



Rising to the challenge of system wide transformation

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What matters hasn't changed



**Where are
we, how
did we get
here and
where's it
all going to
end?**





**How has the
mood music
changed
over the
past two
years?**

Quick quiz....

In the last two years in North Lincolnshire, how many schools have:

- | | |
|--|--------------|
| a) closed within a community | Nil |
| b) converted to academy status by choice | Nil |
| c) chosen to convert with a sponsor | Nil |
| d) been made to convert with a sponsor | Nil |
| e) formed or joined a multi-academy trust | Nil |
| f) amalgamated | Six |
| g) formed a hard federation | Seven |
| h) collaborated with other schools in a structured way | ALL |

**What should we make of
the local inertia in
academisation?**



**How is your
governing
body
behaving
with regard
to
structural
change?**

**What environmental
conditions would encourage
the formation of larger,
structural arrangements of
schools?**

Thousands of smaller schools 'financially not viable'

By Hannah Richardson
BBC News education and social affairs reporter

4 November 2016 | Education & Family | 392



Schools have been increasingly funded on a per pupil basis

BBC: 4th November 2016

“The Institute of Fiscal Studies says having been insulated from real-terms cuts over the last Parliament, schools are likely to feel the pinch more over the current Parliament, with spending per pupil set to fall.”

Right here, right now

- Freedom and resources at school level – so long as outcomes are perceived to be good
- Localised disruption: **localised sense-making**
- Regionalisation of control
- Central policy that defines performance – and mandates for structural reform

What have we learned about systems leadership in the education context?

- **Being outward facing and engaging beyond the local area**
 - **Collaborating with neighbours**
 - **Taking responsibility for the health of the system**
- Creating space to discuss and influence policy and practice
 - Networks – formal and informal structures
 - Peer review and challenge – the early warning system
 - Formal support and intervention
 - Leading across groups of schools
 - Inspection
 - Workforce sufficiency and development

Governance for these times:

- Obsessing on **outcomes** for children and young people
- Testing, challenging and nurturing **belief systems**
- **Being resourceful leaders** - being asset aware

Being resourceful means:

- openness to possibilities
- the ability to collaborate
- demonstrating a belief in your team and people
- personal resilience and tenacity
- the ability to create and sustain commitment across a system
- displaying a focus on results and outcomes
- the ability to simplify
- the ability to learn continuously

Orientating your school for the future:

- Further improving **outcomes** for children and young people – stay strong and steadfast
- Increasing the total **capacity of the education system** - be part of something bigger
- Schools at the **heart of communities** - anticipate a growing role in facilitating and enabling family and community capacity