

**Interim  
Operating  
Model**



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## **1 What is Learn Sheffield?**

Learn Sheffield is a school-led company. Our purpose is to nurture effective partnerships within an ambitious and effective culture so that, in Sheffield, all of our young people learn with great teachers, in great settings, which are constantly improving.

We will provide an innovative school-led approach to delivering school improvement services, building on existing relationships between the Council and Sheffield's educational settings. We will also be delivering some of the statutory duties on behalf of Sheffield City Council.

Learn Sheffield aims to strengthen city-wide partnership work, both within sectors and between them.

We are a not for profit company limited by guarantee, of which 80% is owned by schools and colleges and 20% by Sheffield City Council. Learn Sheffield does not distinguish between different types of setting, it is there to support any publicly funded school or college working with Sheffield's children and young people.

Learn Sheffield offers every Sheffield school and college a chance to purchase services from a company that they own, which will re-invest all surplus to support further improvement. We aspire to be the company of choice to support Sheffield schools and colleges in ensuring that every child has access to a great education, wherever they live and whatever their circumstances.

## 1.1 Vision

The board and staff of the company are ambitious for the company's success. They recognise that Learn Sheffield has an important part to play in ensuring schools have ongoing local access to reliable, high-quality, not for profit services where funding delegated for the education of our children is used wisely and re-invested for its intended purpose.



Our **children and young people** have growth mind-set and experience a high quality education delivered by a dynamic and collaborative community of educational professionals.

Our **educational professionals** are highly skilled, nurturing, continually developing and motivated to create inspiring learning opportunities throughout the schools and colleges of Sheffield

Our **schools and colleges** are committed to working in partnership, focussed on the achievement of their children and young people and work closely with families and communities

Our **families and communities** are cohesive, positive about learning and aspirational for their children and young people.

We believe in supporting each other in having the courage to make a difference and shape a better future, through inspiration, integrity, equality, sustainability, accountability and optimism.

## 1.2 Aims & Objectives

The strategic priorities below have been identified at the start of this interim period. They are the basis for action planning at Learn Sheffield and will form the basis of our work in the autumn term of 2015 and beyond.

<b>Communication</b>	<b>School Improvement</b>	<b>Facilities</b>	<b>Business</b>
September Update & Governor Pack (incl. Prospectus, Vision etc)	Commission & Year 1 KPIs	Accommodation & Infrastructure (incl. IT Facilities)	Finalise Board
Event Planning & Preparation	School Improvement Workforce	Business & Admin Support Workforce	Membership Growth
Branding/Website Development	Sector Plans & Strategies	Professional Services (incl. HR, Legal, Payroll, Finance etc.)	Key Documents, Policies & Procedures (incl. Business Plan & Operating Model)
Social Media Development	School Improvement Strategy Implemented		Trading & Traded Services planning
Press/ Publicity	City SEF & Development Plan Written/ Shared		Wider Strategy/ Objectives
Stakeholder Engagement Plan			Partnership Development

## 2 Company Structure

### 2.1 Interim Leadership & Workforce



#### Interim Board

1 Primary, 1 Secondary, 1 Special, 1FE, 1 Council, 2 Co-optees



Interim leader  
(1 FTE?)



Leadership  
Team Member  
(0.4 FTE?)



Leadership  
Team Member  
(0.4 FTE?)



Leadership  
Team Member  
(0.4 FTE?)

#### Leadership / Change Team

To be seconded from Sheffield schools - with Primary, Secondary and Special sector expertise including business expertise



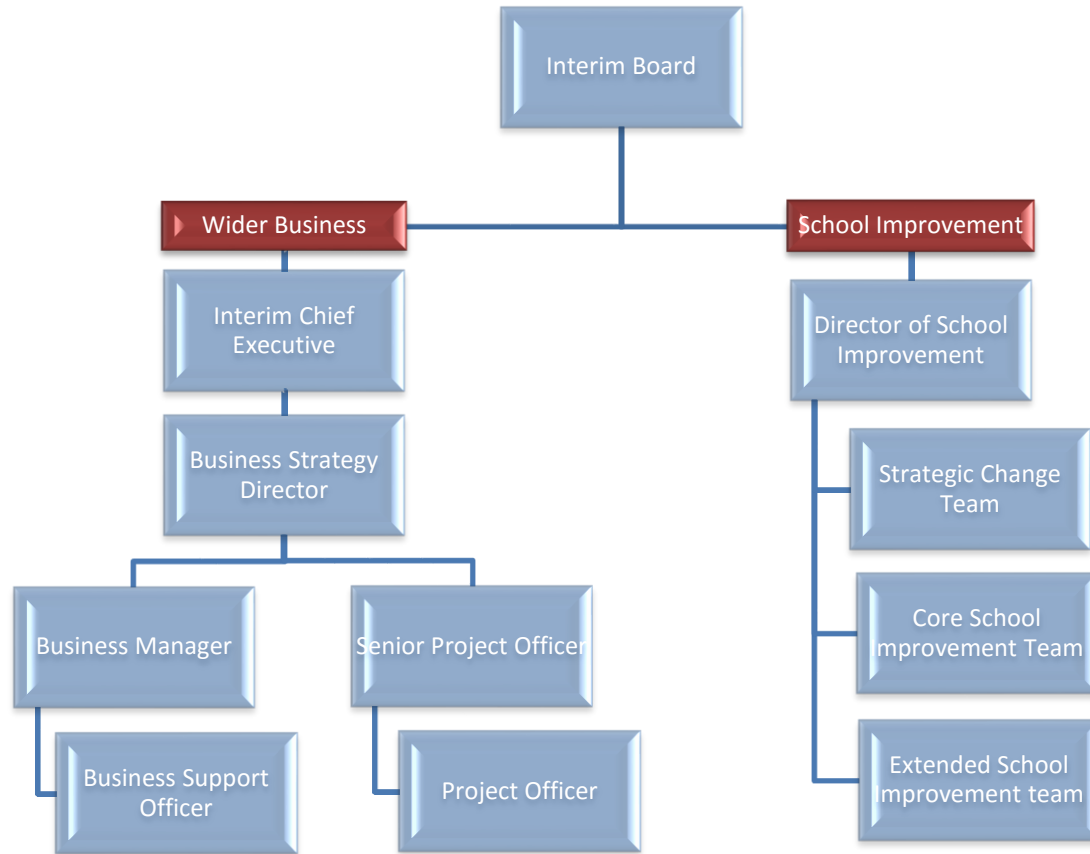
Project Support (provided by Sheffield City Council)



#### School Improvement Team

School Improvement Team including 3.1 fte staff TUPed from CYPF  
An expanded team – comprising a core team supplemented by an extended team who provide flexible additional capacity

## 2.2 Organisational Chart



## 2.3 Workforce Roles & Responsibilities

Role	Selection Process	Functions	Handover / Transition
<b>Board</b>	<ul style="list-style-type: none"> <li>Nominated by Sector / Council</li> <li>Recruit Co-optees</li> </ul>	<ul style="list-style-type: none"> <li>Evolve new ways of working</li> <li>Define working groups &amp; relationships</li> <li>Governance of the Company</li> <li>To enact the articles</li> <li>Manage leadership performance</li> <li>Develop strategic business plan</li> <li>Recruit substantive leadership (including mile stoning of traded services)</li> <li>Develop &amp; adopt policy &amp; procedure</li> </ul>	<ul style="list-style-type: none"> <li>From January – establish a process for Company members to elect the substantive board in accordance with the articles</li> <li>Establish a handover process</li> <li>Nominated Governors resignations</li> <li>Co-opted Governors resignations (upon recruitment of independent Directors)</li> </ul>
<b>Leadership / Change team</b>	<ul style="list-style-type: none"> <li>Recruited by the Shadow Board</li> <li>Confirmed following negotiations with substantive employers</li> </ul>	<ul style="list-style-type: none"> <li>Analysis &amp; reporting on Company performance (KPI's / Commission) Establish the protocols for the flow of information between the Council &amp; the Company with the Client function</li> <li>School Improvement</li> <li>Further development of strategic partnerships within and between sectors ( e.g. supporting primary localities)</li> <li>Develop a plan to increase capacity within the system (e.g. strategic overstaffing)</li> <li>Develop plans to address City wide priorities (e.g. recruitment)</li> <li>Develop strategic relationships with non-members (R&amp;D), commercial developments and sustainability</li> <li>Manage School Improvement team performance</li> </ul>	<ul style="list-style-type: none"> <li>Design handover process with substantive appointment</li> <li>Develop a proposal for an indicative future structure</li> </ul>
<b>School Improvement Team</b>	<ul style="list-style-type: none"> <li>Secondments leading to TUPE</li> <li>Development of a QA framework to inform a transparent commissioning framework</li> <li>Needs analysis leading to commissioning</li> <li>From September the current school prioritisation process will be used pending new approach</li> </ul>	<ul style="list-style-type: none"> <li>Deliver the School Improvement package and bespoke School Improvement work / activities</li> <li>Deliver the LA Commission (monitor challenge, support &amp; interventions) (Ven diagram) outcomes &amp; good outstanding etc.</li> <li>Improve / achieve KPI's (Statutory &amp; non-statutory School Improvement work)</li> </ul>	<ul style="list-style-type: none"> <li>TUPE</li> <li>Recommendation / feedback on performance evaluation of performance team</li> </ul>



- Consider flexible resourcing for School Improvement workforce

### **3 Proposed Operating Model**

#### **3.1 School Improvement – Core Offer**

Learn Sheffield has been commissioned by Sheffield City Council to deliver statutory duties in relation to school improvement. The delivery of these statutory duties will be the core offer from Learn Sheffield in the initial interim period.

#### **3.2 Other Services Available**

##### **3.2.1 Training Venue**

Learn Sheffield has three training rooms and a meeting room at the Training and Development Hub which can be hired out. A differential pricing structure will be developed for members and prospective members.

##### **3.2.2 STAT**

It is envisaged that, following appropriate due diligence on behalf of the company, the organisation and delivery of the Sheffield Assessment Project and the services relating to STAT Sheffield will move to the company.

##### **3.2.3 Primary, Secondary & Special Packages to be determined**

A workforce planning group has commenced and will be designing the package for primary, which will be developed in conjunction with the sector. Similar planning groups will subsequently consider packages for other sectors.

#### **3.3 How to join Learn Sheffield**

The Governing Body needs to reach a decision about becoming a member of Learn Sheffield. Becoming a member involves providing a guarantee up to the limit of £25.00 in the event that the company is wound up owing debts.

If the Governing Body/Academy Trust is so minded the following resolutions are recommended to be put to a vote (please note that for legal reasons the decision resolution must be noted in the minutes of the meeting using the form of words below):

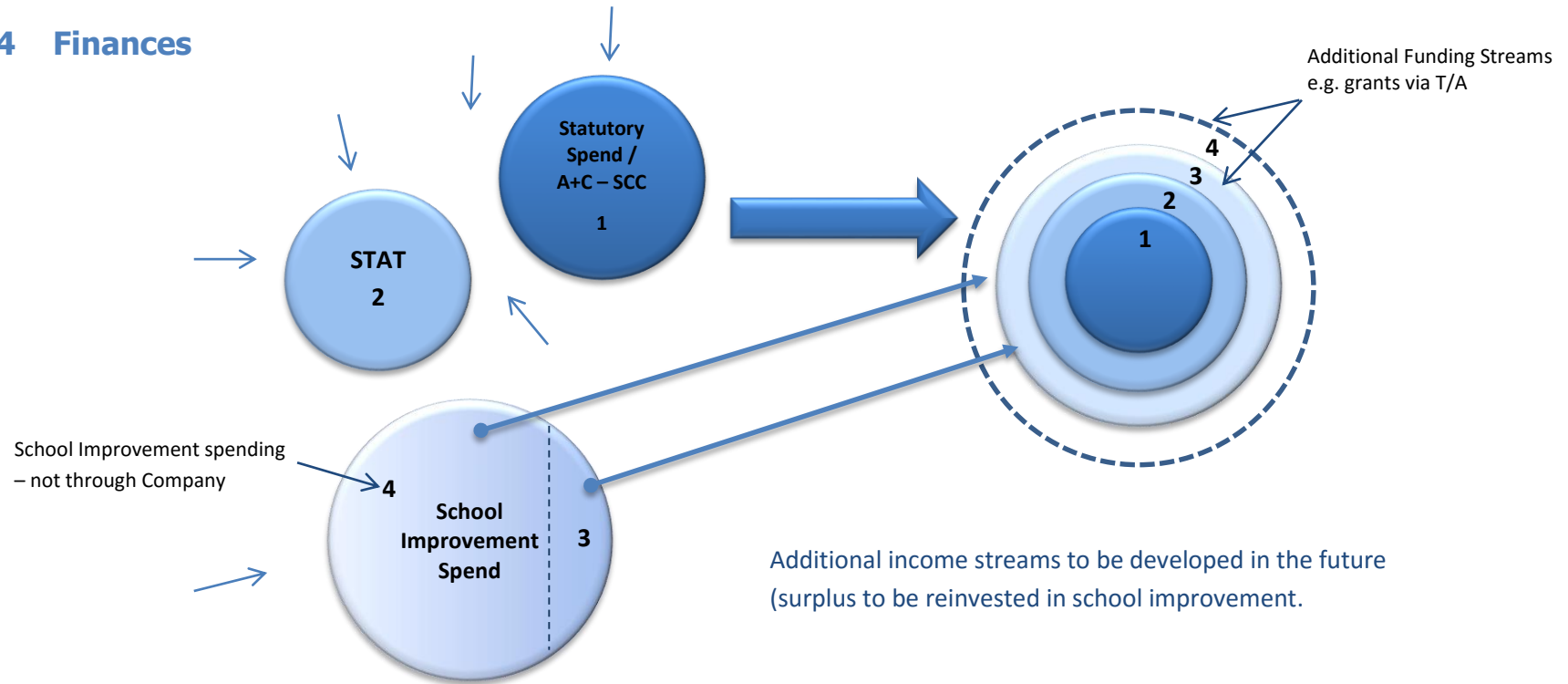
- a. The Governors/directors resolve that the Governing Body/Academy Trust should become a member of Learn Sheffield and provide a guarantee up to the limit of £25.00 in the event that the company is wound up owing debts

- b. That the Chair of Governors/Headteacher/other be given delegated authority to:
- i. Undertake the necessary administrative steps to give effect to this resolution within [a reasonable period of time] [specified period of time];
  - ii. Attend general meetings of the company to represent the Governing Body as a member of the company;
  - iii. To provide the Company Secretary with contact details for the Governing Body member representative;
  - iv. To report back to the Governing Body/Academy Trust on the business conducted at members meetings;
  - v. To vote on matters affecting the company having first consulted with the Governing Body/Academy Trust.

Under the Education Act 2002 and associated regulations before a maintained school can join a schools' company as a member it must have the consent of the Local Authority. Jayne Ludlam has already provided general consent to all the governing bodies of Sheffield maintained schools that have a delegated budget to join the company if they believe that this is the right step for them. Schools who require similar consent from other bodies, for example a Diocese, should consult that body as required.

Upon reaching a decision to join Learn Sheffield each school should complete the Membership Application Form. This can be found on the Sheffield Governors' website (and will shortly be available on the Learn Sheffield website). The form can be returned to [membership@learnsheffield.co.uk](mailto:membership@learnsheffield.co.uk) for consideration.

### 3.4 Finances



Please refer to Learn Sheffield's Summary Business Plan for further details relating to finances

### 3.5 What will Learn Sheffield do for schools?

Learn Sheffield will provide a growing range of services, all of which are designed to support the improvement of Sheffield's schools and colleges. Some services will do this by being focussed directly on teaching and learning. Others will be designed to enable leaders to be more learning focussed, by reducing the time they need to spend on other things, or more able to commit greater funds to improvement, by reducing other costs and making Sheffield budgets go further.

Learn Sheffield supports by;

- providing constructive challenge.
- always being focussed on improvement and the outcomes of children and young people.
- recognising that all settings have both strengths to share and areas to develop further.
- working strategically to increase and develop the capacity within our school-led system.
- reinvesting the surplus we generate in research, development and better services.
- understanding that we can all achieve more for our young people and their families when we work in partnership.

### 3.6 Sheffield City Council Draft Commission

The Sheffield Commissioning Framework for Learn Sheffield has been developed with reference to the DfE's Schools Causing Concern Statutory Guidance for Local Authorities (January 2015), the Ofsted Framework for the Inspection of Local Authorities and the Council's Corporate Plan 2015 – 2018.

The following section provides proposals about how Learn Sheffield will fulfil the Local Authority (LA) commission from September 2015. The following framework was developed in consultation with the School Company full task and finish group and the workforce workstream group during the summer term of 2015.

Further details, including the key performance indicators, will be available on the Learn Sheffield website upon completion of the contract between Sheffield City Council and Learn Sheffield.

#### **LA draft commission**

The following LA Commissioning Framework for the School Company contains a number of expectations regarding the activity of Learn Sheffield. These are set out below with proposals about how the company might initially respond.

1. Understand the performance of all schools in Sheffield, using data and information to identify those maintained schools that require improvement and intervention.
2. Seek to work constructively with academies and other providers.  
Although Academies are accountable to the Secretary of State for Education it is essential that the School Company has a range of good quality information and data about all schools in order that the Company can alert the LA about any concerns they have about an academy's performance. This will enable the LA to continue to communicate directly with the Regional Schools Commissioner.

3. Secure strong leadership and governance for maintained schools that are not providing a good enough education. This will include working with the LA to identify and support potential successful sponsors.
4. Take swift and effective action when failure occurs in a maintained school, by liaising with the LA to use Warning Notices and IEBs whenever necessary to get leadership and standards back up to at least "good".
5. Intervene early where the performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least "good".
6. Encourage good and outstanding maintained schools to take responsibility for their own improvement and to support other schools.
7. Build strong working relationships with education leaders in the area (including Governors and Board members) and encourage high calibre school leaders to support and challenge others.
8. Through dissemination of best practice and signposting help schools to purchase from a diverse market of excellent providers and signpost where schools can access appropriate support.
9. Provide information and advice to the LA where there is a need for 'formal intervention'.
10. This may include issuing a warning notice to a maintained school where there are "unacceptably low standards of performance" (as defined in the Schools Causing Concern Guidance); suspending the delegated budget of the school; appointing an Interim Executive Board (IEB); appointing additional governors; or requiring the governing body to enter into specified arrangements with a view to improving the performance of the school.
11. Share information and data with the LA relating to safeguarding and follow the guidance on the roles and responsibilities for safeguarding as set out in: 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'.
12. Liaise with the LA to maintain information and data about the quality of governance in schools and develop appropriate monitoring arrangements to identify early signs of failure in relation to finance, safety or performance standards
13. Work in partnership with the LA to secure a positive outcome in the event of an Ofsted inspection of the LA's school improvement functions.

### **Specific School Improvement Monitoring, Challenge, Support and Intervention Activity**

The following activities will be undertaken by the school improvement team within the company, which may include seconded 'Advocates' and/or workforce commissioned from system leaders.

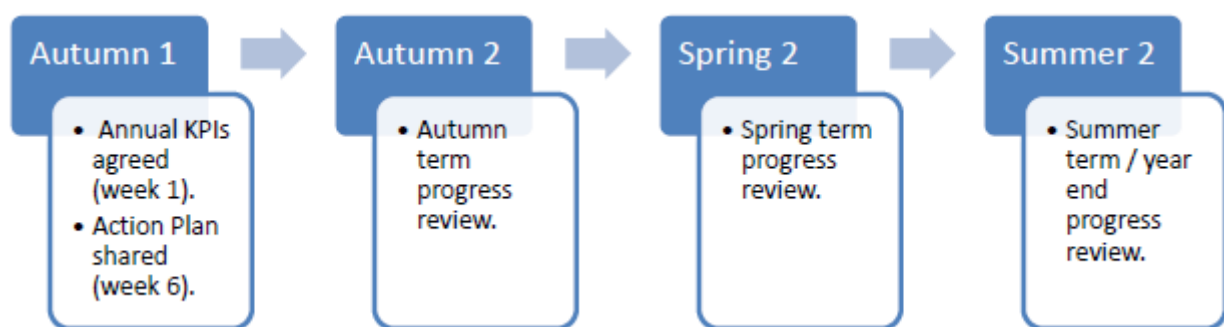
- Development/maintenance of a Schools' Categorisation process undertake focused monitoring of priority schools in order to target resources effectively.

- Secure attendance at Ofsted feedback meetings of Maintained Schools and Academies where invited.
- Attendance at Maintained Schools to meet lead inspectors when required.
- Involvement in liaison with Ofsted inspectors during RI monitoring visits and visits to schools in categories.
- Formal support for recruitment - involvement in recruitment of leadership of maintained schools as Director's representative (and when requested with Academies).
- Undertake LA role in moderation of tests and training of moderators in line with the Standards and Testing Agency Key stage 1 and 2 moderation plans (2015/16).

### 3.7 Outcomes & KPI's

#### 3.7.1 Learn Sheffield – Desired Outcomes

The commission from Sheffield City Council to Learn Sheffield is outcomes based. The outcome areas, specific objectives, success criteria and indicative key performance indicators will be agreed and reviewed annually. It is envisaged that the outcome areas, objectives and success criteria will remain, with minimal changes, for the three years of the contract, whilst the KPIs may be more dynamic. The Company will share the activities and approaches it has determined to achieve the objectives, with the Council, for each school year by the end of the autumn first half term in 2015 and by the end of the summer term in subsequent years. There will be regular dialogue between the company and the client function of the Council, and three formal review points will be built in throughout the year.



The commission is concerned with four outcome areas, which are listed below. In each case Sheffield City Council will expect to see the demonstrable impact that the school company has had, which will be measured against the success criteria using the key performance indicators. In addition to these outcome areas the company will also define additional areas, where it will seek to have an impact, for example recruitment and retention. The company will seek a strategic partner, potentially the National Education Trust, with whom they will develop these areas and review progress against these additional objectives.

#### Commission Outcomes Areas

1. Partnership Working
2. School Outcomes
3. Pupil Outcomes

## 4. Vulnerable Pupils

### 3.7.2 Commission Outcome Areas

#### 1. *Company Impact on Partnership Working*

**Objective** – Stronger partnership working across and between sectors and stakeholders (including Sheffield City Council) impacts positively on outcomes for children and schools.

**Success Criteria** (*Indicative indicators of success in achieving the objective*)

- Learn Sheffield has high quality information and data relating to all Sheffield publically funded schools.
- Sheffield settings are members of Learn Sheffield.
- Sheffield settings have a trading relationship with Learn Sheffield in relation to school improvement.
- Sheffield settings are productively engaged in sector partnership working.
- Sheffield settings are productively engaged in cross-sector and multi-agency partnership working.
- System wide school improvement action plans include all Sheffield settings.
- Increased system leadership capacity facilitates leadership and delivery of a wide range of partnership working in Sheffield.

#### 2. *Company Impact on School Outcomes*

**Objective** – The profile of Sheffield schools and other settings is improving so that the cities performance reaches and exceeds that of statistical neighbours and national averages.

**Success Criteria** (*Indicative indicators of success in achieving the objective*)

- Increased proportion of Sheffield settings and learners taught in settings, in all sectors, categorised as outstanding by OFSTED
- Increased proportion of Sheffield settings and learners taught in settings, in all sectors, categorised as good or better by OFSTED.
- Decreased proportion of Sheffield settings and learners taught in settings, in all sectors, categorised as requiring improvement by OFSTED.
- No Sheffield settings judged inadequate by OFSTED.
- All Sheffield settings OFSTED judgement matched their categorisation.
- No Sheffield setting is placed into an OFSTED category without having been identified as causing concern.
- Sheffield settings causing concern, and/or placed in OFSTED categories, make accelerated progress to the next level of performance by the next categorisation or full OFSTED Inspection.
- Sheffield settings, who have made progress to the next level of performance, maintain or improve that category at the categorisations which follow or the next full OFSTED Inspection.
- Duties in relation to all schools causing concern (including academies and free schools) are properly performed in all cases, according to statutory duties, as determined by the DfE.
- An Inspection of the LA is not triggered through a worsening of the LAs performance.
- Any Inspection of the LA's school improvement functions has a positive outcome.



### *3. Company Impact on Pupil Outcomes*

**Objective** - The outcomes for Sheffield children, at the end of each stage of learning, reaches and exceeds that of statistical neighbours and national averages.

**Success Criteria** (Indicative indicators of success in achieving the objective)

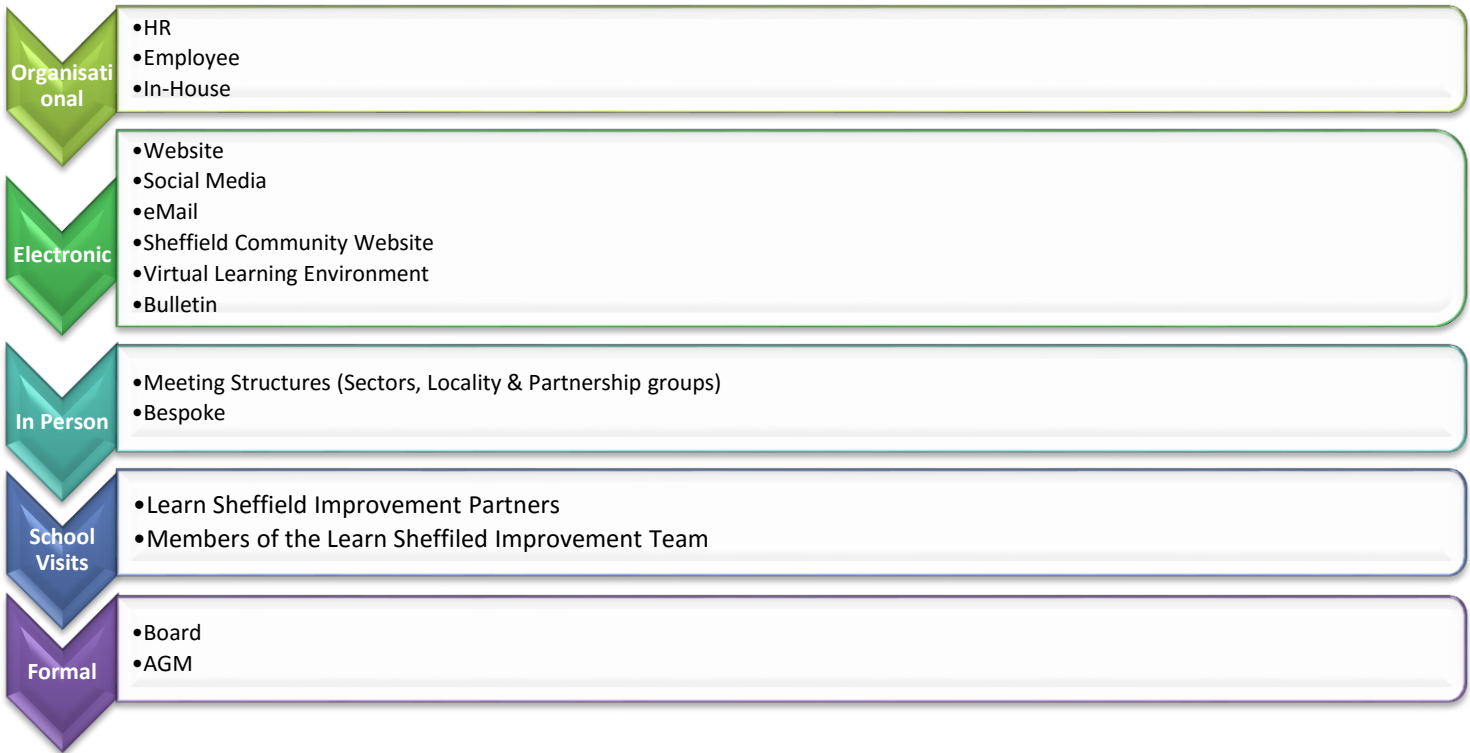
- Sheffield children to reach and exceed statistical neighbours and national percentages in attainment measures at the end of EYFS, KS1, KS2 and KS4.
- Sheffield children to reach and exceed statistical neighbours and national percentages in progress measures, where applicable, at the end of EYFS, KS1, KS2 and KS4.  
Fewer Sheffield settings, in all sectors, are below floor standards.
- The proportion of Sheffield settings, in all sectors, which are below floor standards reaches and falls below statistical neighbours and national percentages.

### *4. Company Impact on Vulnerable Pupils*

**Success Criteria** (*Indicative indicators of success in achieving the objective*)

- Looked After Sheffield children to reach and exceed national expectation in attainment and progress measures at the end of EYFS, KS1, KS2 and KS4.
- Disadvantaged Sheffield children to reach and exceed national averages in attainment and progress measures at the end of EYFS, KS1, KS2 and KS4.
- Targeted groups of vulnerable Sheffield children to reach and exceed the national averages in attainment and progress measures (of their peer group and/or national performance), at the end of EYFS, KS1, KS2 and KS4.
- Attendance is rising across all sectors.
- Persistent absence is reducing across all sectors.
- Fixed-term exclusions are reducing across all sectors.
- Permanent exclusions are reducing across all sectors.

### 3.8 Communication Structure



## **4 Self-Evaluation**

Learn Sheffield's key purpose is to secure school improvement through the nurturing of effective partnerships. It seeks to further develop the culture of school's being outward facing and open to receiving both challenge and support. If this is Learn Sheffield's expectation of schools then it must also be the behaviour which it models in its own approach to self-evaluation.

### **4.1. Core Success Criteria**

The core success criteria, as described previously, relate to the commission to deliver statutory school improvement functions on behalf of Sheffield City Council. The four areas (partnership outcomes, school outcomes, pupil outcomes & outcomes for vulnerable pupils) are those which will always be the core outcomes for Learn Sheffield.

### **4.2. Additional Success Criteria**

Learn Sheffield will also seek to develop additional success criteria. These will be developed with colleagues in each sector and be designed to bring the focus of the company to issues which form barriers to school improvement. These outcomes will be a focus for the coming year, but may not necessarily continue in subsequent years.

### **4.3. Strategic Partner – External Auditing**

It is likely that Learn Sheffield will engage an external provider as a strategic partner to support the development, auditing and evaluation of the success criteria.