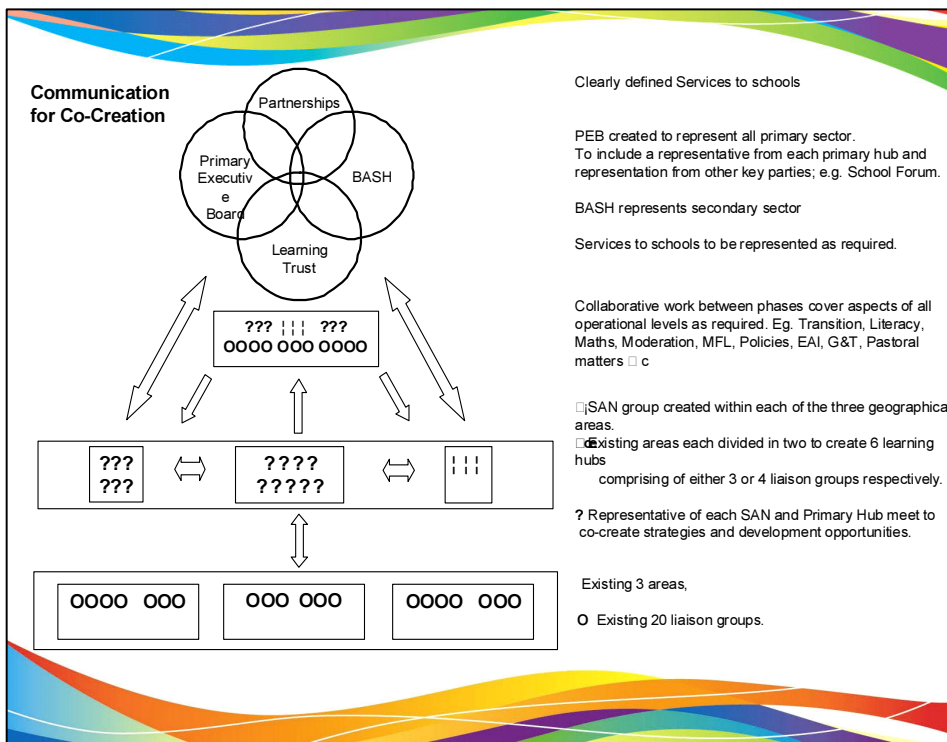


## UPDATE ON DEVELOPMENT OF THE BUCKINGHAMSHIRE LEARNING TRUST

- Consultation has been done with schools, early years and services on the principles and vision underpinning the development of the Learning Trust
- Educational principles drafted and under consultation
- Business Case produced
- Elections underway for Trustees to the Shadow Trust Board
- Ongoing school and service discussions.

### **ENSURE THAT PROCESSES AND STRUCTURES ARE IN PLACE TO ENABLE ALL SCHOOLS TO FULLY INFLUENCE, BENEFIT FROM AND WORK IN PARTNERSHIP WITH THE BLT AND THE LOCAL AUTHORITY.**



## Liaison Groups

*In the summer term meetings there was a general consensus that .....*

They should meet each half term.

They allow localised partnership working.

They can identify local need and changing trends.

They can Pilot and develop collaborative projects.

They should be 'owned' and driven by the schools

## Initial Questions .....

A Liaison Group is based around a secondary school and its feeder schools – is this the preferred model?

Should there be model terms of reference to include such aspects as: the election of a chair, agendas, minutes, representation at other boards?

What should drive the agenda, what does local partnership working look like?

## Hubs

*In the summer term meetings there was a general consensus that .....*

The proposed model for hubs replaces the current model of 3 Area HT Meetings with 6 smaller groups, each comprising of 3 liaison groups.

They should be 'owned' and driven by the school.

The proposed hub model extend the localised partnership working generated through individual liaison groups.

It was suggested that the hubs will extend the opportunity for school to school support in addressing matters relating to school improvement. For example; transition, moderation, curriculum development, learning walks etc...

## Initial Questions .....

Should there be a choice about which hub a school is part of?

Can a school join more than one hub?

Should there be model terms of reference to include such aspects as: the election of a chair, agendas, minutes, representation at other meetings?

It is proposed that representatives from each hub sit on the Primary Executive Board, how will this be agreed?

How will Hubs engage with representatives from the 'Services to Schools'?

Does capacity need to be found to support schools in facilitating and developing this initiative?

## Primary Executive Board

*In the summer term meetings there was a general consensus that .....*

It is proposed that this board represents the Primary voice in influencing strategy.

The PEB will be the vehicle through which the LA, the Trust board and other partners will access the primary steer.

It was suggested that there be 3 representatives from each hub on this board.

The PEB should be 'owned' and driven by the schools.

## Initial Questions .....

How will we select representation for the PEB from Hubs?

What processes need to be in place to ensure that the PEB is secure in its mandate of representing the primary voice?

Should there be model terms of reference to include such aspects as: the election of a chair, agendas, minutes, mandate?

Should there be standard agenda items set by the PEB for Hub and Liaison Group agendas?

How will the PEB support the processes for quality assurance when considering services to schools?

## Next steps

- PCB representatives to lead agenda item at the first Liaison Group meeting this term, (weeks 2-4). Any additional comments regarding the proposed structure should be passed to your PCB representative no later than 1<sup>st</sup> October 2012. (If you do not currently have a PCB representative for your liaison group, please choose one)
- Collation of points raised through this workshop and Liaison Group meetings will be brought for discussion at the PCB meeting in weeks 5-7 of the first Autumn half Term 2012.
- Following PCB meeting, draft model to be generated and reported back by members of the PCB to all Primary Head Teachers at Area Head Meetings in weeks 1-2 of the second Autumn half term 2012.
- Collation of points raised through Area Head Meetings to be discussed at the second PCB meeting in weeks 5-7 of the second Autumn half Term 2012. During this meeting it is proposed that the following be agreed for introduction with effect from January 2013:
  - Composition of Liaison Groups
  - Composition of Hubs
  - Terms of reference for both Liaison Groups and Hubs
  - Agreed protocols for the management of both Liaison Groups and Hubs
  - Dissolution of the PCB and formation of a Primary Executive Board

[Question: Does a similar discussion need to take place to ensure that the Governor 'voice' is similarly represented?]

## **AGREE 'BUCKINGHAMSHIRE SHARED PRINCIPLES OF EDUCATION'**

### **Aspiration**

- Our aspiration is that all children and young people experience excellent education delivered by excellent teachers or early years practitioners with the skills to nurture, inspire and challenge their students.
- Our aspiration is for the outcomes for all children, irrespective of their backgrounds, to be excellent and that we will close the gap in educational achievement within Buckinghamshire
- Our aspiration is that all children and young people educated in Buckinghamshire are offered opportunities to acquire the skills and attributes that will enable them to participate actively in work and community life.
- We aspire to achieve quality and innovation in providing services to all children as learners

### **Whole System**

- We recognise a diversity of educational provision across the County
- The Education System needs to work effectively together from Early Years through schools to Further and Higher Education to get the best outcomes for children, young people and the community
- We are committed to working together as a family of schools in Buckinghamshire irrespective of the nature of the school.
- Expertise in education is embedded in and across the whole system and that expertise needs to be recognised and used to strengthen individual institutions and the system as a whole

### **Education Leadership, Management and Governance**

- Critical to the delivery of excellence is excellent leadership, management, quality assurance, accountability and governance arrangements
- Shared support, learning and challenge is essential to build resilience in leadership and management
- We are committed to promoting a high quality Professional Development Programme for all practitioners

### **Teaching and Learning**

- Understanding effective pedagogy is essential to deliver the best outcomes for our learners
- We recognise developmental stages as being critical to success as a learner
- We are committed to ensuring the use of evidence based practice in nurturing, teaching and learning and sharing the results across the whole system.
- Reflective practice is acknowledged as a key element of effective quality improvement practice
- We acknowledge and celebrate the range of curricula and will seek to ensure that the curriculum is fit for purpose for learners in the 21<sup>st</sup> century
- We are committed to finding and promoting innovative and creative approaches and solutions to nurturing, teaching and learning to enable all children and young people to achieve their potential

### **External Factors Affecting Educational Outcomes**

- We acknowledge that there are factors in children and young people's lives outside of school which affect their educational outcomes.
- We need to work in partnership with parents/carers to deliver the best outcomes for children and young people offering support, encouragement and challenge
- We need to work in partnership with a range of professionals outside educational settings to get the best outcomes and remove barriers to learning for children and young people

*[Question: What is the best way of consulting with Governors on the Buckinghamshire Shared Principles of Education?]*