

1. What happened in year 1?

- ❖ Launched a new model of Learning Clusters, with a bigger role and remit for the Cluster Leads, supporting and promoting formative approaches to accountability aligned to whole school priorities.
- ❖ Launched a new approach to Peer Enquiry Review- high quality training programme, resources (adapted and used widely by schools). Good attendance at LC meetings and 4/5 LCs engaging in PERs.
- ❖ The success of the PER model and interest from other phases (EYFS, SEND) leads us to review our initial focus along these lines **‘The impact of collaborative approaches to school improvement within a partnership, that support accountability.’**
- ❖ The collaborative approach has allowed for different forms of professional growth to be piloted; which in turn has created networks of leadership innovation (SEND Cluster model, Oracy focus)
- ❖ Flexible approach within the model- e.g. LC4 moving towards a ‘Spiral of Enquiry’ framework, and an EYFS pilot using the PER model.
- ❖ Special Schools have joined the Learning Clusters (an increase from 64 to 70 schools) . A Secondary collaborative model starts in September 2023.
- ❖ Using research into locality-based accountability, networks, systems leadership, Race Equality, to support our developing understanding of what is possible within the partnership.

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Key learning/ reflections on year 1

- ❖ The focus and success of year 1 has been to strengthen **peer to peer accountability** within a broader partnership commitment to strengthening accountability to children and families (NLLB/ NSLB).
- ❖ **‘Braided Channels’** The pilot sits within a broader professional learning context cultivated by the partnership - the connectivity between the pilot (peer enquiry and review), locality aims and wider activity on locality priorities needs highlighting in Year 2
- ❖ **Building of knowledge** from high quality networks, focussed on relational trust, with all the unintended learning and benefits that this brings, has been very well received.
- ❖ **Relational capital** is hugely powerful and something you cannot put a price on. Buy-in to the partnership for another 3 years has had a very high uptake.
- ❖ **Building trust** takes time and works well when **low-stakes processes** are piloted, the learning is shared, models reviewed and co-constructed as part of continuous improvement loop.
- ❖ **Adapting the model** (EYFS/ LC4) for the benefit of all is key, especially with very limited central resource.

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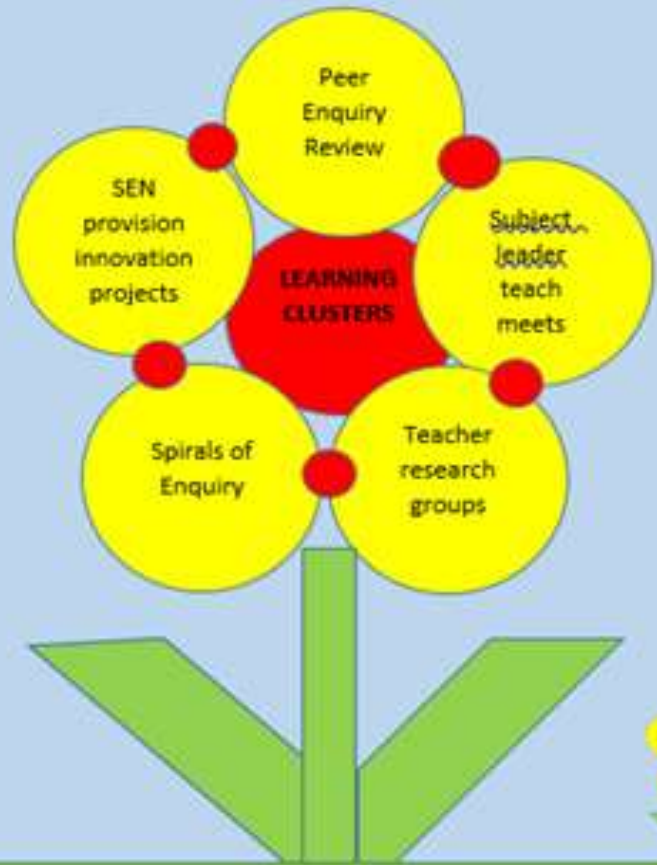
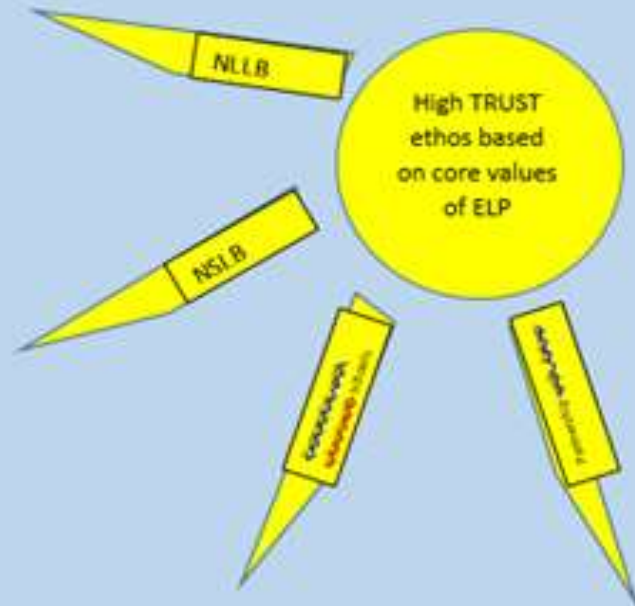
3. What will we do in year 2?

- ❖ **Alignment and local accountability to children/families:** Ambitious and explicit alignment of learning clusters and peer to peer collaborations, with partnership priorities.
- ❖ **A standard for locality system leadership:** Define and develop a framework that sets out our expectations of system leaders – based on success to date and within an ecosystem of continual improvement.
- ❖ Design, review and evidence the impact of approaches to **low-stakes accountability** on professional growth and outcomes for children

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ELP – creating an eco system to ensure high quality schools

CAPACITY BUILDING EXPERTISE delivered centrally by ELP
Eg coaching, subject leader networks, HT mentoring



PROJECTS TO REFINE EMBED OR EVALUATE SCHOOL IMPROVEMENT- using SPIRALS of continuing development

ACCOUNTABILITY POINT – With other colleagues in school, in a triad or in the learning cluster. This accountability is formative and always results in action to gain further improvement.

