



City Challenge System Leadership and Collaborative Learning

Eileen Barnes-Vachell



City Challenge

Three Regions

London – 33 LAs

Black Country – 4 LAs

Greater Manchester – 10 LAs

Key Objectives

- Eliminate school failure and address continuing underperformance.
- Narrow attainment gaps
- Create many more good and great schools

RAISE THE BAR and CLOSE THE GAPS

Vision for London

2008
2011

London Education on the way to world class

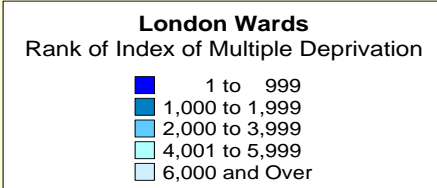
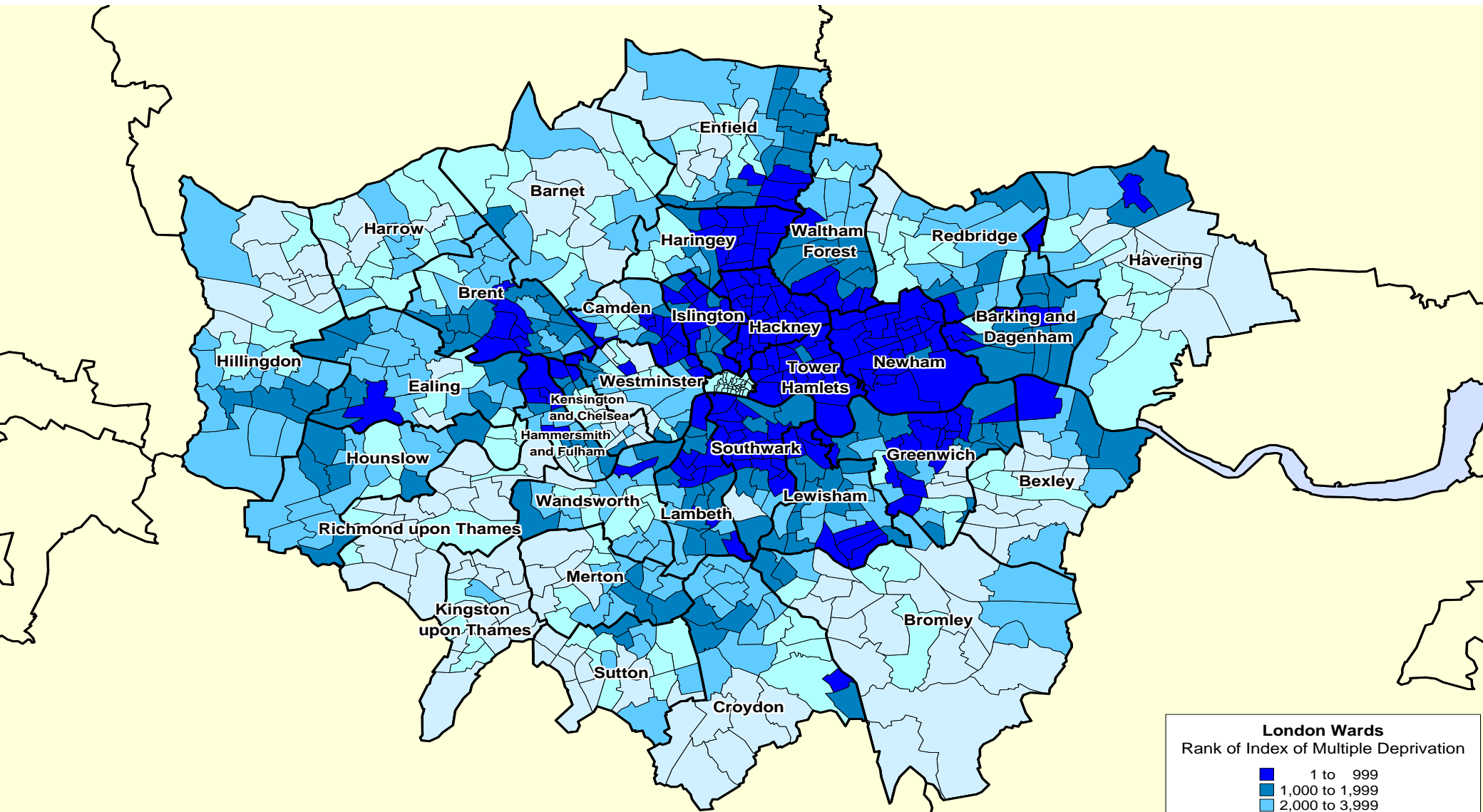


Education in London in 2011

By 2011 we will have delivered on the pledges and London's parents will know that their children are attending a good or improving school. The culture will have changed even further to one of attainment and aspiration, where every child, teacher and parent knows that they can achieve to their full, that the school is there to support and enhance their life chances and that the future holds open a multitude of opportunities within the capital and beyond. Teachers will find that London's schools are some of the most inspiring schools in which to teach.

VISION FOR LONDON, 2008-2011
DCSF, 2008

The London Context

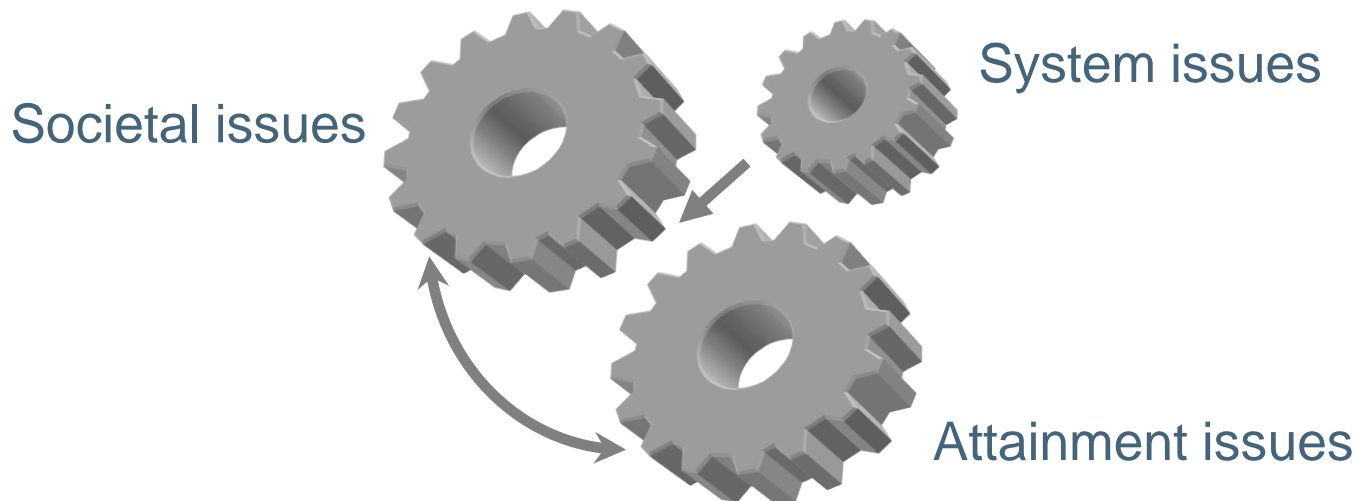


Introduction

- London has all the challenges of metropolitan areas:
 - income distribution is more polarised than elsewhere, and rich and poor live cheek by jowl
 - significantly more ethnically diverse than the population as a whole – huge opportunities, but challenges too
 - enormous cultural opportunities, but children from deprived backgrounds unlikely to access them
- This and many other factors helps to shape the unique set of issues around education in London

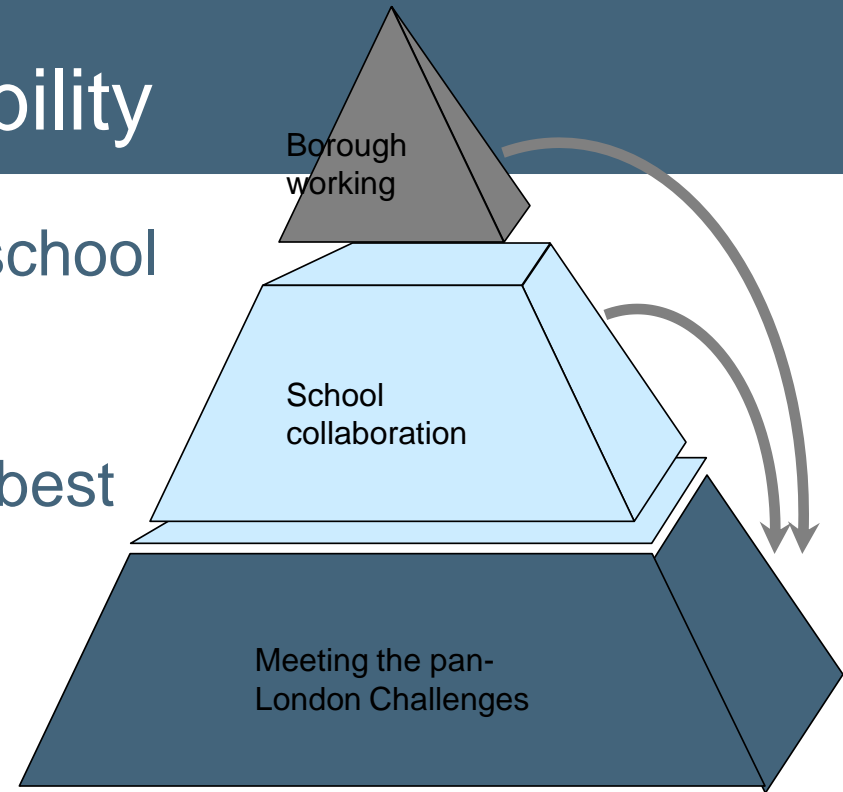
What are the big issues?

- We can consider London's issues as falling into one of three categories:
 - wider societal issues** – pupil mobility, high poverty levels, challenge of raising aspirations
 - system issues** – teacher recruitment, admissions, reception places, preparing for White paper
 - attainment issues** – especially of certain groups – including those eligible for FSM, LAC, EAL pupils, transitions
- These of course are intertwined and impact on each other



Building capacity and sustainability

- Moral purpose and commitment to school improvement in London
- Working in partnership and sharing best practice across schools and LAs
- Growing 'system' leadership
- Embedding a culture of school to school support
- Effective collaborative arrangements to use the full 'common wealth' of resources



Legacy

- A self sustaining world leading city for education and creativity
- World class schools, systems and leaders at the leading edge of achievement and innovation able to drive forward system improvement.
- Every child does matter and every child realises their potential

GOING FOR GOLD
LONDON OLYMPICS (2012)



London

- 1740 Primary Schools
- 417 Secondary Schools
- 17 Academies

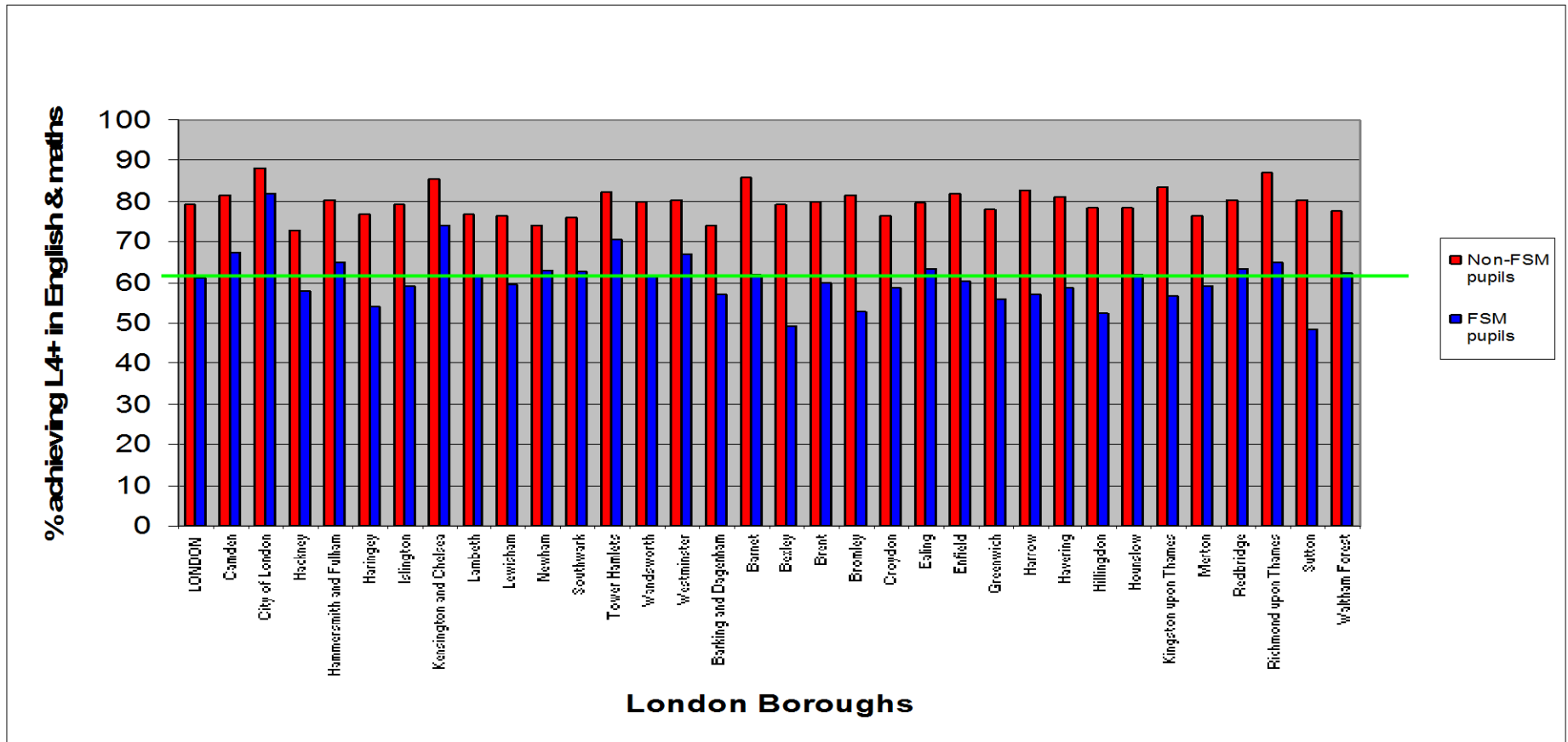
- 96 secondary and 313 primary schools judged to be outstanding
- Levels of attainment in English and maths are now in line with national at KS2 and KS4
- 21 secondary schools are in the top 100 schools nationally for value added from KS2 to 4
- 17 LAs are in the top 20 nationally for value added from KS1 to 2

But.....

- 3 secondary schools in special measures and 9 with a notice to improve.
- 30 schools below 30% 5A-C (EM) and 10 Academies
- 50.6% pupils achieved 5A-C including English and maths overall
FSM pupils achieved 33.8%
- 23 Secondary Families of Schools which demonstrate considerable variation
in performance in the same socio-economic context
- Currently 20 primary schools special measures and 17 with notice to improve.
- 146 schools below 55% level 4 or above English and maths floor
- 74% pupils achieved Level 4 or above in English and Maths combined
FSM pupils achieved 61%
- 99 Primary Families of Schools which demonstrate considerable variation in performance in the same socio-economic context

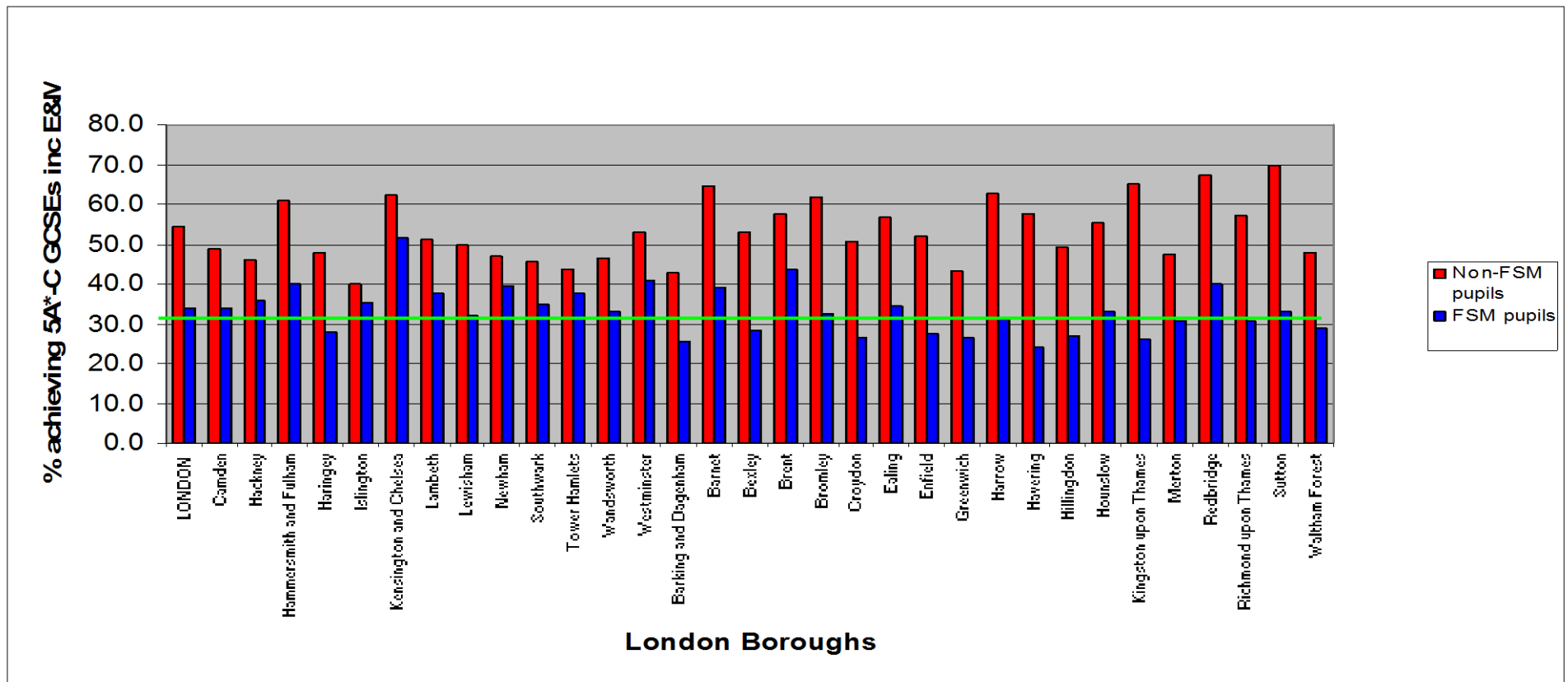
1. Where are we now? – borough by borough at KS2

At KS2, the attainment of FSM pupils in 16 London boroughs is below the London FSM average



1. Where are we now? – borough by borough at KS4

At KS4, the attainment of FSM pupils in 18 London boroughs is below the London FSM average



School on School Support

- Local Leaders of Education
- Keys to Success
- Primary Challenge Groups
- Improving School Programme
- Good to Outstanding
- Facilitator Schools
- Research Teams
- Families of Schools
- Knowledge Centres

PCGs in 09-10: Outline and Purpose

What are PCGs:

- Groups of 2 to 4 primary schools with a common focus on the same school improvement themes with the support of a Local Leader in Education

Benefits:

- Supporting schools with limited capacity to improve
- Using LLEs to support multiple schools
- Extending the reach of London Challenge
- Opportunity for school to school collaboration and capacity building
- Model that can be used to implement other initiatives/projects (e.g. Research Teams)

How do they work?

- Training for LLEs on effective collaborative working
- Toolkit to support the process of collaborative working
- LA and Adviser agree schools
- LLE is selected either within or outside the group – consensus
- Focus of work agreed following initial audit
- Action planning and funding
- Evaluation
- Dissemination to other groups

Some strategies.....

- Shared training days
- Learning walks
- Deputy headteacher collaborative working on curriculum development
- Middle leader development programme on leadership of learning
- Work shadowing
- Mentoring
- Research teams

Impact

- Enthusiasm and confidence
- Improved attainment
- Greater focus on leadership of learning
- Shared understanding of challenges
- Improved quality of teaching and learning