



**TORBAY'S**  
**SCHOOLS IMPROVEMENT PARTNERSHIP**

**AUGUST 2011**

SCHOOL



## Foreword

Torbay has a long, positive history of working in partnership with its schools. With the changes in central government policy and the appointment of the Heads of School Leadership Torbay recognised the opportunity to further expand this partnership, completing the transformation of its relationship with schools from that of Local Authority to Local Autonomy.

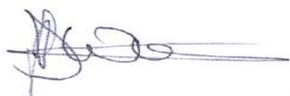
Torbay Schools Improvement Partnership aims to build on the existing partnerships and places school improvement back at the heart of the work within our schools where the best practice already exists.

By working together we are able to target support at the areas most in need, allowing the community of schools to respond to local needs through targeted creative and innovative interventions.

As a small Unitary Authority we are fortunate to have a high proportion of National and Local Leaders in Education, Outstanding schools and, most recently, the accreditation of a Teaching School.

The Local Authority has remodelled itself and aims to establish itself as a facilitator of this partnership, believing that this will ease the administrative burden for schools while ensuring that it is able to fulfil its statutory duties.

These combined factors will help ensure that the strategy is not only successful but continues to evolve and develop in response to the changing educational climate and the needs of the families, children and young people of Torbay.



Richard Williams



## INTRODUCTION

### From Local Authority to local autonomy

In an era of de-centralisation and learning from extensive research into successful school improvement systems, Torbay has implemented its **Schools Improvement Partnership**, actively promoting sector led improvement, where the LA and schools work together through a programme of challenge and support to improve outcomes for all.

Torbay's schools contain expertise across teaching, learning and leadership which the partnership, between the Authority and its schools, exploits to the benefit of all our children and young people, authority-wide. Schools benefit from a large number of NLEs and LLEs whose skills and expertise are systematically employed to accelerate improvement across schools.

The unique service arrangements of *Head of School Leadership* and *Head of Schools Support and Challenge* mean that we have been able to: formalize our schools supporting schools procedures [including for those schools in category] ; embed our schools leadership academy; make an immediate and positive impact upon underperforming schools; manage surplus school places successfully; improve behaviour and attendance.

## 1. PARTNERSHIP

1.1 Torbay's improving schools strategy is underpinned by dual strategic objectives:

- To raise aspirations for all children and young people and their families
- To focus first and most on areas of greatest socio-economic deprivation to narrow the gap between the most and least disadvantaged

1.2 To those ends, Torbay and its schools have entered into the **Torbay Improving Schools Partnership**, owned by all stakeholders: Torbay Children's Services, all maintained schools, all academies which buy into the partnership and associated services.

Essentially, partnership arrangements with schools are driven by the need:

- to deliver the best possible outcomes for all our children and young people
- to target Local Authority resources to those schools with the greatest needs
- to maximise our commissioning function – increasing funding and delegation of improvement work to schools, using only excellent providers
- to fulfil our statutory duties

1.3 Torbay's **Improving Schools Partnership** aims:

- to facilitate optimum learning for every pupil, every student
- to support effectively vulnerable pupils, including those with special educational needs
- to promote effective integration of children's services
- to develop every teacher and leader of learning

- to support new leaders at all levels
- to spread success and successful innovation
- to become more efficient in the use of resources

## 2. CONTEXT

**2.1** Torbay is a small local authority with a diversity of school communities. There are pockets of severe multiple deprivation with 10 Super Output Areas now ranked in the top 10% most deprived in England. Three wards have in excess of 40% of children living in poverty.

**2.2** There are 30 Primary schools (including 1 Teaching School & 5 Academies), 8 Secondary schools (including 3 Academies), 3 special schools and 1 pupil referral unit. There are currently 3 outstanding secondary schools, 1 outstanding special school, 5 outstanding primary schools, 1 school in Ofsted category *Notice to Improve* and 1 in *Special Measures*.

All of the Headteachers at the outstanding primary schools are National Leaders in Education.

**2.3** Torbay has already diverted decision making and resources towards schools. More recently, the re-organisation of school improvement, challenge and support has been accelerated to best meet the needs of schools and the communities they serve. A strong and coherent partnership already exists across the primary estate and the new Academies are determined this will continue.

There are currently no secondary NLEs or NSSs, but school improvement here is also based on the schools supporting schools approach, evidenced at Torquay Community College (supported by our Boys' Grammar School) and Torbay School (whose IEB comprises the serving heads of two secondary schools, one an Academy and the Headteacher of the PRU). The secondary Headteachers are supplementing existing sector-led approaches with a commitment to shared inset days six times a year in order to explore improvement matters of mutual interest and to share best practice in a systematic manner.

**2.4** The core school improvement roles are:

- monitoring, safeguarding and improving standards of teaching, learning and outcomes for all in schools
- building leaders and leadership capacity at all levels
- intervening in schools where there are concerns about safeguarding, progress, standards and the wellbeing of children and young people
- commissioning support for those schools where intervention is deemed to be necessary.
- working in partnership with schools to recruit and retain high calibre Headteachers and other senior leaders including Governors.

**2.5** The Partnership agrees that meeting the needs of the most vulnerable children, and in particular those with challenging behaviour, is the biggest barrier to raising standards and enabling success for all children. Through the concerted focus on emotional literacy (we have implemented SEAL and THRIVE across the majority of our schools) Torbay Authority has successfully supported schools to meet the needs of the most vulnerable children, young people and their families. Our new multi-professional *Inclusion and Emotional Health Service* builds further on this success.

**2.6** Torbay has also recently restructured the wider Children's Services to develop Locality Teams. Each of these teams has an explicit link to their family of schools; future support packages to schools will therefore include a co-ordinated approach to ensure that children and young people arrive at school ready, willing and able to respond to quality teaching and learning.

### **3. DEVELOPING LOCAL SOLUTIONS - The Streamlined LA Team**

**3.1** Torbay has identified main areas of activity which form the essential building blocks of a local solutions system:

3.1.1 Monitoring standards

3.1.2 Stimulating co-construction / school improvement partnerships between schools and the LA

3.1.3 Developing key people in all schools, in networks and in locality clusters

3.1.4 Capitalising on the mutual benefits of networks and clusters working collaboratively to nurture and spread success

**3.2** In discharging its duty to monitor all schools, whilst implementing its strategy for school improvement, Torbay has created a streamlined core team:

- **Head of School Support & Challenge**

This role includes leadership responsibility for services to schools including SEN and Children's Integrated Services (Inclusion, Emotional Health and Disability).

The postholder has responsibility for developing the partnership with schools and insuring Torbay's Strategy for School Improvement is implemented and successful in its outcomes.

- **Joint Heads of School Leadership & Improvement**

This post is jointly held by two serving Headteachers of a Primary & Secondary School - both rated as outstanding. They work proportionately in their schools and as members of the Children's Services Leadership Team for which they hold responsibility for securing sector-led support and improvement across all schools, not just under-performing schools. They also carry cross cutting responsibilities - one spearheading *Torbay's Leadership Academy* and the *Schools Supporting Schools* strategy, the other comprising the professional lead for Attendance and Behaviour and the Education of Children Looked After. Creating this post has had a significant impact on the effectiveness of the local authority's work with schools and

gives our partnership authenticity and impact. They also work closely with the *Head of School Support and Challenge* and *Head of School Commissioning*.

- **Head of School Commissioning**

The role of *Head of School Commissioning* has been created to co-ordinate the infra-structure that supports schools in Torbay viz admissions, transport, capital planning. In addition to this, it provides the commissioning framework to manage the financial and contractual relationships that underpin our Schools Supporting Schools model. To ensure that our commitment has impact, Children's Services has allocated £806,000 in 2011/12 to support partnership activity, of which a substantial amount is specifically targeted at schools causing concern.

### 3.3 The **IMPROVING SCHOOLS PARTNERSHIP**

In adopting a local solutions approach to local situations, The *Torbay Improving Schools Partnership* draws on a wide range of support to improve attainment and achievement and develop teachers and leaders:

- **Schools Supporting Schools**

Through the 5 **Teaching and Learning Networks**, **Teaching School** and **Torbay Leadership Academy**, the *Improving Schools Partnership* supports and promotes the professional development of individuals and leadership at all levels. There are bespoke programmes from NSS, NLEs, LLEs and SLEs. Leadership development and building future leadership capacity is led through *Torbay Leadership Academy* through locally arranged programmes and those from National College.

Opportunities include coaching and mentoring initiatives, CPD programmes for school staff [ eg for NQTs, subject leaders, business managers ] curriculum development, development of classroom practice etc.

- **Commissions**

- Schools Causing Concern

*Intelligent brokerage* is at the centre of the commissioned school networks and in commissioning specific support for Schools Causing Concern. NSS/NLEs, LLEs, SLEs, Teaching School and external providers are commissioned to improve standards and effectiveness across schools near or below performance thresholds. Our brokers are high level enablers with the professional knowledge to identify a school's needs and with the necessary experience to develop and implement packages of support and challenge which will secure the necessary impact.

- All Torbay Schools

The power of commissioned local school-based networks is harnessed for the benefit of all Torbay schools. The focus here is on continuous whole-school improvement. *Intelligent brokerage* matches a school's needs with the proven and specific expertise in the commissioned support.

Torbay is vigilant that commissioned support fulfils these criteria:

- funding follows support as identified in a carefully constructed action plan
  - is coordinated from a range of integrated services
  - is tailored to match the school context
  - is of the highest quality
  - is effective
  - provides good value for money
- **School Self-Evaluation Partners** are also commissioned to offer challenge to schools and contribute to the gathering of intelligence [including the construction of a Talent Register which feeds directly the support available to networks]
  - **Local Authority Support**  
Key services, highly valued by schools, have been retained to work with *Torbay's Improving Schools Partnership* and particularly with Networks, in identified schools. These include **Facilitation of inter-agency and inter-professional relationships and Specialist Services**, SEN, IEHS and locality team inputs to develop partnerships beyond school.

#### 4. TEACHING & LEARNING NETWORKS

**4.1** Elements of support are provided already on a school-to-school and peer-to-peer basis. This takes a wide variety of forms, from informal networks and collaborations to formalised cluster groups and engagement of National Leaders of Education (NLEs) and Local Leaders of Education (LLEs) in defined projects.

**4.2** Building on from this experience base and following extensive Torbay-wide consultation, 5 formalised **Teaching & Learning Networks** have been set up focussing on priorities for improvement, agreed by all schools:

- Mathematics
- English
- SEN & Inclusion
- ICT
- Curriculum Development

**4.3** Each network is led and managed by a Lead Network School, with an explicit responsibility to facilitate collaboration of all involved in the network, promoting the professional learning of all, irrespective of their role or position in school hierarchy, employing coaching, mentoring and enquiry and building shared understanding, trust and collective responsibility. Each network comprises all schools, but not all will be active in all networks at any one time.

**4.4** The Partnership Networks' main areas of activity focus on

- successful leadership and management

- effective teaching and learning
- appropriate behaviour and attitudes
- a motivating curriculum
- safe, secure and stimulating school environment

**4.5** NSS / NLEs / LLEs: Networks each have specific guidance on role, modus operandi, on reporting and auditing procedures, on mutual responsibilities between its member schools, and on accountability [ **See Appx 1** ]

**4.6** Although collaborations and networks provide a breadth and depth of resource, the task of releasing and maximising this potential is not without challenge. However, with a significant number of NSS in the primary sector (5/30) the challenges of capacity and context are reduced. Torbay has a successful track record of NSS supporting schools to move out of Ofsted categories.

**4.7** Networks have a tenure of 3 years from designation and are subject to annual report / audit.

**4.8** Networks are accountable to *Head of School Support and Challenge* in consultation with *Heads of School Leadership*

## **5. BEHAVIOUR PARTNERSHIPS**

**5.1** Torbay has a history of schools working in partnership to address the challenges in meeting the needs of children and young people with behaviour, social and emotional difficulties (BSED).

**5.2** The Secondary Partnership has developed over the last 4 years resulting in a collaborative approach to working with children with BESD across Torbay which includes commissioning educational programmes and packages, monitoring exclusions and attendance and by working together finding creative solutions to the problems facing their children and young people.

**5.3** Primary Schools have worked together with the LA to ensure that SEAL and THRIVE programmes are embedded in school practice and to develop the Pegasus centre for children with the most complex needs.

**5.4** These two partnerships are now jointly committed to the development of a Baywide strategy to the management of behaviour and meeting the needs of the most vulnerable children. A Behaviour Hub is now being created through which it is anticipated that the needs of all children with BESD will be identified and met. This will include opportunities to bring together LA provisions, Torbay School and the PRU to provide a seamless continuum of provision for children and young people across Torbay.

## **6. TORBAY LEADERSHIP ACADEMY [TLA]**

**6.1** TLA was established in 2008. It is a Torbay schools' / Children's Services initiative bringing all leadership development activity under one umbrella. As such, it is in an ideal position to realise the new vision of *Torbay Improving Schools Partnership*. In endorsing the goals of The National College of School Leadership, the TLA places emphasis on :

- developing excellent school leadership at all levels to transform children's achievement and wellbeing
- identifying and growing tomorrow's leaders
- developing leadership within and beyond school.

**6.2** The TLA's mission is to ensure that children leave school with the skills, knowledge, values and understanding they need to succeed. This cannot happen without excellent school leadership and so the focus of the TLA's work is:

- setting high standards and measuring whether they are achieved
- creating structures which empower people, hold them accountable and encourage collaboration
- investing in building teachers' and support staff's professional knowledge and skills and
- continuously challenging inequity in educational performance

**6.3** To this end, TLA activity is organised around FOUR themes:

6.3.1 Leadership support

6.3.2 Leadership development

6.3.3 Leadership research and enquiry

6.3.4 Succession planning

Opportunities are planned with access to national, diocesan and local activity. All partners have a shared responsibility for promoting, nurturing and developing leadership at all levels within Torbay schools – distributed leadership, middle leadership, SENCos, aspirant heads, school business managers. The emphasis on coaching and mentoring reflects the Authority's trust in the success of effective school-to-school support.

**6.4** Torbay and TLA support governing bodies with :

- Succession planning
- Headship / senior leadership appointments
- Headship induction and support

## 7. SELF EVALUATION PARTNERS [SEPs]

**7.1** Torbay LA remains accountable for its schools and for ensuring that underperforming schools get better. It is also clear that raw data alone will not be effective in enabling this to be achieved. Schools valued their *School Improvement Partners* (SIPs) and recognised the added value they offered in challenging schools about their performance and helping to identify ways to improve. The Local Authority has also valued the contextual and additional information that SIPs provided in the past.

**7.2** As a result it has been agreed that Torbay establish a new targeted service for schools - ***Self Evaluation Partner (SEP)*** - that develops the role of the SIP within the evolving culture of schools supporting schools, facilitating improvement and development in schools through the professional dialogue and relationship between the school and an external experienced Education Adviser.

**7.3** All schools will be entitled to an annual visit from a SEP, during which the SEP will engage in a conversation with the school about the performance data and outcomes achieved for children. There is an expectation that, through this conversation, the SEP will support the school in clarifying its strengths and key areas for improvement, identifying support the school may require to make the improvements and from where this could be commissioned. Schools will be responsible for finalising the agenda with their SEP based on the brief outlined above and for providing any relevant information prior to the visit. A SEP visit is expected to take half a day.

**7.4** The SEP will also spend half a day supporting the nominated governors in undertaking the Headteacher's Performance Management. To ensure that this time is most effective SEPs will be allocated an additional half a day for preparation for the visit and half a day for reporting on the visit.

**7.5** While an annual visit will be sufficient for many schools it has been agreed through *The Partnership* that this should be a differentiated programme targeted at need. To that end, schools that are satisfactory or who have specific additional needs, for example a newly appointed Headteacher, will be entitled to an additional visit.

**7.6** Schools in Ofsted categories or who are below national floor targets will receive termly visits. Such visits will be focused upon the standards being achieved by pupils across the school and the progress the school is making towards the areas identified for school improvement. Visits are expected to take the equivalent of a day. This will include a minimum of half a day face to face on site activity, with the remaining time being spent in preparation, report writing and any other agreed activity.

**7.7** All SEP reports are copied to the Headteacher at the school, Chair of Governors and to the *Head of School Support and Challenge* at the Local Authority, who leads and manages the programme. She additionally undertakes the recruitment, deployment and performance management of the SEPs and allocation of SEPs to schools at the beginning of the Autumn Term.

## **8. WHO DOES WHAT?**

**8.1** Some types of support are best organised across a whole school system – at LA level – in order to ensure effectiveness. These services and functions include:

- services to support vulnerable children and/or provide targeted support to underachieving groups eg travellers' education services, welfare services, education psychologists services and locally based Children's Services.
- intelligence gathering and sharing about effective, innovative practice and emerging policy. This is best delivered from a vantage point which looks out across the school system and upward to policy development taking place at a national level.

**8.2** Provision and management of School Evaluation Partners (SEPs) (differentiated according to school category) contributes to the intelligence gathering process.

**8.3** Some commissioning of improvement services cross our boundaries. Such cross-LA delivery will have a wider application in the future. Such collaboration offers:

- another means by which schools can draw on existing successful collaborative arrangements, not limited by geography
- potential economies of scale and greater value for money for the end-user of services
- access to a broader, and potentially richer, range of services than would otherwise be possible for a small unitary authority.

**8.4** Torbay's responsibility for intelligence-gathering about its schools includes gathering quantitative and qualitative data which informs the work and prioritising of *The Improving Schools' Partnership*.

The LA has developed a number of processes for monitoring the performance of schools and ensuring that as a Local Authority the outcomes for children and young people across Torbay continue to improve.

### **8.4.1 Individual School Performance**

The partnership between schools and the LA includes arrangements for schools to return data on a termly basis to the Information Governance Team in Children's Services. This data includes the most recent teacher assessments of all pupils in the school. It enables the LA to track pupils and consider the progress and attainment of individual pupil groups for example free school meals and children with SEN as well as providing summary information on the outcomes of year groups and key stages in schools. Such information is used to plan support for schools, highlight inconsistencies and support early identification of underperformance.

At the end of each academic year schools receive a data pack which summarises the performance of their school and ranks it within schools across Torbay. It provides details about the performance of different groups of pupils in schools and enables schools not only to compare outcomes within their own school population but also across the population of children in Torbay.

#### **8.4.2 Baywide Performance**

At the end of each academic year the LA reviews its performance at the end of each Key Stage. We monitor our performance against other local authorities regionally, nationally and our statistical neighbours.

The LA looks specifically at trends over time and different groups of pupils. This is then used to inform future support and commissioning of services for schools and to set targets for the coming year.

**8.5** Our school categorisation matrix, based on agreed criteria with schools, underpins our intelligent brokering of commissioned school support. This includes the allocation of SEPs who work with schools according to levels of need (supporting and challenging them in their school self evaluation, determining priorities and identifying solutions). While the bulk of support is intended to be delivered through schools supporting schools, those schools requiring more intensive work are brokered through Local Leaders in Education and National Leaders in Education. A defined brokerage role creates capacity for services to be developed into specific packages, bringing together different providers to meet a school's needs.

**[See Appx 2]**

## **9. NARROWING THE GAP**

### **Early Intervention – Locality Teams**

**9.1** Torbay has identified that the schools most commonly regarded as underperforming as defined by the DFE or who find themselves subject to Ofsted categories are commonly those who also have the highest numbers of children living in the most socially deprived areas of Torbay. Typically they have significant numbers of children who are deemed vulnerable with SEN, receiving services as a result of CAF or social care involvement. A number of children also fail to meet the thresholds for these services but have significant emotional health or behavioural difficulties.

**9.2.** As part of the schools improvement partnership the LA aims to ensure that schools have access to services that support those children and families. Dual plans are developed with schools to ensure that while there is support for school improvement there is also support to ensure that vulnerable children have their needs met and are able to engage in learning. This support could typically include support for both the school in working with the children but also support for families. The support also forms a 'wrap' around the child and family to offer services to improve attendance, to build parenting skills, to undertake direct work with young

people and to seek sustainable support within their communities. Each school works alongside a Localities Manager in agreeing the best way to deliver these services to meet the needs of their children and families. Attendance Improvement Officers, Parenting Support Facilitators and Targeted Youth Support Workers are among the professionals that are most likely to be included in these supportive interventions.

## **10. QUALITY ASSURANCE**

Quality Assurance is as effective as it is robust and routine and when it impacts practice leading to continuous improvement. A number of activities are embedded in the *Improving Schools Partnership*, contributing to effective Quality Assurance :

- Rigorous school-self evaluation
- Pupil performance and outcomes data as reported to LA
- School visits carried out by commissioned external consultants and SEPs
- Termly review of those schools in category
- HMI and Ofsted reports and feedback

## **11. ACADEMIES**

The ambition to deliver improved outcomes for all children and young people, whilst achieving better, more efficient ways of working, is at the heart of the vision for Children's Services in Torbay.

**11.2** The advent of Academy Schools does not change this strategic vision. Torbay continues to work with schools in the best interests of pupils, including those that wish to convert to academy status. In return, Torbay welcomes academies to join the *Improving Schools Partnership*, confident that those academies will take seriously their requirement to support other schools in challenging circumstances and to deploy their capacity to provide high quality support

**11.3** £9500 per annum is the current agreed contribution for Torbay Academy Schools [primary] to access *Torbay's Improving Schools Partnership* and avail of the benefits of the partnership.

## **TORBAY'S *IMPROVING SCHOOLS PARTNERSHIP* 2011**

### **Conditions for Deployment as NLE & NSS in Torbay**

#### **1. Purpose and Scope**

- 1.1 The purpose of these Conditions is to identify the roles and responsibilities of the National Leader of Education [NLE], the National Support School [NSS] and Torbay in relation to Torbay's *Improving Schools Partnership [The Programme]*
- 1.2 In particular, these Conditions are intended to:
- establish the expectations that Torbay has of NLEs & NSSs in respect of their contribution to school improvement;
  - outline the commissioning and de-commissioning process so that the NLE/NSS is fully aware of Torbay's role relating to this process;
  - clarify Torbay's limited responsibility in relation to the further commissioning of the NLE/NSS support services;
  - ensure that NSS is clearly informed about the commitment the school is making to Torbay;
  - clarify the role that Torbay will play in terms of support and guidance to the NLE/NSS and his /her staff.

#### **2. Responsibilities of Torbay**

- 2.1 Torbay invites interest from NLEs/NSSs to provide support for schools in challenging circumstances.
- 2.2 Torbay is committed (subject to ongoing funding) to:
- highlighting opportunities for further training and advice to the NLE/NSS through Torbay Leadership Academy
  - highlighting opportunities for access to CPD events for NSS staff;
  - providing opportunities for NLE/NSS to network with one another and share best practice at training sessions and meetings;
  - promoting *The Programme* at a national and regional level so that local authorities and other potential commissioning organisations are aware of it;
  - seeking to provide opportunities for NLEs/LLEs to shape policy at a Local Authority level;
  - providing advice and guidance to NLEs on issues that arise such as funding, liaison with other LAs and other organisations which may commission their services.

### 3. Responsibilities of the National Leader of Education in relation to Torbay Council

In addition to the conditions for designation already laid down and agreed between NLE/NSS and The National College for School Leadership, the NLE/LLE agrees to:

- make available, where relevant and appropriate under any deployment contract, any documents, case studies, or reports related to the work undertaken as an NLE/NSS in Torbay;
- act as an ambassador of *The Programme* within and beyond Torbay;
- behave in a way that upholds the reputation of the NLE & NSS role and to inform Torbay about any change in circumstances or events which may bring the reputation of *The Programme* into disrepute.

### 4. Deployment

- a) Torbay invites NLEs and identified staff members in the NSS to engage in one or more deployments in supporting schools through its Improving Schools Partnership, including schools *in challenging circumstances*.
- b) Designation as NLE/NSS does not guarantee deployment to Torbay's *Improving Schools' Partnership*. Torbay seeks to commission support for Client School from NLE/NSS best placed to offer that support.
- c) Additional NLE/NSS work may include :
  - to support any Torbay school that it is currently performing below performance floor standards to improve pupil performance;
  - to work as an Acting Headteacher in a challenging school;
  - to work as an Executive Headteacher of a Federation or similar organisation of schools;
  - to support a school in challenging circumstances in transition to academy status;
  - to raise attainment and standards and/or closing the gap at a vulnerable school/academy.
- d) Repeat commissions will be subject to quality assurance and evaluation by Torbay.

### 5. Funding, Deployment Contracts and Remuneration

- 5.1 Torbay funds its schools supporting schools strategy to develop the *Improving Schools Partnership*, **following best-practice commercial guidelines published on National College website.**
- 5.2 A written contract will be drawn up between Torbay, the NLE/NSS and the Client School viz Deployment Contract.

- 5.3 The Contract will detail the targets for improvement and allotted time during which the NLE/NSS will engage with The Client
- 5.4 At all times, the commercial aspects of the deployment will be professional, transparent and will not bring into question the reputation of The Programme or Torbay.
- 5.5 The performance of each Deployment Contract is the responsibility of Torbay and NLE/NSS.
- 5.6 Torbay is not in a position to advise on salary decisions taken by individual governing bodies which may relate to the additional responsibilities undertaken by the NLE /staff of NSS. Should the NSS' governing body deem it appropriate to review salary following designation as an NLE, they should refer to guidance within the *School Teachers Pay and Conditions* document, which is published on the Department for Education [DfE] website. This document provides information for governing bodies to determine whether it is appropriate to make additional payments where the Headteacher of their school is providing a service to another school, which includes acting as an NLE. Any payment must be in line with the statutory requirements of the *School Teachers Pay and Conditions* document and in line with the school pay policy.

## **6. Designation, Review of Designation and Appeals Procedure**

- 6.1 The responsibility for designation and re-designation of heads and schools as NLE/NSS remains with The National College for School Leadership [ref National College website].
- 6.2 Torbay recognises the challenge of balancing the demanding role of NLE, alongside the role of headteacher or principal of one or more schools or academies, and appreciates that it will not always be possible for NLEs and NSSs to be continuously deployed in support of one or more schools.

## **7. Term and Termination**

- 7.1 The contract for NLE/NSS to Torbay's Improving Schools Partnership **shall commence on the date of signature by both parties.**
- 7.2 This Agreement and any NLE appointment may be terminated:
  - i. by the NLE upon giving notice of his/her voluntary withdrawal from the Programme in accordance with clause 6.3; or
  - ii. immediately by Torbay following de-designation of NLE/NSS by National College in accordance with the current Review of Designation Criteria; or
  - iii. by Torbay where any funding from governmental or other sources for the provision of the Programme is withdrawn or no longer available to Torbay

- 7.3 In the case of NLE's voluntary withdrawal from the Programme, the NLE shall use reasonable endeavours to give 3 months written notice of his/her intention to withdraw, and in addition, shall make every effort not to withdraw from *The Programme* until the end of an NLE/NSS deployment.

## **8. General**

- 8.1 This Agreement is personal to the NLE and shall not be assigned, transferred, charged or subcontracted.
- 8.2 Torbay reserves the right to vary this Agreement at any time on notice to the NLE.
- 8.3 This Agreement, and any dispute or claim arising out of or in connection with it or its subject matter or formation (including non-contractual disputes or claims), shall be governed by, and construed in accordance with, English law, and the parties irrevocably submit to the exclusive jurisdiction of the courts of England and Wales.

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## TERMS OF ENGAGEMENT – TEACHING & LEARNING NETWORK - LEAD SCHOOLS

**Network Lead Schools are expected to engage professionally in the following 5 key disciplines -**

### **MANAGE**

- *Set up a steering group, comprising colleagues network wide, and reflecting the complexion of the network*
- *Have a clear and agreed focus which is informed by:  
i) *robust audit of strengths and needs across the network [including data analysis, Ofsted inspection]*  
ii) *national agenda**
- *Provide a costed action plan, at the start of each designated contract period of 3 year. Maintain published records of expenditure, subject to external scrutiny. Hold termly progress checks and amend action plan accordingly.*
- *Develop clear evidence base for assessing impact of network's activity on pupil outcomes / standards.*
- *Allocate 80% of agreed funding for explicit training cost: fees / supply / resources. Reserve up to agreed 20% for the running of the network*
- *Provide a brief annual report on the network's activity.*

### **FACILITATE - First and foremost, act as facilitators :**

- *Explore a range of facilitation models which support the strategic development of the network*
- *Promote and deepen professional learning for all involved in the network viz leaders, teachers, support staff*
- *Through open and honest discussion, facilitate matching-up of support required with necessary expertise **from across the network**, taking into consideration school circumstances [ eg size / pupil population / catchment]*

### **COLLABORATE - Engage routinely in collaborative learning opportunities:**

- *Promote a collaborative learning ethos across the network, where learning is seen as an ongoing process for all network members, irrespective of their role or position in the school hierarchy or network*
- *Routinely employ coaching, mentoring and enquiry. Support reflection. Provide opportunity to challenge engagement with new ideas, rethinking existing beliefs, unlearning past habits and practices and going through process of learning how to do things in new ways to improve pupil learning.*

- *Build shared understanding, trust and collective responsibility and find ways to help colleagues in network schools build trusting relationships in the network*
- *Ensure future development for all by sharing ever-evolving best practice*

***DISTRIBUTE - support distributed leadership***

- *Establish well-informed Talent Register from across the Network / LA which is drawn acknowledged expertise and subject knowledge. Utilise and draw from register for network-wide improved teaching and learning*
- *Through disciplined collaboration, develop leadership at all levels across the entirety of the network, strengthening the network's capacity for learning and leadership of learning.*

***FOCUS - raise standards qualitatively and quantitatively in target area across the network***

- *Focus relentlessly on key outcomes for children by improving teaching/ leadership/ building capacity*

## TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

### TERMS OF ENGAGEMENT - PARTNERSHIP SCHOOLS

#### **ENGAGEMENT:**

- *All staff to engage with the aims of Torbay's Improving Schools Partnership fully and actively as required, promoting improved teaching, learning, leadership and outcomes for all children and young people*
- *Take active responsibility to build trust and understanding with partnership colleagues*
- *Behave in a way that upholds the aims of Torbay's Improving Schools Partnership*

#### **PARTICIPATION:**

- *Take an active part in collaborative learning and enquiry, where learning is seen as an ongoing process for all participants*
- *Respond positively to coaching and mentoring, challenging and discussing so that engaging with new ideas is a positive and productive experience, leading to new learning, improved teaching and better outcomes for children and young people*
- *Communicate openly and professionally with Torbay's Improving Schools Partnership, attending Network meetings, professional development events as identified and agreed within the Network*

#### **DISTRIBUTE - support distributed leadership**

- *Take a positive approach to building capacity at partnership level, facilitating the release of those members of staff included on Torbay's Talent Register to enable collaborative work to take place*
- *Support the workings of Torbay's Improving Schools Partnership, releasing information as necessary eg for impact evaluation*

#### **FOCUS - raise standards qualitatively and quantitatively in target area across the network**

- *Focus relentlessly on key outcomes for children by improving teaching/ leadership/ building capacity*

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## CRITERIA & GUIDANCE NETWORK LEAD SCHOOL - ENGLISH

*If the Network Lead School model has been a success, Torbay will have established lead schools that will have driven significant improvement in the quality of professional practice, improving outcomes for children and young people.*

### **GENERAL**

*To achieve this outcome, Network Lead Schools, along with network partners, will be expected to:*

- *significantly improve the quality and practice of serving teachers / support staff*
- *raise standards of attainment and improve pupil progress*
- *identify outstanding practitioners to be included in the Torbay Talent Register*
- *develop leadership skills at all levels*
- *increase opportunities for staff from all Torbay schools to access support and engage in collaborative working*
- *manage allocated funding in an open and transparent manner, submitting detailed accounts for audit*
- *participate in quality assurance involving key stakeholders and external evaluators*

**SPECIFIC NETWORK FUNDING      £30,000**

### **Network Lead School: English**

- *to liaise with LA Head of School Support & Challenge in establishing network*

***partnerships in English and complement the work of NSS***

- ***to manage and deploy English ASTs***
- ***to develop links with Torbay secondary school English subject leaders***

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## CRITERIA & GUIDANCE

### NETWORK LEAD SCHOOL - MATHEMATICS

*If the Network Lead School model has been a success, Torbay will have established lead schools that will have driven significant improvement in the quality of professional practice, improving outcomes for children and young people.*

#### GENERAL

*To achieve this outcome, Network Lead Schools, along with network partners, will be expected to:*

- *significantly improve the quality and practice of serving teachers / support staff*
- *raise standards of attainment and improve pupil progress*
- *identify outstanding practitioners to be included in the Torbay Talent Register*
- *develop leadership skills at all levels*
- *increase opportunities for staff from all Torbay schools to access support and engage in collaborative working*
- *manage allocated funding in an open and transparent manner, submitting detailed accounts for audit*
- *participate in quality assurance involving key stakeholders and external evaluators*

**SPECIFIC NETWORK FUNDING      £30,000**

#### Network Lead School: Mathematics

- *to liaise with LA Head of School Support & Challenge in establishing network*

***partnerships in mathematics and complement the work of NSS***

- ***to manage and deploy maths ASTs***
- ***to develop links with Torbay secondary school maths leaders***

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## CRITERIA & GUIDANCE NETWORK LEAD SCHOOL - ICT

*If the Network Lead School model has been a success, Torbay will have established lead schools that will have driven significant improvement in the quality of professional practice, improving outcomes for children and young people.*

### **GENERAL**

*To achieve this outcome, Network Lead Schools, along with network partners, will be expected to:*

- *significantly improve the quality and practice of serving teachers / support staff*
- *raise standards of attainment and improve pupil progress*
- *identify outstanding practitioners to be included in the Torbay Talent Register*
- *develop leadership skills at all levels*
- *increase opportunities for staff from all Torbay schools to access support and engage in collaborative working*
- *manage allocated funding in an open and transparent manner, submitting detailed accounts for audit*
- *participate in quality assurance involving key stakeholders and external evaluators*

**SPECIFIC – NETWORK FUNDING      £22,500**

### **Network Lead School: ICT**

- *to liaise with LA Head of School Support & Challenge in establishing network partnerships in ICT and complement the work of NSS*
- *to develop links with SWGfL Trust*

- ***to support schools in the development of learning platforms***
- ***to liaise with Torbay Safeguarding Board in securing high levels of e-safety in schools***
- ***to develop links with Torbay secondary school ICTs leaders***

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## CRITERIA & GUIDANCE

### NETWORK LEAD SCHOOL - SEN & INCLUSION

*If the Network Lead School model has been a success, Torbay will have established lead schools that will have driven significant improvement in the quality of professional practice, improving outcomes for children and young people.*

#### GENERAL

*To achieve this outcome, Network Lead Schools, along with network partners, will be expected to:*

- *significantly improve the quality and practice of serving teachers / support staff*
- *raise standards of attainment and improve pupil progress*
- *identify outstanding practitioners to be included in the Torbay Talent Register*
- *develop leadership skills at all levels*
- *increase opportunities for staff from all Torbay schools to access support and engage in collaborative working*
- *manage allocated funding in an open and transparent manner, submitting detailed accounts for audit*
- *participate in quality assurance involving key stakeholders and external evaluators*

**SPECIFIC NETWORK FUNDING      £22,500**

#### Network Lead School: SEN and Inclusion

- *to liaise with LA Head of School Support & Challenge in establishing network partnerships in SEN and Inclusion and complement the work of NSS*

- ***To liaise and work closely with the LA Inclusion and Emotional Health Advisory Teachers and the Head of Behaviour Support to develop sustainable practice in schools in support of the most vulnerable children and young people in Torbay Council***
- ***To support local schools in ensuring that staff have access to relevant training and development opportunities to ensure compliancy with statutory regulations.***
- ***to develop links with Torbay secondary school SEN and Inclusion leaders to support the principle of a continuum of support for children, young people and families***

# TORBAY'S IMPROVING SCHOOLS PARTNERSHIP

## CRITERIA & GUIDANCE

### NETWORK LEAD SCHOOL - CURRICULUM DEVELOPMENT

*If the Network Lead School model has been a success, Torbay will have established lead schools that will have driven significant improvement in the quality of professional practice, improving outcomes for children and young people.*

#### **GENERAL**

*To achieve this outcome, Network Lead Schools, along with network partners, will be expected to:*

- *significantly improve the quality and practice of serving teachers / support staff*
- *raise standards of attainment and improve pupil progress*
- *identify outstanding practitioners to be included in the Torbay Talent Register*
- *develop leadership skills at all levels*
- *increase opportunities for staff from all Torbay schools to access support and engage in collaborative working*
- *manage allocated funding in an open and transparent manner, submitting detailed accounts for audit*
- *participate in quality assurance involving key stakeholders and external evaluators*

**SPECIFIC NETWORK FUNDING      £20,000**

#### **Network Lead School: Curriculum Development**

- *to liaise with LA Head of School Support & Challenge in establishing network partnerships in curriculum development and complement the work of NSS*
- *to be aware of national developments and initiatives in curriculum development and communicate these effectively to schools in Torbay*
- *to value and support existing curriculum networks*

- *to continue to promote the development of Primary Foreign Languages*
- *to manage and deploy Science and PSHE ASTs*
- *to develop links with Torbay secondary curriculum leaders*

**APPENDIX 2**

**Categorisation of Schools**

Category 1 Schools	Category 2 Schools	Category 3 Schools	Category 4 School
<p><b>Definition:</b> Performance is high. Self managing schools capable of supporting others intensively.</p> <p><i>The school is successfully achieving at least good outcomes for children and young people. The capacity to sustain these and build on improvements is secure. The school is able to advance its own development, drawing in external expertise where appropriate.</i></p>	<p><b>Definition:</b> Performance is good. Light touch support. Self managing schools capable of supporting others in targeted activity.</p> <p><i>The school's capacity to secure improvement in outcomes, quality of provision and leadership &amp; management are good, but some aspects can be further developed.</i></p>	<p><b>Definition:</b> Performance is satisfactory but in need of improvement. Schools requiring targeted support.</p> <p><i>The school faces challenges with regards to outcomes, quality of provision, and leadership and management and there are weaknesses in one or more of these areas. Without additional, coordinated support the school is unlikely to be able to secure the necessary progress.</i></p>	<p><b>Definition:</b> Schools that are inadequate and need to make rapid improvement with intensive support.</p> <p><i>Outcomes for the school are declining. Significant external support is required to halt decline and rebuild the capacity for improvement.</i></p> <p><i>The school is identified in this category either by the LA or following and Ofsted inspection when notice to improve is served or the school is deemed to require special measures.</i></p>
<p><b>Factors:</b></p> <p>Schools where the majority of Inspection judgements are outstanding.</p> <p>Schools where standards of attainment at each relevant Key Stage shows positive contextual added value and/or an improving trend.</p> <p>Schools where standards of attainment at each relevant Key Stage show significantly positive Contextual Added Value (CVA) above 100 or an improving trend.</p> <p>Schools where self evaluation judgements indicate that outcomes for children across the whole ECM agenda are at least good.</p>	<p><b>Factors:</b></p> <p>Schools where all inspection judgements are at predominantly Good.</p> <p>Schools where standards of attainment at at least one of the relevant Key Stages shows positive contextual added value or an improving trend (and no negative or 'flat lined' trends).</p> <p>Schools where self evaluation judgements indicate that outcomes for children across the whole ECM agenda are at least good.</p>	<p><b>Factors:</b></p> <p>Schools where Inspection judgements are generally satisfactory but with some at least good.</p> <p>Schools where standards of attainment do not show positive contextual added value or an improving trend in at least one Key Stage.</p> <p>Schools where SEF/Inspection judgements indicate that outcomes for children across the whole ECM agenda are at least satisfactory.</p> <p>Schools where standards of attainment in either relevant Key Stage do not show Contextual Added Value (CVA) above 100 or an improving trend.</p> <p>School Evaluation Partner, or school identifies serious weaknesses.</p>	<p><b>Factors:</b></p> <p>Schools where the Self evaluation judgement for Overall Effectiveness is inadequate</p> <p>Any school in this position at the start of an academic year or placed in an Ofsted Category during the year</p> <p>Low attainment and/or falling attainment and/or below Floor Targets</p> <p>Leadership and/or management is not being effective,</p> <p>Temporary leadership/management arrangements in place</p> <p>Every Child Matters outcomes for children are not being secured.</p> <p>If inspected, in danger of requiring Special Measures or a Notice to Improve</p> <p>The quality of teaching and learning is not satisfactory in one or more core subjects or Key Stages.</p>
<p><b>Action:</b> Schools encouraged to support other schools and taking lead role within the schools supporting schools partnership. School becomes NSS. School manages own self improvement and support as required.</p>	<p><b>Action:</b> Schools encouraged to support other schools and taking lead role within the schools supporting schools partnership. School becomes LLE. School manages own self improvement and support as required.</p>	<p><b>Action:</b> School self-identifies a need and negotiates targeted support. LA works with school to agree support and coordinates this.</p>	<p><b>Action:</b> LA agrees with the school and coordinates an intensive support package.</p>