

## Update and progress made in developing the Leicestershire Education Excellence Partnership (LEEP): February 2015

The initial brief of LEEP Co-ordinators has been to make contact with all current working projects to evaluate & report:

- Where groups are fulfilling LEEP priorities and outcomes really well and have the potential capacity to commission further work or be held as case study exemplars;
- What particular development areas exist with current groups and projects?
- The strength and depth of emerging partnerships
- What are the key areas of need in further developing LEEP project work in a future commissioning framework?

### Overview of LEEP projects currently in progress:

Overview of works include two main groups:

- LEEP commissioned projects around specific strategic needs
- School led projects initiated by groups of schools across Leicestershire

### LEEP Commissioned projects:

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|--|-------------------------|
| 1. Training for Governors in Pupil Premium         | led by GDS group        |
| 2. The Leicestershire Pupil Premium Network School | led by Ashmount Special |
| 3. Early Writing Network                           | led by Early Years Team |
| 4. Preparation for Ofsted                          | led by Martin Cragg HMI |
| 5. Secondary Maths development                     | led by LSH              |
| 6. New Headteacher Induction                       | led by LPH              |
| 7. Aspiring Leaders / Deputies Network             | led by LPH              |
| 10. Secondary Heads Induction                      | led by LSH              |

### School led projects:

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|---|----------------------------|
| 8a) Improving Writing Project (of schools)      | led by Pathfinders (group) |
| 8b) Write Dance project in EYFs                 | led by Ashmount            |
| 8c) Improving pedagogical approaches            | led by Great Bowden        |
| 8d) Improving children's mental models in maths | led by Greystoke           |
| 8e) Improve quality of lesson judgements        | led by Long Whatton        |
| 8f) Improve maths teaching                      | led by Newlands Primary    |
| 8g) Leadership development using triads         | led by Stafford Leys       |
| 8h) Improve S & L skills in the EYFS            | led by The Grove           |
| 8i) Improve teaching of writing                 | led by Newtown Burgoland   |

In addition:

- 9) Maths Hub for East Midlands South led by Beauchamp College

(although not commissioned specifically, the maths hub is a newly achieved award to the East Midlands based in a Leicestershire School. LEEP to support and co-ordinator to attend their strategic partnership meetings).

### LEEP Commissioned Projects – key updates

Although the LEEP commissioned projects address each of the LEEP priorities in some form, they are largely focused on Priority 4<sup>1</sup>. The investment in this key priority underpins much of the groundwork in establishing systems & structures that can be sustainable in the future.

#### 1. Training for Governors in Pupil Premium

This training has been received positively by those attending. There is a session still to be delivered. There is scope here for links to be made with project 2 below. Discussions are underway for example to see if Governor Development Service could become a strategic partner on the steering group for the Pupil Premium network and develop some joint practice.

#### 2. Leicestershire Pupil Premium Network

Ashmount School, having won a prestigious award from the DFE for their achievements in Pupil Premium work, are leading the newly established 'Leicestershire Pupil Premium Network'. The launch of this on February 4<sup>th</sup> with a conference of 200 places & National lead Sir John Dunford, marks the start of a strategic partnership. Evaluations show excellent feedback. The network aims to establish specialist Pupil Premium reviewers to both facilitate best practice in closing the gap for disadvantaged pupils and also offer support to those schools who need it. It also aims to offer on-going support for Pupil Premium Champions in schools across Leicestershire and up to date advice.

#### 3. Early Writing Network

20 schools in this newly formed collaborative group. Launch has included input about the Hargreaves model for the group to measure their working relationship as a baseline. Very positive start with training day and a focus on joint practice development and sharing best practice will follow back in schools.

#### 4. Preparation for Ofsted – training

Training days now delivered and very positively received from all who attended. Leaders are using the approaches in tracking pupil progress and evaluating performance in preparation for inspection. Schools report that this has helped them in understanding expectations and presenting information.

#### 5 Secondary maths project

Launch has happened with training input from external consultant: lesson study triads – now in third cycle.

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<sup>1</sup> LEEP Strategic Priorities: 1. Writing in the Early Years; 2. Accelerate the rates of Progress in Primary phase; 3. Improvement in Mathematics at KS 3 & 4; 4. Building Capacity in School leaders / future leaders; 5. Effective deployment of pupil premium; 6. Increase the number of outstanding schools.

### 6, 7 & 10 New Headteacher Induction & Aspiring Leaders / Deputies Network

The new Headteacher induction programme for Primary has trained and initiated a cohort of experienced mentees to support Headteachers new in post across their first year. The launch of this was received really positively by mentees, with an induction meeting at County Hall. This offered not only an opportunity to network with other new heads but also introduced them to key services in the authority. The deputies network as has been launched with a residential conference, again offering networking opportunities and bringing future Headteachers together for professional development. An extensive programme of training has followed including finance and health and safety, which has been extended to new Headteachers in post as well, offering value for money and joined up thinking. In the next round, deputies have been encouraged to take a lead on the steering group to plan the next conference, thus further building their leadership capacity and social capital. LSH also have a mentor scheme approach and have initiated ongoing meetings around the bespoke needs of their new leaders.

#### School led Projects – key updates:

Where projects are most successful they:

- have a very clear focus on measuring success and have used the Hargreaves model to consider their working practices.
- They are self-critical, comfortable with challenge and rigorous in their evaluations for success.
- They have transparent processes and ensure value for money, often supplementing costs from school budgets.

Where projects are less successful they:

- need to have a sharper focus on how they will measure success
- need to show how they link to wider leadership working and succession planning
- need to develop an accountability framework that ensures a clear focus on impact
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Overall there are good examples of successful and promising practice emerging and a greater sense of identity across Leicestershire which is system rather than local authority driven. There is capacity to extend the initial remit or breadth of focus of some projects. With guidance from LEEP co-ordinators many have developed their thinking around opportunities for shared leadership development and increased accountability. A number of projects now need to be developed as case studies of best practice.

#### Next steps for LEEP projects and management:

- Support for schools with the skillsets and knowledge needed to usefully plan & evaluate using this model (e.g. project management, measuring success accurately, planning for social capital, lesson study approaches). This is vital in equipping all schools and groups of schools for future working in this way.
- Make links with the new head teacher standards - particularly in adopting an outward facing approach to encourage more engagement with system leadership. This will be a useful driver of change.

- Use case studies from the strongest groups to share best practice and build leadership capacity. This could be done as part of a LEEP conference which would bring together all projects as a collective group in itself.
- Encourage stronger groups to widen their reach and build capacity around priority aims but also priority schools.
- Update initial bidding form to support a more analytical approach to planning success and collecting evidence.
- Review priorities to include new issues for example assessment and curriculum.
- Improve communications & identity for LEEP – consider use of Twitter, a logo, updated web-page, termly newsletter or similar.
- Liaise with Data managers to facilitate groups accessing specific data linked to projects already collected by Leicestershire.

### **Partnership working summary**

#### Summary of Teaching School Alliance Membership

<b>Number of Schools</b>	<b>%</b>	<b>Teaching School Alliance (TSA)</b>
26	9.	TELA – Thomas Estley Learning Alliance
65	23	Affinity – Kibworth
47	16	FWTSA – Forest Way
17	6	LLA -Loughborough Learning Alliance - Ashmount
16	6	Oadby Learning Partnership Launde Primary
11	4	STEP - Gaddesby Primary
182	64	Total Number of schools linked to a TSA
104	36	Total Number of schools unattached to a TSA

From the current data on record there are also 15 schools that are not either a member of LPH, a TSA or any other partnership that is known to LEEP at the moment. The intention is to contact these schools to ensure that they are aware of opportunities that exist for partnership working and to check the accuracy of the information that has been collated.

#### **Next steps for partnership working:**

- Look at spread of LEEP projects and ensure those schools not in partnerships are encouraged to engage in some form of project work or collaborative group.
- Look at LEEP projects and analyse which TSAs or particular groups are most represented in LEEP funded projects with a view to spreading the impact of LEEP funds more widely and targeting those schools that need most support.
- Continue to monitor changes in groups and those schools not part of any organisation or project work.

***Donna Moulds LEEP Co-ordinator***