

DERBYSHIRE COUNTY COUNCIL

CABINET

15 MAY 2012

Report of the Strategic Director for Children & Younger Adults

JOURNEY TO EXCELLENCE STRATEGY – (Education)

1. Purpose of Report

To report on the publication of the Derbyshire strategy to raise the attainment and progress of children and young people: **Journey to Excellence: *Improving Teaching and Learning***.

2. Information and Analysis

Following analysis of the Standards of Attainment Cabinet Report (December 2011) and extensive consultation with schools and governing bodies in the spring term 2012, the authority has developed its strategy to raise educational standards for all children and young people and to close the attainment gap for vulnerable learners.

This strategy is set out as a **Journey to Excellence** (Appendix A) which reflects the high aspirations of the authority for all children and young people to attain the highest standards of achievement and to accelerate the progress of vulnerable learners so that the authority becomes an outstanding provider of learning.

The **Journey to Excellence** strategy will provide a framework for guidance which will map the authority's support strategies to improve outcomes for children's achievement, health, safety and well-being.

The first publication in the series sets out our strategy to improve teaching and learning to ensure that all learners achieve to the best of their abilities. The strategy aims to:

- increase the proportion of schools making good and outstanding provision for teaching and learning;
- improve rates of progress and attainment at all key stages, especially at Key Stage 4;
- accelerate the progress of vulnerable groups, especially children in care and those entitled to free school meals.

Our **Journey to Excellence** comprises these essential inter-dependent elements:

- **Inspiring Teaching and Learning:** the Derbyshire *Inspire* programmes will provide exciting teaching and learning opportunities to inspire and motivate learning so that children are challenged to achieve higher levels of attainment and fulfil their potential.
- **Accelerating Progress for All:** these universal and targeted opportunities will enable schools and settings to develop outstanding teaching, learning and assessment to enable all children and young people to make good progress from their starting points.
- **Supporting Vulnerable Pupils:** we will offer targeted intervention to children and their families to ensure that our most vulnerable pupils accelerate their progress to close the attainment gap by tackling the barriers to their success. We will use evidence-based approaches to support schools to develop strategies that work.
- **Building Capacity:** we will continue to empower school capacity for self-improvement by strengthening self-evaluation, collaboration and leadership in schools and settings. We will promote outstanding provision in schools as Hubs for Excellence, underpinned by networks to support curriculum innovation and outstanding teaching and learning. All schools will have access to a comprehensive training and support programme.

Journey to Excellence: *Improving Teaching and Learning* is published on the school's extranet and will be implemented from the summer term 2012. An executive summary will be provided for parents and employers on the DCC website. Progress will be monitored and evaluations of impact reported to the Cabinet Member for Education. It is anticipated that future publications will follow a similar process of needs analysis, consultation and publication throughout 2012-13.

3. **Other Considerations**

In preparing this report the relevance of the following factors has been considered: prevention of crime and disorder, equality of opportunity; and financial, legal & human rights, human resources, environmental, health, property and transport considerations.

4. **Key Decision**

No.

5. **Background Papers**

Standards of Attainment Report 2011 (December 2011)

Journey to Excellence attached as Appendix A

The Derbyshire School's Protocol attached as Appendix B

6. **Strategic Director's Recommendation**

To note the publication of the Derbyshire strategy for **Journey to Excellence: *Improving Teaching and Learning***.

Ian Thomas, Strategic Director for Children & Younger Adults



DERBYSHIRE
County Council
Improving life for local people

Journey to Excellence

Improving Teaching and Learning

Journey to Excellence: *Improving Teaching and Learning*

Welcome to the first publication in the Derbyshire series:
Journey to Excellence.

This publication sets out how we will support schools, settings and centres to improve teaching and learning so that children and young people make good progress and achieve high standards of attainment.

Future publications will focus on other support strategies to improve children's achievement, health, safety and well-being.

Journey to Excellence:

Improving Teaching and Learning

Introduction

In Derbyshire schools, settings and services we share a common purpose – to attain the highest standards of achievement for all our children and young people.

Derbyshire is widely regarded as a successful education community and local authority. Our standards of achievement are frequently higher than national outcomes; our performance compares favourably with similar authorities; and we are judged good by Ofsted.

Nevertheless, we aspire to be the best that we can be. Being the best and becoming an outstanding authority with a higher proportion of good and outstanding schools in which all pupils thrive and prosper is our moral imperative.

In order to achieve this objective we have to map our **Journey to Excellence**. We have to aspire to the highest of standards for our children and young people and support each other to achieve them. We need to learn from the best in Derbyshire, nationally and internationally. We need to know what really works and concentrate our improvement efforts on proven strategies. We are prepared to take calculated risks and to be at the forefront of innovation. Above all, we must be aspirational for all our children and accept that our collective responsibility is to ensure that all our learners achieve to the best of their abilities.

Our **Journey to Excellence** strategy sets out our key drivers for improvement in teaching and learning:

- Inspiring Teaching and Learning
- Accelerating progress for all our pupils
- Supporting our vulnerable pupils to close the attainment gap
- Building our capacity for improvement

We believe that working together within the **Derbyshire Schools' Protocol** [see Appendix] will provide a collective strength across the whole system to benefit all young people, their families and communities so that all our learners are:

- Healthy and safe from harm
- Ready to learn and achieve well
- Prepared for work and participation in society

In order to enact our collective responsibility as the champions of children, we must have an unremitting focus on our clear moral purpose – to enable every learner to succeed to the best of their ability so that they can become self-determining, participate fully in society, contribute to economic prosperity and lead fulfilling lives.

We invite all schools and settings in Derbyshire to join us on our collective journey to achieving excellence for all our children and young people.



Mike Longden
Cabinet Member for Education



Ian Thomas
Strategic Director
Children and Younger Adults



Jim Hickman
Assistant Director Schools and Learning

Achieving Excellence in Derbyshire

For Derbyshire to be an outstanding provider of learning, we must:

- Improve the proportion of schools judged to be good or outstanding across all phases.
- Lift 33 primary schools to well above the national floor standards.
- Improve the rate of progression by at least three levels progress from Key Stage 3 to Key Stage 4, so that attainment at 5A*-C including English and Mathematics is above national outcomes.
- Transform two thirds of secondary schools currently judged satisfactory to good or outstanding.
- Close the attainment gap for children entitled to free school meals from Early Years through to Key Stage 4 and on to Post 16 destinations.
- Improve the attainment of children in care at all key stages in line with similar authority performance.
- Reduce exclusions.
- Improve the retention of young people in education, employment and training Post-16.

The Derbyshire Way

Our **Journey to Excellence** should be guided by these assumptions:

- Our journey will seek to inspire learning and enable all children to become the best that they can be.
- We share a collective responsibility for the outcomes of all children and young people in Derbyshire
- Schools are responsible for their own improvement and will express their unique character in meeting the needs of their local communities.
- Closing the gap for our most vulnerable pupils requires us to concentrate on accelerating their progress across all key stages.
- Our strategies should draw on evidence based approaches of what we know works.
- Collaboration is a powerful force for change and we will achieve more by working together than working alone.
- We will be outward facing in drawing on the best practice nationally and internationally to raise our performance.
- We will actively broker partnerships across all sectors of the Children's Trust to ensure effective early intervention for vulnerable children and their families.
- The local authority will embrace its role as the strategic champion of children to offer support and challenge to all schools and settings to ensure that children are safe, healthy and happy and achieve their full potential.

Our Journey

Our journey comprises these essential inter-dependent elements:

Inspiring Teaching and Learning

We will introduce a rolling programme of new, exciting teaching and learning opportunities to inspire and motivate our learners so that children are challenged to achieve higher levels of attainment.

Accelerating Progress for All

We will offer universal and targeted opportunities to schools and settings to develop outstanding teaching, learning and assessment to enable all children and young people to make good progress from their starting points.

Supporting Vulnerable Pupils

We will offer targeted interventions to children and their families to ensure that our most vulnerable pupils accelerate their progress to close the attainment gap by tackling the barriers to their success. We will support schools in developing strategies that work.

Building Capacity

We will seek to empower capacity for self-improvement by strengthening self-evaluation, collaboration and leadership in schools and settings. We will provide a comprehensive programme of CPD and promote hubs of excellence with networks to support curriculum innovation and outstanding teaching and learning.

Inspire Derbyshire

Inspire Strategies

In order to achieve excellence we need to develop inspirational strategies to raise aspiration and provide our learners with challenging learning experiences to stretch their imaginations, skills and understanding. Our ***Inspire*** strategies will become a rolling programme of exciting learning experiences in 2012-13:

Inspire Space Education

Our innovative programme to stimulate interest in the application of science and technology through space exploration will be extended in 2012-13:

- Derbyshire will participate in the international Space Olympics in Korolyov City, Moscow in 2012.
- The Space Olympics programme will provide mentorship from high tech industries, universities and institutes to develop the application of scientific understanding and technologies for young people.
- Secondary schools will attend Space Master Classes at the Centre for International Space Research in Korolyov City.
- Primary and special schools will enjoy visits by cosmonauts, curriculum materials and access to the International Space Observatory.
- We will promote a programme of teacher and student exchange between Korolyov and Derbyshire.

Contact: Sally Fitton – 01629 532765, sally.fitton@derbyshire.gov.uk

Inspire Enterprise

In order to develop the early understanding of enterprise and business skills, we will pilot the new national programme: Derbyshire Are You Ready? In association with Rotherham LA we will:

- Pilot the project with a group of headteachers from across the County.
- Provide training to teach business, enterprise and creativity skills in a curriculum for employability.
- Develop Enterprise projects in association with employers.
- Promote leadership, creativity and teamwork in learning experiences.
- Roll out the programme mid-year in association with Business Enterprise Partnerships.

Contact: Julie Parker – 01629 532846, julie.parker@derbyshire.gov.uk

Inspire Music and Performance

Our outstanding Music Partnership will bid for Derbyshire to become a hub for music excellence so that all our children and young people can continue to access high quality instrumental tuition and participate in public performances. We will:

- Provide instrumental teaching for over 14000 learners.
- Nurture our most talented musicians to high levels of excellence.
- Provide a programme of inclusive excellent public performances of our county youth orchestras, bands and choirs.
- Offer quality assured instrumental music tuition to all schools

Contact: Jayne Briggs – 01629 532871, jayne.briggs@derbyshire.gov.uk

Inspire: Be The Best You Can Be

In order to equip our young people with the skills and confidence to develop their own talents and achieve to the best of their abilities, we will work with this national aspirational programme to build a sustainable legacy from the 2012 Olympic Games.

- Children will be given the skills to map their routes to higher achievement in their chosen areas.
- Olympian and paralympian athletes will provide inspirational mentorship.
- Secondary schools and children's homes will participate in the programme.
- We will establish a county wide primary and special school pilot in the spring term 2012.

Contact: Kim Johnson – 01629 532711, kim.johnson@derbyshire.gov.uk

Other ***Inspire*** strategies will join this rolling programme throughout 2012-14.

Accelerating Progress for All

Drawing on our successful experience of school improvement strategies and evidence based approaches that work, we have developed two targeted programmes to enable schools close to the new Floor Standards to accelerate their progress and move from satisfactory to consistently good and outstanding teaching and learning. The programmes also offer access to all schools seeking to develop an aspect of their practice.

Accelerating Improvement for All

This targeted and universal programme will provide support to primary schools seeking to accelerate the progress of children across Key Stage 2 by at least two levels. We will:

- Provide a support programme of training and development for 80 primary schools.
- Develop a Quality Development Dialogue Support Plan with each priority school.
- Improve assessment for learning, progress tracking and pupil feedback systems.
- Support headteachers in tackling underperformance.
- Build leadership capacity to sustain improvements.
- Offer access to elements of the programme for all schools seeking to improve the progress of their vulnerable groups.

Contact: Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk

Accelerating Achievement for All

This programme will support secondary schools seeking to transform from satisfactory to good and outstanding provision and will focus on the acceleration of pupil progress by at least three levels. We will:

- Develop a Raising Achievement Plan for each priority school.
- Support the development of progress tracking of groups of pupils.
- Develop feedback systems, including assertive mentoring.
- Build school to school partnerships to develop best practice across subject departments.
- Implement new teaching and learning strategies across English and mathematics.
- Build leadership capacity to sustain improvements.

Contact: Gerry Richardson – 01629 532755, gerry.richardson@derbyshire.gov.uk

Supporting Vulnerable Pupils

Our compelling moral purpose is to accelerate the progress of our vulnerable young people in line with the progress made by their peers. The attainment of children in care, pupils with SEND, children in poverty, and underachieving gifted and talented pupils are priorities for the Children's Trust.

Improving the attainment of vulnerable pupils is integrated within the **Accelerating Improvement** and **Achievement for All** programmes. In addition to these, our **Journey to Excellence** will also include:

Improving Outcomes for Children in Care

In order to improve outcomes for children in care we will:

- Establish a headteacher group to identify evidence- based approaches which work.
- Strengthen the arrangements for virtual headteacher support to monitor the progress of all children in care.
- Extend One-to-One tuition to all children in care as an immediate entitlement, especially for speech and language development.
- Strengthen the quality of Personal Education Plans at all key stages.
- Ensure closer working between schools and Multi-Agency Teams for early intervention in vulnerable families.
- Implement the Unify project to raise aspirations.

Contact: Chris Tilley – 01629 532795, chris.tilley@derbyshire.gov.uk

Improving Outcomes for Children in Poverty

Children entitled to free school meals do less well at each key stage than their peers and the attainment gap widens with age progression. In order to close this gap we will:

- Use RAISEonline data to track the progress of these groups to inform early intervention.
- Support the active participation of these learners in our *Inspire* projects.
- Promote the effective use of the Pupil Premium to support One-to-One tuition and other intervention strategies for pupils at risk of falling behind.
- Develop closer working relationships between schools and multi-agency teams to inform early intervention and support for families and children in difficulties.
- Introduce the evidence- based Family Learning Signature project to enable families to develop their own capacity for cohesion and support for learning.
- Develop the application of social pedagogy across children's homes and social care to equip vulnerable young people with the attributes for self-determination and social responsibility.
- Develop support for healthy lifestyles through nutrition, drug, alcohol, sex and relationship education programmes.

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Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk

Accelerating Language Development

The key determinant in accessing the curriculum and unlocking learning is the ability to use language. In order to ensure that our children do not fall behind in developmental progression we will:

- Extend the evidence-based programme for speech and language development in the Early Years, using Every Child a Talker and ELKLAN approaches.
- Extend ELKLAN training and the use of child monitoring tools across schools and services.
- Promote the use of One-to-One tuition for all children at risk of falling behind.
- Promote better Reading Partnerships and Reading Recovery as resources allow.
- Support the new Phonics Check at age 6.
- Establish a new Secondary Strategy to raise attainment in English.

Contact: Early Years: Sue Ricketts – 01629 532897, sue.ricketts@derbyshire.gov.uk
Primary: Judith Oakes – 01629 532774, judith.oakes@derbyshire.gov.uk
Secondary: Steve Clamp – 01629 532853, steve.clamp@derbyshire.gov.uk

Accelerating Mathematical Understanding

In order to ensure our learners achieve well in mathematics so that combined progress in the two essential core areas of English and mathematics is strong, we will:

- Promote the evidence-based approaches of Every Child Counts in partnership with Sharley Park Primary School.
- Develop a new strategy to accelerate mathematical attainment and progress in secondary schools. Make it Count will support targeted GCSE maths intervention for pupils achieving in English but likely to underachieve in mathematics.

Contact: Primary: Kevan Lomas – 01629 532889, kev.lomas@derbyshire.gov.uk
Secondary: Paul Litowczuk – 01629 532731, paul.litowczuk@derbyshire.gov.uk

Supporting Pupils with Special Educational Needs and/or Disabilities (SEND)

In order to improve our provision for learners with SEND we will:

- Review our practice in extensive consultation with schools, settings, parents, multi-agency teams and providers.
- Prepare for the implementation of the Green Paper proposals in promoting streamlined planning, personalised approaches and choice.
- Support schools and settings in the development of differentiated intervention strategies.
- Support schools and settings in appropriate access to specialist provision for children with complex needs.

Contact: Ralph Ashton (SEN) – 01629 536460, ralph.aston@derbyshire.gov.uk
Patrick McGuire – 01629 532787, patrick.mcguire@derbyshire.gov.uk
Mark Emly – 01629 532969, mark.emly@derbyshire.gov.uk

Developing Capacity

In order to increase the proportion of schools and settings judged to be good and outstanding in Derbyshire and to minimise the risk of failure, we need to continue to build capacity within the school system for self-sustaining improvement and collaboration. Support for developing self-improving capacity will include:

Quality Improvement Support Programme

In order to build capacity for improvement in early years settings we will:

- Provide a named Early Years Improvement Officer for each setting to support improvement planning.
- Provide support for self-evaluation through extending the Early Childhood Ratings Scales.
- Support the introduction of the new Early Years Foundation Stage.
- Facilitate Early Years provider networks.

Contact: Pennie Akehurst – 01629 532777, pennie.akehurst@derbyshire.gov.uk

Quality Development Dialogue

In order to provide differentiated support and challenge for school leaders and governors we will:

- Provide a named link adviser for each school to support improvement.
- Provide an annual databook and guidance to support school self-evaluation.
- Support an annual school improvement review for each school.
- Provide an annual school improvement report for each Governing Body.
- Monitor the progress of vulnerable groups.

Contact: Saranjit Shetra (Primary) – 01629 532851, saranjit.shetra@derbyshire.gov.uk
Gerry Richardson (Secondary) – 01629 532755, gerry.richardson@derbyshire.gov.uk

Schools Causing Concern

In order to ensure early intervention to prevent failure we will:

- Review our Schools Causing Concern procedures in line with the new Education Act 2011.
- Ensure early intervention in schools causing concern to resolve problems quickly.
- Lead targeted intervention and support for schools in Ofsted categories.
- Support schools in developing alliances, federations or academy status in order to secure capacity for sustainable improvement.

Contact: Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk
Gerry Richardson – 01629 532755, gerry.richardson@derbyshire.gov.uk
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School Improvement Clusters

Schools collaborate in self-selecting, school improvement clusters based on families of schools. They can determine the extent and means of their collaboration, sharing their resources and expertise. In order to promote this cross phase collaboration we will:

- Continue to support school improvement clusters with a close focus on improving transition and continuity across phases.
- Pilot a programme of teacher exchange across phases to improve understanding of pedagogy, progression and challenge.
- Support schools who wish to strengthen their partnerships through formalising alliances or federations.

Contact: Your Locality Senior Adviser

Derbyshire Leaders of Education

Achieving excellence requires us to ensure leadership and talent is nurtured to ensure a steady supply of leadership succession. We will:

- Work closely with the National College for School Leadership and our other partners to support leadership development.
- Establish the Derbyshire Leaders of Education scheme to promote leadership development and provide leadership capacity to support schools and new leaders across the system.
- Broker the involvement of experienced Derbyshire Leaders to support schools causing concern.
- Provide appointment and induction support for new and acting Headteachers.

Contact: Tim Dutton – 01629 532761, tim.dutton@derbyshire.gov.uk

Hubs for Excellence

In order to develop school based capacity for system leadership we will encourage schools to showcase their leading practice through becoming local Hubs for Excellence. These schools will become nodal points across the system to strengthen partnership working and offer curriculum expertise. We will:

- Work with school leaders to identify outstanding practice in designated curriculum areas.
- Develop the capacity for designated Hubs for Excellence to host Open Days and organise local CPD strategies, including teacher exchange and co-ordination of local INSET activities in association with the locality Senior Adviser.
- Support the development of outstanding schools and clusters as national Teaching Schools and Alliances.

Contact: Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk
Gerry Richardson – 01629 532755, gerry.richardson@derbyshire.gov.uk

Curriculum Networks

We will support networking and the exchange of innovation and best practice across sectors. We will:

- Continue to promote cross-phase and cross-sector networks in early years to support the introduction of the new Early Years Foundation Stage curriculum.
- Provide curriculum networks for literacy and numeracy to ensure the exchange of good practice, especially around the introduction of the new national curriculums.

Schools and Learning

- Maintain cross county networks to support some of our vulnerable groups, including gifted and talented pupils.
- Develop our new partnership with the University of Derby to promote curriculum networks for primary teaching and learning.
- Provide a Directory of School to School Support to encourage the exchange of expertise between schools; by schools and for schools.

Contact: Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk

Strengthening Partnerships

In order to ensure that we are continuing to develop system capacity, we will:

- Maintain a headteacher group to review our approach to strengthening partnership working.
- Promote and disseminate successful strategies to promote collaboration based on evidence-based outcomes from Derbyshire clusters and alliances.
- Explore ways in which clusters of primary schools can combine their resources to achieve better outcomes for children in areas of training, induction, teacher exchange, bursary and technology support.
- Explore ways in which alliances of special schools can make more effective provision to support special educational needs.

Contact: Saranjit Shetra – 01629 532851, saranjit.shetra@derbyshire.gov.uk

Managing Inspection

The new Ofsted framework will set a tougher test for schools from January 2012. In order to empower school leaders and governing bodies in the management of inspections we will:

- Provide an optional Self-Evaluation Summary aligned to the new Ofsted framework to support school self-evaluation.
- Brief headteachers and governors on the new inspection requirements with regular updates.
- Pilot a Peer Review scheme in secondary schools to support self-evaluation and preparation for inspection.

Contact: Amanda Johnson – 01629 532763, amanda.johnson@derbyshire.gov.uk

Supporting Derbyshire Governors

In order to support Derbyshire governors we will:

- Provide termly Strategic Director briefings for all Derbyshire governors on key issues.
- Provide a governor conference on **Journey to Excellence** in summer 2012.
- Provide information, guidance and support.
- Support individual governing bodies in the Accelerating Progress programmes.
- Provide a programme of governor induction, training and support.

Contact: Jeannette Hamilton – 01629 538816, jeannette.hamilton@derbyshire.gov.uk

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The Derbyshire Schools' Protocol

A Compact to Support Collaboration and Interdependent Working

Introduction

Following consultation with schools on the ***Draft Compact to Support Interdependent Working between Schools and the Local Authority*** in November 2010, this protocol sets out a broad framework for co-operation, collaboration and interdependent working between all types of school and the local authority in Derbyshire.

Since the autumn consultation, ***The Schools White Paper: The Importance of Teaching***, has confirmed the general direction of travel towards a more autonomous, self-improving and diverse school system within which all partners will need to collaborate to make best provision for all children and young people.

This protocol acknowledges and reaffirms several **key principles** highlighted in the consultation and valued by schools and the local authority in Derbyshire:

- Schools are autonomous and responsible for their own improvement.
- The role of the local authority is to offer proportionate support and challenge as the strategic champion of children, families and communities and to take prompt action to prevent failure.
- Collaboration is a powerful force for change. Interdependent working, with schools learning from and supporting each other, will build capacity for improvement across the system.
- Schools will determine the nature and extent of their participation in collaboration, having regard for the potential impact on their own pupils and the wider community.
- Within their delegated budgets, schools remain independent purchasers of services and will take their own decisions based on principles of quality and best value.
- Where there is mutual benefit, capacity and affordability, the authority will continue to provide high quality, reliable services valued by schools.
- The authority recognises the strategic importance of schools to achieving the best outcomes for children and their families in communities and will continue to build strong links between children's services and schools in localities.
- The authority will continue to ensure a strong supply of good school places and coordinate arrangements for children with SEN and other vulnerable groups.

Rationale

- Derbyshire is widely regarded as a successful Local Authority. Central to that success is the quality of relationship between schools and the authority, founded on a commitment to secure the best possible outcomes for all children and young people by working together across the partnership of the education community.
- Within this partnership, schools have collaborated to make sure young people are able to follow individual learning pathways; they have pooled resources and ideas to share and promote best practice; headteachers have actively contributed to all aspects of authority policy development through consultative groups and forums; and schools facing difficult challenges have benefitted from the collegiate support of their partner schools and local authority services.
- In all of this, our best endeavours have been characterised by collaboration, not competition, and by acknowledged interdependence, not independence. Working together, rather than working alone, has provided a collective strength across the whole system to benefit all young people and their families and communities.
- Our partnerships have embraced regional, national and international collaboration in working with specialist networks, national agencies and international schools and authorities in the pursuit of excellence, as well as our partner agencies in Derbyshire. In order to aspire to the highest of standards it is important that we continue to be outward facing, taking the best from national and international practice.
- It is against this background of successful, interdependent working that the authority is seeking to establish a working protocol that can embrace all types of school organisation in the state funded sector within an extended family of equal partners. We hope that through this protocol all maintained schools, and state funded independent academies will be able to commit to the principles of co-operation and collaboration that will underpin and sustain improvement for their own pupils and the broader community.

Making Collaboration a Reality

The Local Authority and schools in Derbyshire have a rich experience of both formal and informal collaboration through school improvement clusters; local learning communities; excellence clusters; gaining ground partnerships; mentorships; teacher exchanges; outreach programmes, federations, trusts and cross-sector partnerships and networks.

Where collaboration has flourished it has had:

- the commitment of leadership;
- a strong sense of common purpose;
- clearly determined outcomes and evaluation mechanisms;
- shared resources or a common budget;
- a proportionate organisational framework with careful attention to monitoring progress and impact.

Partners have recognised that collaboration takes many forms, from individual teacher, department and whole-school partnerships through to clusters of schools working together through local and national collaborations in specialist networks.

Partners have skilfully balanced tensions between self-interest and securing the greater good of the broader community and have been generous in their allocation of time, resources and expertise in supporting each other. A clear sense of moral purpose has underpinned collaborations between schools to achieve the best possible outcomes for all children.

In all successful collaborations, the over-riding principle continues to be fitness for purpose. There is no one-size fits all model. Instead, we need to ensure that partnerships are clear in purpose, flexible in structure and rich in mutual benefits.

In consultations with headteachers, the following principles have been strongly endorsed to underpin the protocol.

Principles for Co-operation and Collaboration

- Mutual recognition of the legitimacy of the roles and responsibilities of each partner organisation.
- Respect for the autonomy and independence of all state funded schools and academies in taking responsibility for their own curriculum and improvement.
- Encouragement for all schools and academies to express their unique identity in meeting the needs of their locality.
- Recognition of the key role of the local authority as the strategic champion of children in commissioning, quality assurance and responsibility for intervention to prevent failure, as well as for the provision of services.
- Joint commitment to achieving the enjoyment and achievement, health, safety, participation and economic well-being of all children and young people.
- Joint commitment to the promotion of well-being, community cohesion, equalities and inclusion.
- Active co-operation and compliance with the local procedures for safeguarding.
- Willingness to share performance data to inform strategic planning.
- Willingness to share budgets, staffing and resources for joint projects and cost-effective provision where there is agreed mutual benefit.
- Joint participation in collaboration and strategic planning in order to share and make best use of the total resources of learning communities to support joint projects and individual learning pathways.
- Joint cooperation in the provision of managed moves to prevent exclusion.
- Joint access to a common local authority CPD programme for staff and governors.
- Support for transition across partner schools and colleges.
- Shared access to support services on a buy-in principle.
- Joint co-operation in the provision of support to designated partner schools.
- A parity of entitlement to high standards of service and customer care from all local authority and partner services for all sectors.

LA Support for Collaboration and Interdependent Working

Whilst schools will determine the extent to which they participate in collaboration and decide the most appropriate organisational structures, the local authority will offer the following mechanisms for support.

- Brokerage of school to school support through Senior Advisers for localities.
- Access to a directory of school to school support for the exchange of good practice and development of school to school partnerships.
- Support for school improvement cluster and local learning community activity by arrangement.
- Cross county networks to support the teaching of vulnerable groups.
- Promotion of joint school improvement projects to close the attainment gap for vulnerable children.
- Opportunities for stakeholder involvement in the provision of children's services by local multi-agency teams.
- Promotion of school improvement partnerships and programmes for schools facing common standards challenges.
- Access to CPD programmes, conferences and tailored consultancy support.
- Promotion of public, private, voluntary and independent sector partnerships through the Children's Trust to improve outcomes for children and young people.

The Derbyshire Compact

Through this document, the local authority invites all schools and academies to enter this voluntary framework to collaborate with each other and the authority in our joint moral purpose to secure the best possible outcomes for all children and young people across communities.

Governing Bodies and Academy Trusts are invited to adopt this statement of principles to underpin this protocol for interdependent and partnership working within Derbyshire.

We hope that you will join us in this common enterprise.



Mike Longden
Cabinet Member for Education



Bruce Buckley
Deputy Chief Executive and
Strategic Director, CAYA

(January 2011)

☐ Please tick to indicate agreement to adoption of this protocol.