



TEACHING
SCHOOL
ALLIANCE

Local Leaders of Education Project Final Report, June 2015



Contents

1. *Introduction*
2. *Context: Building upon a foundation*
3. *Building Capacity*
4. *Ensuring co-ordination & engaging serving LLEs*
5. *Recruiting a new cadre of LLEs to meet identified need*
6. *Induction of a new cadre of LLEs*
7. *Quality assurance: an emerging peer to peer model*
8. *Marketing*
9. *Learning from initial deployments*
10. *Measuring Impact*
11. *Recommendations*



1. Introduction

The national vision for a school-led system is increasingly becoming a reality in Lincolnshire.

In 2014/15, the Kyra teaching school alliance was selected as one of twenty teaching schools nationally to deliver the Local Leaders of Education (LLE) pilot – taking on responsibility for the designation, deployment and quality assurance of Local Leaders of Education. LLEs are serving head teachers who have the experience, track record and capacity to provide high quality support to schools other than their own and enable those schools to improve. The people who are best placed to lead school improvement are the best practitioners within the system and this is an exciting opportunity for excellent schools and leaders to enhance their support to others.

2. Context: Building upon a foundation

After learning of its success in becoming a pilot alliance, Kyra decided to consult all current Local Leaders of Education serving within Lincolnshire. The pilot was welcomed, however there was an almost unanimous view that the potential of LLE's had, until summer 2014, been untapped. Colleagues stated that there had – until that point - only been a few deployments and little ongoing training or networking with other system leaders. Some had become disenfranchised with the model, however, the LLEs welcomed the concept of school-led designation, deployment and quality assurance – noting the importance of local intelligence and leadership for successful school to school support. Kyra assured the LLEs that it would invest in training, networking, co-ordination and quality assurance and would consult with them throughout the project and ensure they had a role in shaping its direction.

It was agreed from the outset that a 'system leadership' toolkit would be created to support deployments at all stages - from the initial request for support through to reviewing 'next steps' for supported schools once support had come to an end. All existing LLEs were invited to affiliate with Kyra in order to take part in the pilot and work within Kyra's framework for school to school support going forward. Whether or not they chose to affiliate was solely at the discretion of the individual LLE. Kyra also recognised the importance of involving SLEs – specialist senior and middle leaders – in supporting the pilot and future LLE deployments. SLEs represent significant capacity and expertise within the system and a growing number have now been designated by Kyra.

Whilst Lincolnshire benefited from a number of existing LLEs, it was clear that some were approaching retirement and others, quite understandably, had only a limited amount of capacity. Ensuring geographical coverage was also a consideration. It was agreed that more LLEs would be needed. This was confirmed through consultation with schools, the local authority and the dioceses – with all recognising the importance of building greater capacity for school to school support.

Kyra opened a recruitment round for new, Kyra-affiliated, LLEs on 13th October 2014. The application round closed on 15th December. (Read more in section 'Recruiting a new cadre of Kyra LLEs' below)

3. Building Capacity

On 13th October, to coincide with the opening of the recruitment round, Kyra delivered a 'system leadership training event'. Those intending to apply to become an LLE were strongly encouraged to attend. Current serving LLEs (newly affiliated to Kyra) and SLEs were also strongly encouraged to

@kyrateaching #AmbitiousforChildren
www.kyrateachingschool.com/lle
kyra@lincolnmountstreet.lincs.sch.uk



attend the event. Colleagues engaged in an initial discussion around the vision for school to school support, received training and resources from the Teacher Development Trust on the effective delivery of CPD (considered an essential element of school to school support), and received training on effectively managing a school to school support deployment (this session was led by an experienced National Leader of Education). The event also provided an opportunity for networking and for highlighting the importance of drawing upon SLE capacity during LLE deployments. **91% of those responding to our evaluation survey found the training either very helpful (33%) or helpful (57%). All those that responded said that they would accept a deployment within six months (20% said that that would proactively seek deployments).**

4. Ensuring co-ordination & engaging initial affiliate LLEs

A key part of Kyra's role is the co-ordination and quality assurance of school to school support undertaken by LLEs and SLEs. **The framework for deployments is provided by the Kyra 'system leadership toolkit', which supports leaders to determine roles, responsibilities, cost, and targets for each stage of a school to school deployment.** Kyra has led the development of this – drawing upon the toolkit initially shared by the National College.

All current and new LLEs (and SLEs) have also been required to sign an affiliation agreement with Kyra which ensures that they commit to the values and processes that Kyra has developed for successful school to school support. Documents and resources relating to both the system leadership toolkit and affiliation can be accessed at: <http://kyrateachingschool.com/resources/> (under 'LLE & SLE resources')

In the autumn term 2014/15, four serving LLEs accepted affiliation with Kyra, including: Mike Schofield (Boston West Academy), Andrew Hyde (The Edward Richardson Primary School), Greg Hughes (St Hughs RC Primary School), Paul Reid (The Spalding St John the Baptist C of E Primary School). **Three of this initial group were deployed to provide support in other schools from January 2015 following the provision of grant funding by the Department for Education for specific school to school support deployments in Lincolnshire.**

5. Recruiting a new cadre of Kyra LLEs

Alongside the affiliation of four serving LLEs, Kyra proceeded with its recruitment round for a new cadre of LLE. The application round closed on 15th December 2014. The recruitment round was based on the model for Specialist Leader of Education recruitment, which is itself led by teaching schools themselves.

Both the LLE role and the recruitment process were marketed through various online and social media channels, local headteacher briefing events, and through directly contacting all Lincolnshire heads by email. The response was very positive, with 23 headteachers requesting an application pack and 17 going on to submit an application. The majority of applications came from the primary sector, however, secondary, special and nursery schools also submitted applications.

An initial sift showed that eight applicant leaders met the criteria. Six did not sufficiently meet the criteria and did not proceed further through the process. Four headteachers were invited to attend a competency based interview (with three going on to receive designation). **The panels for both sift and the interviews included a wide range of representatives, including other local teaching**



schools, the local authority, and the diocese. Lincolnshire Teaching School Alliance and Equate Teaching School Alliance kindly agreed to provide external validation of the LLE recruitment process.

There were a number of key learning points & refinements following the recruitment process, including:

- **The application form (see Appendix 4) will be refined to ensure it encourages applicants to provide sufficient data and other evidence in order to demonstrate their track record in supporting other schools to improve.** In a number of cases applicants did not adequately support statements relating to their success in supporting other schools – with some of this evidence needing to be sought through interview. It is crucial that Kyra’s commitment to quality assurance and the use of evidence across its provision is emphasised in application forms for such key posts.
- **Kyra will develop a model for supporting those with the potential to become LLEs to develop the skills and competencies to successfully apply in future.** The recruitment process demonstrated that there was a high level of enthusiasm and interest for system leadership amongst Lincolnshire headteachers and that some heads, if provided with the right development opportunities and support, would be in a stronger position to apply. **As such, the ‘LLE Associate’ role will be launched later this year. This role will enable those head teachers with the potential to become LLEs to gain relevant experiences – including non-LLE deployments, shadowing LLEs, working alongside SLEs in their deployments, and leading CPD (including mentoring new headteachers).**

6. Induction of the new cadre of LLEs

Kyra delivered a compulsory induction day for successful applicants on 21st May 2015. The session involved the sharing and endorsement of the Kyra vision for school to school support (see below and Appendix 2), a three hour workshop on the characteristics of effective school to school support (led by an experienced National Leader of Education), and a briefing on the peer to peer quality assurance model (see section 7 below).

Feedback on the event was very positive (see Appendix 3) and colleagues told us that it had helped to increase their confidence and understanding of how school to school support would work in practice. The session also provided a helpful opportunity for networking as colleagues were strongly of the view that LLEs should work collaboratively and create a community of mutual support and advice in order to ensure deployments were as successful as possible.

Some key feedback arose from the event, including:

- Creating a protocol that LLEs should meet with the Chair of Governors before each deployment. This meeting would be separate to that with the head teacher.
- Kyra should create a ‘directory’ of LLEs and their direct contact details so that colleagues can easily access each other for advice or to request specific support as part of a deployment.
- Whilst Kyra is responsible for the co-ordination and deployment of LLE support, LLEs are responsible for the delivery of school to school support, including brokering additional support from other LLEs, SLEs, or other experts. LLEs are responsible for ensuring support is delivered to budget and against agreed remit.
- Kyra should develop a whistleblowing policy to ensure a protocol is in place where an LLE comes across practice that is illegal or puts individuals at risk of harm.



- Future LLE induction events should set out the various processes for how LLEs are commissioned in a clear and understandable way. It is a complex landscape and LLEs are keen that Kyra manages the interactions with these commissioning processes whilst ensuring that LLEs are fully briefed on the context around deployments.

All 'system leaders' across Kyra were consulted on the key elements of a vision for school to school support in Lincolnshire. This was shared at the LLE induction day in the Spring term and was endorsed by the group with only very minimal changes. **The vision is included as Appendix 2 to this report and will be shared with all schools supported by LLEs and SLEs as part of the deployment agreement.**

7. Additional Quality Assurance: an emerging peer to peer model

Kyra, following consultation at the system leadership training event in October 2014, explored the concept of 'supervision' (as frequently used in the social care sector) whereby triads of LLEs (together with the teaching school's Executive Head) provide constructive challenge, feedback and quality assurance of their colleagues' deployments as they take place. The process was established as part of the pilot and has been considered to be successful by those LLEs that have taken part.

It has been suggested that this process could be further informed by feedback from the supported school (head teacher and governing body) at agreed stages during the deployment process. This could present particular challenges (particularly if requested too soon), however, it would ensure that any major issues that could potentially put the deployment in jeopardy could be identified at an early stage and ensure the LLE receives sound advice and support from their peers in response. We recommend that this feedback is built into the toolkit deployment protocols, but stress that this interim feedback should not be requested until the deployment is well established.

8. Marketing

Kyra has begun marketing and promoting the work of Local Leaders of Education in order to ensure that they become established and recognised as a source of high quality support within the county (and potentially beyond). A new section has been added to the Kyra website called 'Meet the School to School support team': <http://kyrateachingschool.com/meet-the-school-to-school-support-team/> in order to promote the work and specialisms of our system leaders, including LLEs.

LLEs will also be regularly featured in the Kyra newsletter, with an extensive case study on new affiliate, Mike Schofield and his school, Boston West Academy, featured in the December edition: <http://kyrateachingschool.com/wp-content/uploads/Kyra-Case-Study-Boston-West-Academy.pdf> ; Vicky Johnson & Monks Abbey Primary School: and Greg Hughes and St Hughs RC Primary School, Lincoln: <http://kyrateachingschool.com/wp-content/uploads/Kyra-Case-Study-St-Hughs-RC-Academy.pdf>

Those attending the LLE induction said that Kyra should work towards case studies of all LLE schools in order that best practices and specialist areas are clearly communicated within the alliance.



9. Learning from initial deployments

Three deployments have been taking place since early 2015. The identity of the LLEs and supported schools is not included here as deployments are still ongoing or, in one case, has been cancelled.

One key issue that has arisen from these initial deployments is around the need for clear communication in advance of the deployment. Supported schools are not always clear about who has commissioned the deployment or why. For example, the local authority may have requested Kyra to support a school, but this information is not shared with the school until the deployment is imminent. **It is our recommendation that those commissioning deployments should consult with those schools identified as requiring support in order to explain what that deployment may look like and why it has been requested.** This provides the supported school with a greater sense of ownership and involvement in the process from the outset.

One option suggested, and taken up as a recommendation, is to clarify understanding and expectations of the process at an early stage. **This will be achieved by creating an 'LLE support information sheet' setting out what supported schools can expect from LLE support process. This would include information on the purpose of initial meetings with the head teacher and governing body, the kind of data required pre-deployment and why it is needed, the process for developing an action plan for the deployment, what LLE school visits involve, and the range of support provided.**

Clarifying the roles and responsibilities of all involved from the outset was also identified as a key issue. Whilst Kyra is responsible for the co-ordination and deployment of LLE support, LLEs are responsible for the delivery of school to school support, including brokering additional support from other LLEs, SLEs, or other experts. LLEs are responsible for ensuring support is delivered to budget and against an agreed remit. Again, this should also be set out in the information sheet.

It also became apparent how important it is that LLEs set clear protocols for how they and the supported school communicate with staff and others before, during and after the deployment, to ensure a smooth running of the deployment process. For example, one head teacher fed back to their staff on the outcome of their initial meeting with the LLE before a diagnosis of the key issues at the school or the nature of support to be provided had been fully agreed. This seriously undermined the process and led to the deployment being cancelled. **We recommend that all correspondence and discussion about the deployment is agreed between the LLE and the headteacher/Chair of Governors beforehand and this will be reflected in the 'information sheet' and toolkit.**

Finally, a particular concern has been raised about how long diagnosis of the support needed by a school can take in a context where funding must be secured before a deployment begins. Any delay in undertaking diagnosis leads to a delay in support and therefore improvements necessary to ensure pupils receive the very best education possible. There was a strong belief amongst the group that both commissioners, teaching schools and others should encourage schools that have been identified as / or are at risk of requiring support to engage in peer review at any early stage (before or alongside the commissioning of support) so that a diagnosis of the key issues is made at the earliest opportunity. The commissioner or client school would still be able to accept bids from organisations other than those providing peer review, however, in this case, a funding stream for the peer review activity would need to be identified. **Embedding a culture of peer review amongst schools – with an emphasis on providing reviews of schools in challenging circumstance - would**



ensure that commissioners and others have a much clearer and informed understanding at an earlier stage about the specific needs of schools requiring support.

10. Measuring impact

Kyra is publically committed to the success of the LLE programme in Lincolnshire and school to school support generally. In the academic year 2015/16, our targets are for:

Kyra designated LLEs to be in place by Summer 2015	Summer 2015	Designation data;
Kyra’s impact on improvement and success in other schools to be cited in ten Ofsted reports or more	Summer 2016	Ofsted report information and data from supported schools.
50% of LLEs to be deployed in academic year 2015/16	Summer 2016	Deployment data;
80% of supported schools to demonstrate improvements in key areas	Summer 2016	Deployment data and impact data from individual schools supported (attendance, KS2 results, Ofsted reports etc.)

Over and above this, the success of school to school support with Kyra will be judged by our annual ‘impact and needs’ survey, which includes a target that: 85% of Kyra leaders judge Kyra’s school to school support provision as very positive or positive.

11. Recommendations

For Kyra and other teaching schools:

- **Ensure all LLEs are required to sign an affiliation agreement with the teaching school which ensures they commit to the values and processes developed for successful school to school support**
- **Develop a common ‘toolkit’ for LLEs that is both evidence-based and continually refined based upon learning from deployments. This should provide the framework for all deployments and ensure LLEs have clear guidance and templates at all stages of deployment. The Kyra toolkit can be accessed here:**
- **Ensure clarity (for both commissioners of support and those receiving support) around what can be expected at all stages of the process, the roles and responsibilities of those involved, and key protocols – including communication, complaints procedures, whistle blowing and accountabilities for the success of the deployment. Kyra will develop an ‘LLE support information sheet’ for sharing with all stakeholders pre-deployment.**
- **Create a standard protocol that LLEs should meet with the Chair of Governors before each deployment. This meeting would be separate to that with the head teacher.**
- **Work with all system leaders to develop a vision for school to school support so that all stakeholders are aware of values and behaviours that will underpin this work.**



- Encourage networking and a community of support amongst LLEs (and more widely to include SLEs and other experts) so access to advice and expertise is readily available. **Kyra will organise system leadership training on an annual basis, create an LLE forum, and create a 'system leadership directory' to include and for the use of all Kyra LLEs and SLEs.**
- **Create opportunities for the 'supported schools' to provide feedback on how the deployment is going from their perspective once the deployment is established** and the LLE considers that initial progress is being made. This feedback will be shared with the LLE's peer review colleagues (working within their triad) so that they receive sound advice and support in response.
- **Develop an 'associate LLE' role to enable those head teachers with the potential to become LLEs to gain relevant experiences – including non-LLE deployments, shadowing LLEs, working alongside SLEs in their deployments, and leading CPD (including mentoring new headteachers).**
- **Work towards developing case studies of all LLE schools in order to capture best practices and specialisms and ensure these are communicated within the alliance.** This will help to ensure LLEs are able to identify additional support where required.

For commissioners of school to school support:

- **Be transparent with schools identified as being in need of support about the proposed process and the options being considered in order to secure their improvement.** Wherever possible, try to consult and engage the school in order to provide a sense of ownership and involvement at an early stage. This initial approach can be highly beneficial as it provides a more positive basis for developing the school to school support relationship.
- **Embed a culture of peer review amongst schools – with an emphasis on providing reviews of schools in challenging circumstance – to ensure a much clearer and informed understanding at an earlier stage about the specific needs of schools requiring support.** Without this, there is a risk that issues and concerns are highlighted too late and that a diagnosis of support needs is made many months after these issues are identified. **Commissioners should consider funding teaching schools and others to provide ongoing peer review within their locality. This is an investment worth making as concerns can be identified at an early stage and, in some cases, potentially addressed through existing school to school support mechanisms rather than funded interventions.**

For more information, please visit: www.kyrateachingschool.com



Appendix 1: List of Kyra affiliate Local Leaders of Education (as of February 2015)

- Andrew Hyde – The Edward Richardson Primary School, Tetford
- Paul Reid – The Spalding St John the Baptist Church of England Primary School
- Tracy Fulthorpe – Gainsborough Parish CE Primary School
- Garth Hicks – Bardney CE & Methodist Primary School
- Zoe Hyams – Caistor CE & Methodist Primary School
- Patricia Ruff – Dunholme St Chad’s Primary School
- Nigel Walter – Lincoln Sir Francis Hill Primary School
- Nicola Gough – Welton St Mary’s CE Primary Academy
- David Hodgson – Leasingham St Andrew’s Primary School
- Greg Hughes – The Saint Hugh’s Catholic Primary School, Lincoln
- Vicky Johnson – Monk’s Abbey Primary School, Lincoln
- Jason O’Rourke - Washingborough Academy
- Ian Randall – Reepham CE Primary School
- Laurence Reilly – Bourne Academy
- Mike Schofield – Boston West Primary School



Appendix 2: Kyra's vision for school to school support. May 2015

Informed and endorsed by our LLEs, SLEs and other expert leaders and teachers across KYRA

BUILDING RELATIONSHIPS BASED ON TRUST

- Being open & transparent at all times
- Listening & learning before advising & deciding

UNDERPINNED BY EXCELLENCE

- Making decisions based on sound evidence and robust data
- Identifying the potential in others at every turn and harnessing existing capacity & expertise wherever possible

ALWAYS INCLUSIVE

- Ensuring improvement is an inclusive process – involving all stakeholders
- Communicating clear plans, goals & targets that set a clear agenda for all

ALWAYS CHILDREN & FUTURE FOCUSED

- Putting children's outcomes at the centre of all our conversations & actions
- Challenging underperformance firmly but fairly
- Building capacity & sustainable solutions for the long term– no quick fixes.
- Accountable for our actions.
- Never moving on without leaving a clear and ambitious plan for the future
- Committed to our own CPD as system leaders – including up to date knowledge of research, policy & best practice

May 2015.



Appendix 3: Feedback following Kyra's LLE induction programme on 21st May 2015

Q. Did the session increase your confidence in preparing for the LLE role? Responses: 80% - very much so; 20% - to some extent; 0% - Didn't gain any more confidence; 0% - I feel less confident.

Q. Do you feel clearer about the vision for Kyra LLEs and the role you will play in the system? Responses: 80% - 'very much so'; 20% - 'to some extent'; 0% - 'more clarity needed'; 0% - 'not at all'.

Q. Do you feel clearer about the principles behind Kyra's LLE support: Responses: 100% - 'very much so'; 0% - 'to some extent'; 0% - 'more clarity needed'; 0% - 'not at all'.

Q. Did you feel that the training session covered the key aspects of school to school support? Responses: 60% - strongly agree; 40% - agree; 0% - somewhat agree; 0% - do not agree.

Q. How would you rate Kyra's organisation of the LLE programme so far? Responses: 60% - Excellent ; 20% - very good; 20% - good; 0% - fair; 0% - poor.



Appendix 4: Kyra LLE Application Form (2014 round)

PART A

Questions/sections marked * are mandatory and must be completed.

*Please provide the full name of your school	
*Please provide the full name of the applicant head	
*Please provide URN for the school you have listed above? (please note that this is the 6 digit number from Edubase, not your LA/establishment code)	
*When did you take up the post of substantive headteacher at the school you have listed above? (DD/MM/YY)	
*When did you become a substantive headteacher? (DD/MM/YY)	
*Please provide details of any other headships you have held, including dates in post	
If you have been a substantive headteacher for less than 3 years, please provide details of your previous role(s), to cover the past 3 years and any headships prior to this	
*How long do you intend to remain in post as substantive headteacher at the school you have listed above ?	
*Are you Chief Executive or Executive Headteacher?	
If you have answered 'Yes' to the above, please list the additional schools you have responsibility for, including the date (s) you took up post.	
*What is your preferred contact telephone number?	
*What is your preferred contact email address?	
*Have you completed Professional Partner training with the National College?.	
If, yes, when did you complete the training? (MM/YYYY)	
*How many headteachers/senior members of staff have you provided support to as a coach or mentor at a school	



other than your own?	
*Please provide the date of your current school’s most recent section 5 Ofsted inspection (DD/MM/YY)	
*Grade for Overall Effectiveness	
*Grade for Leadership and Management	
*Grade for Capacity to Improve (if judgement is included in report)	
*Any references to the leadership of the headteacher in the Ofsted report (please include quotes as appropriate)	
*Were you the substantive headteacher at your current school at the time of its last section 5 Ofsted inspection?	
If not, where possible, please confirm the date, URN and name of the school where you were named as substantive Headteacher on the section 5 inspection	
If your school took part in the 2010 boycott of KS2 examinations, please provide us with the school’s 2010 validated teacher assessment grades for Level 4+ English and Maths combined	
Please provide your 2014 results for the phase which is applicable to the applicant school (i.e. KS1 – 85%): KS1 - Level 2b+ in Reading, Writing and Maths; KS2 – Level 4+ Reading, Writing and Maths and 2 Levels Progress in Reading, Writing and in Maths; KS4 – 5+A-C including English and Maths and expected progress in English and in Maths	
If your school's performance data is not published by the Department for Education, please provide a summary here of the school's performance over the last four years	
If known, please provide your 2015 targets in the space provided, for the phase which is applicable to the school KS1 – Level 2b+ in Reading, Writing and Maths; KS2 – Level 4+ in Reading, Writing and Maths combined; KS4 - 5+ A-C including English and Maths	



<p>Special Schools: Please provide evidence of how your pupils have progressed over the past three years. This should include progress against the progression guidance, if applicable. Please provide any information you feel relevant such as % of pupils in the upper, median and lower quartiles, cohort size and targets for next year.</p>	
<p>PRU's: Please provide a summary here of your pupils performance over the last three years, including how they compare to national standards for PRUs.</p>	

PART B

The following questions have been designed to gather evidence regarding your experience of providing support as a coach or mentor to another headteacher or senior member of staff at a school other than your own.

The word limit for each of the questions is clearly stated below. Any text that exceeds this limit will **NOT** be assessed by the panel. The word limit provided is an upper limit and you will not be penalised if your answer is shorter, provided there is sufficient evidence to fulfil the assessment criteria.

Please answer the questions in text format i.e. no logos or diagrams. In the interest of equity only written information provided in this document will be assessed and additional information such as websites or appendices will not be taken into account.

<p>*Please outline how your school has built capacity to enable you to support senior leaders outside your school. (300 words)</p>
<p>*Please outline your experience of providing coaching/mentoring support to another headteacher or senior member of staff in a school other than your own. Please include details regarding the type of support provided and the impact this has had on the supported school. (400 words)</p>



REFERENCE

Please provide details of a person who can comment on your suitability to take on the role of LLE. This should be:

- a DCS or second tier officer from the Local Authority
- a Senior Representative from your diocese
- the headteacher of a teaching school
- the headteacher of a teaching school alliance strategic partner, which has responsibility for school to school support.

*Name of referee	
*Job Title	
*Organisation	
*Contact phone number	
*Contact email address	

DECLARATION

<p>I can confirm that:</p> <ul style="list-style-type: none"> • I am accountable for a school that meets the LLE eligibility criteria • Have the full support of the chair of governors/chair of board and they understand the implication for the school if this application is successful • I Agree that the details given in this application are correct and complete • I understand that the data I have given will be processed and verified and hereby give my permission for my details to be retained • I understand that my application may be rejected for withholding relevant details or giving false information. 	
*Signature	
*Date	

Closing date for applications is Monday 15th December 2014.

Completed applications should be sent to Lisa Yates:

By email: lisa.yates@lincolnmountstreet.lincs.sch.uk

*By post: Mount Street Academy
 Mount Street
 Lincoln LN1 3JG*