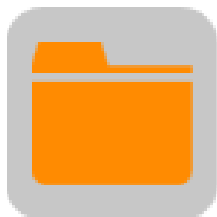


# Bury Education Improvement Toolkit

September 2017 - ?

Our Vision: To drive improvements in education through partnership and collaboration so that all children in Bury achieve their potential.



**Bury**  
COUNCIL



When you see this icon, click on it to return to the beginning of this document.

# Bury Education Improvement Toolkit

**Welcome to the Bury Education Improvement Toolkit.**

Enclosed is everything you may need to understand and participate in improving education within your own setting.



## **Strategy**

[Bury Education System Leadership Strategy](#)  
[Bury Education System Leadership Model](#)



## **Understanding the Data**

[An introduction to the Pupil Performance Data Team](#)  
[Timeline of data – Year](#)  
[Examples of data annotated with explanations](#)  
The portal information



## **Roles and Responsibilities**

[The role of the strategic board](#)  
[The role of Bury Education CPD](#)  
[The role of the improvement boards](#)  
[The role of the clusters](#)  
[The role of the cluster leads](#)  
The role of Governors  
[Bury Governors Association](#)



## **Monitoring the Impact**

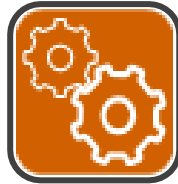
[Table of Support](#)  
[School Effectiveness Partner \(SEP\) Support](#)



## **Relevant Documents**

[Cluster Lead Contact Details](#)  
[Secondary Cluster Lead Contact Details](#)  
[Guidance to System-Led Model Cluster Leads on School-to-School Support](#)  
[School-Led System Support Plan](#)  
[Guidance to Governing Bodies / Boards on Additional Payments for Staff](#)  
[School-to-School Support Log](#)  
[Facilitating the Sharing of Good Practice](#)

# Strategy



- [Bury Education System Leadership Strategy](#)
- [Bury Education System Leadership Model](#)

Experiment with different approaches in disciplined and informed processes and to learn from the outcomes, including the mistakes. - *What does a system leader do? A discussion tool by Perrie Ballantyne, David Jackson and Julie Temperley with Ann Lieberman*



# Bury Education System Leadership Strategy



“The aim is to creating a self-improving school system” – Robert Hill, for National College

## The Context:

Bury Council in partnership with all education settings in the Borough have spent a year exploring a practical and locally beneficial solution to a system led approach, building upon an already strong moral purpose and partnerships as part of the Bury Family of schools model.



## Reasons why our system model was developed:

- Policy drivers: The 2010 Education Act ‘The Importance of Teaching’, set the initial direction for a self-improving education system, expecting schools to be actively involved in school to school support. The 2016 White Paper ‘Education Excellence Everywhere’, demonstrates a continuing policy drive in this direction.
- The changing role of the Council in relation to school improvement seeing a reduction in the Education Support Grant limiting financial capacity of the council to provide all the wider support mechanisms for schools.
- The plateau and potential decline in standards with even more challenging accountability measures being placed upon schools. Existing system led models demonstrate an accelerated improvement trajectory achieved by harnessing all the expertise within the system.

## Expected benefits the system led model will bring:

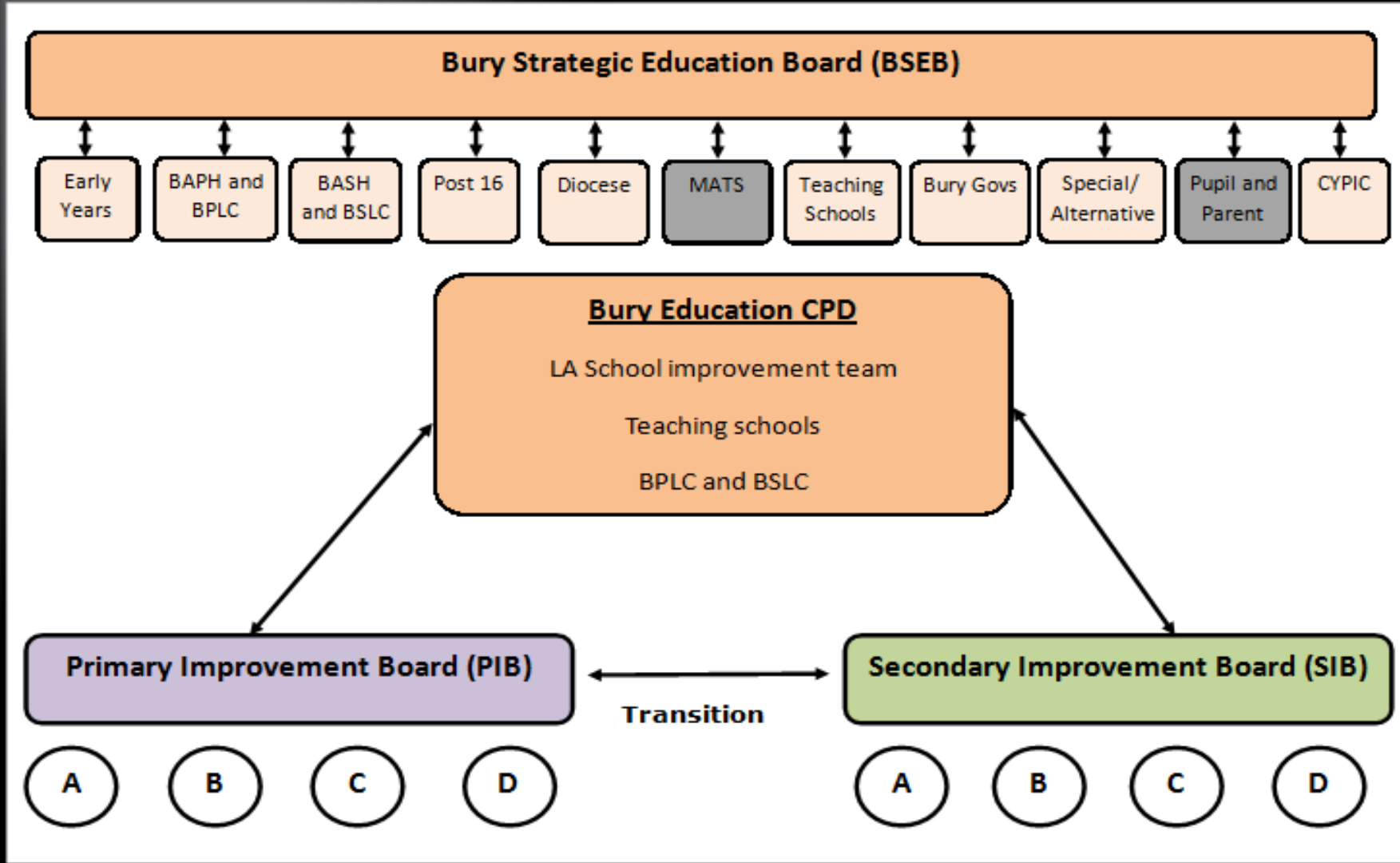
- A strong, proactive, local approach to ensure Bury is well placed to respond to the national changing landscape;
- A systematic way to self-improve, share good practice and raise standards for all;
- A strategic way to develop a relationship with key regional, sub-regional and national agencies ensuring we are future focused and outward looking;
- A locally agreed strategic direction and best use of available resources ensuring improved CPD and appropriate brokering of support;
- An outward looking network of educational system leaders and key stakeholders to ensure the best for Bury children and young people;
- A national reputation for leaders of excellence, attracting new teachers to the borough.



## The Principles of our System Leadership Model:

- Transparency and trust;
- A clear focus on agreed strategic priorities and system-led needs;
- Representing the whole education life course;
- Rigorous processes and protocols, including data sharing;
- Building capacity in our system by training school leaders and developing, and further accrediting, system leaders (NLE, SLE, NLG, LLE);
- Creating an ability to shape future leadership potential and succession planning

... requires a critical mass of school leaders who are willing and able to take on wider system leadership roles. . – *Robert Hill, for National College*



# Understanding the Data



- [An introduction to the Pupil Performance Data Team](#)
- [Timeline of data – Year](#)
- [Examples of data annotated with explanations](#)
- [The portal](#)



# An Introduction to the Pupil Performance Data Team:



The Pupil Performance Data Team is situated at 3 Knowsley Place and provides:

- Statistical Test and Teacher Assessment results data to schools, services (such as EYFS, CYPIC, Directorate, Governors), NWDT, Anglican, Diocese and Clusters
- Collection of statutory results from primary schools, data cleaning and sending of data to the DfE
- Advice and support to schools in relation to the Assessment and Reporting Arrangements of all key stages, including the consideration and approval of Access Arrangements for end of Key Stage SATs
- Production of individual pupil reports for parents
- Collection of non-statutory data for inclusion in assessment booklets
- Production of individual school's assessment booklets (Primary, Secondary & LA)
- Developmental work on Cluster/MATs Booklets
- Collection of moderation results from schools and admin support at meetings/audit panels.
- Transference of Key Stage 2 results to High Schools
- Support for schools in the use of FFT Aspire and Target Tracker
- Pupil tracking support for assessment purposes.

2017 Key Stage 2 RWM Combined 2% above National ☆

2017 Year 1 Phonics same as National at 81% ☆

Year 1 Phonics improved by 11% since 2015 ☆

Did you know, we also provide:

- Administrative support for the School Improvement Service, including trade services monitoring and accounting.
- Statutory monitoring of the Newly Qualified Teacher (NQT) quality assurance process.



The objective of the service is to provide accurate results data to the DfE on behalf of Bury primary schools, and to create statistical data analysis, including trends, in one booklet to help the system make informed decisions about the improvement of schools.




# The Team:



## Pupil Performance Data Manager (Full Time)

They manage the Pupil Performance Data Team, and is responsible for all pupil performance data collections across all phases, ensuring the LA statutory functions in relation to the collections and analysis of pupil performance data are carried out in line with DfE regulations. Responsible for the management of Service Level Agreements with schools, the production of individual schools' assessment booklets, and other statistical analyses. Also develops new systems, spreadsheets, databases and reports for the communication of statistical data to inform schools, the directorate and services of how they are performing.



76.2% of Secondary Age Children attend a Good or Outstanding School in Bury, compared to 59% nationally!

## Pupil Performance Data Officer (Full Time) – Pupil Performance Data Officer (Full Time)

This is the lead person for the management and co-ordination of BSIS Admin Team activity. She manages the collection of pupil performance data for all phases across schools and the production of individual schools' assessment booklets, and other statistical analyses of national curriculum data, annually. Ensures all DfE deadlines are met in relation to pupil level data and National College of Teaching and Leadership Induction data returns.

66 Primary Schools: 19 CE, 9 RC, 2 Methodist, 2 Jewish, 24 Community, 7 Academies, 1 Nursery and 2 Special



#### Admin Officers (2xPart Time 1 Role FTE)

They provide administrative and data support to the Pupil Performance Data Manager/Officer and the Bury School Improvement Service. They are involved with statutory data collection and the administrative element of Newly Qualified Teacher Induction. Responsible for updating Excel spreadsheets and Access database queries used to produce some of the pages in the Assessment Booklets under the instruction of the Pupil Performance Data Manager and Officer.

16 Secondary Schools: 1CE, 2 RC, 1 Jewish, 8 Community, 1 Academy and 3 Special



# Time Line of Data Year:

Month	Activity	Audience
Sept	Primary school assessment booklets	School /SEPs
	Target Setting booklets	School /SEPs
	KS2 SFR Provisional National/LA Results	Internal Reports
	Phonics/KS1 Provisional National/LA Results	Internal Reports
Oct	KS4 SFR Provisional National/LA Results	Internal Reports
	FFT Primary KS1/KS2 Data Dashboards (unvalidated)	School / SEPs
	EYFS SFR Provisional National/LA Results	Internal Reports
	FFT KS1/KS2 Governor Dashboards	School / SEPs
	RAISEonline Summary Report Primary (unvalidated)	School / SEPs
	GCSE Download - unamended data	LA
	Ofsted Primary Dashboard (unvalidated)	School / SEPs
Nov	Nursery/Reception On Entry Collection/analysis	School
	EYFS Provisional National additional tables	Internal Reports
	High School Assessment Booklets	School / SEPs
	High School Target Setting Booklets	School / SEPs
	RAISEonline Summary Report High School (unvalidated)	School / SEPs
	Ofsted High School Dashboard (unvalidated)	School / SEPs
	GCSE download - amended data	All
	FFT Secondary Dashboard (unvalidated)	School / SEPs
Dec	KS2 Performance Tables & revised SFR	Internal Reports
Jan	GCSE Performance Tables & revised SFR	Internal Reports
	Primary Self Evaluation Matrix updated	School / SEPs

...Continued on next page



Feb	High School Self Evaluation Matrix updated	School / SEPs
	RAISEonline Summary Report Primary School (Validated)	School / SEPs
	Ofsted Primary Dashboards (Validated)	School / SEPs
March	RAISEonline Summary Report High School (Validated)	School / SEPs
	Ofsted High School Dashboard (Validated)	School / SEPs
	Bury Grammar Nursery Mid Data Collection	School / LA
May	KS2 Test Week	School / LA
June	Phonics Tests Week	School / LA
	Nursery Collection	School / LA
	EYFS Collection	School / LA
	KS1 Collection	School / LA
	KS2 Collection	School / LA
	Year 1, 3, 4 and 5 Collection	School / LA
	Primary Reports to school	School / LA
July	Phonics Test Collection	School / LA
	KS2 Download	All
	KS2 Reports and Results Overview to school	School / LA
	Transfer to High School Data	School / LA

#### Contact Information:

Alison Foreman – Pupil Performance Data Manager  
 0161 253 7412  
[a.foreman@bury.gov.uk](mailto:a.foreman@bury.gov.uk)



Previous years' combined attainment is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

National and Northwest data provided for comparison.

Reading, Writing and Maths Combined										Key Stage 2	
	% achieving Expected Standard					% achieving Higher Standard					
	2016	2017	2018	2019		2016	2017	2018	2019		
England State Funded*	53	61			↑	5	9			↑	
North West	53	60			↑	5				↓	
BURY LA	55	63									
DfE No. School											
	64	76			↑	5	10			↑	
	28	54			↑	0	0			↓	
	37	44			↑	4	2			↓	
	84	83			↓	13	23			↑	
	71	70			↓	3	6			↑	
	65	72			↑	6	12			↑	
	53	68			↑	8	10			↑	
	7	31			↑	0	0			↓	
	65	63			↓	9	3			↓	
	56	71			↑	3	23			↑	
	71	69			↓	3	9			↑	
	59	69			↑	15	3			↓	
	64	64			↑	14	0			↓	
	65	78			↑	5	24			↑	
	37	64			↓	6	6			↑	
	60	47			↓	7	7			↓	
	70	87			↑	10				↓	
					↓					↓	
CLUSTER	55	65.8			↑	6	8.8			↑	

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

- 2017 Data obtained from NCER  
 - \* 2016 & national data is from Performance Tables



Averaged Cluster performance compared with national and showing trends over time.

Key Stage 2 Reading, Writing and Maths Combined



Previous years' Phonics performance is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

**Year 1 Phonics**

All Pupils % working at the required level

	2013	2014	2015	2016	2017	+ / -	
England State Funded*	69	74	77	81	81	0	→
North West	69	74	76	80	80	0	→
<b>BURY LA</b>	<b>66</b>	<b>66</b>	<b>71</b>	<b>82</b>	<b>81</b>	<b>-1</b>	<b>→</b>
DfE No School							
	50	72	57	76	82.2	7	↑
	67	72	70	75	64.4	-10	↓
	36	59	71	83	78.6	-4	↓
	83	75	100	97	90.3	-6	↓
	66	77	70	77	84.8	8	↑
	77	62	88	82	82.5	0	→
	76	78	83	87	93.3	6	↑
	0	17	57	70	60	-10	↓
	87	62	83	77	92.9	16	↑
	48	64	63	83	79.5	-3	↓
	82	81	77	83	82.9	0	→
	89	95	64	80	79.4	-1	→
	83	62	88	81	100	19	↑
	67	77	82	87	93	6	↑
	72	71	72	78	73.1	-5	↓
	69	80	77	85	66.7	-18	↓
	87	80	87	87	86.7	0	→
0	0						
0	0						
<b>CLUSTER</b>	<b>68</b>	<b>72</b>	<b>75</b>	<b>81</b>	<b>81</b>	<b>0</b>	<b>→</b>

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

'Spark lines' show schools' Phonics trend over time. Trend for cluster is also shown.

Averaged Phonics performance for the cluster is shown.

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Year 1 Phonics

- 2017 Data obtained from NCER  
- \* 2016 & national data is from SFR / NCER NEXUS



Previous years' GLD performance is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

Previous years' Average Point Score performance is included for viewing overall trend.

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

'Spark lines' show schools' GLD and Average Points Score trend over time. Trend for cluster is also shown.

Averaged Average Points Score for the cluster is shown.

Early Years Foundation Stage Profile													
	% achieving a Good level of development					Average Point Score							
	2014	2015	2016	2017	+ / -	2014	2015	2016	2017	+ / -			
England State Funded*	60	66.0	69	71	2	↑	33.8	34.3	34.7	34.4	-0.1	→	
North West	58	64.0	67	68	1	↑	33.2	33.8	34.0	34	0	→	
<b>BURY LA</b>	<b>56.4</b>	<b>66.0</b>	<b>69</b>	<b>69</b>	<b>0</b>	<b>→</b>	<b>31.4</b>	<b>33.5</b>	<b>34.8</b>	<b>34.8</b>	<b>0.0</b>	<b>→</b>	
DfE No	School												
		55.1	59.6	60.9	68.2	7	↑	31.4	33.3	34.3	35.6	1.3	↑
		37.8	35.1	62.1	60.0	-2	↓	26.3	30.2	32.6	31.6	-1.0	↓
		31.0	33.6	62.1	78.2	16	↑	26.1	28.1	33.7	33.3	-0.4	→
		73.3	66.7	68.8	64.3	-5	↓	36.6	34.9	36.7	37.7	1.1	↑
		72.3	80.3	78.8	72.1	-7	↓	33.0	33.3	35.7	34.0	-1.8	↓
		69.7	67.9	82.9	74.4	-9	↓	33.4	35.1	37.4	38.2	0.8	→
		75.1	83.3	88.9	78.7	-10	↓	35.0	40.2	44.9	42.4	-2.5	↓
		36.7	60.0	53.3	60.0	7	↑	27.1	30.6	29.9	31.2	1.3	↑
		57.7	77.3	80.0	78.6	-1	↓	31.4	36.7	36.4	37.4	1.0	→
		40.0	48.6	40.0	51.4	11	↑	26.9	31.1	30.1	30.1	0.0	→
		85.7	79.5	82.1	82.2	0	→	35.1	37.1	39.6	38.5	-1.1	↓
		65.7	77.1	77.1	61.1	-16	↓	34.9	35.3	35.7	33.6	-2.1	↓
		81.3	81.3	80.0	80.0	0	→	33.8	35.4	35.5	36.5	1.0	↑
		57.6	68.3	79.7	85.0	5	↑	31.3	32.1	36.2	37.3	1.1	↑
		46.0	62.2	61.2	60.0	-1	↓	30.1	34.0	31.0	30.8	-0.2	→
		61.5	83.3	80.0	62.5	-18	↓	38.5	36.2	36.5	36.1	-0.3	→
		70.0	73.3	80.0	80.0	0	→	33.8	35.2	35.5	35.8	0.3	→
<b>CLUSTER 1</b>		<b>60.4</b>	<b>68.0</b>	<b>71.0</b>	<b>71.0</b>	<b>0.0</b>	<b>→</b>	<b>31.9</b>	<b>33.6</b>	<b>35.3</b>	<b>35.3</b>	<b>0.0</b>	<b>→</b>

- 2017 Data obtained from NCER  
 - \* 2016 & national data - SFR / NCER NEXUS

Averaged GLD performance for the cluster is shown.

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Early Years Foundation Stage Profile (GLD and Average Points Score)



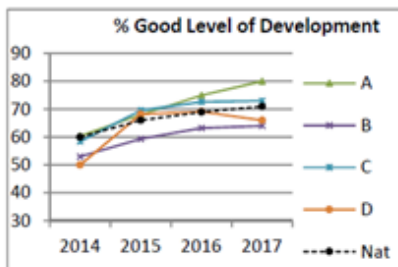
Tables compare Clusters' data for outcomes at end of each Key Stage and for Phonics.

Four year data shown to see improvement / regression

### Primary Headline Data

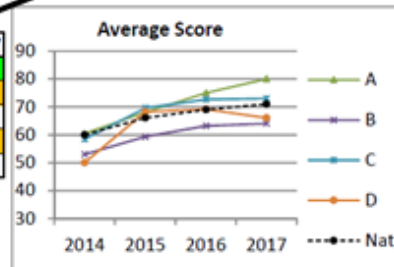
EYFS Good Level of Development

Cluster	2014	2015	2016	2017
A	60.4	68	75	80
B	53	59.3	63.2	64
C	58.4	69.6	72.6	73
D	50	68.2	69.1	66
Nat	60	66	69	71



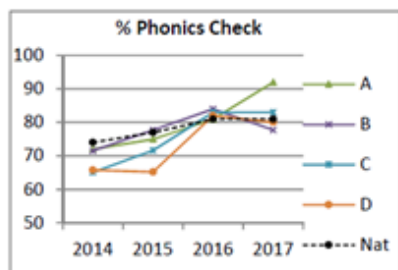
EYFS Average Points Score

Cluster	2014	2015	2016	2017
A	31.9	33.6	35.4	37
B	31	32.3	33.6	33.6
C	32.1	35	35.7	36.5
D	31.3	33.1	33.8	33.5
Nat	33.8	34.3	34.5	34.4



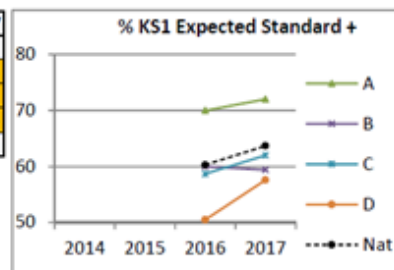
Phonics Check

Cluster	2014	2015	2016	2017
A	72	75	81	92
B	71.5	77.7	84	77.7
C	65.1	71.6	83	83
D	65.8	65.2	82	80
Nat	74	77	81	81



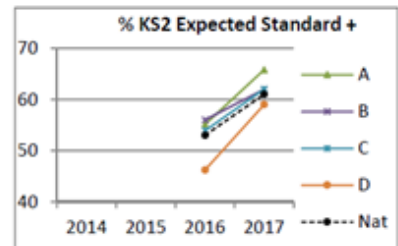
KS1 RWM EXS+

Cluster	2014	2015	2016	2017
A			70	72
B			60	59.4
C			58.7	62
D			50.5	57.6
Nat			60.3	63.7



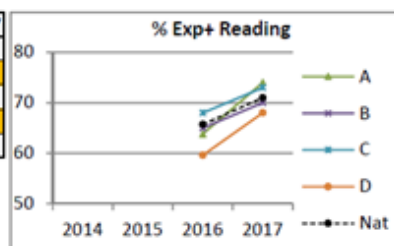
KS2 RWM EXS+

Cluster	2014	2015	2016	2017
A			55.1	65.8
B			56	62
C			53.9	62
D			46.2	59
Nat			53	61



Reading

Cluster	2014	2015	2016	2017
A			63.8	74
B			65	70
C			68	73
D			59.6	68
Nat			65.7	71



Tables colour-coded to show proximity to National

'Spark Lines' illustrate trend over time for each Cluster.

Primary Cluster Headlines Comparison Over Time

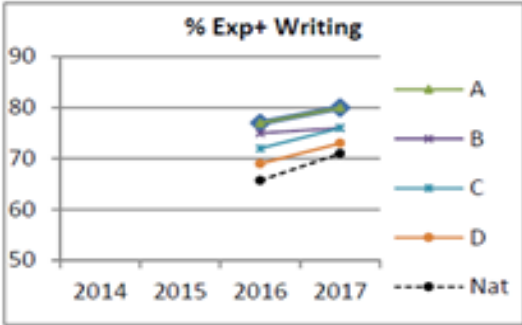




Two years' data shown due to change of assessment in 2016

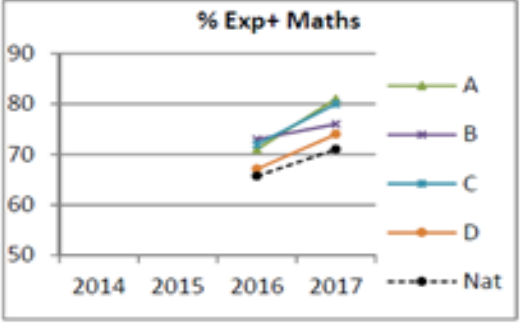
Writing

Cluster	2014	2015	2016	2017
A			77	80
B			75	76
C			72	76
D			69	73
Nat			74	76



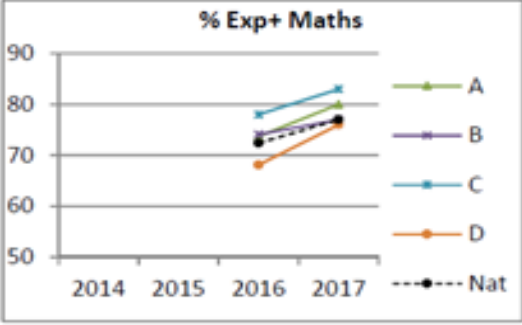
Maths

Cluster	2014	2015	2016	2017
A			71	81
B			73	76
C			72	80
D			67.1	74
Nat			69.7	75



GPS

Cluster	2014	2015	2016	2017
A			73.7	80
B			74.1	77
C			78	83
D			68.1	76
Nat			72.4	77



Primary Cluster Headlines Comparison Over Time

# The Portal



SELF EVALUATION – Website Audit, Non-Negotiables, School Improvement Checklist

OFSTED – News, Current Handbook, Updates, Commonalities powerpoint

HR – Hyperlinked contacts, blank proformas, guidance notes, recruitment guidance

DFE – News, updates, contacts

NQTs – Training, dates, hyperlinked contacts, forms

BUILDINGS – hyperlinked contact details, blank proformas

SEND – hyperlinked contacts, code of practice, CYPiC details, Additional Needs,

SEPs – SLA, Pen Portraits, Agendas

ASSESSMENT – booklets, dashboards, statistical first release, moderation advice, moderation training, ARAs, whatever replaces Raise

TEACHING SCHOOLS – contacts and links to websites

CLUSTERS – contacts Leads and SLTs, dates, data

NCTL – links and contacts

BPLC / BSLC – links and contacts

LA SERVICES – SLAs and contacts for; Cleaning/Caretaking, Security, Admissions, Asset Management, Catering,

GOVERNOR SERVICES – contacts, dates, key information, news, updates

HEALTH & SAFETY – policies, risk assessments, updates

# Roles and Responsibilities



This section covers:

- [The role of the strategic board](#)
- [The role of Bury Education CPD](#)
- [The role of the improvement boards](#)
- [The role of the clusters](#)
- [The role of the cluster lead's](#)
- The Role of Governors





# The Role of the Bury Strategic Education Board (BSEB)



## Strategic Vision 0-25 years



### Agreed Aims:

- To strategically steer the direction of Education 0-25 years in Bury;
- To create a vision for all education in Bury;
- To ensure our vision, for “all Bury children to be the best that they can be” is achieved;
- To have up to 3 annual strategic priorities to focus work;
- To ensure the voice of the whole system is represented;
- To be open and transparent, ensuring two-way communication with represented groups at all times.

Membership = one vote for each member

Membership is organised to represent the whole education system 0-25 including all elements of different governance models, to ensure clear lines of communication. Each member is expected to discuss the role of the board, its planned priorities and any proposed actions with the group they are representing.

All members agree that the role of the Board is significant and will do their very best to attend all meetings and undertake agreed functions and actions. Where a representative cannot attend a meeting, another representative, approved by the LA and the represented group, may deputise on an interim basis.

All members undertake open and honest dialogue and act with transparency. All members act with integrity and rigour, respecting confidentiality and ensure that the Board and the LA are not brought into disrepute.

Any formal reporting takes into account the requirements of the Freedom of Information Act.

### The BSEB in partnership with the Local Authority will:

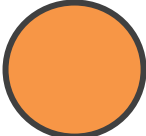

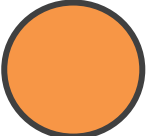
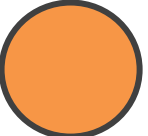
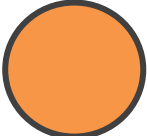
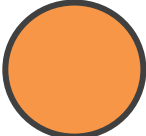
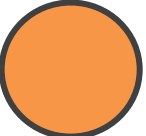

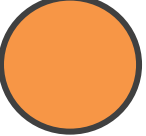
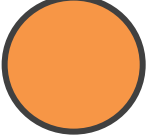
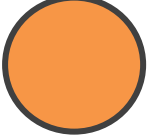
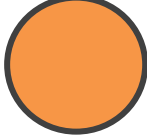
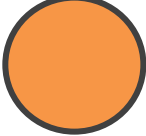
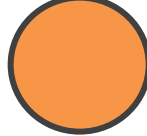
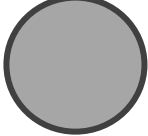
- a) Develop, through partnership, a vision for education in Bury that all stakeholders can buy into;
- b) Focus on local and national changes to ensure we are in line with the ever-changing education landscape; and ideally ensure we are always ahead of the curve;
- c) Recognise and begin to solve problems that affect the whole system of education in Bury.
- d) Oversee the impact made by the Education Improvement Boards, monitoring the Schools Causing Concern agenda;
- e) Engage all stakeholder groups in the board's strategic priorities and direction.
- f) Ensure LA funding is used effectively by:
  - i) Approving the method for allocating the LA funding based on the suggestions offered by the clusters;
  - ii) Prioritising allocation of funds towards Schools Causing Concern;

- iii) Reviewing reports from clusters;
- iv) Approving the use of the funds allocated by the LA and held by the Board.



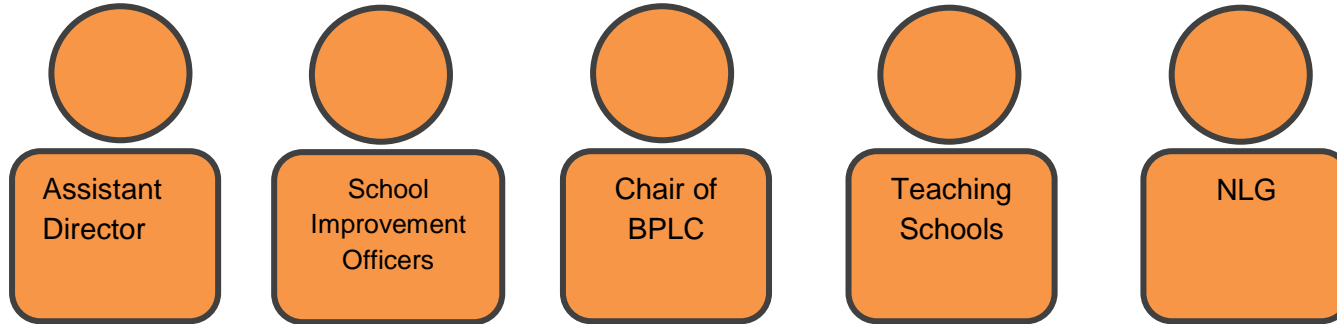


## Bury Strategic Education Board (BSEB) Membership (to be reviewed annually):

 Paul Cooke 	 Kath Perry (BAPH)	 Brian Duffy (BASH)	 David Frost	 Geraldine Woodwood	 Brian Duffy	 Sue Reynolds
<b>Chair</b> – Assistant Director of Education and Learning	Bury Association of Primary Headteachers	Bury Association of Secondary Headteachers	Post 16 Representative	Bury Primary Learning Collaborative	Bury Secondary Learning Collaborative	Early Years
 Elaine Parkinson	 Helen Chadwick	 Richard Ainsworth	 TBC – Attending in September	 Each Trust represented in turn	 TBC	 Currently Vacant
Teaching Schools	Special and Alternative Provision Cluster	Bury Governors' Association	Dioceses	Multi-Academy Trusts	Children and Young People in Care	Parents and Young People



## Bury Education CPD Membership:





# The Role of the Education Improvement Boards



Primary Improvement Board (PIB)  
Secondary Improvement Board (SIB)

## Agreed Aims:

- To support education improvements in the Primary and Secondary Sectors.
- To support the Schools Causing Concern agenda through a system-led peer model;
- To share good practice;
- To work closely with the Bury Strategic Education Board (BSEB) to inform and deliver the strategic vision for education in Bury;
- To inform the CPD Group of support/development needs;
- To be open and transparent and ensure effective communication with the clusters and BSEB.



Membership = one vote for each Cluster and one vote for the LA  
Membership is organised to represent all schools via their designated cluster.

Each member is expected to discuss the role of the board, its planned priorities and any proposed actions with the Cluster they are representing.

Chaired by the Assistant Director for Learning and Culture and made up of the leads of the clusters (in the case of the Primary Board, due to the larger numbers, it has been agreed that more than one lead may attend) supported by the LA School Improvement Officers.

The lead(s) of each cluster will have been selected by their cluster using approved eligibility criteria for selection. This process is reviewed and agreed annually.

All leads of clusters agree that the role of the Board is significant and will do their very best to attend all meetings and undertake all agreed functions and actions. Where a Cluster Lead cannot attend a meeting, another Headteacher, approved by the LA and the Cluster, may deputise on an interim basis.

All members undertake open and honest dialogue and act with transparency

All members act with integrity and rigour, respecting confidentiality and ensure that the Board and the LA are not brought into disrepute.

Any formal reporting takes into account the requirements of the Freedom of Information Act.

System leaders are adaptable and pragmatic... System leaders are reflective and self-aware... They are advocates and role models and are recognisably educational leaders – leaders of their profession – as well as of their own institution. - *What does a system leader do? A discussion tool by Perrie Ballantyne, David Jackson and Julie Temperley with Ann Lieberman*



## The role of the Education Improvement Boards (Primary and Secondary) The Education Improvement Board in partnership with the LA will:



### 1. Provide support, challenge and evaluation in relation to Education Improvement by:

- a) Designing and reviewing, annually, the methods and timescales by which vulnerable schools (including schools causing concern) are identified and evaluated by determining and agreeing a local categorisation criteria to be approved by the BSEB each year;
- b) Evaluating the outcomes of all schools using analysis provided by the LA, in a timely manner, in order to undertake identifying schools which are vulnerable or at risk of being vulnerable;
- c) Ensuring appropriate support is made available to those schools identified as being in need/vulnerable;
- d) Reviewing and reporting on the collective progress of the agreed targets for improvement in vulnerable schools;
- e) Evaluating and disseminating good practice across all clusters;
- f) Supporting the development of the Bury education strategy by providing cluster information, to facilitate reporting to DfE, Elected Members and Governors on the progress of schools and the Bury Strategic Education Board (BSEB) on a termly basis.

### 2. Oversee the effectiveness of all clusters by:

- a) Approving the accuracy of the list of schools identified as in need of support according to the agreed categorisation criteria.
- b) Ensuring vulnerable schools are in receipt of appropriate levels of quality support and are making good progress through evaluation of impact of support, including the use of LA funding
- c) Utilising national, LA data, non-statutory school performance predictions, progress reports from each Cluster and, where appropriate, external reports (e.g. Ofsted) to demonstrate that schools deemed vulnerable, or at risk of being vulnerable, have made quantifiable improvements and are no longer at risk;
- d) Identifying the positive and, where appropriate, the negative impact of actions agreed by the clusters in supporting vulnerable schools.

### 3. Ensure each cluster has established and maintains an approved constitution (terms of reference, remit, code of conduct) by:

- a) Reviewing and approving the constitutions annually;
- b) Ensuring there is parity of expectation and operation within each cluster whilst accepting variations that meet local needs.

### 4. Provide peer mentoring, challenge and evaluation for leads in each of the clusters by:

- a) Providing advice and guidance to support each lead to provide effective leadership of the cluster;
- b) Using exemplars of effective leadership practice to strengthen the leadership capacity of the Board.

### 5. Ensure LA funding is used effectively by:

- a) Approving the method for allocating the LA funding based on the suggestions offered by the clusters;
- b) Prioritising allocation of funds towards Schools Causing Concern;
- c) Reviewing reports from clusters;
- d) Approving the use of the funds allocated by the LA and held by the Bury Strategic Education Board.



**6. Disseminate the profile of success of each Cluster to support the development of good practice across the Borough by:**

- a) Identifying and reporting on an annual basis, to all schools and relevant bodies, the actions and interventions, including examples of CPD, that were most effective in raising standards in both vulnerable schools and in those where practice is good or better.

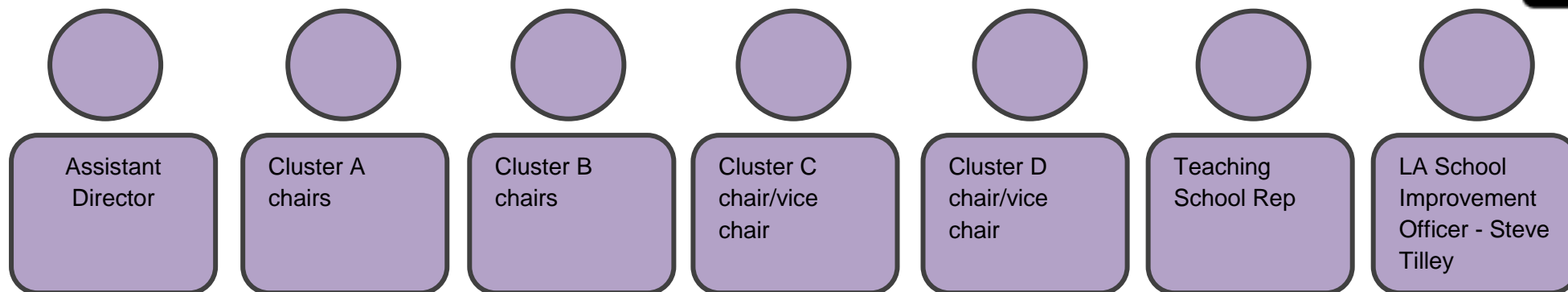
**Indicators to support the Education Improvement Boards in evaluating their effectiveness**

1. All schools deemed vulnerable by the categorisation process can evidence tangible improvements against targets for example are no longer in danger of falling below floor standards.
2. All schools judged by Ofsted to Requires Improvement, have serious Weaknesses or require Special Measures are in receipt of appropriate interventions.
3. All schools deemed vulnerable and in receipt of support can evidence the impact of cluster support and intervention, where appropriate.
4. All leads of clusters can evidence effective leadership and management through improving standards and the sharing of good practice across the clusters.
5. All members of the Board agree that they have been in receipt of high quality, and timely, information and support from the LA in order to fulfil the terms of the formal agreements.
6. The Board is in a position to be able to identify and 'where possible' procure cross-borough CPD as identified from cluster feedback and performance analysis.
7. The Board provides value for money in that the number of schools found vulnerable and at risk of underperforming is reducing.



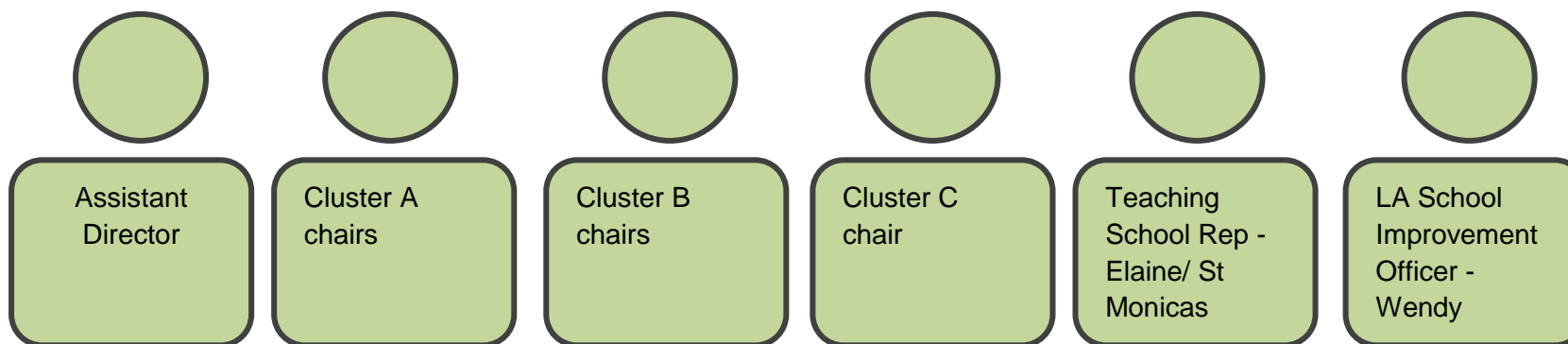
### Primary Education Board

Membership:



### Secondary Education Board

Membership:



# The role of the Education Clusters Primary and Secondary



## Agreed Aims:

- To support education improvements in the Primary, Secondary and Post-16 sectors;
- To support the Schools Causing Concern agenda through a system-led peer model;
- To identify cluster-wide needs and innovation;
- To understand the strengths and weaknesses within each cluster;
- To share good practice;
- To work closely with the Bury Strategic Education Board (BSEB) to inform and uphold the strategic vision for education in Bury;
- To work closely with the Education Improvement Boards to ensure all skills are utilised in providing support for vulnerable schools;
- To inform the CPD Group of support/development needs;
- To be open and transparent, ensuring effective communication within the clusters and with the Education Improvement Boards and BSEB.



Membership = one vote for each school in the cluster

## The clusters in partnership with the LA will:

- 1. Support the self-improvement of the whole cluster so that all children achieve their best educational outcomes by:**
  - a) Establishing, maintaining and reviewing a constitution (remit, terms of reference and code of conduct);
  - b) Promoting the work of the cluster to all schools and governing bodies, encouraging attendance and participation;
  - c) Ensuring concise and efficient reporting to the cluster, the Education Improvement Board and governing bodies on progress made by individual schools and by the schools in the cluster;
  - d) **Agreeing to the sharing of non-statutory school performance predictions in order to identify schools at risk of becoming vulnerable;**
  - e) Collectively evaluating and reporting on the strengths and weaknesses of all schools within the cluster, based on the data and information provided by the Education Improvement Boards, with confidence, rigour and sensitivity so that schools in need are identified, prioritised, their areas for development verified and they obtain the additional support necessary for them to make improvements
  - f) Identifying clear examples of good practice across the cluster (provided by schools within/outside the cluster, Teaching Schools, regionally, sub-regionally, nationally or indeed commercial companies, if appropriate) and enabling the dissemination of good practice to all schools in the borough;
  - g) Providing feedback on the quality of the support from the Board and on the effectiveness of the Bury Education System Leadership Strategy.







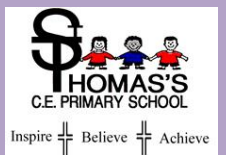




- 2. Work together to pool cluster resources and share expertise in order to improve the practice of all schools within the cluster by:**
  - a) Using the cluster allocated resources to improve the practice of all schools through a shared project;
  - b) Ensuring allocated Schools Causing Concern funds are processed according to need in agreement with all schools in the cluster as directed by the Education Improvement Boards.
  
- 3. Work collaboratively to prevent schools in the cluster from falling below floor standards or being graded as inadequate by Ofsted by:**
  - a) Working collectively to apply the categorisation process effectively so that vulnerable schools or those in danger of becoming vulnerable are identified and supported;
  - b) Producing a position statement and action plan for each School Causing Concern that provides support of sufficient quality to address the areas for improvement and building in sustainability;
  - c) Determining the ability to respond to supporting schools in need based on capacity within the cluster or, if necessary, utilising the funding available to procure the support from other sources;
  - d) Ensuring support for vulnerable schools is implemented effectively;
  - e) Monitoring the impact of the support for each School Causing Concern on a termly basis and reporting back to the Education Improvement Board.
  
- 4. Focus primarily on improving standards of teaching and learning and leadership and management by:**
  - a) Identifying and sharing good practice from individual schools and clusters across the borough;
  - b) Arranging and evaluating CPD to raise standards of teaching and learning, leadership and management, and feed back to the Education Improvement Board on the quality in order to inform all schools.









# Primary School Clusters

Cluster A = 17 schools, Peter Hudson/ Tracey Bevan




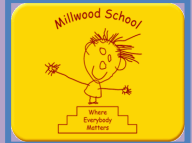





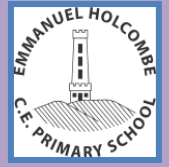











							
Our Lady of Lourdes Primary	Sedgley Park Primary School	Guardian Angels RC Primary	Higher Lane NLE School	St Mary's, Hawkshaw	Holly Mount Primary School	St Thomas's NLE Primary School	Sunny Bank Primary School - Together We Aim High

	Summerseat Methodist Primary
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East Ward Primary School	St Margaret's Primary School	Gorsefield Primary School	Chesham Primary School	St. Andrew's, Ramsbottom	St Mary's, Radcliffe	Holcombe Brook Primary School	Holy Trinity Primary School

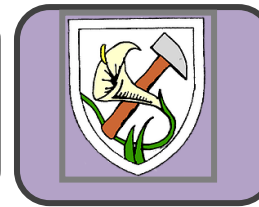
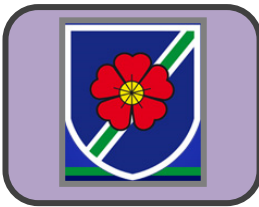
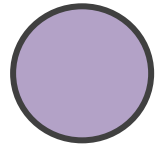
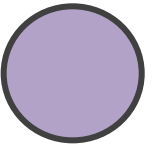
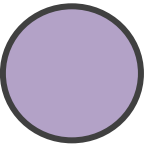
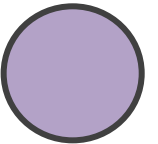
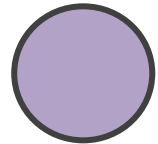
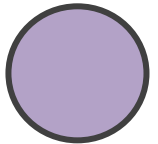
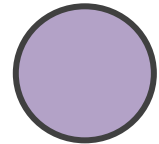
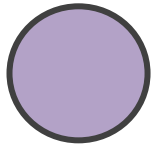
Cluster B = 19 schools - Chris Ashley / Steve Ollis



							
Hoyle Nursery School	Millwood School	St Mary's, Prestwich School	Tottington Primary School	Hollins Grundy School	St. John with St. Mark CE School	Wesley Methodist	Emmanuel Holcombe
							
Radcliffe Hall CE/ Methodist Primary		The Ark Primary		Chapel Field Primary			
							
Mersey Drive Primary School	St. Peter's CE Primary School	Peel Brow Primary School	Unsworth Primary School	Christ Church Ainsworth	Fairfield Primary School	Yesoiday Hatorah	Park View School



Cluster C = 17 schools Phil Barlow / Tessa Townsend



Old Hall Primary School

Elton Primary School

Greenmount Primary School

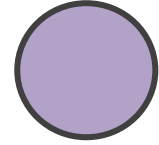
Our Lady of Grace School

Lowercroft Primary School

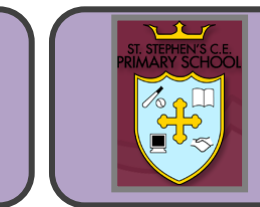
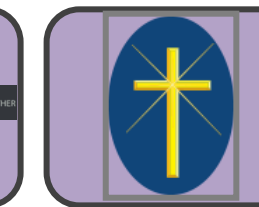
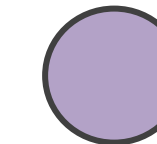
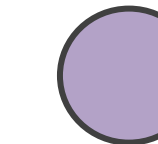
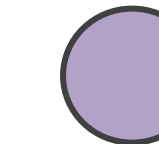
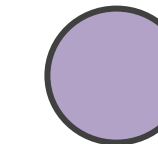
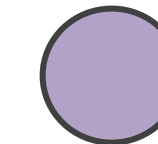
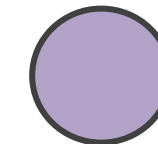
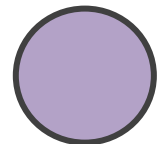
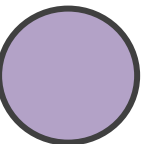
St. Bernadette's RC School

St. Joseph's RC School

Hazlehurst Primary School



Springside Primary School



Christ Church, Walshaw NLE

Radcliffe Primary School

Greenhill Primary School

St Michael's Primary School

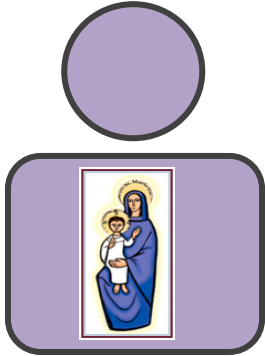
St Stephen's Primary School

St Luke's CE Primary School

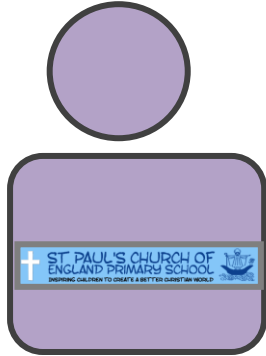
St. John's CE Primary School

Chantlers Pre-School

Cluster D = 13 schools - Liz Connolly/ Paul Lord



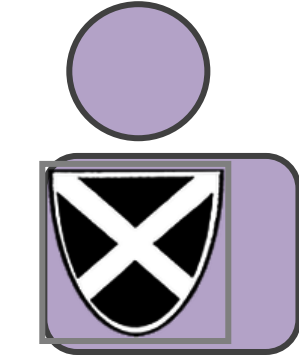
St Marie's Primary School



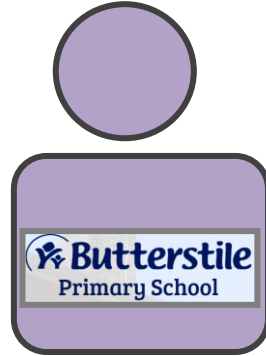
St. Paul's Primary School



Cams Lane Primary School



St Andrew's CE, Radcliffe



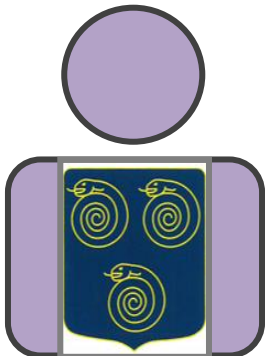
Butterstile Primary School



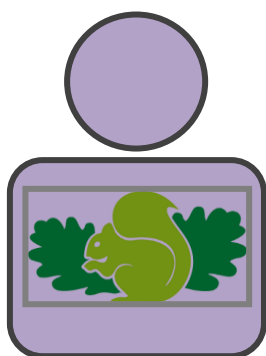
Heaton Park Primary School



St. Joseph & St. Bede RC Primary



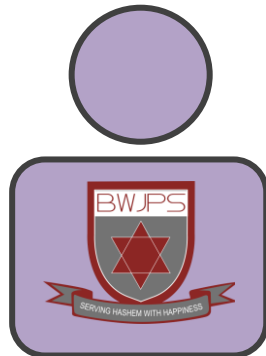
St. Hilda's CE Primary School



Woodbank Primary School



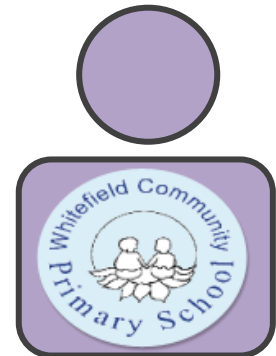
All Saints C.E Primary School



Bury and Whitefield Jewish



Ribble Drive Primary School

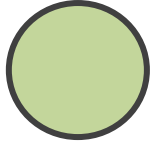


Whitefield Primary School

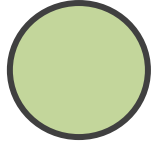
# Secondary School Clusters



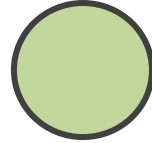
Cluster A = 5 schools – Jonathan Duffy



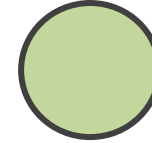
St Gabriel's High School



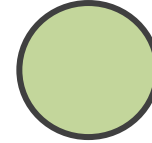
Elms Bank High School



Elton High School

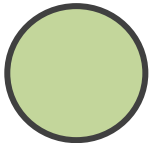


Prestwich Arts College

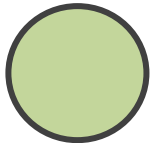


Bury Church High School

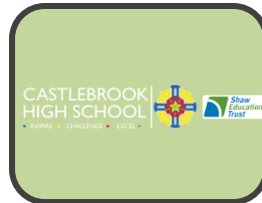
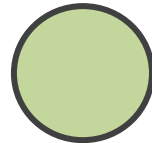
Cluster B = 5 schools - Chris Bell



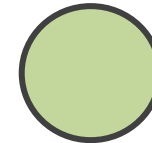
Parrenthorn High School



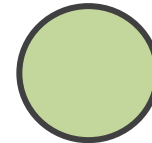
Tottington High School



Castlebrook High School

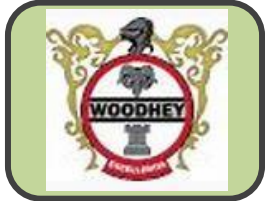
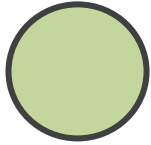


Spring Lane School

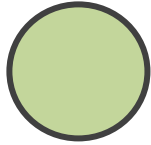


Derby High School

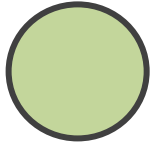
Cluster C = 5 schools – Brian Roadnight



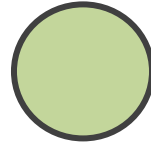
Woodhey High School



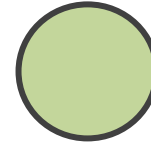
St Monica's RC HS



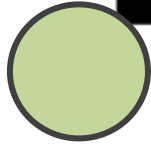
Broad Oak HS



Cloughside



Mesivta



Philips HS



## Role of the Cluster Leads

There will be an agreed payment to the school where the cluster lead(s) is/are employed to make some compensation for administration of cluster meetings, attending Education Improvement Board meetings, initial meetings with schools, preparation of Education Improvement Board, action plans, position statements, commissioning support, evaluation of the progress and outcomes and reporting to the board and LA. The amount to be determined by the Bury Strategic Education Board (BSEB) annually.



## **Agreed Principles**

1. All leads must meet the agreed eligibility criteria (See eligibility criteria);
2. The school where the lead(s) is/are employed should be able to demonstrate the capacity to accommodate the freeing up of a senior leader, such that taking on the responsibility would not cause the school to be weakened or vulnerable;
3. Permission should be sought from the school's Governing Body for the person undertaking the role;
4. The lead(s) can commission out any part of the role from within the cluster, within the school, or externally, except for being on the Education Improvement Board, as long as the cluster grants permission. This could include diagnoses of barriers to improvement in a vulnerable school, provision of support to vulnerable schools, evaluation of impact of progress made in vulnerable schools and the verification of good practice in schools;
5. The lead(s) would remain responsible for ensuring that the provision of support, monitoring of progress and evaluation of impact in vulnerable schools were being undertaken effectively;
6. There must be a clear declaration of any personal or pecuniary interest by all leads.
7. Leads should be in post for a minimum of two years in the first instance

## **The Cluster Lead will:**

Be an effective member of the Improvement Board and represent all views of their cluster by:

1. Calling and leading cluster meetings, producing and disseminating accurate minutes to be shared with the LA;
2. Being accountable for the deployment and effective use of the budget allocation and resources;
3. Monitoring and reporting on the performance/effectiveness of the cluster;
4. Ensuring vulnerable schools are identified, appropriately supported and progress monitored;
5. Ensuring effective communication with schools in the cluster and the Improvement Board;
6. Ensuring confidentiality.

Draft Eligibility Criteria for Primary Cluster Chair/s

A minimum of 3 years experience as a headteacher

1. Ofsted good or outstanding for Overall Effectiveness (while in post as Headteacher in either current or previous school)
2. LA Category 3 –self improving school (maintained schools only)
3. Pupil progress for KS2 reading and mathematics scores are above the coasting progress measure 2016 and above national averages in 2015(except Special Schools)
- 5a. Evidence of successful collaborative working with other schools

or



5b. Evidence of successful school improvement work beyond own school

Note: In order to build capacity, Headteachers who are National Leaders of Education and / or members of the Strategic Education Board should not be eligible as Cluster Leads.

#### Draft Eligibility Criteria for Primary Cluster Vice Chair/s

Each cluster may wish to appoint two, or three, Vice Chairs based on criteria 3 and 4 above.

Note: Taking on the role of Vice Chair does not automatically mean that the person would step up to Chair when the role became vacant.

#### Draft Eligibility Criteria for Secondary Cluster Chair/s

1. A minimum of **2** years experience as a headteacher
2. Ofsted good or outstanding for Overall Effectiveness (while in post as Headteacher in either current or previous school)
3. LA Category 3 –self improving school (maintained schools only)
4. Pupil progress above coasting measure for 2016 and value added not significantly negative in 2015
- 5a. Evidence of successful collaborative working with other schools  
or
- 5b. Evidence of successful school improvement work beyond own school

Note: In order to build capacity, Headteachers who are National Leaders of Education and / or members of the Strategic Education Board should not be eligible as Cluster Leads.

#### Draft Eligibility Criteria for Secondary Cluster Vice Chair/s

Each cluster may wish to appoint one or more Vice Chairs based on criteria 3 and 4 above.

Note: Taking on the role of Vice Chair does not automatically mean that the person would step up to Chair when the role became vacant.

- The role of Governors - Roles and Responsibilities of Governors to be outlined here.
  
- Bury Governors Association and Governance Development

#### **Overview**

The Bury Governor Association (BGA) is a forum for governors to get together to keep up to date with national and local issues through invited speakers. Bury Governance Development (BGD), which operates as a committee of the BGA, oversees the identification, collation, analysis and commissioning of training and development to meet the needs of governors.

## **What the Service Provides**

### **BGA**

- Termly meetings with guest speakers to discuss current topics
- Affiliation to the National Governance Association (NGA)
- Networking opportunities to discuss issues and share good practice
- Representation within the local election system ensuring governor voices are heard

### **BGD**

- Organisation of development and training for school governors
- Organisation/brokering and commissioning of external training development and training
- Organisation of an annual conference in Bury
- Recording and reporting governor attendance at BGD training events
- Access to the NGA Learning Link on-line training service

## **Benefits to Your School**

- Gives governors opportunities to widen their awareness of the national and local education landscape
- Develop governance capability through access to CPD, training and networking
- Evidence of collaboration with other schools to develop governance

## **Costs**

Membership of BGA is £90 for each school for the year

Membership of BGD is £660 for primary schools and £960 for secondary schools

Joint membership of the BGA and BGD is £700 for primary schools and £1000 for secondary schools

# Monitoring the Impact



- [Table of Support](#)
- [School Effectiveness Partner \(SEP\) Support](#)





# Table of Support



Process for Evaluating of the Impact of the Bury Education Improvement Strategy in targeted support schools



**Primary**  
*Cluster Support*  
 Access to School Effectiveness Partner (5 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.

**Secondary**  
*Cluster Support*  
 Access to School Effectiveness Partner (5 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.



**Primary**  
*Cluster Support*  
 Access to School Effectiveness Partner (up to 10 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.  
 LA Monitoring Team activity.

**Secondary**  
*Cluster Support*  
 Access to School Effectiveness Partner (up to 10 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.  
 LA Monitoring Team activity.



**Primary**  
*Cluster Support*  
 Access to School Effectiveness Partner (up to 20 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.  
 LA Monitoring Team activity.  
 Termly review meeting with all partners.

**Secondary**  
*Cluster Support*  
 Access to School Effectiveness Partner (up to 20 days)  
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.  
 LA Monitoring Team activity.  
 Termly review meeting with all partners.

# School Effectiveness Partner (SEP) Support



Category  
3  
Self-Improving



- Schools pay for SEP days on a pay-as-you-go basis.
- Choice of following SEP Agenda or choosing own self-evaluation validation activities.
- Choice of buying in SEP to undertake other school improvement activities.
- SEP reports written in negotiated format.
- Option to have SEP act as 'External Advisor' for HT Performance Management.

Category  
2A & 2B  
Intervention



- Schools given between 5 and 10 SEP days.
- Meetings follow SEP Agenda validating school's self-evaluation in the 6 Ofsted areas, including an evaluative summary critiquing the school's work.
- Support for HT and Leaders through Learning Walks, Data Analysis, Book Scrutinies etc.
- SEP can act as 'External Advisor' for HT Performance Management.
- Attendance at Team Around the School Meetings (if applicable).

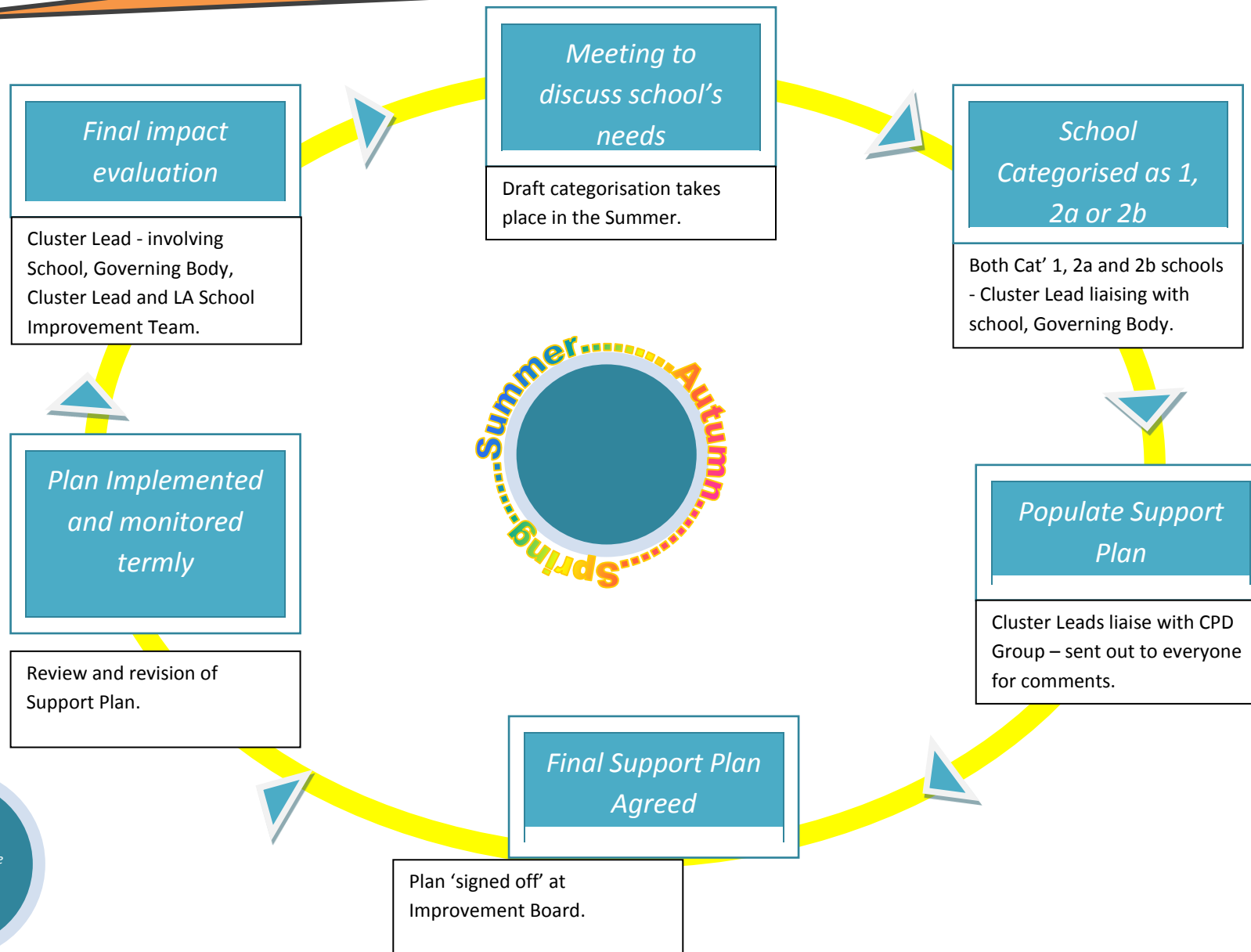
Category  
1  
Intensive



- Schools given up to 20 SEP days.
- Meetings follow SEP Agenda validating and supporting school's self-evaluation in the 6 Ofsted areas, including an evaluative summary critiquing the school's work.
- Support for HT and Leaders through Learning Walks, Data Analysis, Book Scrutinies etc.
- SEP can act as 'External Advisor' for HT Performance Management.
- Attendance at Team Around the School Meetings.
- Additional support activities agreed with LA.



# Process for Supporting Category 1, 2a and 2b Schools



If the supported school does not accept support the Cluster Lead can 'pass them back' to the LA.

The LA may issue a 'Note of Concern' or 'Statutory Warning Notice' – this will be discussed with the Cluster Lead.

# Relevant Documents



- [Cluster Lead Contact Details](#)
- [Secondary Cluster Lead Contact Details](#)
- [Guidance to System-Led Model Cluster Leads on School-to-School Support](#)
- [School-Led System Support Plan](#)
- [Guidance to Governing Bodies / Boards on Additional Payments for Staff](#)
- [School-to-School Support Log](#)
- [Facilitating the Sharing of Good Practice](#)



# School Categorisation Process



## Principle

Criteria have been based on factual information (data, key government measures, Ofsted judgements) to avoid any subjectivity. Criteria have been shaped by the DfE Schools Causing Concern document which outlines the LA's role.

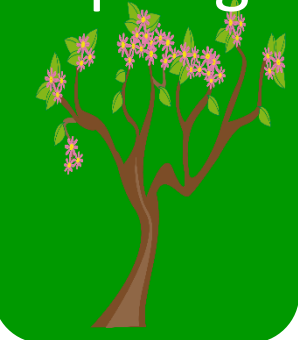
School performance is reviewed (at least) three times a year; in the early Autumn, Spring and Summer terms.

### Autumn



- School performance is reviewed using the Bury School Assessment Booklet. Schools showing performance (progress and attainment) significantly below national levels are highlighted for further consideration. Schools demonstrating a declining trend over time are also highlighted\*. This information is used in conjunction with the school's Ofsted rating, and any warning notices the school may have been subject to, to consider the level of intervention needed by the school
- *\*We have always looked at more than one year and for trends over time, not just the most recent year but this may have implications for early intervention.*

### Spring



- School performance is reviewed using ASP and IDSR and looking specifically at the performance of groups (disadvantaged, EAL, gender, SEND) in comparison to national 'All' children. At this point school's whose data may not have indicated inclusion in the plan in the Autumn would be considered.

### Summer



- A further review of school performance is undertaken, this time using the validated IDSR, with particular reference to the strengths and weaknesses highlighted on the first page. Any significant weaknesses are explored through the contents of the dashboard booklet, and cross referenced with ASP and the Assessment Booklet.

#### Additional notes

1. We have had to adapt to the new assessment measures for 2016 and the latest criteria haven't been sent out to schools, although we have discussed them at the School Improvement Partnership Board.
2. When we had more categories we used to include schools with new heads but we have addressed this in a different way over the last few years.



Category		Characteristics	LA Provision (direct/ brokered)
<b>1. Intensive</b>  <b>Statutory Intervention</b>  <b>(High)</b>  (up to 20 days)	1	<ul style="list-style-type: none"> <li>• Special Measures</li> <li>• Serious Weaknesses</li> <li>• Subject to a formal warning notice for standards</li> </ul>	Access to a School Effectiveness Partner  LA Monitoring Team  Termly review meetings with all partners e.g. school, LA, Diocese  Brokerage/ signposting as required through: <ul style="list-style-type: none"> <li>○ Primary/ Secondary Learning Collaborative</li> <li>○ Teaching School Alliances</li> <li>○ The wider Market Place</li> </ul> <b>Maximum number of days per year = 20 days*</b>
	<b>2. Intervention</b>  <b>Schools 'at risk'</b>  <b>(Medium/ low)</b>  (5 – 10 days)	2A  2B	<ul style="list-style-type: none"> <li>• Schools judged to Require Improvement</li> <li>• Below floor in last three years</li> <li>• Schools meeting the coasting school criteria in all in 2015, 2016 and 2017</li> <li>• Subject to a note of concern from the LA</li> </ul> <ul style="list-style-type: none"> <li>• Below the attainment floor standard in two of the last three years, including 2017 (primary only)</li> <li>• Below one of the progress floor standard indicators in two of the last three years, including 2017</li> <li>• Declining trends in end of Key Stage data (3 years)</li> <li>• Pupil premium attainment in-school gaps are wide in 2014 and 2015, and attainment is flagged pink/red in 2016 RAISEonline (primary - reading, writing and mathematics combined), (secondary - Attainment 8/ 5+A-C including English and mathematics)</li> <li>• Progress of sizeable vulnerable group/s below National Average in two of the last three years, including 2017</li> <li>• Below the progress criteria for coasting schools in 2016 and 2017</li> </ul>
<b>3. Prevention</b>  <b>Self-improving Schools</b>	3	Note: Some Category 3 primary schools are accessing LA led projects to improve outcomes in phonics and mathematics at Key Stage 1.	School Effectiveness Partner offer of challenge and support through a Traded Service.

Schools can and will move between categories as required. A full review of categories will take place twice a year, however we will respond to needs as they arise between reviews.

\* The number of days relates to School Effectiveness Partner days and do not include additional agreed activity e.g. school to school support. For category 1 & 2 schools the number of days allocated will depend on individual school needs.

Subject to discussion / review



## Primary Clusters

### Contacts

#### Cluster A

Peter Hudson 0161 764 4927

[P.Hudson@bury.gov.uk](mailto:P.Hudson@bury.gov.uk)

Tracy Bevan 0161 766 2121

[Tracy.Bevan@bury.gov.uk](mailto:Tracy.Bevan@bury.gov.uk)

#### Cluster B

Chris Ashley 0161 764 1559

[C.Ashley@bury.gov.uk](mailto:C.Ashley@bury.gov.uk)

Steve Ollis 0161 764 5330

[S.Ollis@bury.gov.uk](mailto:S.Ollis@bury.gov.uk)

## Primary Clusters

### Contacts

#### Cluster C

Phil Barlow 0161 761 1074

[P.Barlow@bury.gov.uk](mailto:P.Barlow@bury.gov.uk)

Tessa Townsend 0161 761 2798

[T.Townsend@bury.gov.uk](mailto:T.Townsend@bury.gov.uk)

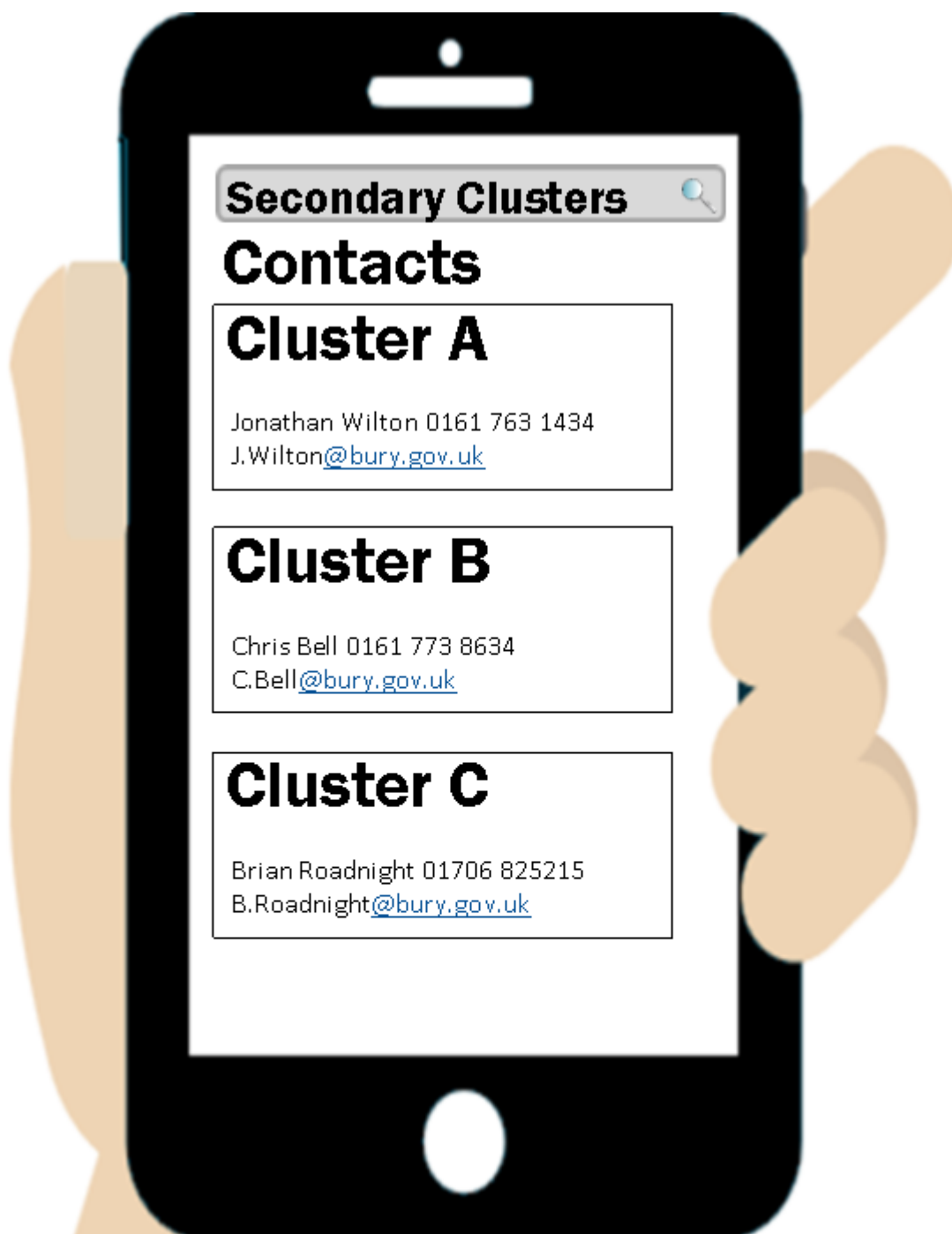
#### Beacon Alliance

Liz Connelly 0161 764 3781

[L.Connelly@bury.gov.uk](mailto:L.Connelly@bury.gov.uk)

Paul Lord 0161 773 9554

[P.J.Lord@bury.gov.uk](mailto:P.J.Lord@bury.gov.uk)



## Secondary Clusters

### Contacts

#### Cluster A

Jonathan Wilton 0161 763 1434  
J.Wilton@bury.gov.uk

#### Cluster B

Chris Bell 0161 773 8634  
C.Bell@bury.gov.uk

#### Cluster C

Brian Roadnight 01706 825215  
B.Roadnight@bury.gov.uk

## Guidance to system-led model cluster leads on school to school support

### 1. Planning school to school support

Please utilise the agreed planning format:

**School-Led System Support Plan**  
Challenging and supporting the school to improve

<b>Supported School:</b>				<b>Cluster Lead:</b>			
<b>Dates:</b>				<b>Funding Amount and Source:</b>			
<b>School Improvement Plan Priorities</b>	1. 2. 3. 4.			<b>Priorities for Support</b>		1. 2. 3. 4.	
<b>Activity</b>	<b>Support Priority (No.)</b>	<b>Intended Impact</b>	<b>Who is Involved</b>	<b>When</b>	<b>Cost</b>	<b>Monitoring Activity and Who</b>	<b>Progress Towards Intended Impact</b>

Plans should:

- Be needs-led
- Link explicitly to the school improvement plan priorities
- Focus on school to school support e.g. practitioner level, leadership coaching etc.
- Identify the system leaders - initially from within the cluster then across clusters and finally from the Education CPD Board (BPLC, BSLC, Teaching Schools)
- Be costed against the Greater Manchester Learning Partnership recommended system leader rates (rates should be applied against the role undertaken rather than the member of staff having the official badge) – see below

- Have the vast majority of funding identified to release system leaders to support and will be payable to their schools
- Have limited funding assigned to resources and/ or supply cover
- Included monitoring against the intended impact from the outset; this could be through various activities undertaken by one, or more, system leader.

Role (or equivalent)	Daily Rate – February 2017 (£)
Executive Headteacher	550
National Leader of Education (NLE)	500
Local Leader of Education (LLE)	450
Specialist Leader of Education (Leadership Spine)	400
Specialist Leader of Education (SLE)	350
Subject Leader (not SLE)	250
Teachers	200
Support Staff	125 (Bury not GMLP)

## 2. Recording school to school support

System leaders will need to provide evidence of their work in order to draw down the funding. As a minimum this would be on receipt of the support log:

School to School Support Log

Supported School			Supporting School					
Date	No. hrs total	Support Person	No. hrs in school	Contact Name	Focus of the School to School Support	Agreed Actions and next steps	Date of next visit	Cost

For significant pieces of work the system leader should complete and return a visit report using the visit proforma below:

**School to School Support  
Reporting Proforma**

<b>Supported School:</b>	
<b>Supporting School:</b>	
<b>Date/s:</b>	
<b>Total Time Spent:</b>	
<b>Focus for Visit</b>	
<b>Priority from School to School Support Action Plan</b>	
<b>Summary</b>	
<b>Next Steps for the School</b>	
<b>Date of Next Visit:</b>	
<b>Focus for Next Visit:</b>	
<b>Completed by:</b>	
<b>Date:</b>	

**3. Monitoring the effectiveness of school to school support**

Interim Review 1	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Interim Review 2	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Final Review	
Date:	
Personnel:	
Actual impact:	

Plans should formally be reviewed on a termly basis and progress with implementation of the plan recorded briefly on the support plan.

The plan is a working document. Support needs may change and additional needs may need to be included.

**4. Approving support plans, associated funding and monitoring impact**

The Strategic Education Board has the role to approve plans and the level of funding requested for maintained schools. Evaluating progress will also be undertaken through the Board.

## Guidance to Governing Bodies/Boards:

### Additional Payments for staff involved in school to school support work

#### 1. Background

Increasingly, school staff are involved in providing challenge and support in other schools as part of collaborative school improvement working. We have been asked to provide guidance on how additional work/ responsibility could be recognised in relation to school staff, at all levels, working with other schools.

This guidance from Children's Services Human Resources indicates a preferred method for recognising teaching staff's involvement. The decision as to if, and when, it is appropriate to award additional payments is entirely a governing body/ board decision.

For Bury schools, we have adopted the system leader rates recommended by the Greater Manchester Learning Partnership in funding school to school support activity. This is based on a daily rate relating to the role of the member of staff. This funding is paid to the member of staff's school and it would be from this funding that any additional payments would then be paid by the school.

#### 2. System Leader Rates (payable to the school)

Role (or equivalent)	Daily Rate – February 2017 (£)
Executive Headteacher	550
National Leader of Education (NLE)	500
Local Leader of Education (LLE)	450
Specialist Leader of Education (Leadership Spine)	400
Specialist Leader of Education (SLE)	350
Subject Leader (not SLE)	250
Teachers	200

Note: The member of staff does not need to be officially registered as an NLE, LLE or SLE if the role fulfilled is equivalent.

This daily rate will cover any back-fill and would, if appropriate, for example if the task involves wider preparation and activity to their substantive role, cover any additional payments

### 3. Additional Payments (advice from Human Resources)

Additional payments should usually only be considered where an individual is fulfilling a system leader role outside their own school commensurate with that role. For example, someone eligible for the leadership additional payment should be undertaking a significant leadership role; this could include conducting an audit, working to develop the capacity of other leaders or monitoring impact. The teacher additional payment would, for example, usually be for a practitioner working to develop the professional practice of others.

We would not usually expect additional payment to be made for attendance at meetings or briefings.

Governors may wish to refer to:

- School teachers' pay and conditions document (Currently 2017)
- National standards of excellence for headteachers (January 2015)

Payments are split into those within the school day and a payment for work undertaken outside usual hours. There are two levels of additional payments:

#### a) Within the school day

Payments within the school day	Daily rate (£)	28% Estimated on-costs (£)	Total (£)
Teachers on leadership spine	66.80	18.70	<b>85.50</b>
Teachers <u>not</u> on leadership spine	57.68	16.15	<b>73.83</b>

#### b) Outside usual hours

Governing Bodies/ Boards should consider limiting the number of 'out of hours' payments that can be made. This is to recognise both the extent of the funding received by the school and the work: life balance of members of staff undertaking school to school working.



Payments outside the school day	Hourly rate (£)	28% Estimated on-costs (£)	Total (£)
Teachers on leadership spine	40.38	11.31	51.69
Teachers <u>not</u> on leadership spine	34.03	9.53	43.56

Staff eligible for additional payments should complete a 'Claim for Additional Payments' form which should be signed by the headteacher or, in the case of the headteacher being the claimant, signed by the Chair of the Governing Body/ Board.

Facilitating the sharing of good practice in school improvement

In order to share good practice and areas of expertise within the cluster it would be helpful if each school could complete at least one of these proformas outlining an area of school improvement that could be shared with other schools

School:	Completed by:
<i>Priority: Please include how and why this was identified</i>	
Brief outline of the actions taken:	
<i>Impact: What difference did it make?</i>	
How has/ will improvement be sustained?	
How could you support other schools to learning from your school improvement work? <i>You may wish to reference specific expertise within school.</i>	

### School to School Support Log

Supported School					Supporting School			
Date	No. hrs total	Support Person	No. hrs in school	Contact Name	Focus of the School to School Support	Agreed Actions and next steps	Date of next visit	Cost

## School-Led System Support Plan

### Challenging and supporting the school to improve

<b>Supported School:</b>				<b>Cluster Lead:</b>			
<b>Dates:</b>				<b>Funding Amount and Source:</b>			
<b>School Improvement Plan Priorities</b>	1. 2. 3. 4.			<b>Priorities for Support</b>	1. 2. 3. 4.		
<b>Activity</b>	<b>Support Priority (No.)</b>	<b>Intended Impact</b>	<b>Who is Involved</b>	<b>When</b>	<b>Cost</b>	<b>Monitoring Activity and Who</b>	<b>Progress Towards Intended Impact</b>

<b>Interim Review 1</b>	
<b>Date:</b>	
<b>Personnel:</b>	
<b>Outcomes:</b>	
<b>Points to be addressed:</b>	
<b>Interim Review 2</b>	
<b>Date:</b>	
<b>Personnel:</b>	
<b>Outcomes:</b>	
<b>Points to be addressed:</b>	
<b>Final Review</b>	
<b>Date:</b>	
<b>Personnel:</b>	
<b>Actual impact:</b>	

