

Models of School Organisation/ Collaboration Research Project - Prevention and Commissioning

The purpose of this discrete piece of research is to build on earlier research conducted within Strategic Planning (Prevention and Commissioning) in January 2013, into potential models of school organisation and collaboration that North Yorkshire might adopt to aid school improvement and support sustainable provision. The research also considers opportunities for remote learning using modern technologies which may support small rural schools to enrich learning and support partnerships and collaborations. This piece of work will inform and support the work of the School Improvement Commission. A lever arched file of case studies and materials sourced throughout this research is also available.

Contents

1.0	Executive Summary	5
2.0	Introduction	8
3.0	Background and Context (including definitions)	9
4.0	Diversity of Models	11
	• 4.1 Single schools	
	• 4.2 Academies	
	• 4.3 Free Schools	
	• 4.4 Federations	
	• 4.5 All through Schools	
	• 4.6 Trust Schools - Multi-School Trust - Local Collaboration Trusts - Co-operative Trusts	
	• 4.7 Teaching Alliances	
5.0	The role of local authorities in facilitating and supporting collaborations	18
6.0	The Local Authority Perspective - How two Local Authorities are facilitating and supporting collaborations	19
7.0	Collaborations with FE Colleges	22
8.0	Modern technologies supporting collaborations in rural Schools	23
9.0	Conclusions	26
10.0	Recommendations	29
11.0	Acknowledgements and methodology	31
12.0	Knowledge base	32

List of Annexes

Annex 1

Models of school organisation /collaboration - research project	34
---	----

Annex 2

Details on types of partnership and cooperation in schools	35
--	----

Annex 3

Education Village Darlington - case study	38
---	----

Annex 4

Brigshaw co-operative trust - case study	45
--	----

Annex 5

The partnership selection process - Devon County Council.....	53
---	----

Annex 6

Modern technologies in North Yorkshire schools	54
--	----

1.0 Executive Summary

This report considers the diversity of models associated with school organisation/collaboration that North Yorkshire might adopt to aid school improvement and support sustainable provision. In addition, the report has looked at opportunities for the use of modern technologies supporting collaborations and enriching learning with a focus on small rural schools.

The methodology used for this project consisted of desktop research, telephone and face to face interviews. The remit of the project was to look at partnerships and collaborations outside of North Yorkshire.

Section four of this report summarises the diversity of current and emerging models of school organisation that North Yorkshire Schools might adopt to aid school improvement and support sustainable provision.

Section five considers the role of Local authorities in facilitating and supporting collaborations and section six provides two case studies of how two authorities that have significant areas of rurality are approaching school organisation/collaboration.

Section seven looks at how FE colleges are helping to shape the pattern of education in their local communities and the important role they can play in bridging the links between local educational institutions and employers.

Section eight considers how modern technologies can be used to support collaborations and enrich learning which can be important for pupils located in more isolated settings.

The major findings from this report are:

- There is a wide variation in models and the research is clear that “no one size fits all” but it is important that models adopted are responsive to their unique local context.
- The decision for choosing a particular model or partnership should be underpinned by a clear vision of how the chosen model will make a positive impact on the educational experience for pupils. It is the vision that will determine the resulting structure. Outstanding leadership is a key element and not the focus of individual schools.
- A re-current theme throughout this research has been the importance of the role of the Governing Body. The information and support they receive in terms of understanding the various models of school organisation is vitally important. They must be a major focus for support and guidance.
- LAs can help create an “enabling environment” within which collaboration can flourish and within which schools could find the support they need. LAs have a key role in creating a context within which school leaders and governors can feel secure in considering the range of models that may help them to develop better provision for pupils to support their learning and deliver better outcomes for children and young people.
- It is recommended that a process is put in place that ensures the LA captures, records and communicates to all relevant service groups the current position of school/s considering and or moving through the process of working in partnership with others through informal collaborations or through more statutory federation/trust arrangements.

- Modern technologies can effectively support collaborations and enrich learning across a wide range of different types of partnerships and collaborations.

1.1 Recommendations

- Schools should be able to adopt models of partnership and cooperation that suit their needs, therefore this report does not recommend a particular model for adoption in North Yorkshire as there is no “one-size fits all solution”. What is important is that models adopted are responsive to their unique local context and that they are underpinned by a clear vision of how the chosen model will make a positive impact on the educational experience for young people and become part of a self-improving or school led system.
- The schools interviewed for this research project were all in formal partnerships. However, evidence demonstrates that a mixture of both formal and informal partnerships exist both locally, regionally and nationally. It is however recommended that some formality and clear accountability is in place to maximise the potential of partnerships for school improvement outcomes.
- Governors are key decision makers and need to be involved fully in the process of creating local solutions to some of the challenges that have arisen as a result of the new education landscape. It is recommended that new ways of supporting and informing Governors such as the use of governor advocates (to promote the benefits of different models to aid school improvement and support sustainable provision) and development of guidance which aims to inform governors about how they might go about finding a partner school for a Management Partnership or for the move to Federation.
- There are currently a high number of requests coming forward from schools for advice and officer support to consider the range of collaborative models available, it is recommended that a suite of information is produced in different mediums aimed at headteachers, governors and members of the wider public and that the updated NYCC Guidance for Schools and Toolkit for Leaders and Governors should form part of this information.
- As officer time is at a premium, it is recommended that schools in the first instance read through all the information provided and work through the “Working Together Toolkit”. NYCC officers are able to support and advise schools on the detail within the Toolkit once there is commitment by governors to explore options further.

- It is recommended that a process is put in place that ensures the LA captures, records and communicates to all relevant service groups the current position of school/s considering and or moving through the process of working in partnership with others through informal collaborations or through more statutory federation/trust arrangements. The process should ensure that the following is logged and communicated:
 - contact made by a school/s to the LA requesting information and support about the different models of collaboration
 - once a governing body has decided to explore options further, a LA lead officer should be appointed. This person will be responsible for co-ordinating support and advice which may involve establishing a relevant group of cross service group staff e.g. finance, HR, School Improvement, Strategic Planning and Governor Support in order to support the school/s throughout the process.
- Modern technologies can effectively support collaborations and enrich learning across a wide range of different types of partnerships and collaborations. Small rural schools can utilise many different technologies but it is recommended that a strong supporting case needs to be put forward with a cost benefit analysis, clear leadership and likely impact identified.
- It is recommended that the outcomes of this research are cross referenced with the emerging themes stemming from the North Yorkshire Commission for School Improvement.

2.0 Introduction

The purpose of this discrete piece of research is to build on earlier research conducted within Strategic Planning (Prevention and Commissioning) in January 2013, into potential models of school organisation and collaboration that North Yorkshire might adopt to aid school improvement and support sustainable provision. This piece of work will inform and support the work of the School Improvement Commission but specifically looks at partnerships and collaborations outside North Yorkshire. The full scope of the research project is detailed in Annex 1.

The research conducted has considered:

- Single Schools
- Academies and Free Schools
- All through schools
- Trust Schools including Co-operative Trusts
- Collaborations between schools, colleges and other partners
- Federations
- Opportunities for remote learning e.g. use of ICT/video conferencing and other models of organisation which support rural schools

3.0 Background and context

The benefits of school to school collaboration have long been recognised. Both the current and previous governments have encouraged the development of school to school support and North Yorkshire County Council (NYCC) has a long history of supporting schools to work together.

These endeavours have generally been a response to challenges around educational standards in individual schools or the viability of provision. Often they have been a response to the problem of recruiting high quality head teachers, so have been opportunistic in nature rather than planned strategically.

The terms “**partnership**”, “**cooperation**” and “**collaboration**” are sometimes used interchangeably but the **key distinction** is between those partnerships which have a formal basis and those which do not (House of Commons Education Committee - School Partnerships and Cooperation (2013)).

There are a number of schools in North Yorkshire who are in partnership with other schools, some schools belong to more than one partnership grouping. Some of this activity takes the form of informal arrangements, sometimes made directly between schools based on proximity, community links and/or personal relationships. In many cases the arrangements have been actively brokered, nurtured and supported by the Local Authority (LA). NYCC’s Guidance for Schools on Collaboration “Working Together” encapsulates the support for this work.

The recently published report by the House of Commons Education Committee - School Partnerships and Cooperation states:

“The Government recognises the value of school partnerships and cooperation and the role they play in achieving a high performing, self-improving education system”

and acknowledges that:

“Schools should be able to adopt models of partnership and cooperation that suit their needs within a legislative and policy framework that is as non-prescriptive as possible”

(House of Commons Education Committee - School Partnerships and Cooperation (2013)).

3.1 Definitions

Schools can work with each other in a number of ways ranging from formal partnerships that have their basis in legislation for maintained schools and the funding agreements for academies, to less formal arrangements agreed at a local level between schools. Further details (as defined in the House of Commons Education Committee - School Partnerships and Cooperation (2013)) on types of partnership and cooperation in schools can be found at **Annex 2**.

In this report, references to schools include academies except when stated otherwise.

The word 'collaboration' in education is frequently used to describe both informal and formal activities taking place between one or two institutions or several. Collaborations can also exist with employers and communities.

3.2 What is collaboration?

At its simplest, collaboration is two or more schools working together to the mutual benefit of their pupils. Collaboration has the potential to broaden opportunities and contribute to efficiency and so it is wise for governors to keep collaboration in their sights.

Collaboration includes partnership working of all kinds between schools, from informal partnerships of all kinds, through sharing staff and/or services, to amalgamation. Collaboration can take place between maintained schools of all categories - community, voluntary controlled, voluntary aided and foundation. Collaborative working allows flexibility to suit each school - there is no blueprint, although there are models which can be observed as a starting point and inspiration. Some of these models will be shared within this guidance.

Where schools are already working in partnership successfully, the established arrangements are more important than the formally defined structure of the partnership, although structures can support the way that the partnership works.

NYCC has an ambition for all schools to be working in partnership with others either through informal collaborations or through more statutory federations/trust arrangements and will support them to do so.

4.0 Diversity of Models

The way schools are led and managed is changing. The types of school leaders and governing bodies that exist today are far more diverse than they once were; what is more, they will continue to develop. This section of the report examines current and emerging models of school organisation.

4.1 Single schools

This is the most common model, with one headteacher, one school and one governing body. Even this model, however, is no longer straightforward. For example, developments include: establishing a job share for two or more headteachers or the creation of co-leadership that involves staff without qualified teacher status joining the leadership team.

4.2 Academies

Academies are state-funded but independently run schools. The strongest and most formal type of collaborative structure is the multi-academy trust (MAT) model. This model can be used for both sponsored and converter academies.

4.3 Free schools

These are schools with academy status, set up and run by interested parties such as parents and teachers. They tend to be within the 'single school' category.

4.4 Federations (statutory federation)

This is a statutory arrangement in which two or more maintained schools create a single, federated governing body. A maintained school cannot federate with an academy. The federated governing body membership reflects the model that would apply to the individual

schools. Schools may have shared management positions and appointments, agreed by the federated governing body. Schools sometimes opt to have one head teacher. The federated governing body receives and must account separately for the budgets of each of the federated schools. It is, however, able to use them across the schools in the federation.

Between September 2009 and December 2012 393 schools informed the Department that they had joined a federation. A number of federated schools exist in North Yorkshire both at both primary and secondary stages.

4.5 All through Schools

As at September 2011 there were 21 all through schools in England but this number was rising sharply with all through academies being formed and new all through free schools being approved. They are extensively used in the private sector and overseas. There are many more in Scotland than in England and Wales. They can often be the result of opportunity where two schools are on the same site or the result of a new building/new school.

All-through schools can be single Academies, multi Academy trusts, hard federations, Co-operative trusts or individual maintained schools. The government is supporting the expansion of all-through provision so it is likely to be well received as a solution to underperformance.

4.6 Potential Benefits

All- through schools can create the opportunity for various organisational structures such as school within schools etc. They can have a common ethos across the age range and leaders can have a clear vision right across a child's journey. Primary pupils can have access

to specialist facilities and teaching that they would not otherwise be able to access. It is argued that the school becomes more like a community or a family with time to develop relationships with individuals. School staff can become more familiar with children enabling them to track progress more effectively. This model avoids the transition at Year 7, potentially avoiding a significant dip in performance and a disconnect with education at a crucial time. It makes it more straightforward to have continuity of curriculum and transition between key stages.

Children who have spent their primary years at the school will already be familiar with their surroundings and children joining the school at Year 7 will have peers who know their way around. For parents it can enable a single drop off or single set of home to school transport arrangements. It can reduce stress for families around choosing schools at different points in their child's education and particularly at a time in adolescence where children start to assert their own views - it fixes educational arrangements at an earlier age. There are opportunities for children to learn in mixed age groups (stage-not-age) and benefit from mentoring from older pupils. There is some evidence of behaviour improvements particularly among older children

All-though schools can be led by either secondary or primary leaders. Retention and recruitment of staff can be aided by opportunities for working across age range and professional development

- A single governing body can be strong, well trained and have fewer problems recruiting to its ranks.
- There are potential economies of scale with the purchase of services, equipment etc

- It may create an opportunity to locate additional primary schools onto secondary sites where sites are hard to find. It can also allow the release of capital receipts from surplus sites to support investment in new facilities.

4.7 Potential Limitations

Research evidence on outcomes and impact is thin on the ground. It is therefore possible that the upheaval involved with transition may outweigh any benefits. This transition dip may be associated with teaching style so may not simply be a function of moving from one institution to another. Transitions between key stages will still need to be planned to take account of this to ensure curriculum continuity.

Some argue that children need to mark their growing maturity with a move to a larger more formal setting and that it can help them aspire to their elder peers achievements - i.e. a move to secondary school is an important rite of passage.

It could create too much homogeneity and be seen to remove choice for parents. There is a potential danger that the school could become too insular.

Even its supporters would argue that it's not a one-size-fits-all solution and that it must match local needs.

All through schools often need additional primary feeders to make secondary phase viable. Children joining at Year 7 could feel at a disadvantage to those who have been in the school since reception creating two 'tribes' of children within the school at secondary phase.

Secondary and primary leaders may not be able to lead well across the other key stages

and there may be professional jealousies between secondary and primary teachers with very different backgrounds. It may be more difficult to move to an all through pattern with existing leaders who may not want to relinquish their autonomy.

If mixed age/stage teaching is to work it has been said that it needs a very creative timetable.

Large schools which may concern parents - particularly the very young and the much older being on the same site and it may generate safeguarding issues.

All through schools may still need to operate on split sites due to capital constraints so the benefits may be constrained.

Examples:

Darlington Education Village

The Education Village has evolved from a hard federation to a Multi Academy Trust.

The all through school (2-19) at Darlington Education Village comprises:

- Haughton Academy (900 place Secondary School)
- Beaumont Hill Academy (225 place Special School)
- Springfield Academy (210 place Primary School plus 26FTE place nursery)

There is Single distributed leadership model with one Executive Principal in addition to a Head of School for each academy.

Darlington Education Village Case Study - Case Study See Annex 3

Key benefits

- The level of teaching expertise over the three schools is vast - expertise is shared across phases of education to create a professional learning community with an emphasis on sharing of inclusive practice expertise
- Improved KS2-KS3 transition
- Economies of scale - all on one site
- Inclusive element is very strong and is the most special aspect of the school

Key challenges and issues

- Transforming a vision into reality - you needs a clear plan of where you are going
- Forging a coherent whole school culture - managing turbulence and change
- Innovation against accountability
- Models of leadership which are fit for purpose
- Now through 'forming' period and seven years on all three schools are thriving and a lot to do with the fact they are a federation. The vision is the driving force.

Serlby Park Academy - Doncaster

Operates under the School Partnership Trust which is a single-trust multi-academy sponsor. The 3-19 Academy has a 60 place nursery, Serlby Park Academy Primary whose pupils feed into the secondary academy automatically and a secondary academy (PAN 120). Other local primary schools have lower priority for entry. It operates on three sites.

It has a Principal 3-19, Vice Principal who is also Head of the Secondary Phase and three Assistant Principals.

Buxton School in Waltham Forest - All through learning community

3-16 School formed from primary and secondary schools. Converted to Trust status (Foundation with a Trust) in 2010. The LA is a partner on the Trust Board.

4.8 Trust Schools

Introduced by the Education and Inspections Act 2006, Trust schools allow a maintained foundation school to be supported by a charitable foundation (referred to as "the Trust"). In return the Trust is able to appoint some of the Governors and bring additional expertise to support the school leadership. Trust schools are maintained schools, funded by the LA at the same level of funding as other maintained schools. The trust school is the direct employer of staff, owner of the school land building and other assets and its own admission authority. They have some similarities to sponsored academies, except that they do not entirely sever links with their local authority.

A church school (either Voluntary Community or Voluntary Aided) cannot acquire a new trust - it retains its own church trust.

Community schools cannot directly establish a trust without a change of status although they can convert an existing charitable trust for this purpose.

4.9 What is a multi-school trust?

A trust established with more than one school as a member with the aim of providing a structure for collaboration.

All schools within the trust have trust school status. Distinct from a multi-academy trust or umbrella trust where members are academies.

4.10 Local Collaboration Trusts

A particular model adopted by the Church of England which allows groups of schools and academies including non-faith schools to collaborate. The trust is a company and/or a charity and each institution is a member. No change of status is required. Can sit above a multi academy trust or federation.

4.11 Co-operative Trusts - Trust Schools

Co-operative Trusts are membership organisations based on common ownership or mutualism. They adopt a co-operative model for their structures and governance which usually involves adopting co-operative values and principles and ensuring that the key stakeholders such as parents, staff, learners and members of the local community have a guaranteed 'say' in the affairs of the organisation. People from the stakeholder groups becoming members of the 'educational co-operative' for a school or cluster of schools. The members elect representatives to a "stakeholder forum", which then expresses the views of the wider group to the school leadership, while also

electing trustees, who in turn elect some of the members of the school's governing body.

This co-operative mutual model is based on open membership, equal democratic participation (one member, one vote) and clear accountability.

Schools within a Co-operative Trust have trust school status (or they can be Academies). Of the more than 500 trust schools in England, Co-operative trusts are now believed to be the largest grouping. As of 1 May 2013 there are 426 co-operative trust schools with approximately 100 more in the consultation stage.

Typically, several Co-operative schools are linked together in a single trust: often a group of local primary schools working with a secondary.

Trust status requires a change of status under schedule 1 of the school organisation regulations 2007.

Ofsted report that it has insufficient evidence to make definitive statements on how well trust arrangements are working in practice. It would need to conduct further surveys of inter-school partnerships to make such a judgement.

4.12 Potential Benefits of Co-operative Trusts

- Opportunities to pool resources
- Opportunities to jointly buy in services to get best value
- Can be viewed as an alternative to joining a sponsored Academy chain
- Some schools are attracted by the philosophical ethos and see it as a rejection of semi-privatised nature of Academies and more democratic
- Allows schools to retain autonomy. Academy heads reporting as having less autonomy than they expected when in a chain e.g. top slicing not in their control, ethos, branding, central office control
- Can help financial viability - small schools perceived as no longer individually viable
- Schools can share expertise as access to LA advice reduces
- Can maintain some relationship with the LA as they continue to be a maintained school and the LA can sit on the Trust body
- Offers the opportunity for the wider community to contribute to the running of the school

Examples

Individual school trusts are also being established in Stoke-on-Trent, Oldham, Bradford, High Wycombe and Peterborough. There are also Trusts in Burton on Trent and South Yorkshire. In Cornwall 70-100 schools are in Trusts. Devon has 58 schools which have adopted Co-operative model.

Brigshaw Co-operative Trust (Case Study see Annex 4) - a secondary and 7 primary schools in West Yorkshire. Built on a soft governance federation. Partners include Leeds City Council, The Leeds City College, Carnegie Leaders in Learning, CapeUK, and The Co-operative Group.

Key Benefits - please see attached case study for further details

- Improving the quality of teaching and learning
- School improvement is at the heart of what the Trust do
- Partnerships through local and regional co-operative networks
- Engagement with other partner involved in the Trust can bring additional expertise and capacity
- Consider issues from a Trust solution rather than an individual school
- Economies of scale
- Chairs of Governors' meetings share and learn from each other and develop stronger mutual support

Key challenges and issues

- Need to be in a strong partnership to consider the Co-operative Trust model.
- Engaging a number parents as part of the wider community to contribute to the running of the school
- Geographical proximity is not essential but can be helpful.

4.13 Co-operative Trusts - Academies

There are also now 31 co-operative academies. In most cases Co-operative Academy Trusts have started out as Co-operative Trusts with schools having Trust school status which have then converted either individually or as a group.

4.14 Partnership/Collaboration Trust4Learning

Trust4Learning is a partnership of schools, collaborating by consent, on an equitable basis to improve the collective quality of the schools within the partnership. A Trust of nine schools established in October 2009 : three Primary Schools and six 11-16 Secondary Schools located across Redcar and Cleveland and the Esk Valley in North Yorkshire who have pledged to work together for the benefit of all their learners - over 4750 of them - using individual school strengths and differences as a collective resource.

- a Trust of eight Community Partners (including Redcar and Cleveland College and Teesside University) who have together pledged to challenge, extend, support and enrich the work of the nine schools.
- a total of 17 organisations working together to add value to the learning journey of young people and their families
- This is an interesting example of schools working together across different LA boundaries with different types of schools linked into the Trust e.g. maintained schools (some of which are in a federation e.g. Castleton and Glaisdale), Academy schools and Voluntary Aided.

Key Strategic priorities

- To raise aspirations by enriching learner experiences.
- To promote inclusion and community cohesion by extending the provision of high quality facilities, services and learning opportunities to all members of our communities
- To secure, by collaboration a sustainable 3-19 curriculum provision that meets the learning needs of the full ability range of young people.
- To secure a curriculum in which all learners develop the skills necessary for successful progression into training, further and/or higher education and employment.

4.15 Teaching Alliances

Teaching schools are part of the government's drive to give schools more freedom and to enable schools to take increasing responsibility for managing the education system.

The vision for teaching schools is to have established a network of around 500 outstanding teaching school alliances by 2014 that will drive significant improvement in the quality of professional practice, improving the attainment of every child.

Teaching schools will play a fundamental role in developing a self-sustaining system.

The latest tranche of 150 schools brings the total number of teaching schools to just over 360 and will play in staff development and school improvement.

The teaching schools initiative began in 2011, marking a shift towards more school-centred training and development. The programme gives outstanding schools the opportunity to lead a group of schools, working with other partners including at least one university, to deliver high quality support for teachers and leaders at all stages in their career.

A local example of a Teaching School Alliance is The Red Kite Teaching School Alliance which is a partnership of schools and institutions sharing skills, experience, talent and capacity to help improve learning and achievement in schools across Yorkshire and the Humber.

As they develop, teaching schools working with other schools and universities will help to provide a strong supply of new teachers, develop leaders and the next generation of heads, and support schools in challenging circumstances.

5.0 The role of local authorities in facilitating and supporting collaborations

The Government's Schools White Paper stated that:

“ in a more autonomous school system, LAs have an indispensable role to play as champions of children and parents, ensuring that the school system works for every family and using their democratic mandate to challenge every school to do the best for their population ”.

The critical role of the LA in facilitating and supporting collaborations between schools and promoting excellence is a recurrent theme throughout this research. “In the new world ‘relationships are king’ and with a changing LA role is likely to depend on a LA's capacity to motivate, persuade and exercise principled leadership.

Devon County Council also considers that:

“ the Local Authority's brokerage role is key and ensures that partnerships are robust and sustainable ”.

Speaking from a non-local authority viewpoint, Sir David Carter (SCC) cited the “soft intelligence” held by local authorities regarding the history of schools over time, not necessarily how they are being judged at that moment”. This intelligence can clearly be beneficial in facilitating and supporting collaborations.

Mervyn Wilson (Chief Executive The Co-operative College) described the new role of LAs as being:

“ to create an enabling environment within which schools could find the support they need. The task therefore for LAs is to have the big picture of schools across their districts such that they are in a position to identify areas of concern and mobilise strengths within the schools which can be used to address these challenges ”.

It is clear that LAs have a key role in creating a context within which school leaders and governors can feel secure in considering the range of models that may help them to develop better provision for pupils to support their learning and deliver better outcomes.

The House of Commons Education Committee School Partnership and Cooperation Report states that:

“ although evidence on the impact of school partnerships seems positive, it would benefit from robust evaluation particularly aimed at identifying what works and why ”.

6.0 The local authority perspective - how two local authorities are facilitating and supporting collaborations

Both Devon County Council and Northumberland County Council (two, large rural LAs) were contacted as part of this research.

Devon County Council

Background

Devon County Council (DCC) is committed to working in ways that enable all schools to make best use of their autonomy to lead their own improvement.

Devon has built a lot of expertise and experience around federation. The DfE and National College, flag Devon as a national leader in this field and highlight to others the range of advice, support and information that Devon has to offer.

The majority of Devon schools, including many of the most successful, have actively chosen to retain their close working relationship with the LA. Education Futures is the strategic partnership between maintained schools and the LA which clearly articulates the educational philosophy and values shared.

Co-operative Trusts within DCC

As of September 2013, 58 schools out of 320 maintained schools have adopted the Co-Operative model in Devon, usually involving one secondary school and a number of feeder primaries. A couple have two secondary schools in the grouping. Most are therefore in groups of schools but some single. Some of the Co-operative Trusts work very well. These are linked into the 32 Learning Communities that exist in Devon. Co-operative Trusts can reap the benefits of external partner involvement.

Federations

Over 100 Devon schools are now in a federation, the latest developments include federations federating with each other to grow and be more sustainable. There is a strong belief that real and sustainable advantages come through the formalisation “hardwiring” of partnerships. Outstanding leadership is paramount and not the focus of individual schools.

The Role of Governors - the decision makers

Devon County Council has invested time speaking to groups of governors. Their Governor Newsletter carries regular articles on the benefits of school collaboration. The power of Governor Advocates has been very useful in getting Governors on board to consider alternative models of school organisation.

Geographical Coherence

- Devon County Council found that geographical proximity between schools is not essential for effective partnerships.

ICT/Rural Schools

Staff in Devon federations and collaborations are enthusiastic about the potential for new technologies and recognition of the need to use 21st century technology such as ipads, podcasts, Skype, smart phones, blogs and e-books.

Partnership Pathways

Devon County Council has produced a Partnership Pathways document which includes a helpful diagrammatic Partnership Selection Process - Step by Step see attached. The guidance aims to inform governors about how they might go about finding a partner school for a Management Partnership or for the move to Federation Annex 5.

Devon Federation Network

A network of professionals and governors working together to support schools that have federated. The Heads and governors act as champions and advocates for federation.

Partnership Events

- The impact of re-thinking and re-organising the deployment of resources
- Creating a partnership model that suits your unique context
- Developing effective governance in partnership
- The advantages of developing heads of school
- The impact on school improvement through partnership

Northumberland County Council

Northumberland County Council (NCC) profile includes a mixture of schools. They operate under a three tier system of schools.

- There are 178 schools in Northumberland
- A significant % of First Schools have less than 100 pupils and a number of these have very small schools with less than 25
- Some small schools have closed - Allandale Middle School a recent example which closed July 2013 with 137 pupils
- There are rural issues with boundaries into the Scottish system
- 19% of Northumberland schools have an executive head
- Hard Federations have been driven from the school's themselves - 20 schools are in a hard federation
- There are 15 schools with academy status, 3 sponsored, 11 converter and one free school, 2 Trust schools

Leadership Models for a changing landscape leading to both school improvement and sustainability

- Initially, the main impetus for change was the Headteacher shortage crisis in small rural schools in Northumberland in 2006.
- In 2007/8, the LA carried out an audit of school leadership. This revealed 62% of Headteachers were over 50 years of age and in a succession planning brief for Governors (2007) highlighted that:

- › 57 Northumberland Headteachers could retire immediately
- › Over the next five years, 132 Headteachers were eligible to retire.
- › At the same time, further analysis of leadership and recruitment issues highlighted the increasing difficulty of recruiting Headteachers to small, rural, first schools.
- In response to the issues highlighted above, the LA developed and built a programme that met the needs of potential future leaders from small and rural schools. The LA was successful in securing Wave 3 NCSL regional targeted support funds to develop this programme and ran a series of courses that the LA believes were key to the success of the programme.

A report conducted in April 2012 cited the following benefits of the programme:

- In the first two years from inception, with 31 participants, 14 have already completed (NPQH), a further 7 are currently accepted onto NPQH. 7 are already a Headteacher.

Northumberland's LA strategy was to develop the leaders first and then concentrate on succession planning with governors. The expectation now is that all new heads will be involved in some form of collaboration. The LA has produced a DVD looking at different models of collaboration.

There is a strong determination to develop local leaders. Every local headship appointment has been from the potential leaders programme and there is now a co-

hort of people who can lead. Programme still runs but no longer able to be led by NCC.

Whilst not entirely solving on-going succession planning issues, these projects have undoubtedly helped and small rural first schools in need of a new Head can realistically anticipate a better pool of potential candidates than three years ago.

This case study demonstrates the links between building leadership capacity in a rural county which has impacted on school improvement and sustainability.

7.0 Collaborations with FE Colleges

Colleges are actively engaged in supporting new types of school e.g. studio schools, where pupils can focus on a craft or skill, and university technical colleges (UTCs), where pupils receive a high quality education with a technical specialism as well as sponsoring independent academies and free schools.

“ The benefits of offering more practical curriculum are reflected in the government’s promotion of studio schools, but collaboration with FE mean that such opportunities can be available to a pupil at any school, whatever it status ”

(157 Group Policy Paper - Effective transitions from school to work: the key role of FE colleges)

Colleges are actively engaging in supporting new types of schools e.g. Hull Studio School is sponsored by Hull College.

Since May 2007, maintained schools have been able to enter into collaborative arrangements with FE colleges through joint committees. Stoke on Trent College provides a good example of a college that has worked with schools and the local authority to bring about change in the area.

Redcar and Cleveland College form part of a Trust of eight Community Partners who have together pledged to challenge, extend, support and enrich the work of the nine schools in the Trust4Learning. The Trust has nine schools located across Redcar and Cleveland.

From September 2013 FE Colleges can recruit 14-16 years olds directly e.g. Hull College, Middlesbrough College and Leeds City College. Currently there are no colleges within North Yorkshire that offer direct recruitment at 14-16.

Locally in North Yorkshire, FE colleges (Selby College, Askham Bryan College, Harrogate College, Yorkshire Coast College and Craven College) are active partners in 14-19 area partnerships and have been for several years and particularly around curriculum collaboration.

8.0 Modern technologies supporting collaborations in rural schools

One of the research questions for this project focused on “opportunities for remote learning through modern technologies which can support small rural schools”.

There are, many possibilities for modern technologies to support learning and progress in schools, regardless of size and proximity to other schools. There are countless tools available, many of which are free and easy to use.

This section of the research projects aims to compare and contrast both the national and local picture regarding how the use of modern technologies is enriching learning and particularly for pupils in more isolated settings. How modern technologies support collaborations is also explored.

8.1 National Picture

Nationally, research evidence highlighting the use of modern technologies supporting small rural schools is thin on the ground.

However, during the course of carrying out this research, two examples have been identified:

- The award winning Glow intranet for education which has been developed exclusively for Scotland’s educational community
- Devon County Council - new technologies supporting the development of federations and collaborations in Devon.

Glow - Scotland

Glow is transforming the way the curriculum is delivered in Scottish state schools. It breaks down geographical and social barriers and provides the tools to ensure a first-class education for pupils.

Glow gives access to information and activities including interactive educational games, revision papers, links to other sites and news features. These resources support pupils to learn in innovative and exciting ways. Glow has a number of key features and access to, or restrictions to, these features is dependent on the permissions set by your local authority. Not all features are relevant to all users.

Through Glow, state schools in Scotland benefit from:

- A trusted and safe environment for pupils, practitioners and parents
- A space to create personalised programmes of work and share thinking and curricular resources
- A variety of online tools to enhance learning experiences
- Virtual learning to share information and take part in a lesson
- Tools to enable you to communicate and collaborate across the network
- Communities of practice that offer practitioners rich opportunities to share and collaborate
- Innovation in learning and teaching approaches by engaging and immersing young people in powerful and relevant learning experiences
- Motivation and support for individualised learning, personalisation and choice

The next generation of Glow is currently being developed.

Devon County Council Modern Technologies Supporting School Collaborations

Technology supports learners in Devon through a number of excellent Federation Websites and Learning Platforms (a tool that allows users to interact in an integrated, on-line environment). In addition, Video conferencing has been successful with one federation using the technology to combat pupil isolation where very small year groups exist.

ICT Support Services for schools in Devon and the South West host schools data enabling schools to collaborate and access systems from anywhere. They also provide advice on the best way to set up School Information Management Systems (SIMS), Financial Management Services (FMS) to facilitate multi academy or federation working.

Points to consider when implementing modern technologies:

- There is a need to create a robust network and then “anyone can work anywhere”. Ensure everyone on one network and load information into the cloud
- Teachers have to be IT literate, understand the technology and be able to move around from school to school within a partnership.
- You can easily spend a huge amount of money on IT facilities but there needs to be a will for it to succeed.
- Heads are keen to innovate and use technologies to achieve their vision e.g.

Executive Head of a Multi Academy in Devon looks at staff resources available and deploys most suitable staff across the schools involved in the Trust. The underpinning ICT systems behind support this process.

- Where there are groups of small schools working together they do not all need an admin office on each site as services are shared.

8.2 Modern Technologies supporting North Yorkshire Schools

Schools in North Yorkshire run various different learning platforms, including Fronter.

It is worth noting that there is an extensive use of Modern Technologies to support learning in North Yorkshire. Recently a month of blogging captured what was happening in North Yorkshire schools, a full listing of the ‘blogs’ including the ELAC Virtual School below is found at **Annex 6**.

8.2 ELAC - Virtual School North Yorkshire

The following information regarding the ELAC Virtual School demonstrates how a discrete group of learners are assessing technologies to support their education in North Yorkshire.

ELAC - Virtual School North Yorkshire

One example of good practice happening in North Yorkshire is the on line ‘Virtual School’ service which is developing a Virtual Learning Environment (VLE) to support education for young people who

are in care or have been fostered. The North Yorkshire County Council ‘Virtual VLE’ uses Fronter as its learning platform. This online structure allows young people to access resources and information, provided by the Youth Mentors and teaching team, to support their personal development and guide them to access relevant support.

Potentially vulnerable young people have accessed the examination support areas, group-reading pages and other parts of the VLE, and staff are sure these numbers will grow as the learning platform continues to develop. With over 400 potentially vulnerable learners in the ‘Virtual School’ at any one time (linking in from many different schools across North Yorkshire), this is potentially an excellent learning resource for them all.

The potential of Modern Technologies to support learning and progression within schools is significant. Technology can be used to support collaborations and to enrich learning by extending the boundaries of the classroom. This is particularly important for pupils located in more isolated settings and where technologies can open a window to the wider world.

Nearly all partnerships and collaborations seek to unify IT systems and thereby gain economies of scale in this area

Modern Technologies can effectively support partnerships and collaborations where schools are on the “same system” and can therefore provide rich data across an area for schools where partners can be challenged and be challenged to improve. The unification of IT systems across a partnership or collaboration create opportunities for economies of scale.

This research suggests that the following points need to be taken into account to aid effective implementation and sustainability of modern technologies to enhance and support progression:

- Effective leadership in terms of the planning and engagement of all staff in the technologies to be used
- Key issues can arise when the lead person involved moves on, often representing the biggest challenge to sustaining the use of a particular technology and investment therefore training and on-going support of staff is key
- Reliability of broadband in some areas of the county can be a challenge (although some progress is being made with the roll out of superfast broadband)

9.0 Conclusions

The purpose of this report was to build on earlier research into potential models of school organisation and collaboration that North Yorkshire might adopt to aid school improvement and support sustainable provision.

Evaluation of the different types of models has highlighted both benefits and limitations. This research has attempted to establish what is the experience on the ground, what is adding value and what are the obstacles associated with successful implementation.

Conclusions have been drawn from the literature review, telephone and face to face research interviews that have been carried out as part of this project.

9.1 Diversity of Models

- There is little doubt amongst school leaders that collaboration can play an important part in school improvement. This research has considered a number of different models e.g. Co-operative Trusts, All-through schools and Federations. There is a wide variation in models and the research is clear that 'no one size fits all' but it is important that models adopted are responsive to their unique local context.
 - Research shows that it is unlikely that solutions will transfer easily across boundaries but they do represent starting points for the design of specific structures that will meet local needs. Trust and values are important factors to consider. School leaders, headteachers, governors, LAs and elected members need to understand the risks and opportunities of different forms of school organisation.
 - The decision for choosing a particular model or partnership should be underpinned by a clear vision of how the chosen model will make a positive impact on the educational experience for pupils. It is the vision that will determine the resulting structure. Outstanding leadership is a key element and not the focus of individual schools.
 - When considering different models there needs to be a clear evaluation of the different forms of school organisation, clarity about the consequences of different approaches and their impact on outcomes.
- “A strong and robust evidence base is key when balancing the pros and cons of different models”***
- (Learning Centred School Improvement Partnerships in Bristol 2012 - Professor R Ritchie and Jackie Turner)**
- Schools should be able to adopt models of partnership and cooperation that suit their needs within a legislative and policy framework that is as non prescriptive as possible, however, it is the quality of leadership, not the structure that makes the real difference (Devon County Council).
 - Partnerships can be fragile and very dependent on the good will of individuals involved - relationships hold everything together. “School partnerships are more likely to be successful in achieving gains from collaboration where there are clear lines of accountability and some element of obligation” (House of Commons Education Committee - School Partnerships and Cooperation 2013).
 - Real and sustainable advantages come through the formalisation (hardwiring) of partnership working (Devon County Council).

- School organisation is not a panacea - some problems will not be solved e.g. numbers on school roll. However, working in collaboration can help to support and challenge.
- There are benefits and limitations of all models. Some models fit well with e.g. faith schools or academies. Some partnerships start informally and become evolutionary in their nature, with some, but not all, progressing through to formalisation - it is a journey.

9.2 Role of Governors

- A re-current theme throughout this research has been the importance of the role of the Governing Body. Governors as key decision makers in any change to school organisation. The information and support they receive in terms of understanding the various models of school organisation is vitally important. They must be a major focus for support and guidance.
- House of Commons Education Committee - School Partnerships and Cooperation (2013), report highlighted the need for Government to promote the message of the benefits of school collaboration to all schools involved and to reassure reluctant governing bodies and promote equality of esteem among all participants.

9.3 Role of Local Authorities

- LAs can help create an “enabling environment” within which collaboration can flourish and within which schools could find the support they need
- The “soft intelligence” about schools held by local authorities can be useful in helping to broker effective collaboration.

- The project has clarified that LAs have a key role in creating a context within which school leaders and governors can feel secure in considering the range of models that may help them to develop better provision for pupils to support their learning and deliver better outcomes for children and young people.

9.4 Change Management

- Evidence shows that in many instances there has been a catalyst to trigger change to consider collaboration/partnership, these can often be negative triggers e.g. fall in school roll, school improvement issues and financial difficulties which then prompt schools to consider different types of school organisational models.
- There are particular skills needed in leading multiple organisations and it is important that any change management programme is implemented by the right professionals to get the best outcomes.

9.5 Geographical Coherence

- School to School partnerships are often based on geographical proximity, although this can raise problems when schools are “competing” for pupils (Learning Centred School Improvement Partnerships in Bristol 2012 - Professor R Ritchie and Jackie Turner).
- Schools can partner effectively for school improvement purposes across greater distances (and even across local authority boundaries).
- The view that partnerships should be in a tight geographical area was not universally shared (House of Commons Education Committee - School Partnerships and Cooperation (2013).

- Devon County Council found that geographical proximity between schools is not essential for effective partnerships.
- Experience in North Yorkshire shows that geographical coherence can be helpful where a collection of schools serving a community come together and especially where movement of pupils/staff is part of the collaboration but is no guarantee of long term success or sustainability.

9.6 Collaborations with FE Colleges

- FE Colleges are helping to shape the pattern of education in their local communities by sponsoring studio schools, academies and UTCs and working with them to create effective progression pathways. They are therefore potentially important players in developing the secondary education mix of an area and can play an important role in bridging the links between local educational institutions and employers.

9.7 Modern Technologies

- Technology can be used to support collaborations and to enrich learning by extending the boundaries of the classroom. This is particularly important for pupils located in more isolated settings and where technologies can open a window to the wider world.
- In order for modern technologies to be successfully implemented, clear leadership is paramount. Teachers need to be IT literate, understand the technology and be willing and able to move round different schools in a federation, trust etc

- There is a plethora of technologies that are currently supporting curriculum delivery in North Yorkshire schools.
- Modern Technologies can effectively support partnerships and collaborations where schools are on the “same system” and can therefore provide rich data across an area for schools where partners can be challenged and be challenged to improve.
- Improving IT systems and benefitting from economies of scale is a common theme in partnership development. However, technology alone is not a sufficient driver for partnerships to develop.
- It is possible to support small schools using modern technologies but a strong supporting case needs to be put forward looking at cost benefit analysis and likely impact.
- There is potentially a great success waiting to happen through use of modern technologies, but that success will rely on the reliability and suitability of the technology, as well as the dedication and skills of those using the equipment. i.e. Technology is not just a magic bullet to solve the issues of rurality.

10.0 Recommendations

- Schools should be able to adopt models of partnership and cooperation that suit their needs, therefore this report does not recommend a particular model for adoption in North Yorkshire as there is **no “one-size fits all solution”**. What is important is that **models adopted are responsive to their unique local context** and that they are **underpinned by a clear vision** of how the chosen model will make a positive impact on the educational experience for young people and become part of a self-improving or school led system.
- The schools interviewed for this research project were all in formal partnerships. However, evidence demonstrates that a mixture of both formal and informal partnerships exist both locally, regionally and nationally. **It is however recommended that some formality and clear accountability is in place to maximise the potential of partnerships** for school improvement outcomes.
- Governors are key decision makers and need to be involved fully in the process of creating local solutions to some of the challenges that have arisen as a result of the new education landscape. **It is recommended that new ways of supporting and informing Governors such as the use of governor advocates** (to promote the benefits of different models to aid school improvement and support sustainable provision) and development of guidance which aims to inform governors about how they might go about finding a partner school for a Management Partnership or for the move to Federation.
- There are currently a high number of requests coming forward from schools for advice and officer support to consider the range of collaborative models available, **it is recommended that a suite of information is produced in different mediums aimed at headteachers, governors and members of the wider public and that the updated NYCC Working Together Guidance for Schools on Collaboration and Toolkit produced for School Leaders and Governors should form part of this information.**
- As officer time is at a premium, **it is recommended** that schools in the first instance read through all the information provided and **work through the “Audit Tool for School Leaders and Governors when considering Collaboration”**. NYCC officers are able to support and advise schools on the details within the Toolkit once there is commitment by governors to explore options further.
- It is **recommended that a process is put in place** that ensures the LA captures, records and communicates to all relevant service groups the current position of school/s considering and or moving through the process of working in partnership with others through informal collaborations or through more statutory federation/trust arrangements. The process should ensure that the following is logged and communicated:
 - contact made by a school/s to the LA requesting information and support about the different models of collaboration
 - once a governing body has decided to explore options further, a LA lead officer

should be appointed. This person will be responsible for co-ordinating support and advice which may involve establishing a relevant group of cross service group staff from e.g. Finance, HR, School Improvement, Strategic Planning and Governor Support in order to support the school/s throughout the process.

- Modern technologies can effectively support collaborations and enrich learning across a wide range of different types of partnerships and collaborations. Small rural schools can utilise many different technologies but **it is recommended** that a strong supporting case needs to be put

forward with a **cost benefit analysis, clear leadership and likely impact identified.**

- **It is recommended** that the **outcomes of this research** are **cross referenced with the emerging themes stemming from the North Yorkshire Commission for School Improvement.**

11.0 Acknowledgements and methodology

Acknowledgements

Thanks to the following partnerships and Local Authorities which provided information for this research in the form of research interviews or telephone calls. Case Studies for each of the Institutions/Local Authorities contacts have been constructed. We deliberately choose to speak to rural Councils with a high number of small rural schools

- Brigshaw Trust (Co-operative Trust)
- Education Village Darlington (All through school 2-19 Multi Academy Trust)
- Devon County Council
- Northumberland County Council
- Thanks also to NYCC staff who gave who were able to share their knowledge and expertise with me whilst researching this project.

Methodology

- Desktop research, telephone interviews and face to face interviews.
- Files
- A hard copy file of material sourced, including case studies has been produced. An electronic file of information collated throughout the project has also been set up.

Research undertaken and report compiled by

Sue Turley, NYCC Commissioning and Development Officer 14-19

December 2013

12.0 Knowledge Base

Introduction to models and partnerships - National College for Teaching and Learning

<http://www.nationalcollege.org.uk/docinfo?id=25130&filename=introduction-models-of-leadership.pdf>

Action Research into the evolving role of the local authority in education - June 2012

<https://www.gov.uk/government/publications/action-research-into-the-evolving-role-of-the-local-authority-in-education-the-final-report-for-the-ministerial-advisory-group>

A Study of the impact of school federation on student outcomes

- Chapman, Muijs, MacAllister, September 2011

<http://www.nationalcollege.org.uk/docinfo?id=155373&filename=the-impact-of-school-federation-on-student-outcomes.pdf>

How can a Local Authority best raise awareness and support exploration of the opportunities for alternative models of leadership and organisation with school leaders and governors? Cambridge County Council / NCSL 2008

https://www.learntogether.org.uk/Resources/Documents/Cambs_Alt_Models_Research_Proj.pdf

The opportunities and challenges of all through leadership -Case Study -

Securing a partnership through a Co-operative trust - Brigshaw Trust

<http://www.nationalcollege.org.uk/index/resources/leadingschools/modelsandpartnerships/models-of-leadership-case-studies-by-model/securing-partnership-through-cooperative-trust.htm>

Glow - A guide for parents (Glow is the world's first national safe and secure online community for pupils, parents and teachers).

http://www.educationscotland.gov.uk/Images/glowguideforparents_tcm4-672020.pdf

Leadership Models for Schools in Swindon - (2013)

<http://schoolsonline.swindon.gov.uk/sm/governors/Pages/guides.aspx>

Learning Centred School Improvement Partnerships in Bristol

2012 - Professor R Ritchie and Jackie Turner

http://www.bristol.gov.uk/sites/default/files/documents/council_and_democracy/have_your_say/Innovation%20in%20School%20Organisation.pdf

Models of School Organisation - Shropshire Council 2009

[http://www.shropshire.gov.uk/committee.nsf/0/F165F96EA214EA7B8025762600450D1A/\\$file/160909%20Models%20of%20School%20Leadership.pdf](http://www.shropshire.gov.uk/committee.nsf/0/F165F96EA214EA7B8025762600450D1A/$file/160909%20Models%20of%20School%20Leadership.pdf)

Research and Information Services - Rural Schools - Research

Paper February 2013 Northern Ireland Assembly

<http://www.niassembly.gov.uk/Documents/RaISe/Publications/2013/education/2713.pdf>

Diversity of practice in successful post-16 partnership - North Yorkshire County Council

The Importance of Teaching Schools White Paper 2010 Department for Education

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/175429/CM-7980.pdf

Ofsted report - Leadership of More Than One School (2011) - An evaluation of the impact of federated schools

<http://www.ofsted.gov.uk/resources/leadership-of-more-one-school>

House of Commons Education Committee - School Partnerships and Cooperation (2013)

<http://www.publications.parliament.uk/pa/cm201314/cmselect/cmeduc/269/269.pdf>

DfE Review of efficiency in the schools system - June 2013

<https://www.gov.uk/government/publications/review-of-efficiency-in-the-schools-system>

Education Village Darlington - Case Study

<http://www.nationalcollege.org.uk/index/resources/leadingschools/modelsandpartnerships/models-of-leadership-case-studies-by-model/darlington-federation.htm>

157 Group Policy Paper - Effective transitions from school to work: the key role of FE colleges

<http://www.157group.co.uk/search/node/Policy%20paper%20Effective%20transitions%20from%20school%20to%20work>

Annex 1

Models of School Organisation/Collaboration - Research Project

Scope of Study

To build on earlier research conducted in January 2013 into potential models of school organisation and collaboration that North Yorkshire might adopt to aid school improvement and support sustainable provision. This piece of work will inform and support the work of the Schools Commission and will consider partnerships and collaborations outside of North Yorkshire.

Models to be explored may include:

- All-through schools
- Cooperative Trusts and other forms of Trust such as Local Collaboration Trusts
- Collaboration between schools, colleges and other partners
- Opportunities for remote learning e.g. use of ICT/video conferencing and other models of organisation which support rural schools

Potential Research Sources

- Previous officer research - January 2013
- National College for Teaching and Leadership and other publications
- Internet research
- Other LA's/Trusts experiences

Outputs/Outcomes:

A report/presentation which provides a detailed description and evaluation of different models identifying what potential they may have for use in North Yorkshire. Exploration of case studies identifying where these models are operating successfully in other parts of the country, what their perceived benefits are and key contacts for further discussions. In each case the research should provide answers to the following questions:

- How does the model work?
- What was the Local Authority's role in developing/establishing it?
- What is the Local Authority's on-going role?
- What benefits does it have - and any evidence to illustrate improvements which have arisen
- What limitations/weaknesses have been identified
- Explore the role of Governors as key partners in relation to school organisation/collaboration- as ultimately they will be the decision maker

Annex 2

Details on types of partnership and cooperation in schools

House of Commons Education Committee

1. Maintained Schools

Governing bodies of maintained schools are able to collaborate in different ways, ranging from joint committees and joint governing body meetings to federations under a single governing body. The regulations on federation and collaboration are part of the government's intention to increase flexibility and encourage joint working between providers of education. The federation provisions apply to maintained schools only, while the collaboration provisions apply to maintained schools and FE institutions. Ofsted inspects each school within a federation or collaboration individually. It is for schools to choose whether partnership is right for their school. They may work together to gain efficiencies of scale, for example with smaller rural schools. They may also elect to partner to raise attainment.

Federation (statutory federation)

This is a statutory arrangement in which a two or more maintained schools create a single, federated governing body. A maintained school cannot federate with an academy. The federated governing body membership reflects the model that would apply to the individual schools. Schools may have shared management positions and appointments, agreed by the federated governing body. Schools sometimes opt to have one head teacher. The federated governing body receives and must account separately for the budgets of each of the federated schools. It is, however, able to use them across the schools in the federation. See the School Governance (Federations) (England) Regulations 2007 (SI 2007/960) and the School Governance (Federations) (England) Regulations 2012 (SI 2012/1035). The DfE have published guidance on maintained school federation

its website. Between September 2009 and December 2012 393 schools informed the Department that they had joined a federation.

Collaboration (statutory collaboration)

Again, this is a statutory arrangement. Each school has its own governing body but the federation has a joint governance/strategic committee with delegated powers. Schools share common goals through Service Level Agreements and protocols, which may include shared management positions and appointments. Since May

2007, maintained schools have been able to enter into collaborative arrangements with FE colleges through joint committees. See the School Governance (Collaboration) Regulations 2003 (SI 2003/1962) and the Collaboration Arrangements (Maintained Schools and Further Education Bodies) (England) Regulations 2007 (SI 2007/1321). Guidance is available the DfE website.

Trust School

A trust school is a maintained school supported by a charitable foundation (often called the trust). The trust appoints some of the governors. By involving partners in the trust the aim is to use their experience and expertise to strengthen the leadership and governance to help raise standards. The trust may support a number of schools and schools within the trust will work together to drive improvement. There are 534 trust schools in total and of these 384 work in cooperation as part of 85 school trusts. Although there are various forms of trust model, the Co-operative Trust Model has become very popular 234 of all trust schools are part of this model.

Co-operative Trusts adopt a co-operative model for their structures and governance. This usually involves adopting co-operative values and principles and ensuring that the key stakeholders such as parents, staff, learners and members of the local community have a guaranteed say in the affairs of the organisation.

The model is a membership based model with people from the stakeholder groups becoming members of the “educational co-operative” for the school or cluster of schools.

Informal, loose collaboration (non-statutory)

This model does not need to follow regulations. Each school has its own governing body. The schools share common goals and work together through joint committees on an ad hoc basis and through informal agreements. This form of partnership is unlikely to have shared management positions. The schools may have joint governance or strategic committees with no delegated powers. The joint committee can only make recommendations. Schools have and are accountable for their own budgets.

2. Academies

Multi-Academy Trust (MAT)

The strongest and most formal type of collaborative structure is the multi-academy trust model (MAT). This model can be used for both sponsored and converter academies, although as it is the most formal of governance structures it is most commonly used in a sponsored arrangement. Within a MAT all schools are governed by one trust and board of directors. By becoming one legal entity with one board, a MAT ensures there is a strong and clear collaborative link between the schools involved. There is a master funding agreement and a supplementary

funding agreement for each academy between the MAT and the Secretary of State. If there is a sponsor they will almost always have a majority on the MAT. 1192 academies are part of a MAT and there are 370 MATs in total.

This model offer academies a structure within which to form a strong collaboration and MATs usually provide a clear and consistent strategy across all of their academies. The link to governance and accountability helps drive forward school improvement, as does challenge and support between academies and from the MAT. The model offers the MAT the flexibility to delegate where it would be appropriate to do so to meet the needs of each academy. MATs also offer academies an opportunity to make financial savings through economies of scale on procurement and shared services.

Umbrella Trust

The umbrella trust (UT) model allows schools of different category (e.g. former community, VA, VC schools) to have their own individual academy trusts and funding, but to create an UT which can provide shared governance and collaboration for the schools within it. The UT may have majority, minority or no control over governance in the individual Academy trust. This is usually decided on the basis of school performance and the Department would only allow an UT to “sponsor” a school where it had majority control. 142 academies are part of a UT and there are 38 UTs in total. For some schools autonomy is important and an umbrella trust allows schools to maintain their own academy trust. This model is useful for mixed groups of schools such as voluntary aided and voluntary controlled schools which may have varying levels of diocesan control therefore allowing the church to have representation on their own trust. An umbrella trust can join a

group of schools together but still allow them to either have their own or shared governance arrangements (this is usually dependent upon school performance). An umbrella trust can have a shared ethos for their academies.

Collaborative Partnership

The collaborative partnership is the most flexible arrangement. In this model the schools convert as single academy trusts and there is no shared or overarching governance structure as in the case of a MAT. The schools determine the terms on which they work together and can leave the arrangement at any time. This model was developed by strong schools who wanted to convert to academy status and continue existing collaborations, but who did not want to be tied into formal chain arrangements like MATs. These arrangements can be very effective, ensuring academies do not work in isolation after conversion and can pool resources. However, as set out, the evidence strongly suggests that more formal arrangements generate even better results.

Annex 3

Education Village Darlington - case study

Name of Partnership: Education Village Darlington

- Originally a hard federation of an all age generic Special, mainstream primary and secondary but now a multi academy trust with an additional mainstream primary and free school special primary
- Sue Richardson - Chief Executive
- Multi Academy Trust

Background:

The School Site

- The Education Village was opened Easter 2006 by Tony Blair and the 1400 pupils of all the three schools: Springfield Academy (Primary), Beaumont Hill Academy (Special school) and Haughton Academy (Secondary) all share impressive facilities.
- When a 'Private Finance Initiative' (PFI) became available through Kajima Darlington Schools Limited the LA was able to take advantage of this to implement a replacement building project for three schools that were in a poor state of repair.
- Learning and progress are supported by exceptional resources in learning spaces designed for the 21st century. It has become a centre for the community with opening hours of 8am to 10pm with Kajima (third party) offering activities from Zumba to Karate.
- Building Design - There is a village green in the centre and a village street to create a sense of a diverse but coherent community. Lots of glass allows light to flood in - nowhere is closed off. Fully inclusive SEN provision at all ages.

Local Context

- There is marked difference between the affluent west and more deprived east of the Borough. The Education Village is located in the east.
- The majority of schools in the Darlington area have converted to Academy status
- All secondary schools and many primaries in the Darlington area have converted to Academy status.

Vision

- The Chief Executive strongly believes it is a shared vision of outstanding practice that is the 'touchstone' for all the schools in the MAT
- Vision of the previous Head at Beaumont Hill (Special School) was very innovative and she identified an opportunity to remove the stigma of Special Schools and create an inclusive learning community. Inclusion is at the heart of their philosophy at the Village.

Challenge

- Combining three schools on one site into an All Through School:
- 1400 pupils - 2 - 19 years - 241 staff
- Village FSM: 40%
- 38% SEN in the mainstream secondary 35% SEN in mainstream primary
- Serving some of the most deprived wards nationally
- A shared budget was a catalyst for the schools working together

Transition

- This model avoids some of the difficulties associated with Year 7 transition
- There are good links with the main feeder primaries and pupils joining from feeder have accessed Village amenities and therefore are familiar with the surroundings before their move into secondary education.

Early Years Provision on Site

- There is nursery and foundation provision for Springfield. There are no private providers. There is a mother and toddler group. The Children's Centre (LA) is across the road.

Schools@onedarlington

- Is a model of all schools committing to supporting each other and running services for each other which is unique to Darlington and has attracted national interest as 'a good example of a structured approach to collaboration with a clear aim of improving standards'. The Education Village is an active member.

What types of Models of Leadership are you working with or developing?

- Converted to Multi Academy Trust April 2012
- The MAT now consists of:
- Springfield Academy (Primary),
- Beaumont Hill Academy (Special school)
- Haughton Academy (Secondary)
- Marchbank Free School (BESD)
- Guerne Pease Academy (Primary)

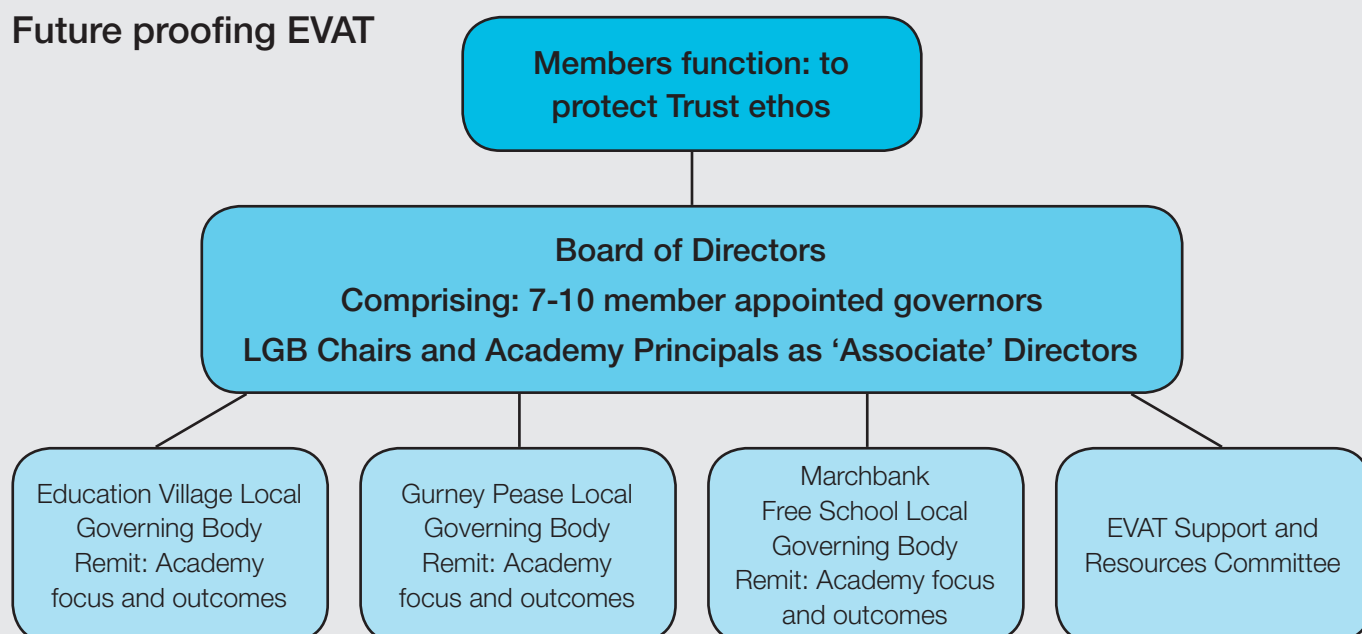
The Trust is administered by a Board of Directors and each academy has its own Local Governing Body

Why did you choose this model over others? What issues does it address/key drivers?

- Academisation at the Education Village was prompted by the Special School judged as Outstanding in June 2010 and the knowledge that all eligible secondary schools in Darlington would convert. Applied to convert all three schools with the special school as the lead with conversion date of June 2011. There was a financial incentive to convert at the time of £1m. Finally converted in April 2012 due to a number of stumbling blocks including directive from DfE that no Special Schools would convert before 1 September 2011. August 2011 legal challenge raised that schools operating under a PFI arrangement could not convert to an academy. Eventually resulted in a change of law being enacted to allow payment arrangements to continue.

How does the model work?

Future proofing EVAT



- The organisation was built on six pillars of principle for leadership and governance and these underpin the strategic vision
- A Board of Directors (comprising 7-10 member appointed governors, Local Governing Body Chairs and Academy Principals as Associate Directors) is responsible for the general control and management of the administration of the Trust and other functions including: ensuring quality of educational provision across the Trust and challenge and monitor the performance of all the academies within the Trust. The Local Governing Bodies

for the Education Village, Gurney Pease and the Marchbank Free School have a remit of Academy focus and outcomes and all report into the Board of Directors.

- Have own Governor Development Officer - it is important that the Board of Directors has professional skills and expertise to carry out their responsibilities.
- Heads are Associate Directors as they need to see the big picture of trust wide issues.
- Have a representative from QE Sixth Form College on Executive Board

What was the LA's role in developing/establishing the model?

- Involved in development of site as the contractors for the PFI arrangement and Federation of Schools
- Currently working in partnership as part of schools@one agreement but also as commissioners of places at the special schools.

What benefits does it have? - any evidence to illustrate improvements - impact on student outcomes/teachers/ leadership/governance/parents carers and the community/ sustainability of provision/financial gains

- The level of teaching expertise over the three schools is vast - expertise is shared across phases of education to create a professional learning community with an emphasis on sharing of inclusive practice expertise
- Economies of scale - all background functions (HR, finance, Health and Safety)
- Improved KS2-KS3 transition
- Inclusive element is very strong and is the most special aspect of the school

What limitations/weaknesses have been identified?

- Models of leadership critical to success - this was a weakness in the early days where roles were quite innovative but did not promote clear lines of accountability

What is the LA's on-going role?

- Arm's length/statutory

What are the learning points for others in setting up a new partnership/particular school organisation arrangements? The role of Governors as key partners in the process.

There was a lot of turbulence and standards dipped (2006-2007)

- Significant staff turn-over and difficulties in establishing a new culture
- Governors acted out of protectionism and Leaders had responsibility without autonomy or authority

The road to recovery 2008-14

- Revised Leadership structure
- Re-iterating a shared vision
- Shared priorities to coherent development plans
- Creating powerful cross school teams
- Growing Village leaders and ambassadors
- Navigation documents to clarify roles
- Implementation of Teaching and learning calendars
- Layered targets for Performance Management
- Rising trend in outcomes now above national average in all areas.

Lessons learned?

- Transforming a vision into reality
- Resilience and fortitude
- Managing turbulence and change
- Innovation against accountability
- Models of leadership which are fit for purpose
- Leading and managing in a shifting education landscape
- Scanning the horizon Impact upon pupil outcomes
- You needs a clear plan of where you are going
- Distributed Leadership; responsibility without autonomy or authority

Next steps - what are the future plans for the partnership?

- Secondary school - a marketing campaign is underway due to a period of falling school rolls linked to demographics.
- Marchbank special Free school opening in September 2013 at Mowden Hall, Darlington, one of the 9 public sites nationally identified for use as a free school. The Free School will be a 30 place Primary BESD school. Established to cater for primary aged children with behavioural, social and emotional difficulties, the free school aims to be a new centre of excellence working with learners and their families - based in Darlington, but serving the whole North East Region. Marchbank Free School will be the 5th element of the Education Village - joining the existing academies of Springfield, Gurney Pease (Primaries), Haughton (Secondary) and Beaumont Hill (SEN) as part of the Education Village Academies Trust.
- The Trust believes there is a gap in provision as pupils from Beaumont Hill (special school) leave at 16 and often go into social care. The trust is seeking to develop appropriate provision for 16-19 year college with access to businesses located on the industrial estate for work place provision and some FE provision at Darlington College.
- Further investment in Forest Schools. Forest Schools are based on the Scandinavian Forest Schools Educational philosophy 'free life air'. They help to bring the local woodland to life, and provide children with an insight into 'survival' skills.
- MAT - consolidate existing provision so that it is consistently outstanding or seek to expand the trust through its business arm or further academies?

Annex 4

Brigshaw Co-Operative Trust - Case Study

Name of Partnership: Brigshaw Co-operative Trust - Castleford

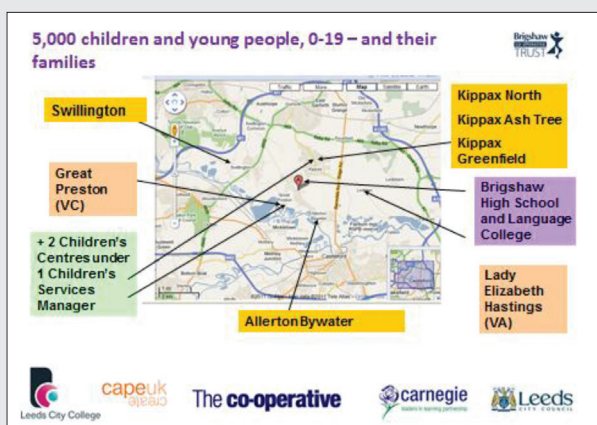
Development Director The Brigshaw Co-operative Trust - Peter Laurence

- Established 1 April 2010.
- Seven Primary Partners are in the Trust - Allerton Bywater, Great Preston, Kippax Ash Tree, Kippax Greenfield, Kippax North, Lady Elizabeth Hastings and Swillington, Brigshaw High School and Language College and two Children's Centres - Kippax and Villages East.
- Five partners - Leeds City College, CapeUK, The Co-operative, Carnegie Leaders in Learning and Leeds City Council

NB Some slides provided by the Brigshaw Trust have been incorporated into this questionnaire to provide further information and illustration.

Background:

The Brigshaw Co-operative Trust was formally established on April 1 2010, building on the foundations laid by the very successful partnership of schools - The Brigshaw Federation - as a permanent, legal basis as a charitable company. Brigshaw Federation grew from a Family of Schools - extended services 'core offer' focus from 2005.



- Co-operative Trusts are run based on co-operative values; self-help and self-responsibility, equality, equity, democracy and solidarity (SEEDS). The Brigshaw Trust currently has 2,000 members - there is no charge to join.
- The Board has 25 Trustees in all, as well as associate members. The committee structure focuses on; Teaching and Learning; Children's Centres; Community and Membership; Cluster Activities and Resource Management
- Each school member has its own governors but each has 2 Trust governors who are on the Trust Board
- The Brigshaw Co-operative Trust is now a mature model
- Important to have a high level of trust between partners and the confidence of the community to adopt this model

- Local communities are stable - most pupils follow through and go to the Secondary School (Brigshaw High) therefore the Trust stays with pupils on their journey.
- The Trust is the vehicle for the partnership but everything happens in the schools. A consultant Head leads on school improvement - this position rotates through the Heads involved in the Trust annually
- The Trust focuses on families
- The Trust behaves as a 0-19 school but all on different sites. Trust members are looking to develop a 0-19 Curriculum
- The schools have a history of strong partnerships through their family of schools
- In the early days a number of personalities made a difference and had a will to succeed to move the federation on to a Co-operative Trust
- The Co-operative Trust Model is simpler with just one High School but a neighbouring Trust has two High Schools involved
- Extended Services money acted as a catalyst supporting working together as a family of schools
- The Trust is a charitable company - Schools in it have Foundation Status
- The Co-operative Trust is a “bottom up model” rather than “top down” - The Trust oversees collaboration but does not run the schools - this is different to the Academy Chain model
- The Trust has a strong link with another Secondary Trust (Temple Newsham Learning Partnership) the two trusts meet at a strategic level and do joint procurement and CPD
- Brigshaw High and Temple Moor have created a post 16 partnership which is really successful
- Teaching and Learning - School Improvement is at the heart of what The Trust does.

Why did you choose this model over others? What issues does it address/key drivers?

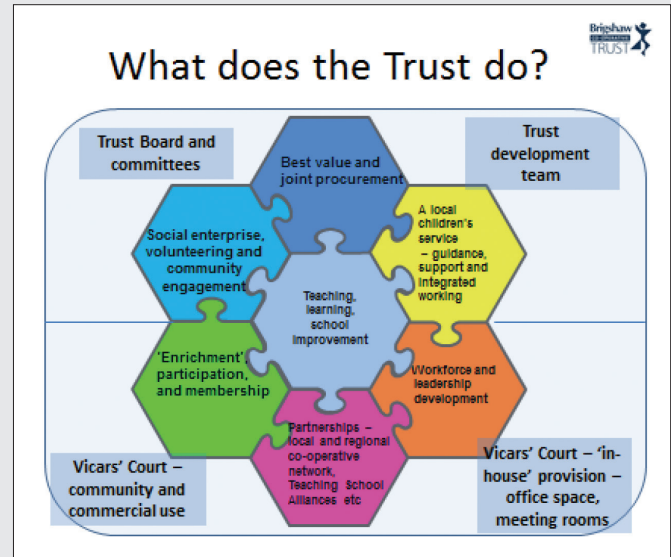
Co-operative and collaborative

- Aligned with existing ethos
- Part of a growing national network - now over 600 schools
- Local political support
- (At the time, national political support)

How does the model work?

Trust Development Plan - Trust Committees, Trust 'teams'; school and HT engagement

- Have a Trust Development Plan with identified work stream with schools or named individuals within the plan.
- Real work of the Trust led by leaders
- The cluster of schools receive funding from the LA which is mainly used to staff the Trust Guidance and Support Team. Each school contributes 1.25% of its overall budget to fund the Trust 'school improvement' and teaching and learning priorities, funding goes further in a partnership. The Trust generates savings by shared service level agreements, joint procurement etc
- Trust is financed through top slice £150K plus grants and bids
- Vicar's Court is the base for the Brigshaw Co-operative Trust and the Trust's Guidance and Support Team are located there but it is not essential to have a separate building.
- Becoming a Trust requires a change in Governance arrangements
- Governance has evolved from soft federation through to the Brigshaw Co-operative Trust



What was the LA's role in developing/ establishing the model?

- Supportive partner encouraged and helped the process. Two Trustees from the LA (councillor plus senior officer/Local Authority Partner)
- Linked to democratic process

What benefits does it have? - any evidence to illustrate improvements - impact on student outcomes/teachers/ leadership/governance/parents carers and the community/ sustainability of provision/financial gains

- See Chair's Annual Report 2012-13 "a major focus over the last year was the Trust working together to improve the quality of teaching and learning. Networks of subject co-ordinators have grown, developed a SENCO network and are now establishing a stronger Early Years focus in partnership with our Children's Centres".
- See extracts from Ofsted Reports re benefits of working together in a Co-operative Trust
- School improvement is at the heart of what The Trust do
- Trust has raised the profile of T&L - collectively they have 8 schools therefore they have the skills and knowledge to improve themselves
- Have to be committed to 'all the children in the Trust' even at times when for whatever reasons, some schools are not able to give quite as much
- Benefits of Partnerships - through local and regional co-operative network, Teaching School Alliance etc. Partnerships are an essential part of the jigsaw - The Trust cannot do everything themselves
- Enrichment across the partnership is really important and can tap into local and national membership
- Transition from Primary to Secondary is now outstanding
- There are set pieces of work with children coming up to secondary school e.g. murderous maths and all children do a maths investigation
- Trust places a particular importance on supporting their most vulnerable children and families and ensuring all schools can benefit from their cluster provision. The Trust has a Guidance and Support Team based at Vicars' Court who work closely with other agencies - Children's Social Work Services, police, health visitors and school nurses.
- The extended services part of the Trust is highly valued - one stop shop
 - they never draw a blank with the families. There has been some very effective work with some of the troubled families. The quality of care guidance and support is outstanding and inherent from the cluster work.

- It is a multi-agency team (behave like a local Children's Services) - one pupil would have been permanently excluded but knowing the Learning Mentors helped a great deal in working directly with the family.
- There are significant benefits achieved working through a Multi-Agency approach. The "team" around the child makes a huge difference.
- If you have a Trust it is harder to pick of a failing school but that should not be a reason to choose this type of model.
- There is a network of 600 schools you can draw on as a Co-operative Trust with similar ethical values
- Set up costs - consultation costs - statutory process costs - Conversion to Trust - but now a much stronger platform for buying.
- Many staff are now involved in joint training and professional development on a regular basis.
- The Trust works closely with the Temple Newsham Learning Partnership Trust
- Engagement with other partners can bring additional expertise and capacity i.e. Carnegie partner delivers middle leader and student leadership training.
- Always consider issues from a Trust solution rather than an individual school

Primary Benefits - Allerton Bywater Primary School

- School Improvement is at the heart of what they do
- Being part of the Trust has helped them to raise the profile of Teaching and Learning
- Have a critical friend at the end of the phone
- Paired observations done across all the schools

- If you work together within a Co-operative Trust then you cannot be aggressively recruiting for your own school. A bulge in reception age children in 2012-13 created an opportunity to work through the trust to achieve a solution. Tensions did surface but ironed out - have to be frank with all Trustees

Overview: a local solution to children's – and community – services



Sustainable approach - strong school collaboration which has demonstrable impact – quality of outcomes, better value and mutual support

Successful and tested framework for integrated multi-agency working and delivering children's services in a locality

Partnership with local authority with strong public accountability, alignment with democratic process to deliver a wider range of services

Engagement with other partners who share values and can bring capacity and expertise

Encourages wider participation at a local level among young people, families, staff and communities – and linked to a trusted, ethical and growing national - and international – network of co-operative schools

Secondary School Benefits - Brigshaw High

- Formed a Leeds Schools Co-operative Network
- It is important for the High School to know what pupils are coming up - Secondary Teachers go in and teach in primaries, this has been really important as teachers now realise the level of learning at primary and what they are capable of and therefore not to “baby” them when they arrive at secondary school.
- There are economies of scale
- The Trust is a gateway to their shared ethos
- One example of sharing good teaching practice is e.g. PE specialist at Brigshaw High has helped to enhance provision at the primaries
- There is a need to attend a lot more meetings but everyone reaps the benefits

What limitations/weaknesses have been identified?

- The link between membership (pupils, parents, staff, community organisations), Trust Members and Executive needs to be clearer and stronger links between membership and decision making. Capacity and co-ordination - importance of getting balance right between the 'centre' and the schools in terms of facilitating the partnership activity; achieving 'equity'; collective decision-making and delivery

What is the LA's on-going role?

- Open and inclusive partnership with the LA
- LA is one of the partner organisations the Trust therefore linked to a democratic process.
- Leeds City Council encourage children's services staff to be co-located at the Trust base in Vicars' Court and continue to support multi-agency working.
- Basic Need - the LA works through the trust first

What are the learning points for others in setting up a new partnership/particular school organisation arrangements? The role of Governors as key partners in the process.

Difficulties along the way?

- Initially persuading Governors to consider different models of school organisation.

Lessons learned?

- Process - some blind alleyways but a necessary part of the process
- There is a need for a catalyst to kick start the change process
- If you want to work together as a Trust/Federation there is a change management process to go through.
- Need to be in a strong partnership to benefit from the Co-operative Trust Model. A Trust is a way to preserve
- Context not about proximity of institutions - it is about Trust and Values but geographical proximity is helpful in terms of the Brigshaw Trust
- A lot of the original architects of the Trust have now moved on but it is still strong as foundations based on trust and values

Next steps - what are the future plans for the partnership?

- The Trust has survived because partners see the benefits - they now have hundreds of advocates - it is value led
- The Trust is always striving for what more can the Trust do for 'our children' - never about safety in numbers.
- The Trust is not looking at Academy Status but what is best for 'our' children.
- The Trust is involved with leading the way in developing a regional partnership of similar schools, linked to the national Schools Co-operative Society which will consist of over 400 schools by the summer of 2013
- Need to encourage engagement of parents at a more strategic level

Annex 5

Partnership selection process Devon County Council

The Partnership Selection Process – Step by Step

This process begins once the governing body has decided to seek formal partnership with another school/s

Who will be our partner?

What we need to do:

- Our governing body agrees in principle before approaching another school(s)
- Approach other schools informally or formally
- Ask for formal expressions of interest with support of governors
- Agree how to select a partner

What do we want from this partnership?

What we need to do:

- Agree the benefits for pupils, staff, governors and community
- Decide what is non-negotiable
- Decide what strengths/resources our school will bring
- Agree what sort of leadership model we are seeking
- Determine what type of leader would suit our long term vision for the partnership
- Be clear about our short, medium and long term goals

How do we find out more information about these schools?

What we need to do:

- Seek background information through:
- Ofsted reports
 - LLC data set
 - Website and school prospectus
 - Visiting the schools and meeting key people
 - Asking for additional information about performance, staffing and finance, leadership

What information will we ask potential partners to provide and what can we ask for in advance?

What we need to do:

- Ask the partners their views about:
- The vision for the partnership over time
 - Learning and curriculum opportunities
 - Finance and business management
 - Staff and leadership development
 - Governance
 - Ethos and character of the school
 - Parents and community
 - Innovation and ongoing improvement
 - Monitoring and evaluating quality and standards
 - Their knowledge and view of the school
 - Ofsted inspection issues/preparation

How should we run the selection process?

What we need to do:

- Decide on presentation and/or Q&A
- Decide timings and venue
- Agree who will act as panel (delegated responsibility)
- Decide who will chair
- Agree who will advise and support us during the selection process
- Decide if we will involve pupils
- Agree on decision-making process. Will there be a vote?
- Ask LDP to provide formal leadership references.

What else do we need to do?

What we need to do:

- Decide staff structures now and in the future
- Agree leadership roles and job descriptions
- Understand finances, costs and transfer of funding
- Plan improvement priorities and strategic planning
- Agree transition period
- Decide on governance and composition of governing body
- Agree ISR and any new roles and responsibilities

How will we decide and communicate the outcome?

What we need to do:

- Decide how the full governing body will provide endorsement and record this decision
- Decide how and when we tell parents and community
- Decide how we inform the other schools and provide feedback

Annex 6

Examples of the use of Modern Technologies in North Yorkshire schools captured in a month of blogging

- Using Scratch to teach programming and literacy
- Strengthening mental maths using the Nintendo DS
- Game on! Using the Wii to improve literacy and maths
- Blogging improves writing by providing an audience and feedback
- Student use Google Forms to determine if group-work works
- Multimedia geocoaching on smartphones
- Electronic visualisers to improve writing
- Dance mats in the secondary school PE curriculum
- Visualiser project
- Digital leaders in North Yorkshire
- Young digital leaders at a secondary school
- Using Facebook to communicate with parents
- Curriculum based multimedia GPS trails
- Using IRIS connect for staff development
- An online virtual school to support education for looked after children
- Wikis discussion about science
- Online discussion forums in secondary school
- Active, creative and constructive learners: GPS in local history, mountain biking and more

Further information can be found at: <http://cyps.northyorks.gov.uk/index.aspx?articleid=22543>

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open Monday to Friday 8.00am - 5.30pm (closed weekends and bank holidays). Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917 Email: communications@northyorks.gov.uk

