

# Lessons from other Strategic Education Partnerships

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## Our Isos Partnership evidence base

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- Work with 30+ local areas, including developing a range of school/LA partnerships
- 2012 report for DfE and LGA on the future role of the LA and 2014 follow-up 'temperature check' for DfE on evolving local education systems
- 2017 report for LGA into ongoing role of LAs in supporting school improvement
- Reports for National College - leadership of teaching school alliances, primary system leadership, how schools work together to close gaps in attainment
- Three-year national Teaching School evaluation (led by Nottingham University).
- Work with RSC offices, development of a MAT school improvement self-assessment tool for DfE, work with individual trusts

## Stories from three strategic education partnerships

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- **East Sussex Secondary and Primary Board** – lessons about leadership from the LA, the role of an Independent Chair, the importance of communications and widening the range of voices
- **Wakefield Integrated Education Partnership** – lessons about the power of having people in one room, how to avoid becoming a talking shop, needing to be more operational to be strategic
- **Portsmouth Education Partnership** – lessons about burning platform, clarity of LA role, building capacity for SI, coalition of the willing, organic development combined with quick wins

## Our nine conditions for effective partnership working...

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### Nine conditions to develop an effective local school improvement system

1. A clear and compelling vision for the local school improvement system
2. Trust and high social capital between schools, the local authority, and partners
3. Strong engagement from the majority of schools and academies
4. Leadership from key system leaders
5. A crucial empowering and facilitative role for the local authority
6. Sufficient capacity for school-to-school support
7. Effective links with regional partners
8. Sufficient financial contributions (from schools and the local authority)
9. Structures to enable partnership activity

## Some issues to consider when setting up any new partnership structure

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- **Leadership** – who will chair the group? LA, Heads, Rotating Chair, Independent?
- **Membership** – how will you decide who sits on the board and is involved in each group? Election by schools? Reps from HT Groups? Individual schools or MATs?
- **Role of Group** – should it look at health of whole system or just specific priorities? Should the focus be on school improvement or all areas of education?
- **Resources** – what resources will the board have available to deploy itself or to commission from others? Where will they come from – schools, LA, external sources?
- **Capacity** – will the group need dedicated coordinating capacity? Where should that come from? How much time will be required? What will stop in return?
- **Communications** – how will all schools be engaged and not just the usual suspects? How will the group link up with and join to work led by HT Groups?

Thank you

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