitoring Outcomes and establishing a Network of Excellence**

As the Lincolnshire Learning Partnership matures, it will become an alliance of Lincolnshire schools challenging each other to do better and supporting weaker schools to improve. The peer reviews will raise aspirations and drive professional accountability, as well as highlighting professional development needs at a school and local authority level.

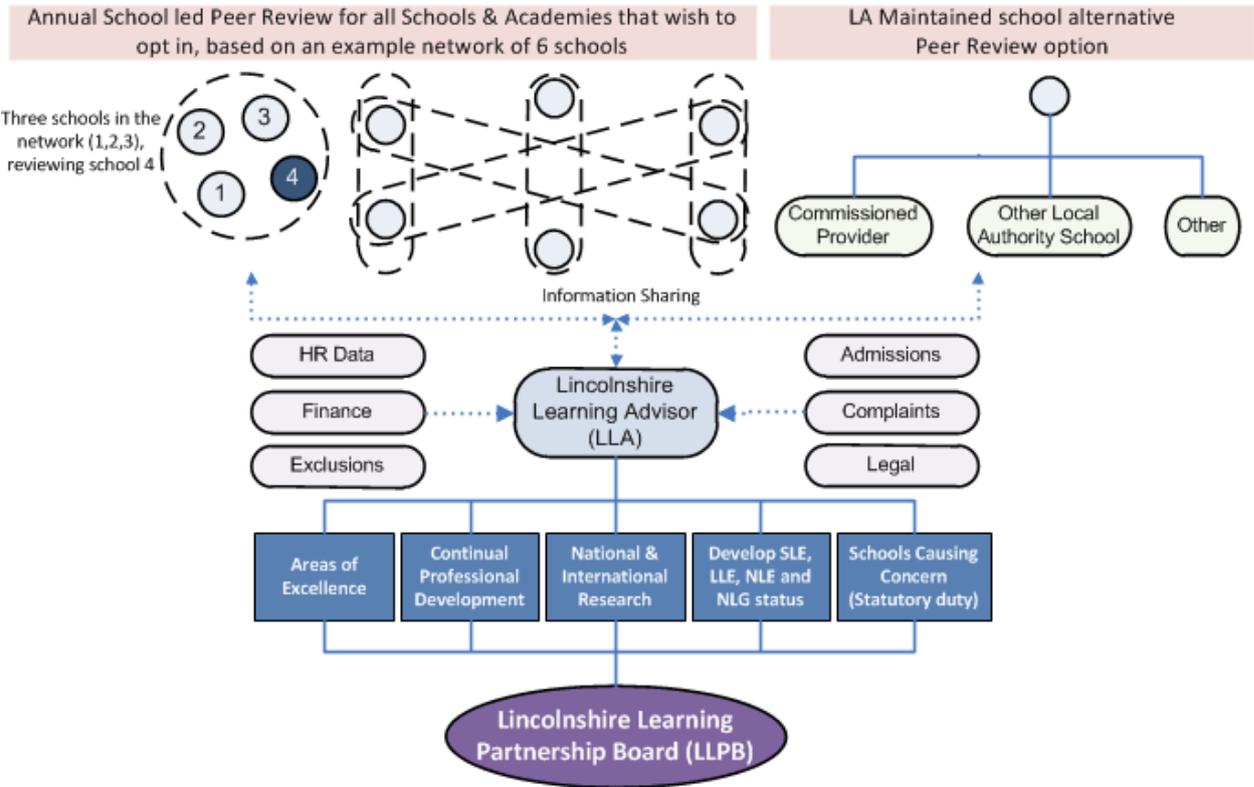
It is essential that this valuable information is captured and that networks of excellence, led by schools, are used to improve Lincolnshire’s whole system performance. This can be achieved through effective learning partnerships, rigorous and relevant professional development at all levels and quality assurance processes for school-to-school improvement.

In order to undertake this work, Lincolnshire Learning Advisors (LLAs) will be appointed to add capacity and drive improvement. Their role will involve monitoring all schools in Lincolnshire to identify excellent practice, those requiring early intervention or additional challenge and CPD requirements for the Lincolnshire Learning Partnership schools. They will engage in national and international research to find proven solutions and effective approaches to challenges faced by schools in the Lincolnshire Learning Partnership.

Where excellent practice is identified, LLAs will ensure this is recognised and shared through the national conduit of SLE, LLE, NLE and NLG status. Working alongside the Lincolnshire Learning Board and Lincolnshire’s Teaching Schools, LLAs will ensure all schools in the partnership are kept at the forefront of national and international research, progress and statutory change.

LLAs will initially support peer review by ensuring rigour and challenge, advising headteachers when necessary. LLAs will gather information and triangulate all available key performance indicators at a school and local level to support and advise the Lincolnshire Learning Partnership Board in their strategic decisions. LLAs will have a wider remit including monitoring and data analysis at a countywide level.

The future commissioning of the LLA role to deliver and oversee this function is currently under review as to whether it should be outsourced, form part of a collaborative arrangement with Teaching Schools or delivered internally.



**Tier Three: Lincolnshire Learning Partnership Board**

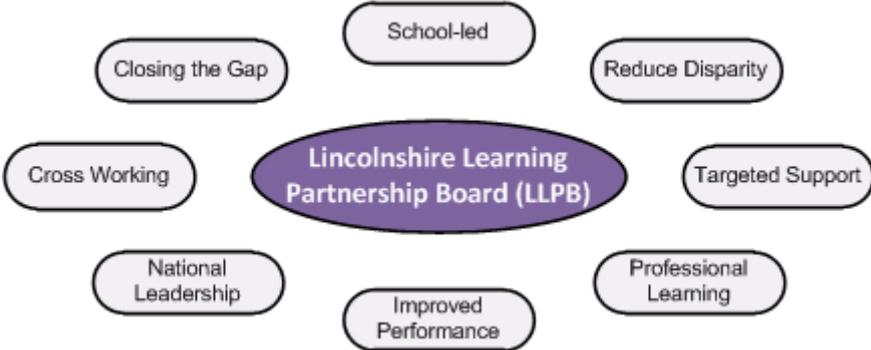
The Lincolnshire Learning Partnership aims to provide all schools in Lincolnshire with a professional learning partnership rooted in peer learning and development. It will build knowledge, capacity and practice across Lincolnshire, using all available resources.

In order to ensure effective strategic leadership of this system, which can evolve over time, the Lincolnshire Learning Partnership Board (LLPB) will be established and will be charged with ensuring the performance of schools in Lincolnshire improves.

The LLPB will be led by the Council and will have representation of head teachers, with an appropriate skill-set and proven track record in school improvement, across all sectors. The LLPB will reduce the risk of isolation by offering schools access to

a professional learning partnership and opportunities for working across the system. In addition to this, it will provide targeted support for schools identified as needing it by the Lincolnshire Learning Advisors or from regular scrutiny of up-to-date data, including identifying specific support arrangements for those schools classed as Schools Causing Concern.

Final decision-making in relation to the exercise of the Council's functions especially the statutory role of intervention will be reserved to the Council and decisions taken in accordance with its internal governance arrangements.



The national move towards a sector led self-improving system is set and there has been extensive work put into creating the conditions to enable this. Many of Lincolnshire’s leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.

**Future Commissioning of existing SIS Contract Delivery:**

Based on the school-led approach to school improvement, the Council will continue to meet its statutory and non-statutory obligations, as set out below:

**TABLE 1**

Existing Delivery Category 1	Future Provision
Monitoring through supported self-evaluation of all LA Maintained schools	The development of the Lincolnshire Learning Partnership approach, led by the Council, will deliver this function in the future via the tiered approach to sector-led school improvement.
Monitoring of all academies and of colleges delivering to 5 to 16 year-olds	
Intervention with LA Maintained Schools Causing Concern (SCC)	The future commissioning of the LLA role to deliver and oversee this function is currently under review as to whether it should be outsourced, form part of a collaborative arrangement with Teaching Schools or delivered internally.
Escalation to the Department for Education of academies and colleges causing	
Monitoring of the outcomes for vulnerable groups including SEND	
Headteacher appointments & induction in LA Maintained schools	
Moderation of KS1 assessment and	

KS2 assessment in primary maintained schools and primary academies	Children's Services Chief Commissioner for Learning will oversee the delivery of the LLA's and chair the Partnership Board to ensure operational and strategic improvement is embedded across Lincolnshire schools.
<b>Existing Delivery Category 2</b>	
School-centred initial teacher training (SCITT)	Teaching Schools are strategically placed at a national and local level to lead on these services moving forward, working collaboratively with the Council. It is the intention to enter into an agreed collaborative commissioning arrangement with an alliance of all of Lincolnshire's Teaching Schools to deliver these functions in the future.
Support and Accreditation of Newly Qualified Teachers (NQT)	
Establishing and supporting excellence networks to allow ease of access to quality CPD	
Identification of excellent local and national practice	
Research and Development for effective school improvement	
Governor Support	This function will be absorbed within the existing LCC governor support service and will no longer be delivered as a managed service by CfBT.
Educational Visits Approval and Advice Service	Continue to be commissioned as a contracted service directly by LCC.
The Freiston Environmental Centre	An options appraisal is currently in production to determine the future provision of this facility.

The service will be subject to a review each year to ensure it is deliverable in line with the Council's financial position.

### ***Procurement Implications***

It is proposed that the Existing Delivery Category 2 Services referred to in the Table above be delivered through a collaborative arrangement with Teaching Schools in Lincolnshire. The Council is also considering the Lincolnshire Learning Advisor role within the Existing Delivery Category 1 Services being delivered in the same way. Teaching Schools are Academies or maintained schools.

Under Regulation 12(7) of the Public Contracts Regulations a contract is not caught by the Regulations if it is concluded exclusively between two or more contracting authorities and all of the following conditions are fulfilled:-

- (a) the contract establishes or implements a co-operation between the participating contracting authorities with the aim of ensuring that public services they have to perform are provided with a view to achieving objectives they have in common;
- (b) the implementation of that co-operation is governed solely by considerations relating to the public interest; and

- (c) the participating contracting authorities perform on the open market less than 20% of the activities concerned by the co-operation.

Academies and maintained schools are contracting authorities for these purposes and it is considered that the other elements of this Regulation are met. In the circumstances it is not considered that any such a proposal is caught by the Public Contracts Regulations and such a contract can be entered into by way of direct negotiation. Recommendation 4 seeks approval for such direct negotiation in relation to Existing Delivery Category 2 Services and a delegation of the decision in relation to the LLA element of Existing Delivery Category 1 services.

Although such a contract is arguably not a contract for services covered by the Contract Regulations Recommendation 4 would amount to approval of such a commissioning route notwithstanding that there would be no competition for the purposes of Contract Regulations.

The Education Visits Approval and Advice Services will be procured in accordance with Contract Regulations and applicable procurement law.

#### ***Public Services (Social Value) Act 2012***

In January 2013 the Public Services (Social Value) Act 2012 came into force. Under the Act the Council must, before starting the process of procuring a contract for services, consider two things. Firstly, how what is proposed to be procured might improve the economic social and environmental wellbeing of its area. Secondly, how in conducting the process of procurement it might act with a view to securing that improvement. The Council must only consider matters that are relevant to the services being procured and must consider the extent to which it is proportionate in all the circumstances to take those matters into account.

Under Section 1(7) of the Act, the Council must consider whether to undertake any consultation as to matters referred to above.

It is considered that insofar as the Act applies, the provision of robust sector led school improvement services will improve the economic and social wellbeing of the area through improvement in educational provision and attainment. The process of contracting will secure that wellbeing by implementing a collaborative model whereby all schools go through a robust process of peer review and learn from each other.

Stakeholder consultations have been put in place for all Lincolnshire schools, Governors, Diocese, Schools Forum, the Regional Schools Commissioner for academies and programme of Headteacher briefings is in place.

#### ***Equality Act 2010***

The Council's duty under the Equality Act 2010 needs to be taken into account by the Executive when coming to a decision.

The Council must, in the exercise of its functions, have due regard to the need to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it: Equality Act 2010 section 149(1). The relevant protected characteristics are age; disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; sexual orientation: section 149(7)

Having due regard to the need to advance equality of opportunity involves having due regard, in particular, to the need to:

- Remove or minimise disadvantages suffered by persons who share a relevant protected characteristic that are connected to that characteristic
- Take steps to meet the needs of persons who share a relevant protected characteristic that are different from the needs of persons who do not share it
- Encourage persons who share a relevant protected characteristic to participate in public life or in any other activity in which participation by such persons is disproportionately low
- The steps involved in meeting the needs of disabled persons that are different from the needs of persons who are not disabled include, in particular, steps to take account of disabled persons' disabilities
- Having due regard to the need to foster good relations between persons who share a relevant protected characteristic and persons who do not share it involves having due regard, in particular, to the need to tackle prejudice, and promote understanding
- Compliance with the duties in this section may involve treating some persons more favourably than others
- The relevant protected characteristics are:
  - ❖ Age
  - ❖ Disability
  - ❖ Gender reassignment
  - ❖ Pregnancy and maternity
  - ❖ Race
  - ❖ Religion or belief
  - ❖ Sex

- ❖ Sexual orientation

- A reference to conduct that is prohibited by or under this Act includes a reference to:
  - ❖ A breach of an equality clause or rule
  - ❖ A breach of a non-discrimination rule

It is important that the Executive is aware of the special duties the Council owes to persons who have a protected characteristic as the duty cannot be delegated and must be discharged by the Executive Councillor. The duty applies to all decisions taken by public bodies including policy decisions and decisions on individual cases and includes this decision.

To discharge the statutory duty the Executive must analyse all the relevant material with the specific statutory obligations in mind. If a risk of adverse impact is identified consideration must be given to measures to avoid that impact as part of the decision making process.

An impact analysis has been undertaken and is attached as Appendix A. However, this is a live document and will be amended as appropriate during the commissioning process.

Individuals who have protected characteristics should experience an accessible service regardless. Accessibility means that first and foremost they have easy access to the service and that the service offered has equal regard in terms of supporting their individual needs and aspirations. The collaborative partners and service providers will be required to have policies and procedures in place and have staff sufficiently trained in their responsibilities in regard to the Equality Act. An integral part of the monitoring of the arrangements will be to look at where individuals have experienced negative outcomes, looks at trends and whether there is any association with protected characteristics. As a result policies and procedures must be changed and regularly reviewed to minimise any negative impact.

### ***Child Poverty Strategy***

The Council is under a duty in the exercise of its functions to have regard to its Child Poverty Strategy. Child poverty is one of the key risk factors that can negatively influence a child's life chances. Children that live in poverty are at greater risk of social exclusion which, in turn, can lead to poor outcomes for the individual and for society as a whole.

In Lincolnshire we consider that poverty is not only a matter of having limited financial resources but that it is also about the ability of families to access the means of lifting themselves out of poverty and of having the aspiration to do so. The following four key strategic themes form the basis of Lincolnshire's Child Poverty strategy: Economic Poverty, Poverty of Access, Poverty of Aspiration and Best Use of Resources.

The Strategy has been taken into account in this instance and the following comments are made:

#### Economic Poverty

Improved performance of schools will enhance pupil's educational performance and attainment, providing improved chances of access to further education and well paid employment.

#### Poverty of Access

Lack of qualifications and skills are a key barrier in accessing employment opportunities and the ability to earn at least a living wage. Improving schools and pupils performance will enhance the ability to access employment opportunities.

#### Poverty of Aspiration

A key part of school improvement is to close the gap of attainment between those vulnerable groups and their peers and to ensure that pupil premium funding is utilised effectively. This service will provide support and monitor schools use of the funding to ensure vulnerable groups are able to achieve their aspirations and fulfil their potential.

#### Best use of Resources

Best use of Resources aims to ensure that all key stakeholders contribute to improving the life chances of children and young people in a coordinated way. The proposals within this paper support that through the development of a Lincolnshire Learning Partnership approach.

### ***Joint Strategic Needs Assessment (JSNA)***

The Lincolnshire JSNA identifies a number of needs that directly relate to young people, with a specific focus on Educational Attainment. This service directly supports the improvement in:

- Outcomes for pupils at the end of Foundation and Key Stage 4
- Outcomes for pupils eligible for Free School Meals (economic deprivation), and those with Special Educational Needs
- Reducing the gap in achievement between “key vulnerable groups” and their peers

### ***Health & Well Being Strategy***

The Lincolnshire Health & Well Being Strategy includes five main themes. This service specifically supports:

Promoting healthier lifestyles – monitoring of appropriate educational activity.

Improve health and social outcomes for children and reduce inequalities – ensuring the pupil premium funding is targeted to close the attainment gap between vulnerable groups and their peers and improving overall KS4 attainment.

Tackling the social determinants of health – through supporting the reduction of the percentage of people aged 16-18 who are not in employment, education or training (NEETs).

## **2. Conclusion**

In conclusion, the current contract will end on 31/01/2017 and there is a real opportunity to re-shape school improvement services in a collaborative manner, which embeds a school-led self-improvement system with continuing monitoring and support from the Council.

The national drive to create Teaching Schools will see an increase in provision across Lincolnshire, providing the opportunity to ensure the future school improvement service in Lincolnshire is at the forefront of an integrated approach.

### **3. Legal Comments:**

The Report sets out proposals for fulfilling the Council's statutory duty to promote high standards in schools and among other providers so that children and young people achieve well and fulfil their potential as defined by section 13A of the Education Act 1996. The Report also addresses the fulfilment of the Council's responsibilities under Part 4 of the Education and Inspections Act 2006.

The Council has the power to pursue the recommended proposals. The legal issues raised by the Report are addressed in it.

The decision is consistent with the Policy Framework and within the remit of the Executive if it is within the budget.

### **4. Resource Comments:**

The recommendations made in the report to redesign the school improvement service to a school-led approach will look to secure improved outcomes for Lincolnshire and better value for money. Whilst the current school improvement contract has been in place, the schools landscape has changed, which this service redesign is responding to. The cost of the new delivery model will be kept within the available budget at the time of implementing this school-led approach.

## **5. Consultation**

### **a) Has Local Member Been Consulted?**

n/a

**b) Has Executive Councillor Been Consulted?**

Yes

**c) Scrutiny Comments**

This Report will be considered by the Children and Young People Scrutiny Committee on the 24<sup>th</sup> April 2015 and the views of the Committee will be reported to the Executive.

**d) Policy Proofing Actions Required**

n/a

**6. Appendices**

These are listed below and attached at the back of the report	
Appendix A	Impact Assessment
Appendix B	National Research into self-improving education system

**7. Background Papers**

Background papers within Section 100D of the Local Government Act 1972 concerning the self-improving education system were used in the preparation of this report and are available from the links referred to in Appendix B.

This report was written by Andrew McLean, who can be contacted on 01522 554079 or [andrew.mclean@lincolnshire.gov.uk](mailto:andrew.mclean@lincolnshire.gov.uk).

## Appendix A – Impact Assessment as at 24<sup>th</sup> February 2015

Impact Analysis						
Background Information						
Directorate	Assistant Director area	Service area	Lead officer	Person / people completing analysis	Date of workshop / meeting	Version
Adults & Children's	Sally Savage	Children's Services	Heather Sandy/Andrew McLean	Clare Stephenson/ Heather Sandy / Andrew McLean	24th February 2015	V 1.4
<b>Title of the policy / project / service being considered</b>	Sector-Led School Improvement Review Project					
<b>General overview and description of the Sector-Led School Improvement Review Project</b>	<p>The project is designed to redevelop the way school improvement is delivered in Lincolnshire. The project is led by a team of Headteachers and LCC jointly to develop a working model which is school led. The benefits of schools working together to lead school improvement are well-established nationally. They have led to a broad range of bespoke professional development opportunities, specialist expertise, innovative school improvement and improved outcomes in teaching and learning, progress and attainment, and inspection.</p> <p>A task and design group of head teachers from across Lincolnshire are working extensively on designing a system for sector-led self-improvement, exploring national systems and developments surrounding the sector-led approach.</p>					
<b>The status of the Sector-Led School Improvement Review Project</b>	New			LCC Directly Delivered		
<b>Timescales for implementation</b>	01 October 2014 - 21 January 2017					

## Analysis

<b>1. What is the current situation?</b>	<p>The project is designed to transform the way school improvement is delivered in Lincolnshire. Currently, CfBT Educational trust, on behalf of the Local Authority, carry out the statutory functions of the Schools Causing Concern process and arrangements for monitoring, challenging, intervening and supporting school improvement across the county. Currently this includes monitoring through self-evaluation of all LA Maintained schools; Monitoring of all academies and of colleges delivering to 5 to 16 year-olds; Intervention with LA Maintained Schools Causing Concern (SCC); Escalation to the Department for Education of academies and colleges causing concern; Head Teacher appointments in LA Maintained schools; Moderation of KS1 assessment and KS2 assessment in primary school settings etc.</p> <p>CfBT's contract with LCC ends on the 31st January 2017 and this project will ensure a smooth transition from CfBT to a Sector-Led School Improvement model.</p>
<b>2. What are the drivers for change?</b>	<p>A National Trend towards Sector-Led School Improvement is showing improvement performance in key indicators for those authorities engaged in this work already. Data shows Lincolnshire falling behind the national average and statistical neighbours in KS1, KS2 and KS4, especially of those local authorities where Sector-Led School Improvement is the current working model.</p> <p>There are a growing number of academies in Lincolnshire and this is further reducing funding to the LA. The current pressures on both capital and revenue funding for the education system are likely to become more constrained. Academies, academy groups, sponsors and schools will have to increasingly collaborate to share services, raise standards and provide both teacher training and teacher education.</p> <p>Looking forward, there is a real opportunity to develop educational expertise within Lincolnshire schools. The national move towards a sector led self-improving system is set (including the work of NLEs, LLEs, SLEs, NLGs and Teaching Schools) and there is extensive work being put into creating the conditions to enable this. Many of Lincolnshire's leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement.</p>

**3. What difference will we make?**

Improving achievement at KS1 and KS2 and raising attainment at Key Stage 4, to improve Lincolnshire's position when compared nationally and to statistical neighbours.

Embedding a shared moral imperative that every child deserves to do well, driven by a commitment of collective responsibility.

The review will drive the 'Closing the gap' agenda to remove the attainment gap between disadvantaged pupils and other children.

Establishing a Sector-Led approach in Lincolnshire.

The expanded capacity of NLEs, LLEs, SLEs will enhance support to schools across the system.

Collaborative approaches to sharing best practice and using data and intelligence with a challenge and support system intertwined.

School to school support as the most powerful means of fostering improvements particularly in challenging circumstances.

Building capacity and sustainable models with a commitment to seriously developing human capital. Regional and local solutions for schools in challenging circumstances.

<p><b>4. What are the assumptions about the benefits?</b></p>	<p>A Lincolnshire Learning Partnership will be established offering peer review training and networks, quality assurance and excellent CPD opportunities within a Partnership Board of head teachers taking ownership for the strategic vision of education in Lincolnshire. Many of Lincolnshire's leaders have shown they are willing and able to develop a culture and practice of reflection and enquiry within and beyond their schools that underpins self-improvement. When headteachers challenge each other and use that challenge as a support for better practice, accountability will become an effective vehicle to raise aspirations and accelerate improvement in Lincolnshire.</p> <p>Excellent practice across Lincolnshire will be identified as a result of a peer review process and feed into the network of SLE, LLE, NLE and NLGs. This would ensure the best practice is nationally and regularly quality assured. Broadly speaking, there are three key benefits for schools providing support to other schools.</p> <ol style="list-style-type: none"> <li>1. Improving the school's own school improvement practice – the opportunity to reflect and revise the school's own practice by explaining it and testing it with counterparts in another school.</li> <li>2. Succession-planning and retention of future leaders – working with other schools can offer a vital opportunity for aspiring middle and senior leaders to hone their practice and develop key leadership skills. It can also help to manage the risk that outstanding teachers may feel that they need to move to another school in order to progress and fulfil their ambitions.</li> <li>3. Fulfilling the moral purpose of the school's leadership – many leaders who are involved in school-to-school support see this work as fulfilling their original purpose in coming into the profession. Supporting other schools in challenging circumstances can be important in motivating and retaining key senior leaders, and allowing them to continue to deploy their school improvement and leadership skills, and fulfil their moral purpose.</li> </ol>
<p><b>5. How are you testing your assumptions about the benefits?</b></p>	<p>Assumptions are based on national statistics and current national research:  'Towards a self-improving system: the role of school accountability' - Christine Gilbert (National College for School Leadership).  The London Challenge - proven track record of sustained improvements.  Ben Bryant ISOS National Researcher.</p> <p>Pilots of peer review are in place - there has been consultation with key stakeholders Headteachers and Governors. A group of Headteachers have formed a Task and Design group, meeting monthly to develop a sector-led system for Lincolnshire. They met initially in September 14 and meet monthly to shape the vision and develop the system. Sub-groups have been formed and individual areas of the Lincolnshire Learning Partnership are scrutinised, discussed and developed in detail to discuss with the wider group. Head teachers have also been consulted at Head teacher briefings, Governor workshops have taken place throughout the county and two days of workshops in January have involved 140 head teachers in shaping the new system, looking specifically at the Peer Review process, the specific positive model of the role of the Lincolnshire Learning Advisors, Data Sharing, Governance, the Lincolnshire Learning Partnership Board and Schools Causing Concern.</p>

<p><b>6. What are the assumptions about any adverse impacts?</b> Could it have a negative effect on anyone?</p>	<p>Yes</p>
<p>6.1 Which groups/individuals could it have a negative impact on?</p>	<p>Schools choosing not to opt into this revised approach.  Existing provider staff who currently deliver the school improvement service on behalf of LCC.</p>
<p>6.2 How could it have a negative impact on these groups/individuals? Please refer to the list of protected characteristics to assist your answer</p>	<p><b>Negative impacts of the proposed change and practical steps to mitigate or avoid any adverse consequences are detailed below</b></p> <p><b>On people without protected characteristics</b></p> <ul style="list-style-type: none"> <li>• Staff working for the current Provider – Existing staff which deliver this service may not have a role in the system going forward and may lack the required expertise to deliver it in the future. Changes could result in the redundancy of members of the current Provider’s workforce; however some staff may be eligible to transfer to the new provider of services.</li> <li>• New Providers of service(s) – The existing contract may not be renewed in the future or may not be offered for tender. Whilst there is unlikely to be a significant negative impact on Providers not currently working with LCC, there will be a lost opportunity to develop the market place and increase/extend the activities available.</li> <li>• Schools may feel isolated, but all are encouraged to opt into the system. Schools may feel they do not have the expertise to 'give back' within reciprocal arrangements. Some Headteachers may not have the time and resources to support the approach given the commitments of their existing role, specifically those in small, rural schools.</li> </ul> <p><b>On people with protected characteristics</b></p> <p><u>Age</u></p> <p>School age pupils’ learning will be directly affected by the performance of the schools which they attend. This proposal is designed to enhance school improvement in Lincolnshire and improve learning and attainment.</p> <p><u>Disability</u></p> <p>Not Applicable</p>

	<u>Gender reassignment</u>
	Not Applicable
	<u>Marriage and civil partnership</u>
	Not Applicable
	<u>Pregnancy and maternity</u>
	Not Applicable
	<u>Race</u>
	Not Applicable
	<u>Religion or belief</u>
	Not Applicable
	<u>Sex (gender)</u>
	Not Applicable
	<u>Sexual orientation</u>
	Not Applicable
	<b>If you have identified negative impacts for other groups not specifically covered by the Equality Act 2010 you can include them here if it will help the decision maker to make an informed decision i.e. Carers, socio economic groups.</b>

<p><b>7. How are you testing your assumptions about adverse impacts?</b></p>	<p>The Task and Design group has been set up to support the project and drive the model forward - September 14, including a range of Headteachers from different sectors of education, LCC key personnel, CfBT representative, East Midlands National College for Leadership and Teaching representative. Also involved in decision making which has been further expanded to include Governors, Schools Forum representative and Diocese of Lincoln Education representative.</p> <p>This group meets each month to discuss every element of the project, including all stakeholders and sectors. Sub-groups are formed each month and proposals fed back to the board. In January 15 Workshops were held consider the views on the system and proposed model - all headteachers in Lincolnshire were invited. CfBT continue to fulfil the existing school improvement service with LCC until 31st January 17 whilst supporting the sector-led model. We have planned visits to Hertfordshire CC and Leicestershire CC where the sector-led approach has been adopted and is working very successfully. We have been to North Lincolnshire to discuss their Education Board of headteachers and their approach to a Sector-led System which is showing improvement in the number of schools who are now rated by Ofsted as good.</p> <p>Contract Management meetings with the existing supplier have provided the appropriate forum to discuss these impacts and to work collaboratively in finding solutions.</p>
<p>7.1 What further evidence do you need to gather?</p>	<p>Headteacher workshops planned for January 15 (all sectors invited).</p> <p>Further support from Headteachers so they are fully involved in evolving the new system - Headteacher briefings March 14 and December 14.</p> <p>Meetings set up to invite Multi-Academy Trusts - Meeting held with Jennifer Bexton Smith - Academies - to discuss involvement November 14.</p> <p>Governor consultations April 14, Nov 14 and Dec 14 - future Governor participation from January 15.</p>
<p><b>8. Who are the stakeholders and how will they be affected?</b></p>	<p><b>Primary</b> (those directly affected, either positively or negatively by the organisation's actions)</p>

	<p>Headteachers - improved outcomes and provision, additional responsibilities for sector support, managing change, receiving support and challenge from peers, potential new posts and opportunities for system level leadership;</p> <p>Governors - improved outcomes and provision, need to adapt to a new system, need training and education around the implications,</p> <p>LCC - improved outcomes and provision, new system needs to secure confidence in terms of fulfilling statutory duties, potential new roles e.g. Lincolnshire Learning Advisor</p> <p>Existing Supplier - potential loss of future contract opportunity and associated implications</p> <p>Teaching Schools - improved outcomes and provision, different route for info re schools causing concern, different mechanisms for communication, heightened responsibility for school improvement.</p>
	<p><b>Secondary</b> (intermediaries, people or organisations who are indirectly affected by the organisation's actions)</p>
	<p>Parents - improved outcomes and provision, need to adapt to potential changing role of Headteacher and teaching staff.</p> <p>Pupils - improved outcomes and provision.</p>
<p><b>9. How are you assessing the risks and minimising adverse impacts?</b></p>	<p>Consultation and open discussion with all stakeholders throughout the process. A timeframe of 2 years to embed the project before CfBT support is withdrawn. Risk/ Issues Log established December 14. Appropriate membership of the Task and Design group now includes DCS, DfE representative, Mix of school sectors, teaching schools, schools forum, Commissioning, Finance, National Expertise support (Patrick Scott/Ben Bryant ), Governor representation, Diocese of Lincolnshire Education representative to minimise any adverse impacts on all sectors and stakeholders.</p>
<p><b>10. What changes will the Council need to make as a result of introducing the policy / project / service etc.?</b></p>	<p>Information sharing Agreement, Confidentiality of Data Sharing Agreement, Set up a Lincolnshire Learning Partnership Board, Appoint a new Lincolnshire Chief Commissioner of Learning. Commit time and human resources to the transition from one provision to the other. The Employment of Lincolnshire Learning Partnership Advisors, systems and protocols,etc.</p>
<p><b>11. How will you undertake evaluation once the changes have been implemented?</b></p>	<p>Impact of Peer Reviews - Lincolnshire Learning Advisors. Impact of Lincolnshire data at KS1, KS2, KS4 and Closing the Gap to National and Statistical Neighbours. Number of schools good or better to be greater than current data.</p>

Further Details					
<b>Are you handling personal data?</b>	YES	If yes, please give details	Information sharing agreement and confidentiality updated for interested parties. Awaiting Data flows and working currently with Information Governance to manage this.		
<b>How was this analysis undertaken?</b> Facilitated workshop? Who attended?	Heather Sandy - Chair of Task and Design Board and Clare Stephenson Sector-Led School Improvement Project Manager, Design and Task Team				
<b>Are you confident that everyone who should have been involved in producing this version of the Impact Analysis has been?</b>	Yes	If No, who needs to be involved?			
<b>If this is new, or requires a decision by Councillors to revise, has this impact analysis been included with the committee report?</b>	Yes	If No, why?			
<b>Actions required</b> Including any actions that have been identified in this analysis for monitoring in the service area workplan?	Please select	Action		Lead Officer	Timescale
		* Ensure all Lincolnshire Schools, Academies and their governing bodies are kept up to date with developments. Consider developing a broader range of communications methods and approaches.		Andrew McLean	Sep-15
<b>Signed off by</b>				<b>Date</b>	
* Cells of the form with shading will help you form your consultation plan, should you need to carry out a consultation as a result of Impact Analysis discussions.					

## Appendix B – References

### National Research to a self-improving, school-led education system

Education Committee Publishes report on school partnerships and cooperation  
<http://www.parliament.uk/business/committees/committees-a-z/commons-select/education-committee/news/publication-of-school-partnerships-report-substantive/>

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<https://nctl.blog.gov.uk/2015/02/16/10-tips-for-successful-school-led-research-projects/>

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Why the self-improving school system needs to be more like the Tour de France - Toby Greany – Institute of Education, University of London  
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[file:///C:/Users/Clare%20Stephenson/Documents/Project%20Management/Research/House%20of%20Commons%20-%20School%20Partnerships%20and%20Cooperation%20-%20Education%20Committee.html](http://C:/Users/Clare%20Stephenson/Documents/Project%20Management/Research/House%20of%20Commons%20-%20School%20Partnerships%20and%20Cooperation%20-%20Education%20Committee.html)

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<http://mckinseysociety.com/how-the-worlds-most-improved-school-systems-keep-getting-better/>

[http://www.mckinsey.com/client\\_service/social\\_sector/latest\\_thinking/worlds\\_most\\_improved\\_schools](http://www.mckinsey.com/client_service/social_sector/latest_thinking/worlds_most_improved_schools)

Enabling school driven system-leadership – NFER 2012  
[www.nfer.ac.uk/publications/MTSL01/MTSL01.pdf](http://www.nfer.ac.uk/publications/MTSL01/MTSL01.pdf)

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Making the most of the QA review – Challenge Partners  
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School self-evaluation for school improvement: what works and why? Christopher Chapman and Pamela Sammons  
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