

HAYTOR VIEW COMMUNITY PRIMARY SCHOOL & NURSERY

COLLABORATION STATEMENT

Learning together - enjoying success - aiming high - celebrating difference – enriching community



Overview

- Which experiences have professionally challenged you?
- Which experiences continue to present challenge?
- How do such experiences shape your school?

Everyone at Haytor View continually reflect on these crucial questions, recognizing the importance of such fundamental considerations, as it is the experience which children and families will be left with as a result.

School Context

- The school is below average in size.
- Most pupils attending the school are of White British heritage and few pupils speak English as an additional language.
- The proportion of pupils joining or leaving the school at other than the normal times is above average.
- The proportion of pupils with special educational needs supported by school action is above average. The proportion supported by school action plus or with a statement of special educational needs is also above the national average.
- The proportion of pupils supported by pupil premium is above average.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.
- The school is moved into new accommodation September 2015.

The school has experienced a period of stability over recent years, which has seen the capacity within the school grow.

Key Enablers to the Success of Haytor View

- Children and Parents/Carers are the key drivers in delivery of provision;
- Relationships focused;
- Empowerment of the individual for each stakeholder group;
- A clear and transparent ethos/brand which permeates throughout the provision for all stakeholders;
- We are all learning together;
- Sustained staffing including Leadership;
- Increased capacity and accountability within a dynamic Middle Leadership Team;
- Respect for the professionalism of individual practitioners in implementing the Teaching Standards within an agreed ethos and framework;
- A deep understanding of each individual contribution to the strategic direction of the school;
- An understanding there are no 'quick fixes';
- 'No' is not a word which is in our immediate vocabulary: if used it has to be justified to children; parents; staff and other stakeholders;
- Consideration of National and Local context;
- Interrogation and interpretation of National and Local initiatives and how they 'best fit' the strategic vision and priority needs of Haytor View;
- Translation of policy into how this best 'fits' Haytor View;
- A firm belief that Governors and Senior Leadership know what 'best fits' the school at a given time;
- Being 'bold' and 'brave' in the face of adversity and challenges;
- Thinking hard about what we do and how we do it – impact driven;
- Confidence in systemic improvement versus reactionary actions;
- A professional commitment that all practitioners hold the 'answer' to their next step/s;

- Professional respect that all practitioners are working hard to deliver in their commitment to outcomes for children;
- Transparency in school policy for all stakeholders; to ensure voice for all;
- Clarity of core purpose: all Learning Leaders are the core provider for learner; family; inclusive & safeguarding support;
- Building capacity through maximizing individual understanding of professional accountability and individual articulation to this aim;
- A recognition that process does not provide the answer alone; professionally considered analysis and action within a framework provides individual and sustained impact;
- Rigorous review and reshape as a result of local analysis;
- Sustained & increased capacity in Governance through mentoring and cyclic plan;
- Confidence that the framework within which all stakeholders are working, will deliver the maximum impact.

What we have to offer any collaborative working arrangement:

- Our system of staff and whole school development, based on self-reflection
- Our strategic vision, and the fact that it is a shared vision, shared with the whole school community, and the wider community
- A good understanding of partner working with the range of agencies linked to school
- Experience of developing a school in a socially deprived area into a school categorised by Ofsted as 'Good'.
- Experience of the PSBP process
- Significant experience of supporting and managing families with high need (and the agencies designed to support them) – safeguarding; learning; supporting – based upon a 'within relationship' model

UNIVERSAL COLLABORATION:

Our Commitment to Collaborative Working

In the course of our service delivery we may identify opportunities to work collaboratively. This may be on a one to one basis or as part of a wider collaboration involving multiple partners. The decision to choose collaboration as the preferred working model will be based on perceived benefits to all stakeholders such as:

- Enhanced efficiency and effectiveness.
- Sharing and promotion of best practice and challenging established working practices.
- Improved Management of time, costs and resources to deliver joint efficiencies.
- Creating additional value by sharing knowledge, skills and resources.
- Identifying challenges and managing them more effectively.
- Establishing collaborative culture and behaviours to secure successful outcomes in joint aims.
- Developing mutual trust and working relationships in order to capitalise on future opportunities.

We recognize:

- That the educational landscape is changing quickly;
- There are ongoing DfE reforms which need actioning;
- Revised guidance constantly emerging;
- There is increasing autonomy for schools;
- There is a reduction in LA role and support provided;
- The quality of challenge and support is difficult to source;
- The learning community is becoming fragmented as schools source alternative partnerships;
- The amendments of Ofsted framework require robust consideration;
- There is government emphasis on collaboration;

Collaborative Arrangements

We recognise that collaboration can be challenging as each partner has strengths and weaknesses, communication preferences, and individual aims. Individual culture also influences collaboration. Key competencies support our collaborative arrangements:

- We respect the culture, rights, and autonomy of our collaborators.
- Work responsibly.
- We demonstrate: Respect, Safety, Equity, and Trust.
- We maintain professional confidentiality.

Strategic Aims & Fundamental Objectives for Collaborating

What do we want to get out of collaborating?

- To get the benefit of sharing whilst retaining autonomy.
- To exploit opportunities for Mutual Challenge and Support.
- To further enrich our understanding of provision in its broadest sense, through engaging in supported reflection.

Identifying Collaborative Objectives

Objectives for collaboration opportunities will be identified by the professional collaborating and Phase Leaders and where appropriate with Senior Leaders, where appropriate we will also agree objectives with our collaborative partners.

Collaborative Engagement

In working collaboratively we endeavour to:

- Keep communication open.
- Where necessary support the reaching of consensus on shared objectives.
- Offer recognition of the contributions of others.
- Recognise the individual context of collaborative partners.
- Identify obstacles and addressing problems cooperatively as they occur.
- Place collective objectives above individual motivations.
- Recognise individual strengths.
- Acknowledge any conflict of interest.

Diversity

We work respectfully in our collaborative arrangements, we respect diversity in a collaborative environment which includes:

- Open communication.
- Sensitivity to ethnic and religious backgrounds.
- Building and managing expectations.
- Facilitating group discussion.
- Agreeing on roles that capitalize on individual strengths.
- Building consensus.
- Eliciting viewpoints from all collaborative colleagues.

FORMAL COLLABORATION:

In Considering Formal Collaboration/s

- We need to be 'intelligent shoppers'.
- We need to be considered when exploring potential partnerships and structures.
- We must maximize the opportunity provided through flexibility to meet need and tailor arrangements with potential partners.
- Our focus must be on best possible outcomes for children, young people and families.
- Which model best meets our needs.
- Do we require any advice to best support us in developing our path to collaboration.
- How do we understand the full implications of our preferred option before we go ahead.

Our Non Negotiables

- We must be able to maintain our own identity and that of our own community.

- We want to continue to be responsible for our own governance and performance.
- Although there need not be a shared ethos, there should at least be a shared understanding of our core purpose.
- There should be mutual respect for each other's schools and communities, and for the schools' individual sets of values.
- We can only decide to make such a significant change after we have received appropriate advice, thoroughly considered our options and consulted with all relevant parties over an appropriate period of time;
- We must make the available structures work for us to achieve our vision;
It is important for collaborators to understand how our leadership team works together and may be represented

The Mutual Benefits of Formal Collaboration

- Senior managers should be able to share expertise and experience with, and be challenged by, a range of like-minded colleagues, which could lead to more opportunities for staff development, etc.
- Sharing knowledge of different schools and their staff could be beneficial when looking to increase staff capacity, as well as in succession planning.
- Maximising our financial capacity through procurement of services.
- Collaboration would provide opportunities for the moderation of pupil achievement and external validation of management practices.
- There could be a firm focus on school self-improvement through the sharing of good practice and the challenging of existing practices.
- A shared interpretation of new developments may lead to more effectively implemented strategies to meet 'bigger picture' demands
- Shared discussion may lead to greater creativity with regard to outcomes
- Shared initiatives may allow a more 'fertile' foundation for next steps based on joint experiences

Due Diligence

Key Factors in considering collaboration:

- Identify our educational vision and reasons for going as a group
- What will be the nature of our relationship with our partners
- Who do we feel that we can work with effectively – whilst long term these decisions cannot be based upon relationships/ personalities, in the short term one cannot deny that this is a critical factor in the success of any young and developing partnership
- Having a clear understanding regarding the performance of schools within the proposed group

Accountability:

- Does the board have the financial and governance mechanisms in place to deliver on their obligations under the Funding Agreement.
- Does the board have the capability to raise standards.

Key Consideration

- Is there the opportunity to collaborate on an informal basis, in order to take time in making the serious decision to put a more formal arrangement in place to significantly change governance;

We would wish to explore:

- Whether mechanisms can be put in place in order to have an exit strategy for any partner;
- How we consider arrangements that may work for all schools involved;
- How we identify what might lead to difficulties in the partnership;
- How we rectify any difficulties in the partnership once it is established;
- How we develop an agreed set of core principles and non negotiables;
- How we address the link between schools e.g. if one school is experiencing challenge what does that mean for the other partners;

- Whether a process of due diligence be facilitated for potential partners;
- Whether there can be a cycle of facilitated review, to ensure the core principles are being upheld; What are the implications in considering changing governance arrangements, particularly if we intend to create new legal entities, to which we intend (or by the process will be required) to transfer rights, obligations, liabilities, contracts, land and/or assets;

Evaluation

- Our collaborative working arrangements will be regularly reviewed to meet the changing needs of our school and those of our collaborators.
- We are responsible for continuous improvement of our provision through effective collaboration.