

<b>CREATING OPPORTUNITIES AND TACKLING INEQUALITIES SCRUTINY COMMITTEE</b>	<b>Agenda Item No. 5</b>
<b>11 NOVEMBER 2013</b>	<b>Public Report</b>

## Report of the Executive Director of Children's Services

Contact Officer(s) – Jonathan Lewis – Assistant Director (Education and Resources)

Contact Details – [jonathan.lewis@peterborough.gov.uk](mailto:jonathan.lewis@peterborough.gov.uk) / 01733 863912

### THE VISION FOR EDUCATION IN PETERBOROUGH – DEVELOPING SCHOOL TO SCHOOL PARTNERSHIPS

#### 1. PURPOSE

- 1.1 The purpose of this report is to provide an update to the Scrutiny Committee on the report presented on the 22<sup>nd</sup> April which outlined the vision for education in Peterborough. This report outlines the development of a school to school partnership to drive school improvement in the city.

#### 2. RECOMMENDATIONS

- 2.1 The committee is asked to discuss the evolving model of school to school support, contribute comments to the consultation and comment upon the proposals for next steps.

#### 3. LINKS TO THE SUSTAINABLE COMMUNITY STRATEGY

- 3.1 Single Delivery Plan - Programme 1 – Creating jobs through growth and improved skills and education.

#### 4. BACKGROUND

- 4.1 In November 2010, the Department for Education published the schools White Paper 'The Importance of Teaching', which set out a radical reform programme for the schools system with the inference that schools would be freed from the constraints of central Government direction and teachers placed firmly at the heart of school improvement. One of the key elements of the paper was an expectation that school improvement should be school led replacing top down initiatives both from central and local government.

- 4.2 On the 21<sup>st</sup> June, a conference was held with headteachers to share and open the debate around the development of school to school support models and the future of Local Authority Education Services. Speakers were invited from the National College for School Leadership to set the national context around change in education. School to School partnerships were then explored which included presentations by Central Bedfordshire and Wigan. Alternative models of providing education services were the considered with examples given by CfBT in Lincolnshire and Serco in North East Lincolnshire. It was agreed that alternative education services model for the LA would be considered and reviewed by January 2014.

- 4.3 Schools were keen to engage with the development of a school to school support and challenge model for school improvement. The identification of schools as leaders of school improvement has profound implications for the future activity and structure of the LA. Schools need to play a key role in commissioning services to support school improvement, and accept shared accountability for the subsequent outcomes. The rationale for Peterborough now taking a strong lead in supporting and promoting a self-improving school partnership includes:

1. Much school improvement work is the responsibility of schools and they should hold the

budgets, make decisions and 'own' the vision and strategic approach – they may need help to do this consistently well across all providers

2. Some schools need clear incentives for them to commit to a collaborative arrangement and the local authority, as the leader of education excellence for the City is best placed to facilitate this
3. The local authority wants and needs a strong relationship with schools in order to identify concerns early on and broker improvement before the school has already failed a school to school partnership can provide an effective and efficient mechanism for engagement. (This means being able to have difficult conversations with schools and them responding positively).
4. Research provides evidence that school to school partnerships are valued by schools and local authorities as important in improving educational outcomes, if they are founded on shared moral purpose, well constituted and run, by drawing on the strengths of good and outstanding schools. In some situations e.g. when a strong school supports a school in challenging circumstances – there is a view that a 'broker', external to the schools involved, is needed

4.4 SLE Associates were commissioned by the Local Authority to work with schools independently to develop a school to school partnership, drawing on the recent experience of LAs such as Wigan, where school to school has been introduced with significant success. The scope of their work was:

1. To work with Members, Officers and Headteachers in developing proposals for a Peterborough School to School Support Framework, including preparation of formal consultation papers.
2. To facilitate consultation events with headteachers, governors, local authority staff and elected Members.
3. To prepare a report following consultation, with final proposals for the school to school support framework and an action plan for implementation.
4. To contribute as required to a report to the Creating Opportunities and Tackling Inequalities Scrutiny Committee on November 11<sup>th</sup> 2013, for agreement of the proposals.
5. External challenge of the council's self assessment of its support for school improvement against the OFSTED framework for inspection of Local Authority Arrangements for Supporting School Improvement.

4.5 A task and finish group was formed after the conference consisting of headteachers across both primary and secondary sector and they have worked with SLE associates over the summer and at the start of the autumn term to develop a proposal for consultation for the 'Peterborough Self-Improving Schools Network'.

## 5. KEY ISSUES

5.1 The proposal is set out in Appendix 1 and Appendix 2. Appendix 1 is a copy of the full consultation document and Appendix 2 outlines the proposed school to school support system.

5.2 Three consultation events were held on October 16<sup>th</sup> for headteachers, other school leaders and governors. These sessions were workshop based with the proposals being outlined, group discussions taking place and a question and answer sessions focused around the key questions in the consultation proposal. Over 250 people attended the 3 sessions. Schools also had the opportunity to submit formal consultation responses up until the 25<sup>th</sup> October.

5.3 Appendix 3 outlines the response to the consultation. 114 were in favour of the proposals with most responses focusing on points of detail rather than principle. This indicates a strong consensus of support for moving to the next phase of implementation, as set out in sections 5.1 and 5.2 of the consultation document. The comments, along with comments from the scrutiny panel and CMT, will be considered further by the heads group and the final proposals reviewed by Children's Services before being shared more widely with schools. The key area for final agreement over the next month is the establishment of school collaborative groupings and headteacher peer challenge arrangements. A development session will also be held with LA staff to review how services need to change to facilitate these new arrangements.

- 5.4 It will be important to ensure that the proposals for the future model of education support services takes account of the continuing LA school improvement functions required under the school-to-school partnership arrangements. The key functions are: capacity and expertise to support and challenge schools causing concern; data and intelligence; quality assurance; commissioning and brokerage; support for the School Improvement Board. The newly created role of Head of Education will play a key role in leading the governance of the self improving schools network.

## **6. IMPLICATIONS**

- 6.1 The need for change outlined above will impact significantly across the city. There is currently dialogue ongoing with schools over the change and staff will be fully consulted on the potential structural change that results from these proposals in the new year.

## **7. CONSULTATION**

- 7.1 A full consultation has taken place and further sessions will be held with schools over the coming months to review the detailed implications and understand the processes and feedback from the pilot work that has been undertaken.

## **8. NEXT STEPS**

- 8.1 Following feedback from the committee, the consultation responses will be taken back to the headteacher task and finish group. Final proposals will be developed by Christmas.

## **9. BACKGROUND DOCUMENTS**

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 9.1 None

## **10. APPENDICES**

- 10.1 Appendix 1 – Peterborough Self Improving Schools Network Consultation Document  
Appendix 2 – System on a page – Peterborough Self-Improving Schools Network  
Appendix 3 – Analysis of Consultation Responses.

# PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK



## Proposals for Consultation October 2013

**SLE Associates**

[www.sleassociates.com](http://www.sleassociates.com)



# PROPOSALS FOR A PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK FROM SEPTEMBER 2014 – A CONSULTATION DOCUMENT

## 1 Background and Context

- 1.1 This consultation document sets out proposals for a Peterborough Self-Improving Schools Network, to be fully operational from Summer 2014. This will be a new form partnership between the City Council and schools that promotes collective responsibility and shared accountability for the educational outcomes of children and young people in Peterborough. The City Council is seeking the views of headteachers and governors ahead of considering the proposals, for approval, at the Creating Opportunities and Tackling Inequalities Scrutiny Committee on November 11<sup>th</sup> 2013.
- 1.2 The proposals have been developed as part of the City Council's response to changing national expectations about the way in which local authorities carry out their statutory responsibilities for school improvement. Councils have the responsibility under the 1996 Education Act to promote high standards and ensure fair access to opportunities for education and training. Under the 2006 Education and Inspection Act local authorities have a responsibility to identify and intervene in schools causing concern.
- 1.3 Peterborough City Council, in line with many councils in England, has been reviewing its approach to meeting its school improvement responsibilities. This culminated In April 2013 with the City Council agreeing a new role in supporting education in the city, one aspect of which was to *'support schools to develop their own school improvement strategies and work between schools within the city and traded with those schools outside of the area'*. Following a conference for all schools in June 2013, the City Council commissioned external consultants to work with a Task and Finish Group of Headteachers and Governors to prepare proposals for ensuring effective school-to-school partnerships in the city. The proposals in this document have been produced following meetings of the Task and Finish Group from July to September 2013. The members of the Task and Finish Group are listed at **Appendix A**.
- 1.4 The key issues for consultation are set out in Section 6. Special consultation workshops for headteachers and chairs of governors are being held on October 16<sup>th</sup> 2013. As well as attending the workshops, respondents are invited to submit comments on the proforma with this document by Friday October 25<sup>th</sup> 2013.

## The Peterborough Educational Challenge

- 2.1 Attainment and progress in Peterborough schools are improving, notably at Key Stage 4, where results in 2013 show that attainment in Peterborough is now closer to the national average than ever before. There remain key challenges ahead, notably to ensure that all schools are good and outstanding, and that the 'achievement gap' for vulnerable pupils is closed. There is growing recognition that robust and systematic school-to-school support will provide the platform for more rapid and sustained improvement.

## 3 Responding to the Challenge – Peterborough Self-Improving Schools Network

- 3.1 To respond to the Peterborough Educational Challenge, it is proposed that schools work collectively through a systematic framework of school-to-school support, to be known as the **Peterborough Self-Improving Schools Network**. Research evidence shows that school-to-school support is most effective where it is based on shared moral purpose underpinned by a learning culture of collaborative working to share best practice and foster

innovation. The shared moral purpose for Peterborough schools is reflected in the proposed **public value proposition** for the Peterborough Self-Improving Schools Network:

***'A sustainable school to school support network will raise the aspiration and achievement of all children and young people in Peterborough, resulting in a significant improvement in progress, attainment, and realised potential, so that Peterborough is an outstanding and inspiring place to work and learn.'***

The **aims of the network** are to:

- Create a transformational model for school improvement with an evolutionary but energising process for implementation;
- Establish a distinctive 'Peterborough' approach to school-to-school support, created, developed and owned by Peterborough schools, and founded on the principles of 'system leadership, in which headteachers contribute to school improvement beyond their own school';
- Adopt an approach to school improvement that supports and challenges all schools - not just those at risk - at whatever stage of their improvement journey;
- Foster and embed an ambition of high aspiration and achievement for all the children and young people in our care.

The **impact** of the Peterborough Self-Improving Schools Network will be **measured by**:

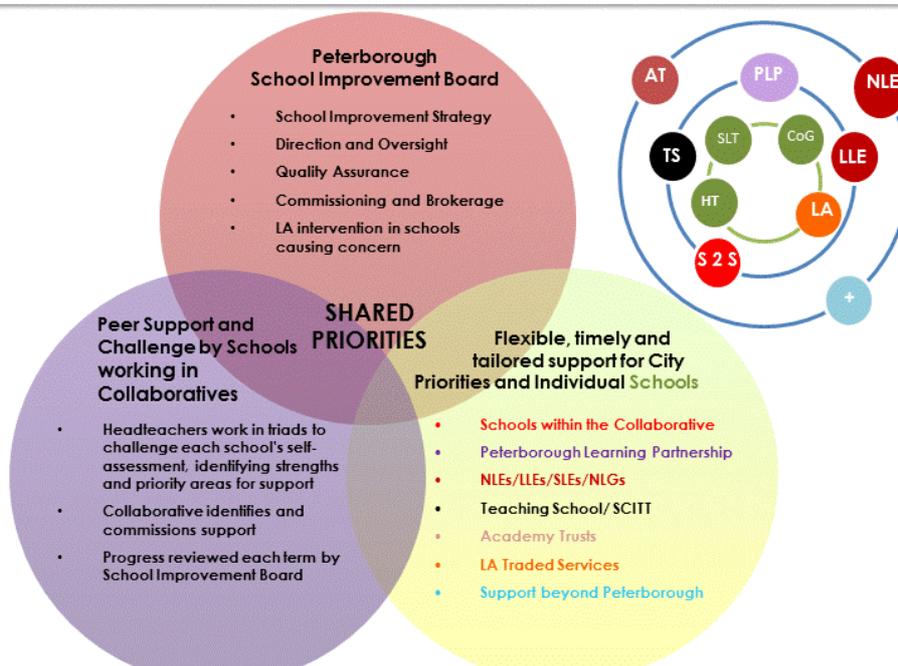
- the proportion of Peterborough schools assessed as good or outstanding;
- pupil attainment and progress against national expectations;
- attainment and progress of pupils eligible for the pupil premium, and the most able.

## **4 Proposals in Outline**

4.1 The diagram below sets out the proposed framework for Peterborough's Self-Improving Schools Network. The proposals in outline are explained in the paragraphs that follow.

## PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK

A sustainable school to school network will raise the aspiration and achievement of all the children and young people in Peterborough, resulting in a significant improvement in progress, attainment and raised potential so that Peterborough is an outstanding place to work and learn.

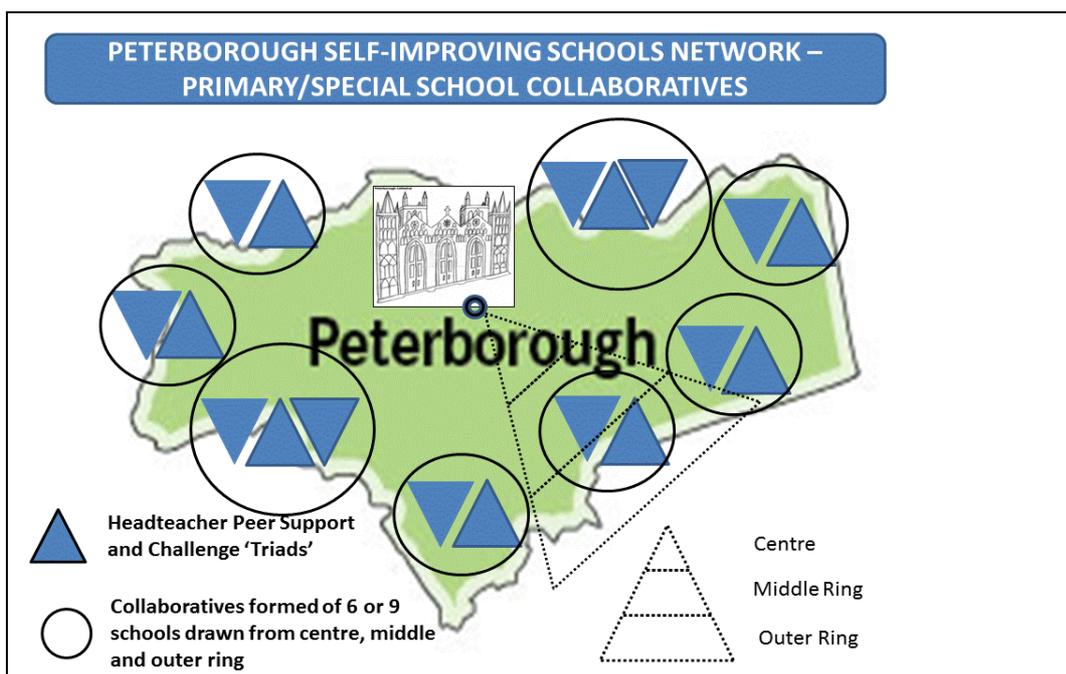


LOCAL AUTHORITY PROVIDES KEY FUNCTIONS AND DEVELOPMENT FUNDING TO SUPPORT THE NETWORK

- The network is based on a public value proposition that is focused directly on Peterborough's **Educational Performance Challenge**: to promote aspiration in the community, increase the number of good and outstanding schools, accelerate the rate of improvement in attainment and progress for all pupils, and close the gap in performance for the most vulnerable.
- The network will be underpinned by principles and protocols for joint working, which will form an **Education Partnership Agreement** between schools themselves (whether they are maintained or Academy), and between the City Council and schools.
- Schools, in partnership with the local authority, will co-construct a school improvement strategy and determine shared priorities through the **Peterborough School Improvement Board**, which will be commissioned to undertake the local authority's school improvement responsibilities. The Board will have a publicly appointed independent chair, who will be employed by the City Council and accountable to the statutory Director of Children's Services. The Board will be serviced by a designated local authority lead business support. The Task and Finish Group gave serious consideration as to whether there should be separate Boards for primary and secondary school improvement. It concluded that a single Board would ensure a more coherent and coordinated focus for the school improvement strategy and the operation of the Peterborough Self-Improving Schools Network. As well as adding increasingly to the workload for Board members, it was felt that there would be unnecessary and wasteful duplication between the business of the secondary school collaborative and a secondary school improvement Board. The pilot programme in Spring 2014 will include the testing of the Board's business management arrangements and will provide the opportunity to evaluate the practicalities of operating as a single board. Members of the Board will include Lead Headteachers from collaboratives, local councillors,

and senior officers. The proposed membership of the Board is set out at **Appendix B**. An **accountability framework** for the Board is set out at **Appendix C**.

- The School Improvement Board will provide oversight and direction for the school improvement strategy and maintain an overview of school performance, including schools causing concern. A key part of the work of the Board will be to commission and broker support in response to changing needs, holding a commissioning budget for this purpose designated as recurrent funding within the Dedicated Schools Grant (DSG). The Board will establish a quality assurance system for the self-improving schools network. It will be accountable to the City Council’s Creating Opportunities and Tackling Inequalities Scrutiny Committee for the impact of the network in meeting the performance measures set in response to Peterborough’s Educational Performance Challenge
- Schools will work in phase-specific **Collaboratives** to drive improvement. **Primary school collaboratives** will be composed of six or nine schools, with schools drawn in equal proportion from the centre of the city and the middle and outer rings (see diagram below). The design principles are intended to ensure that each collaborative reflects the full range of school contexts in Peterborough in terms of the community they serve, OFSTED rating and access to headteacher leadership expertise. An illustration of the possible primary school collaboratives, based on ‘best fit’ of these design principles, will be available at the consultation workshops. (It should be noted that current school clusters may continue for other purposes where schools want them to do so)



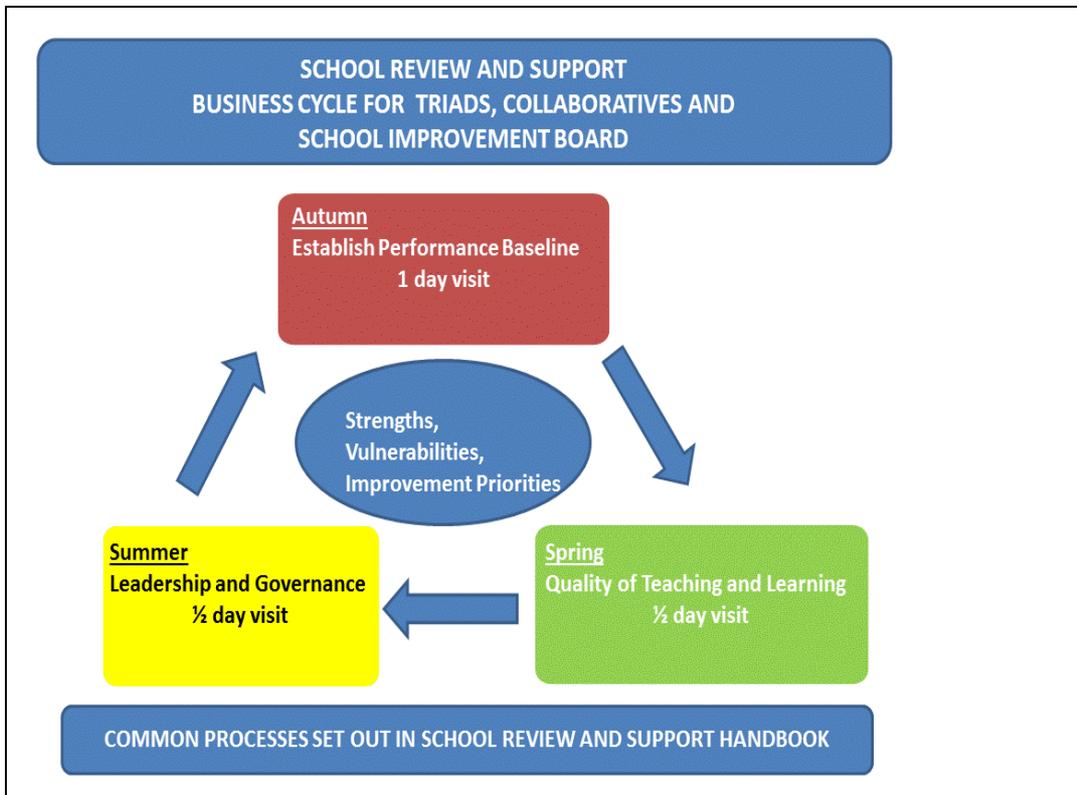
**Secondary schools** will work as a single collaborative (see diagram below). **Special Schools** will be invited to work as a collaborative, with proposals developed as part of the pilot programme in Spring 2014. Discussions will also take place with the **Pupil Referral Unit** (PRU) to consider how best it may benefit from school-to-school support arrangements.

PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK –  
SECONDARY /SPECIAL SCHOOL COLLABORATIVE

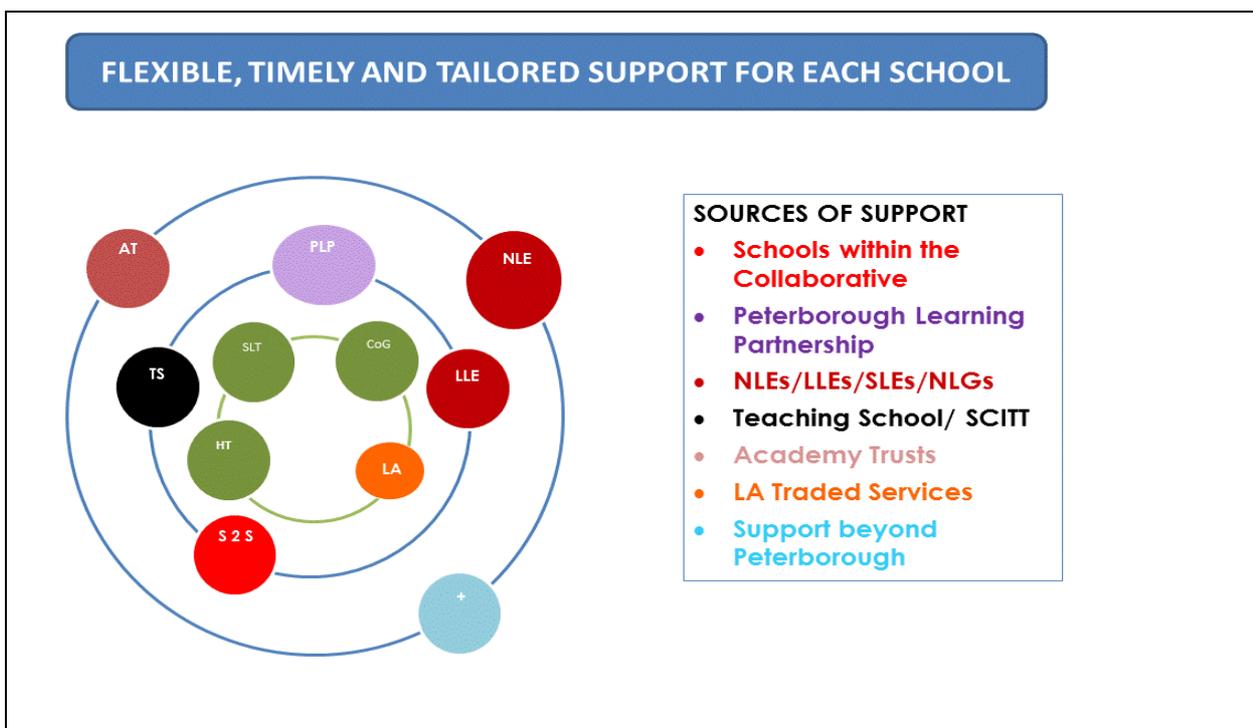


- Single Secondary/Special School Collaborative.
- ▲ Headteacher Peer Support and Challenge 'Triads'

- Each collaborative will designate a **Lead Headteacher** who will be ratified by the the School Improvement Board. The Board will agree a specification for the Lead Headteacher role, with designation based on three criteria: leadership of a good or outstanding school; track record of collaborative working; credible evidence of leading successful school improvement. The Board will commission dedicated time to enable Lead Headteachers to undertake their role. The collaboratives will be supported to foster and develop further system leadership capacity from headteachers and senior leaders in schools.
- The key focus for collaboratives will be a **School Review and Support** programme. Headteachers in each collaborative will work in triads, challenging each school's self-assessment in order to identify strengths, vulnerabilities and priorities for support. Triads will work to common processes to be set out in a **School Support and Review Handbook**. The business cycle for School Review and Support is set out in the diagram below. Collaboratives will meet each term to review the outcomes from school reviews and commission support required. Priorities, areas of focus and progress from each collaborative will be reviewed each term by the School Improvement Board, to which the collaboratives will be accountable.



- Individual schools and the collaboratives will be able to draw on a wide range of **flexible, timely and tailored school improvement support** from a range of sources including Peterborough schools within and across collaboratives, the Peterborough Learning Partnership (PLP), Teaching School Alliances and Academy Trusts, the local authority's core and traded services, and other support from beyond Peterborough. The School Improvement Board will broker the strategic deployment of National, Local and Specialist Leaders of Education. The diagram below illustrates the way that tailored support could be configured by an individual school to meet its particular priorities.



- Over time, it is expected that greater capacity for support will come from schools themselves, with that capacity being identified through the school review process in collaboratives. The PLP, in moving to be a community-interest company, is working to build the capacity needed to play a significant role as a provider of school improvement support for Peterborough's self-improving schools network, either commissioned by the School Improvement Board itself or commissioned by its members to develop new provision in response to need.
- To ensure that school improvement support is deployed effectively to meet priorities and is responsive to changing needs, the School Improvement Board will establish a formal **commissioning and brokerage** function. In the first instance this will be one of the key support functions provided directly by the local authority. Two immediate priorities for this function will be to: (i) establish a Directory of Services to include leading professionals, best practice examples, and traded services; (ii) propose and secure agreement for a scale of charges between schools for staff involved in school-to-school support.
- **The local authority will provide key support functions** (e.g. business support to the School Improvement Board, data support, quality assurance, and commissioning and brokerage) to enable the Peterborough Self-Improving Schools Network to operate. The local authority will also **retain the capacity and expertise to intervene in schools causing concern**. The local authority will allocate from the DSG a recurrent commissioning and development fund of £450k for a period of three years (subject to a decision by Schools Forum). Development funding will support the operation of the self-improving schools network, the commissioning of priority support identified through the collaboratives, support for schools causing concern, and the commissioning of new provision in response to changing needs. **It is expected that schools themselves will contribute to a commissioning fund in each collaborative.**
- For the purposes of meeting the local authority's responsibility for **identifying schools causing concern** the School Improvement Board will commission an initial categorisation of schools, to be based on incontestable data relating to inspection grade, levels of attainment and progress (with trends), financial standards, and secure safeguarding procedures. Schools will be designated by the Board in one of three categories: self-improving; vulnerable or causing concern. This designation will be a starting point for the initial cycle of school review and support in the collaboratives in September 2014. Thereafter, the School Improvement Board will identify schools causing concern on the basis of the School Review and Support programme, using the capacity and expertise retained by the local authority to intervene in schools causing concern to co-ordinate the support required.

## 5 Towards Implementation

- 5.1 It is proposed to pilot key aspects of the Peterborough Self-Improving Schools Network from January 2014. The focus for the pilot will be a minimum of one primary phase collaborative and one secondary phase triad. The pilot would develop and test:
- the school self-assessment framework;
  - provision and use of data to support the collaborative/triad;
  - the peer challenge process in the triads;
  - identification and commissioning of support

The Peterborough School Improvement Board will also be established, with external facilitation and chairing.

Outcomes from the pilot will be subject to on-going review and evaluation to inform full operation from Summer 2014.

5.2 The preparation for full operation of the network will require an explicit change programme to run in parallel with the pilot phase. It is recommended that a named leader for the programme is appointed, to work with external facilitators and the pilot School Improvement Board. Key tasks will be to:

- prepare the School Review and Support Handbook;
- set up the collaboratives and designate Lead Headteachers;
- establish the core processes for the operation of the School Improvement Board and the Collaboratives;
- train headteachers for the school review and support process;
- establish the commissioning and brokerage function;
- produce Directory of Services;
- develop a quality assurance framework;
- ensure timely and effective communication and engagement with schools and wider stakeholders;
- hold launch events in March 2014.

## **6 Key Questions for Consultation**

1. Do you support the proposals to establish a Peterborough Self-Improving Schools Network? Are there any aspects which require clarification or further consideration?
2. Which aspects of the proposals could be improved? What changes would you make?
3. What might be barriers to success? How might they be overcome?

## **APPENDIX A**

### **DEVELOPING SCHOOL-TO-SCHOOL SUPPORT IN PETERBOROUGH: MEMBERS OF THE TASK AND FINISH GROUP**

Anne Byrne	Hampton Vale Primary School
Jenny Daniels	St Botolphs Primary School
Simon Eardley	Orton Wistow Primary School
Karen Hepworth-Lavery	Heritage Park Primary School
Christine Moss	Northborough Primary School
Alison Smith	Brewster Avenue Infants
Eric Winstone	Ormston Bushfield Academy
Mark Woods	Nene Park Academy
Iain Simper	Peterborough Learning Partnership
John Harris	SLE Associates
David Crossley	SLE Associates
Gill Jones	SLE Associates

## **APPENDIX B**

### **PROPOSED MEMBERSHIP OF PETERBOROUGH SCHOOL IMPROVEMENT BOARD**

Independent Chair (publicly appointed, with expertise in education and/or wider public service leadership) \*to be reviewed after twelve months

Lead Headteachers from Primary Collaboratives

Lead Headteacher and Deputy Lead Headteacher from Secondary Collaborative

Lead Headteacher from Special School Collaborative

Director of Children's Services, Peterborough City Council

Local Authority Lead Officer for Education, Peterborough City Council

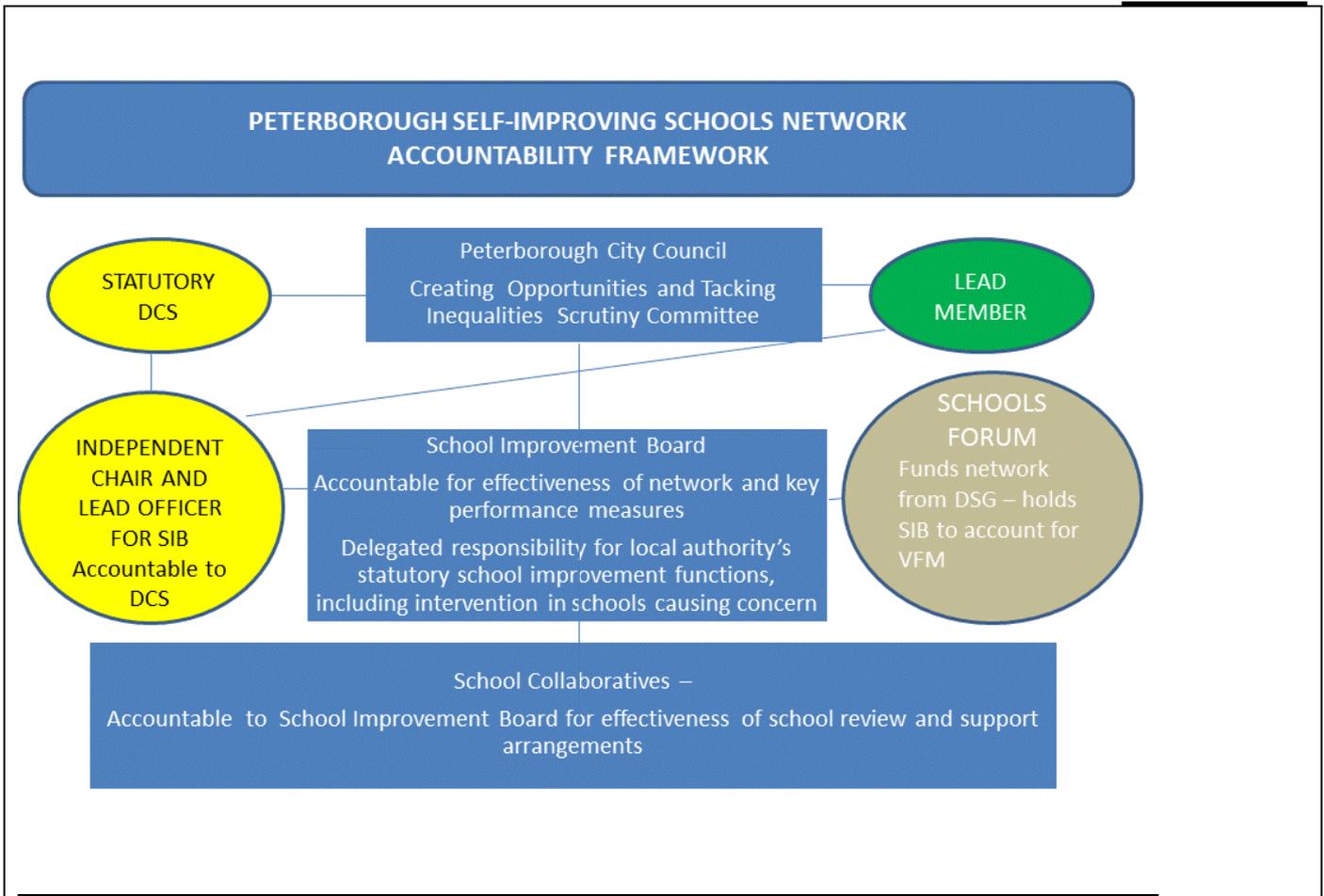
Lead Member for Education, Peterborough City Council

Representative Chairs of Governors x 2 (process for determination to be agreed)

#### **In Attendance:**

School Improvement Board business support (Local Authority Officer)

Chair of Peterborough Learning Partnership



## PETERBOROUGH SELF-IMPROVING SCHOOLS NETWORK

A sustainable school to school network will raise the aspiration and achievement of all the children and young people in Peterborough, resulting in a significant improvement in progress, attainment and raised potential so that Peterborough is an outstanding place to work and learn.



## Proposals for a Peterborough self-improving school network: A Consultation

Analysis of consultation feedback from events on 16<sup>th</sup> October.

**Forms returned:** 131

	Heads	Governors	Finance/business staff	No role specified	LA	Others	Totals
<b>Yes</b>	47	36	17	10	2	2	<b>114</b>
<b>No</b>	1	0	0	0	2	0	<b>3</b>
<b>Uncertain</b>	5	5	1	0	3	0	<b>14</b>
<b>Totals</b>	<b>53</b>	<b>41</b>	<b>18</b>	<b>10</b>	<b>7</b>	<b>2</b>	<b>131</b>

### Consultation questions

1. Do you support the proposals to establish a Peterborough Self-Improving Schools Network? Are there any aspects which require clarification or further consideration?
2. Which aspects of the proposals could be improved? What changes would you make?
3. What might be barriers to success? How might they be overcome?

### Summary of responses to the questions

- 1 Do you support the proposals to establish a Peterborough Self-Improving Schools Network? Are there any aspects which require clarification or further consideration?**

Overall there is a high level of support for the proposals with the majority agreeing in principle but raising a number of issues and concerns. The following summarises comments, concerns and issues:

- Building on local success is admirable and relevant
- The proposal is a constructive and pragmatic solution
- I like the moral purpose that underpins it
- This is an excellent idea and heads have the best understanding of what is required – it is through sharing best practice and peer challenge that the required 5% improvement may be delivered
- This will be a huge leap forward
- It will create a real sense of working for school and children across Peterborough
- Recognition that schools can learn a lot from each other - networks are very powerful and create change
- Support for the proposal if within an environment of a high trust culture and within a cross-phase framework
- Support if strong quality assurance is in place and there are clear terms of reference for each role and group
- Procedures and practices will need to be rigorous and common to all
- The quality of support will need to be very good and very reliable
- Schools will need some financial recompense for heads time in being a lead head or providing support to other schools

- Good training programmes will need to be in place
- Arrangements following a school inspection if it changes judgements and circumstances will need to be reviewed
- This will only work if it does not become over-bureaucratic
- There needs to be a clear commitment across the secondary sector
- There will need to be strong leadership and project management in place

## 2 Which aspects of the proposals could be improved? What changes would you make?

- Familiarisation visits could be built into the programme so that heads had a better understanding of the context of other schools
- The language in the proposals should be simplified
- The model needs to be kept simple with reporting structures kept to the minimum
- A clear code of conduct for all concerned
- Including heads performance management and support for new heads in the system and giving attention to headteacher wellbeing
- Other staff could also be involved in triad arrangements for example, finance and business officers, other SLT members, teachers
- More clarity about the involvement of governors and governing body accountability for standards and SI
- More clarity about the financial arrangements – funding and accountability linked to impact
- Be more specific about the way in which schools will benefit from full participation
- More creativity around the groupings of schools
- Grouping schools according to priorities
- Greater clarity around accountability
- More clarity about how PLP fit into the system
- By including more actions to educate parents and communities
- Plan a full debrief of the pilot before planning full implementation
- A skills directory which is cross-phase
- More emphasis on improving good and outstanding schools

## 3 What might be barriers to success? How might they be overcome?

<b>Barriers</b>	<b>Overcoming barriers</b>
Lack of engagement	Ensure that schools are clear about the benefits of participation
Lack of resources	450K to be provided by LA from DSG
What happens if the money runs out	Three year commitment to annual sum of 450K and careful monitoring and controls across the annual cycle
Workload	
Time	All need to build in and safeguard the time for the programme
Changes in school leadership	Build in training and familiarisation into induction

	programme
Relationships	Building trusting culture
Interim leaders	
Initiative overload	Stop doing things which do not impact on school improvement and pupil progress
Conflict between heads in triads	Mechanisms for review and mediation
The pressure of pending inspections	Support packages commissioned by SIB
Duplication of processes	Careful planning and co-ordination
Insufficient challenge between heads	Good training and QA systems
Lack of communication	Ensure that communication is systematic, clear and transparent
Decisions by schools forum	Ensure the forum is properly briefed and that secure evidence of improvement is provided
Lack of buy-in by academy trusts	
Rural and urban is a difficult mix	
Speed of implementation	Introduce over a longer period of time
Competition versus collaboration in the secondary sector	
Governing bodies wanting to remain in their own comfort zone	Helping them to understand what the benefits might be

### **Other questions**

- How will the collaboratives and triads be identified and agreed?
- How will the new collaboratives co-exist with the current cluster arrangements?
- How will quality be assured?
- Will there be representatives on the Board from other agencies such as SEN, CSC?
- How will the lead heads be identified?
- Will there be consistent processes and procedures?
- How will the system include specialist settings such as early years, special schools and PRUs?
- Will there be sanctions for schools which do not participate?
- How will the experience and expertise of current SI professionals be retained?
- Will school in categories have the capacity to engage?
- From where would the support for new heads come?
- Should we engage with the independent sector?