

EDUCATION IMPROVEMENT PARTNERSHIPS

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PRESENTATION STRUCTURE

- Policy context
- Reasons for partnership
- Forms of partnership
- Evidence of success
- Advice and guidance

POLICY CONTEXT

- Progress/challenges
- Every Child Matters
- Raising standards in schools
- Greater freedom for schools – less direction from centre
- Personalisation/broad curriculum choice

Building on Success – Progress so far

- Best ever results at age 11, GCSE and A level
- Schools in disadvantaged areas making faster progress
- Record school attendance figures
- Record teacher and support staff numbers

But challenges remain...

- Constant need to up standards in globalised world
- Post 16 staying-on rate one of the worst in the industrialised world
- Too many coasting and underperforming schools
- Parents often disengaged
- Progress in schools in disadvantaged areas, but not for all pupils (social mobility has stalled)

ECM – ROLE OF SCHOOLS

- **Be Healthy:** Healthy Schools, food in schools, transport, PSHE, sport
- **Stay safe:** Safeguarding, bullying, harassment and discrimination
- **Enjoying and achieving:** helping each pupil progress as well as they possibly can, excellence and equity
- **Make a positive contribution:** attendance, behaviour, respect, volunteering
- **Achieve economic well-being:** school as the foundation for lifelong learning: childcare and education the way out of the generational poverty trap

RAISING STANDARDS IN SCHOOLS

- Every school to be a good school
 - Zero tolerance of failure
 - Focus on coasting schools
- [Bill specifies federation as one route out of failure]

GREATER FREEDOM FOR SCHOOLS

- Local Management of Schools – delegated budgets
- New Relationship with Schools
- Changing role of local authority
- Development of trust schools

PERSONALISATION/ BROAD CURRICULUM

- Broader curriculum offer for 14-19
- Demands of primary curriculum

REASONS FOR PARTNERSHIP

- 1 Addressing the specific challenges
- 2 Specific partnership activities
- 3 The 'Partnership Dividend'

ADDRESSING SPECIFIC CHALLENGES

- Extended services
- Personalisation/ broad curriculum
- Failure/special measures
- Falling rolls
- Leadership (eg RC heads)
- Behaviour

SPECIFIC PARTNERSHIP ACTIVITIES

- Excellence in Cities
- Specialist Schools
- Leading Edge
- Primary Strategy Learning Networks
- Network Learning Communities

PARTNERSHIP DIVIDEND /1

- Structured way to learn from one another and share good practice
- Opportunity for collective planning
- 'Individual learning pathways' supported by wide range of expertise and specialisms
- Cost-effective and coherent curriculum...

PARTNERSHIP DIVIDEND / 2

- Joint staffing opportunities/wider career structures
- Improved senior and middle management
- Economies of scale
- Basis for partnership with other providers, eg 14-19, community providers

[Ronald Arnold, emie, 2006]

WHAT FORM OF PARTNERSHIP?

- What is the objective of partnership?
- Is it for finite objective or to be ongoing
- Who can help you to meet objectives?
- How many partners might be involved?
- Are all partners schools, or would it involve FE or others?
- Is shared governance something you are willing to consider?

FEDERATIONS CONTINUUM

- Hard governance federation – single GB (complies with Federation Regs)
- Soft governance federation – separate GBs but joint committee with delegated powers (complies with Collaboration Regs)
- Soft federation – joint committee but no delegated powers
- Loose collaboration

EVIDENCE OF SUCCESS

- NFER report on EiC
- MORI poll
- Interim reviews of federation pilots

DON'T FORGET

- Ensure clear joint objectives
- If consulting on plans, consult widely to get buy-in and support
- Service Level Agreements – who is doing what and who is paying?
- Agree in advance what happens if one party wishes to withdraw