

## Appendix 1

### Raising Achievement Partnerships

#### Briefing – September 2016

**Context** School-led (otherwise known as system-led) school improvement arrangements are proven to have a powerful impact upon practice and pupil outcomes where such arrangements are effectively implemented. A range of school improvement models are evolving across the country. The White paper 'Educational Excellence Everywhere' March 2016 underlined the government's desire to move towards a school-led improvement system where Teaching Schools play a greater role in school improvement. Stockton LA has actively supported the development of Campus Stockton Teaching Alliance to develop school-led support and challenge and now Campus Stockton Teaching School is building upon these foundations.

In response to this context, together with a desire to capitalise upon the wealth of strong educational practice across Stockton to further strengthen school-to-school support, EIS has set about facilitating the creation of Raising Achievement Partnerships, in both primary and secondary phases.

The White Paper also expressed the intention that schools and academies should form Multi-Academy Trusts (MATs). Raising Achievement Partnerships may show the potential to foster the development of such Multi-Academy Trusts.

It is pleasing to note that both maintained schools and academies at both primary and secondary phase have wished to be part of the RAPs and to engage in a level of school-to-school partnership which is not currently in place for all schools.

#### 1. What is a Raising Achievement Partnership?

A group of Headteachers / Principals and an LA Leadership Development Partner (LDP) who collaborate as equal partners to support and challenge each other to secure school improvement across the group. There will be 10 primary and 2 secondary Raising Achievement Partnerships (RAPs) across Stockton in 2016/17, grouped according to context and existing networks. Each RAP will have access to a consultant with knowledge and experience of the OFSTED framework. During 2016/17 this will be at no cost to schools or academies.

#### 2. How often will the RAP meet?

Each Raising Achievement Partnership will meet three times a year; once a term.

Autumn Term – share data headlines, strengths & expertise, improvement priorities. Agree strategies and actions for improvement.

Spring Term – progress on strategies, in-year impact, next steps.

Summer Term – progress on strategies, in-year-impact, next steps.

Autumn Term – impact update.... Cycle begins again.

**3. Why is the current School Improvement Adviser (SIA) programme being revised?** To promote a sustainable, system-led, robust school-to-school improvement model that draws upon local leadership, local knowledge and emphasises the sharing of good practice across Stockton Borough.

**4. What will be the role of the LDP from September 2016?** Each school or academy within a Raising Achievement Partnership will work alongside a LDP who will:

- be an equal member of the RAP

- contribute to RAP meetings through support and challenge, alongside other members of the group
- oversee collation of RAP action plans
- contribute to facilitation of good practice across and between RAPs and with the Teaching School (School to School Support group)
- conduct link visits to each school/academy within the RAP and agree potential additional need.
- provide communication between the RAP and EIS.

Each school will be entitled to one Link meeting though additional link visits may take place with the agreement of the Senior Adviser 0-11 based upon the school's context.

**5. What data will be shared within each Raising Achievement Partnership to inform priorities?**

2016 headlines and in-year tracking data will be shared.

**6. How will Raising Achievement Partnership groups work with each other?**

Each RAP member will abide by an agreed RAP protocol.

**7. How will Raising Achievement Partnership progress be documented?** Each school will maintain a concise 'action plan' pro forma, recording the key points from each partnership meeting. A copy of this will be shared with the LDP and areas of expertise will then be shared with other RAPs to promote school-to-school support.

**8. What are LDP Link meetings?**

The LDP will make one link meeting visit per year to each school/ academy in the RAP to:

- Review agreed bespoke agenda.
- Review RAP action plan.
- Review any further priorities or issues not raised within the RAP and consider ways forward.
- Seek feedback on the Raising Achievement Partnership programme.
- A 'Record of Contact' will be completed by the LDP and shared with the Headteacher/Principal.
- More than one visit may be made with the agreement of EIS based upon need and LDP capacity.
- Additional link work can be brokered by school.

**9. How will Governors be involved in the Raising Achievement Partnership process?**

- Headteachers / Principals will share their RAP action points / strategies / impact with Governors.
- Governors will be invited to attend the LDP link meetings as at present.
- Headteachers / Principals may wish to take the opportunity to set up sharing of good practice arrangements between Governing Bodies within a RAP.

**10. Will the EIS still be able to support my school with Headteacher's Performance Management?**

Yes, schools and academies will be able to continue to buy into a Headteacher's Performance Management SLA as at present.

**11. Will EIS still offer Collaborative Reviews, Inclusion Quality Mark and other school improvement tools?** Yes; in addition, schools may wish to take part in training to develop peer

review / enquiry walk skills to be coordinated by EIS to further develop sustainable school-to-school support capacity.

- 12. Can other staff beyond Headteachers be involved in RAPs?** Each RAP will decide how their group evolves; the group may agree to take the opportunity to involve their staff, e.g. leaders of maths might meet to share good practice.

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