

‘There is a heap of evidence staring policy makers in the face that it is the collaborative group that accelerates performance. These results occur because day to day pressure and support is built into their work. It is social capital that has the quality and speed essential for whole system reform’

Michael Fullan: ‘All Systems Go’ 2010

**All systems go?
Are you ready?**



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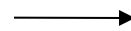
To consider...

- Are governors in Barnsley up to speed with the priorities and challenges for the Borough?
- What needs to happen to improve schools in the Borough?
- Are governors ready for the transition to a new system of collaboration?

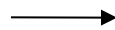


A vision for building social capital and a self improving system?

Community Strategy – ‘a successful, uniquely distinctive 21st century market town that offers prosperity and a high quality of life for all’

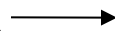


Children, Young People and Families –



**Every child in a good school,
Success in learning and working,
Stronger family, stronger
Barnsley**

- Growing the economy
- Changing the relationship between council and communities



- Safeguarding
- Poverty
- Health inequalities
- Educational attainment
- Future council and workforce

DRAFT



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Co-production and self reliance?



Co-production is a partnership between citizens and public services to achieve a valued outcome. Such partnerships empower people to contribute more of their own resources (time, will power, expertise and effort) and have greater control over service decisions and resources

- Co-production develops service users as active asset-holders rather than passive consumers.
- Co-production promotes collaborative rather than paternalistic relationships between staff and service users.
- Co-production puts the focus on delivery of outcomes rather than just 'services'.
- The key argument of co-production is that we can achieve an even higher level of outcome if we combine both the inputs of the public agency and the users and communities.



Question?

What kind of middle tier or mediating layer will develop over the next 5 years- how will LAs need to change if they continue to play that role?

- No-one has yet managed to support the improvement of a school system (28,000 schools) without a middle layer
- Do LAs want to do it? Do schools want LAs to do it? Does DfE want LAs to do it?
- The demands on schools with diminishing resources will be unprecedented.
- The middle layer needs to work with all pupils and all schools to support vulnerable pupils, parents, secure high quality sponsors, ensure fair admissions, give voice and influence to the wider system, a wide view of performance and build (find, recommend, procure, broker) school to school support



The DfE view of LAs

The 'Importance of Teaching' –

Our approach will, “Give Local Authorities a strong strategic role as champions for parents, families and vulnerable pupils. They will promote educational excellence by ensuring a good supply of high quality places, coordinating admissions and developing their school improvement strategies to support local schools.”(1 para 16).



The effective governors and school leaders of the future?

- **Inspire** schools and builds on their desire to work for their broader community.
- **Strengthen** the links with key LA functions; school provision, support for vulnerable pupils, admissions and championing parents
- **Maximise** their use of influence to shape the system.
- **Build** a self-sustaining improving school system for all schools, which schools own and drive and which seeks to exceed national standards.
- **Use** engagement with all schools to strengthen other functions.
- **Secure** sustainable funding to deliver the self-improving system
- **Facilitate** communication between schools and an understanding of the wider system



Transition time – from LA to academy chain?

- Less than 3% of schools are in academy chains currently- massive expansion expected
- Rate of improvement higher than for individual schools (with caveats)
- There is a geographical factor
- Sponsorship and governance is key
- The leaders/ship must have a critical and productive relationship with the DCS



What lessons are to be learned?

Like LAs, academy chains can:

- Increase the capacity to improve attainment
- Construct a broad base for leaders to develop
- Can share school improvement expertise and CPD
- Create opportunities for staff deployment and promotion
- Operate on larger economies of scale
- Build a platform for innovation
- Promote a strong 'brand' that attracts parents

But...



Equally the risks are:

- Reputational damage if some schools fail to improve
- The local agenda is lost and governors / governance can become divorced from the community
- Too many schools become difficult to manage
- Bureaucracy can increase with size
- Central services are stretched
- Existing schools are 'neglected' as new priorities emerge
- Local or bespoke school to school support becomes challenging if size is increased.



Transition

Focus on a 3 point operating model:

- Clearly defined shared ethos, vision and set of values that are evident in day to day work
- Systems and governance for (e.g.) admissions, attendance, behaviour, target setting, data tracking, performance management, QA & ensuring the right balance between direction and autonomy
- A teaching and learning model based on a shared approach to curriculum content and design; a shared understanding of excellence & the application of joint practice development

It's the Barnsley Challenge Partnership!!!!



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We may want to consider...

- How do we continue and develop the school to school support already proving effective?
- How can we make the transition work for us?
- How do we publicise / promote the successes of the Barnsley Challenge?
- What else should or could governors do?

