

Locality Pilot 3 Developing a Collaborative Approach to School Improvement in Milton Keynes



Our objectives

- To establish a collaborative approach to educational improvement and professional accountability across the local education system.
- To ensure this collaborative approach to educational improvement is evidence-informed as well as providing opportunities for joint-practice development which strengthens professional accountability.
- To develop and trial a school report which strengthens professional accountability, supports collaborative improvement and provides parents, carers and the community with a broader view of a school and its achievements than is presented by the current accountability system.

Project 1: Developing a Milton Keynes School Report

What are we hoping to achieve?

Our aim is to develop and trial the use of a 'Milton Keynes School Report' as a new style accountability system for schools and colleges which:

- *Recognises the value of **the breadth of the education children experience***
- ***Incentivises rather than disincentivises inclusion**, recognising schools' achievements with pupils who do not show up well on exam league tables or who arrive in school late or with a more challenging journey ahead of them*
- *Recognises success in **improving children and young people's health and wellbeing***
- *Takes into account **the views of young people, parents and teachers***
- *Understands the importance of **young people's contribution to the community** and opportunities to demonstrate leadership*

What have we achieved so far?

Successful project launch with Headteachers and executive leaders from 38 schools and Milton Keynes College attending a workshop with Dame Christine Gilbert to explore the potential for developing the use of a Milton Keynes School Report. This is about a third of all schools in Milton Keynes with representatives from all phases and sectors of education, maintained schools, academies and academy trusts.

The principles and framework guiding the development of a Milton Keynes School Report were agreed and a Project Development Group established. This group has met monthly between February and July to develop proposals for the School Report supported by the Partnership Lead.

A draft framework for The Milton Keynes School Report has been produced and work begun to identify and develop the content to be included within each section.

Headteachers and other school leaders involved in the development of this project in Milton Keynes are motivated by the opportunity to influence debates about the future direction of national education policy in relation to school accountability. They also believe this work will build on existing work and further strengthen collaboration leading to improved outcomes for children and young people across Milton Keynes.

What will be included in a Milton Keynes School Report?

The draft framework comprises eight sections which reflect the aims outlined above and will include a range of quantitative and qualitative information. Some of this information will be benchmarked but other

information about wider educational outcomes, the breadth of the education children experience, stakeholder views and community impact are more difficult to benchmark.

Each section will have a link to further information such as performance tables and evaluative reports. There will be a single frontpage for each School Report with a summary of the key strengths and areas each school is working on (see page 2). Stakeholder views will be reported in relevant sections.

See bottom of the document for the Milton Keynes School Report – summary/front page



Locality Pilot 3

Developing a Collaborative Approach to School Improvement in Milton Keynes



Project 2: Milton Keynes Reading for Life

Improving the teaching of reading across the curriculum in secondary schools in Milton Keynes

About the Milton Keynes' Reading for Life project

In this exciting project, secondary schools across Milton Keynes are working together to support staff (teachers, teaching assistants and school leaders) to develop their knowledge and confidence in teaching reading to enable everyone to support the students they work with to become proficient readers who can access the secondary curriculum.

Why are we focusing on reading across the secondary curriculum?

- The ability to read is a fundamental life skill which enables us to participate fully in society and the workplace. Skilled reading is crucial for our students to succeed in school with research showing a strong correlation between students' reading ability and their performance across all GCSE subjects.
- This was identified as a key priority for collaborative improvement by the headteachers of all secondary schools in Milton Keynes.
- It will help to address some of the gaps in progress that widen after transition to secondary school.
- Improving the progress of disadvantaged children is another priority for Milton Keynes. Improving their reading will make an important contribution to this priority.

What have we achieved so far?

- **All secondary schools in Milton Keynes are involved in the project.**
- **Project team established.** Project planning meetings with Alex Quigley (external adviser).
- **Action plans developed** for the first phase of the project (2022-24).
- **Successful project launch** with the Heads of English and whole-school literacy leads of Milton Keynes' secondary schools in November 2022.
- **Online platform** set up to enable all schools to contribute and share resources as well as having access to the records of all project planning meetings. All Heads of English have access to this platform.
- **Baselines established** - Students and staff completed short surveys in January 2023 to provide some baselines for our work on this project. Each school has been provided with **dashboards** showing the survey findings and comparing the responses with the averages for each question across Milton Keynes as a whole.
- **Staff survey** findings provide some helpful insights into how everyone feels about their knowledge and confidence in teaching reading at the start of this project. The aim was also to find out whether this varied depending on their role, recognising the important contribution teaching assistants make in supporting the reading development of students they work with.
- **Student Survey** findings help us to understand how students in Years 7, 8 and 9 feel about their reading in school and their reading for interest or enjoyment outside lessons and school. The focus was on their understanding of texts and vocabulary used in lessons and in assessments, as well as how they feel about the support they receive for their reading in school. Students indicated how they feel about the progress they are making in reading and about their enjoyment of reading outside lessons and school recognising other important purposes of reading as an important life skill.
- While recognising any limitations, the survey findings do provide a very positive view about the importance placed on the teaching of reading in our schools for both staff and students.
- **Teaching Reading Toolkit** - Work has begun to develop a 'toolkit' of ideas and strategies to support the teaching of reading in all schools

- **Very successful Reading for Life conference** with Alex Quigley. All secondary schools represented including special education and alternative provision. Attended by headteachers and other senior leaders, subject leaders, whole school literacy leads, SENDCos, librarians, literacy coaches/mentors and teaching assistants.

Locality Pilot 3
**Developing a Collaborative Approach to
 School Improvement in Milton Keynes**



Key achievements in Year 1

- **Representation** from across the whole of the local system – special, alternative provision, primary, secondary, FE, Local MATs, now all external MATs involved (eg in the Reading for Life project)
- **Involvement** of more school leaders involved especially in secondary, FE and other provision; also, leaders at other levels (middle and senior), teachers, teaching assistants, literacy coaches, librarians;
- **Commitment of school leaders** to contribute to the collaborative work.
- **Relationships and trust strengthened through collaboration** with more ‘hands-on’ contribution to the work.
- **Data sharing to inform and support collaborative improvement** including relevant assessment data beyond accountability measures, staff and student surveys.
- **Student voice.** The first active involvement of students in education partnership work through the Reading for Life surveys.
- **Parents are beginning to engage** with education partnership work through schools working on the development of the School Report.
- **More teachers, school leaders and other professionals** aware of and involved in education partnership work through the two projects.

Key learning and reflections?

- **Capacity available to support the work.** This has always been given careful consideration but we started with an overambitious programme of work for the education partnership given our capacity and limited resources (work on collaborative improvement, inclusion, mental health and workforce)
- **Reliance on key people** but others are now contributing to the leadership and delivery of partnership work.
- **Wider pressures**, especially in relation to recruitment and funding, affecting the capacity of schools and school leaders to be more actively involved in collaborative work.
- We are now **more clearly focused** on how to make progress with work on our key priorities. **Action plans** are now **more manageable and achievable**.
- We are **learning and developing as an education partnership** through working with other partnerships and through the way the pilot is supporting the work.

What we are planning to do in Year 2

Project 1: Developing a Milton Keynes School Report

- **Design and development:** We are now working on how the information to be included will be generated and presented as well as on plans for trialing and evaluating the draft School Reports.
- **Wider engagement** with the rest of the education system in Milton Keynes through the LA Quadrant meetings in September and November. Opportunities for other schools to be involved in the pilot trialing the use of the Milton Keynes School report.
- **Develop and trial the Milton Keynes School Report** with pilot schools and colleges.
- **Secure feedback** on the Milton Keynes School Report from stakeholder groups (January – March).

Project 2: Milton Keynes Reading for Life

- **Continue to develop the Teaching Reading Toolkit** with ideas and strategies to support the teaching of reading in all schools which can be adapted to meet their own needs.
- **Monitor and evaluate** the first two implementation cycles (Peer Enquiry and Peer Review activities)
- **Further Reading for Life Conferences** in January and June 2024
- Work with the secondary headteachers' strategic group (MKSH) to develop action plans to **ensure the future, longer-term sustainability of the project 2024-27.**

<p>School/college 'branding'</p> <p>Visual</p>	<p><i>School/college logo</i></p> <p><i>Photograph(s)</i></p>	<p>Our School/College</p> <p>Key contextual information School population Governance Finance</p> <p><i>Tab linking to section report page</i></p>	<p>Workforce</p> <p>Who works here and what is it like to work here</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>
<p>Front page of the report provides a summary/overview</p>	<p>Key information</p> <p>Address</p> <p>Headteacher</p> <p>Status/Trust</p> <p>Ethos and values</p>	<p>Inclusion</p> <p>How we meet the needs of all learners</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>	<p>Curriculum, teaching and learning</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>
<p>Borders in school colours to make each report distinctive to that school/college</p>	<p><i>Photograph(s)</i></p> <p><i>Examples of statements/ views from stakeholders which illustrate ethos and values</i></p> <p><i>Logos highlighting key features/strengths? (Quality marks?)</i></p>	<p>Achievements - What our learners achieve</p> <p>Progress and attainment</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>	<p>Wider outcomes</p> <p>Personal development, employability Wider curriculum activities/participation</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>
		<p>Community engagement and impact</p> <p>Contribution to our local and wider community</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>	<p>Keeping safe and healthy</p> <p><i>Key features and strengths</i></p> <ul style="list-style-type: none"> • <p><i>What we are working on</i></p> <ul style="list-style-type: none"> • <p><i>Tab linking to section report page</i></p>

Each section of the front page has a tab linking to that section of the report with the more detailed information about the school/college.