

## **HANDBOOK**

### **Vision statement**

A core principle of the Redbridge Education Partnership (REP) is that member schools will collaborate together to provide excellence through school-to-school support, challenge and accountability.

We aim to lead and sustain success for all Redbridge children in highly effective schools.

Member schools will continue to be accountable to their local communities; speaking with one voice and shared values whilst protecting the autonomy of individual schools.

### **Introduction**

Context – taken from ‘Briefing for Local Leaders’

One of the defining features of the recent history of the English Education System has been the growth of school autonomy. ‘The evolving education system in England: a ‘temperature check’ published in July 2014 by the Department for Education (DfE) highlighted the considerable boost to school autonomy during the period from 2010. The aim of creating a self-improving school system led by networks of schools, soft federations, hard federations and multi academy trusts is part of a process which is transforming the relationships between schools and local authorities.

The area which is changing most rapidly is in school improvement and interventions:

- More school-led partnership leading school improvement
- School leaders are becoming more confident they can access high quality support
- School leaders see the attraction of being connected to at least one formal network
- School improvement is increasingly characterised by joint proactive development and peer evaluation
- Local Authorities have developed a new way of working with all schools and academies

Many may agree that the move away from the traditional role and size of the Local Authority is timely and appropriate. Such a change may pose risks to local coherence or support the opportunities to build new partnerships. In any case the focus should be on raising educational standards, enhancing outcomes and life chances for all. It does raise important questions as to how a self-improving system can be managed recognising that in a state funded system there is unlikely to be complete autonomy for schools. The Government emphasises that it does not want to see a system micro managed by the Secretary of State nor by the Regional Schools Commissioner nor by the Local Authority. With the move to a school led system then the quality of partnership between individual schools is crucial.



*Ambitious leaders – stronger together*

Central, regional or local planning would then focus on ensuring sufficient good quality school places. Local solutions to local problems and challenges may be relevant to local communities.

### **Redbridge Education Partnership**

The REP was established by Redbridge Headteachers working closely with the Local Authority (LA) as a direct response to the white paper – to find ‘a local solution to a national challenge’. It remains very clear that the educational landscape is changing and that the financial cuts that schools are facing remain very real – schools, as they are now, are not financially sustainable. The REP remains passionate about retaining aspects of the highly effective cluster group working and cross school collaborations in Redbridge whilst recognising that there will be government (and budget) driven radical reshaping in the educational landscape.

### **Funding**

The Partnership is funded by subscriptions from each of the member schools paid on an annual basis. The budget is regularly monitored by the Board and the annual accounts are reported to the AGM each year. The accounts are audited by an independent Auditor and their report presented to the Board.

**Redbridge Education  
Partnership**

**Representation**

Director's Meeting  
Headteachers' Forum  
SEND Forum  
Schools' Funding Forum

**Communication**

Website  
Annual Conference  
Termly Members' Meetings  
Board Meetings

**Procurement**

HT Priority Driven  
Best Value Services  
Legal Procurement  
Sharing Information  
Options available to all

**Peer Reviews**

Undertaking Training and  
Reviews  
Evaluation process  
implemented  
Constructive challenge  
Process Evaluation by HTs  
and Trainers

**School Development  
Reviews**

Model Developed  
Focused on Schools' Needs  
Delivered in a supportive  
environment  
Identifying Good Practice  
Independent Providers  
Flexible Format  
Provision of Additional  
Support as appropriate

**SPGs**

Local Action Plans  
Networking  
Identifying Training Needs  
Providing Support and  
Training  
Providing HT Support and  
Mentoring  
Shaping REP Strategy  
Supporting Local Initiatives

**CPD**

Coordinating Training  
Needs  
- Local  
- National  
- Member Schools  
Stakeholders' Forum  
ITT 'Teach in Redbridge'  
Website  
Developing Networks  
Supporting National  
Initiatives  
Creating Value for Money

		<b>REP Meeting Schedule</b>	
<b>Meeting</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Membership</b>
<b>REP/NAHT Annual Conference</b>	<ul style="list-style-type: none"> <li>• To provide CPD and networking opportunities for REP member schools senior leaders</li> <li>• NAHT provide speakers and information for all attendees</li> </ul>	Annual in Spring term	<ul style="list-style-type: none"> <li>• All REP school senior leaders are invited to attend</li> <li>• Non REP member schools can attend</li> </ul>
<b>Members' Meetings (Woolston Manor)</b>	<ul style="list-style-type: none"> <li>• Communicate developments across REP</li> <li>• Confirm Financial Expenditure</li> <li>• Share Knowledge</li> <li>• Respond to local &amp; national initiatives</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Full members</li> <li>• Independent Chair</li> <li>• Secretary</li> </ul>
<b>School Partnership Groups</b>	<ul style="list-style-type: none"> <li>• To work with a locality based cluster of schools to identify priorities and actions both within the cluster, locally and nationally</li> <li>• To develop an annual evaluated action plan</li> <li>• To agree priorities for the allocated budget and monitor impact for schools</li> <li>• See Terms of Reference</li> </ul>	½ termly	<ul style="list-style-type: none"> <li>• Full members</li> <li>• Annually elected chair and vice chair</li> <li>• Note taker</li> </ul>

<b>REP Strategy Board</b>	<ul style="list-style-type: none"> <li>Analyse reports and action plans from SPG groups</li> <li>Recognise and develop good practice</li> <li>Agree future direction of REP</li> <li>See Terms of Reference</li> <li>Monitor the REP budget and agreed additional expenditure as required</li> </ul>	<p>½ Termly Minimum Summer Term Autumn and meetings</p> <p>AGM in autumn term</p>	<ul style="list-style-type: none"> <li>SPG Chairs</li> <li>Procurement Group Chair</li> <li>CPD Chair</li> <li>School Funding Forum Rep</li> <li>Website Rep</li> <li>Independent Chair</li> <li>Vice Chair</li> <li>Secretary</li> </ul>
<b>Procurement Group</b>	<ul style="list-style-type: none"> <li>Identify procurement opportunities that will benefit member schools</li> <li>Facilitate tendering opportunities on behalf of schools</li> <li>Work with service providers to ensure schools receive the best value services</li> <li>Link with secondary procurement partner schools</li> <li>(see Terms of Reference)</li> </ul>	<p>½ termly minimum</p>	<ul style="list-style-type: none"> <li>Chair of Procurement Group</li> <li>Note-taker</li> <li>Representative Headteachers and School Business Managers from REP member schools and secondary procurement partners</li> </ul>
<b>Peer Review Group</b>	<ul style="list-style-type: none"> <li>Clusters of REP schools to work together to identify strengths and areas to develop using the EDT peer review framework</li> <li>Focus of review identified by the school's leadership team in partnership with the review team leader</li> </ul>	<p>Annual peer review per school</p>	<ul style="list-style-type: none"> <li>Available to all Full members</li> <li>Groups identify partners</li> </ul>

<b>SEND Forum</b>	<ul style="list-style-type: none"> <li>• A forum for LA SEND officers, secondary schools and REP primary schools to work in partnership to develop and support a strategic approach to meet the needs of SEND pupils across the LA.</li> <li>• See Terms of Reference</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Representative from each SPG</li> <li>• All Special Schools Headteachers</li> <li>• Academy HT</li> <li>• LA officers</li> <li>• Secondary School Headteachers</li> </ul>
<b>CPD Strategic Board</b>	<ul style="list-style-type: none"> <li>• To develop a coordinated CPD offer to all REP members</li> <li>• To evaluate and ensure high quality CPD offers and evaluate impact</li> <li>• To monitor the CPD budget to ensure best value for money</li> <li>• See Terms of Reference</li> </ul>	At Least Termly	<ul style="list-style-type: none"> <li>• Representatives from each SPG</li> <li>• Website coordinator</li> <li>• Working party leads</li> <li>• Co-chairs HT and independent chair</li> <li>• Secretary</li> </ul>
<b>Curriculum Development Forum</b>	<ul style="list-style-type: none"> <li>• To identify and coordinate curriculum training priorities across REP</li> <li>• To evaluate and monitor outcomes to ensure value for money and quality of training</li> <li>• To develop a rolling programme of curriculum support for school leaders and respond to local and national initiatives</li> </ul>	At least termly	<ul style="list-style-type: none"> <li>• HT chair</li> <li>• Working party with up to 5 members</li> <li>• SLE network</li> </ul>
<b>CPD Stakeholders Forum</b>	<ul style="list-style-type: none"> <li>• Coordinate opportunities for external providers to support training needs within REP schools</li> </ul>	Annual meeting	<ul style="list-style-type: none"> <li>• Co-chairs (HT and Independent chair)</li> <li>• All identified Stakeholders</li> <li>• CPD strategic board members</li> </ul>

	<ul style="list-style-type: none"> <li>• To support REP in extending training opportunities where a gap has been identified</li> <li>• To offer a platform for stakeholders to advertise and promote training</li> <li>• See Terms of Reference</li> </ul>		
<b>School Development Review Forum</b>	<ul style="list-style-type: none"> <li>• To review and support the implementation of the school Development Review model.</li> <li>• To ensure processes and procedures meet the needs of members</li> <li>• To quality assure the skills and effectiveness of the providers</li> <li>• To review and amend the model as required</li> <li>• See School Development Review model and procedures</li> </ul>	½ yearly	<ul style="list-style-type: none"> <li>• REP independent Chair</li> <li>• REP secretary</li> <li>• Representatives from each SPG</li> <li>• Academy and Special School representative if not in above</li> </ul>
<b>Director's Meeting</b>	<ul style="list-style-type: none"> <li>• To develop partnership opportunities with LA and Secondary Schools</li> <li>• To facilitate professional dialogue across the partnership where priority initiatives both local and national can be discussed</li> <li>• To share any schools shared concerns and support LA and schools in resolving conflicts and concerns</li> <li>• To develop and extend the working partnership between REP and Secondary Schools association</li> </ul>	Termly	<ul style="list-style-type: none"> <li>• Director of People</li> <li>• Director/CEO SixFive Education</li> <li>• Nominated Secondary School HT Reps</li> <li>• Nominated REP HT representatives</li> <li>• Secondary School Heads Group Secretary</li> <li>• REP secretary</li> <li>• REP Independent Chair</li> <li>• REP vice chair</li> </ul>

<b>Website Development</b>	<ul style="list-style-type: none"> <li>• To develop an accessible REP website that meets the needs of members</li> <li>• To develop an action plan that reflects identified needs</li> <li>• To coordinate the work of IT technician and admin support</li> <li>• To ensure that all information is up to date and relevant.</li> </ul>	Termly and as required	<ul style="list-style-type: none"> <li>• REP Board Lead</li> <li>• Independent Chair</li> <li>• Secretary</li> <li>• Website development coordinator</li> <li>• Website Administrator</li> <li>• IT technician</li> </ul>
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### **The School Partnership Group Structure**

In order to facilitate effective school collaboration, innovation and accountability, full member schools have been organised into geographic clusters.

These “School Partnership Groups” (SPGs) are organised thus:

<b>Associate Members</b>	<b>SPG1 Diversity</b>	<b>SPG2 Connect</b>	<b>SPG3 Making a Difference</b>	<b>SPG4 Talking Heads</b>	<b>SPG5 Wanstead and Woodford</b>
Newbury Park Parkhill Juniors	Aldersbrook Christchurch Cleveland Road Gordon Mayespark South Park SS Peter and Paul's Woodlands	Al Noor Barley Lane Chadwell Downshall Farnham Green Goodmayes Grove Little Heath Newbridge Seven Kings Primary William Torbitt	Avanti Court Coppice Fairlop Gilbert Colvin John Bramston Manford Mossford Green New Rush Hall	Clore Tikva Cranbrook Gearies Glade Hatton Parkhill Infant Redbridge St Augustine's WOHL Ilford Jewish Highlands Uphall	Churchfields Infant Churchfields Juniors Nightingale Oakdale Ray Lodge Roding Snaresbrook St Antony's Wanstead Church Wells Our Lady of Lourdes

### **The School Partnership Groups**

Each Group will be made up of the Headteachers of the schools, who will elect a chair and vice-chair annually. It will agree its own Terms of Reference and review these annually. Core elements of the Terms of Reference will be provided by the Strategy Board, but each group will need to personalise this to match local circumstances.

Each SPG will meet formally once each half term. These will be hosted in turn at a previously agreed member school.

A Deputy may stand in if the Headteacher is not available. A representative from each school has to attend each meeting. Where schools are not represented the Chair of the SPG will follow up the non-attendance to ascertain if there are any issues or support that can be provided.

Host schools will be expected to provide a note taker to minute the meetings. Agendas for the meetings will consist of a combination of core items and local items. An annual schedule of key items will be tabled for each meeting. The proposed rhythm to the year is:

<b>Half term</b>	<b>Key item</b>
Autumn 1	Review Terms of Reference School data analysis, documentation of expertise and items for development Consider Local and National initiatives Agree action plan
Autumn 2	Review of progress of action plan
Spring 1	Review of progress of action plan
Spring 2	Mid-year data analysis Review expenditure
Summer 1	Identification of CPD needs, identified in School Development Plans
Summer 2	Impact report of action plan

Local items will include considering how to meet local need and offering further challenge.

A key function of the SPG will be the data analysis and school self-evaluation process that will consider school context, data, self-evaluation and school development. This is the primary mechanism for:

- identifying sources of successful practice that can be used for school-to-school support
- celebrating local achievement and progress
- identifying common needs based on data analysis
- providing mutual support and challenge

The data analysis meetings are a core function. The process is:

1. the group members will agree a common data set to review in advance of it meeting (e.g. Early Learning Goal attainment, Phonic screening check scores, SATS results)
2. each school will collate its data together using a common format to share with the other members at the agreed meeting
3. each school will also provide its own analysis of the data: strengths, areas to develop
4. the group will hear a presentation from each school in turn and offer commentary on the self-analysis (we agree, we wish to add further constructive challenge)
5. the group will agree the areas of strength and areas to develop for each school in turn
6. once all school data has been scrutinised the group will collate it to form a report, highlighting the agreed areas for development for that group
7. this report will be used to create the group's action plan
8. sources of support for these needs will be brokered by the Chair from either within the group, via the local Teaching Schools or to the Strategy Board who will have an overview of the whole Partnership's strengths and may be able to refer requests to another Group
9. it is intended that negotiated support will be provided in a timely manner (within a term of the need being identified)
10. most professional development will be offered without cost as long as the commitment is not onerous to the schools providing it
11. some support, particularly if it is complex or long-term, may need to be charged for (paid for either by the school/schools requesting it or financially supported by funding from the Strategy Board). This will be a necessary negotiation. School will be urged to be attentive to sourcing quality assured support at all times.
12. It is the role of the Chair to act as a conduit for communication between the SPG and the REP Board as required.

Each SPG will review the Terms of Reference and make recommendations to the REP Board for additions or amendments as appropriate.

### **Secondary Schools Procurement Associate Membership**

In response from Secondary School Headteachers the Board agreed to establish a further level of membership that allows Secondary Schools to collaborate in procurement arrangements with REP.

## **The REP Strategy Board**

### **Organisation**

The Board will operate in accordance with the Terms of Reference agreed by the REP membership. The Strategy Board will meet each half term, before the meetings of the SPG. The Analysis reports and Action Plans from each SPG are to be shared with the Strategy Board for their input. The Board will be a wider platform for the recognition of excellent practice and effective management of all resources.

If a school is in a difficult position the responsibility remains with the Board of Governors/Trustees of the school. The structure of the SPG and the Strategy Board will be a conduit to provide support and challenge as requested.

### **Membership**

- The Chair and Vice Chair of the Strategy Board
- The Chair of each SPG (representing Primary, Special and Secondary)
- Chairs of the Working Parties and any Task Groups established to meet an identified need
- A member of School Funding Forum (if not one of the above)
- Partnership Secretary

The Local Authority will be invited to Strategy Board meetings as appropriate

### **The roles of the Strategy Board**

- To create responsive CPD for member schools
- To provide the link to the local authority and the Funding Forum
- To set core agenda items for the SPG groups
- To monitor the REP budget, receiving termly financial reports of income and expenditure
- To provide overview communication back to member schools reflecting the work, responsibility, accountability and support functions of the Partnership

- To make decisions on how the funding is spent
- To review the Business Plan regularly, including subscription charges
- To review the Terms of Reference annually
- To receive report from each SPG
- To receive report from each working party and task group
- To set up and monitor any necessary working parties, in response to further identified need
- To organise an annual Headteacher conference
- To direct the work of the Partnership Secretary, admin support, finance support and IT support.
- To hold the Chair of the Strategy Board and Partnership Secretary to account by providing an appropriate annual review of performance linked with up to date job role
- To liaise with the local authority on services and support
- To set and develop an agreed development plan for the year
- To ensure representation of REP across a range of partnerships locally and nationally

### **The Chair of the Strategy Board**

The Strategy Board will be led by an independent Chair with proven success and impact of school improvement, at a local level, and leadership at a national level.

The Chair must actively promote a culture of openness and debate by facilitating the effective contribution of all Strategy Board representatives and ensuring constructive relations. The Chair will ensure that school improvement and accountability remain at the heart of all policy making and strategy decisions.

The Chair will:

1. Commit to the ambition and principles of the Redbridge Education Partnership.
2. Ensure the Strategy Board/SPG/Working Parties work within its agreed Terms of Reference.
3. Lead and drive a strategic action plan that will address agreed local issues and areas for development, in collaboration with Strategy Board members
4. Chair and steer the Redbridge Education Partnership Strategy Board in delivering its key outcomes.
5. Promote high standards of educational achievement in member schools.
6. Negotiate with key partners to agree contributions to the resource base.
7. Encourage team working amongst Strategy Board members ensuring the vision of the REP is shared.

8. Represent and attend key meetings with the Local Authority, DfE and other organisations as required and promote the role of the REP within the wider Redbridge community.
9. To facilitate responses to challenge and exceptional circumstances for member schools.
10. Demonstrate high levels of professionalism, confidentiality and transparency.
11. Identify changes in national and local agenda to inform the Board of statutory duties and opportunities.
12. Identify opportunities to enable the Board to achieve its vision.

### **Additional support for member schools**

**1. Web Site:** support will include a detailed on-line presence. The web-site/App will contain:

- **Succession planning and co-ordinated CPD:** A map of available professional development, underpinned by quality assurance references, a Teaching and Leadership framework for use with performance management, and a model of succession planning (there is a considerable amount of work already undertaken on this, a briefing on the structures and rationale will be available in due course)
- An on-line suite of **support materials** developed through member innovation
- A **library of research** created by members to stimulate innovation

**2. The Procurement Working Party** will work to broker best-value deals on services open to member schools, including options and information schools can use to make informed choices. Services being examined include insurance and HR.

**3. The CPD Working Party** will work to broker quality CPD from a range of Stakeholders through a designated forum. It will support a range of school needs from Novice e.g. NQTs through to Expert e.g. Leadership. Further, National and school priority led termly Conferences will be organised and held, to disseminate and ensure effective collaboration and practice across REP. A REP specific CPD opportunities will be facilitated linked to identified curriculum priorities from SPGs.

**4. A Peer Review Programme** available to all member schools with the first year of the programme funded through the REP annual subscription. Schools identify partnership groups and organise reviews and impact discussions including attending training and support from Education Development Trust (EDT) as required.

**5. Annual School Development Review visits** using the REP agreed model which will support and challenge school in order to meet the needs of all pupils. These Review visits are mandatory for all REP Full member schools. The reports are confidential to the external reviewer and the Headteacher. The Headteacher has the option to share with the Chair and School Development Review Forum members if they wish.

**6. A range of Task Groups:** Established to address current school priorities, developing negotiated responses to identified needs.

It is envisaged that the Strategy Board will be responsive to local need and will be likely to create other functions as and when they are needed. The aim is to co-construct the support with member schools and professional bodies/critical friends over time.