



Polycentric Inspections of Networks of schools. The English Case Studies

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Building blocks of a self-improving system (Hargreaves, 2012):

Clusters of schools (structure)

The local solutions approach and co-construction (culture)

System leaders (key people)

The self-improving system currently:

Formal networks of schools (e.g. Academy Chains, Teaching School Alliances)

Informal networks of schools (e.g. Challenge Partners, Instead)

National, local, specialized leaders of education

Formal networks:

Multi-Academy Trusts (MATs)

Umbrella Trusts

Federations





Teaching Schools:

The Big Six:

- school-led initial teacher training,
- continuing professional development,
- supporting other schools,
- identifying and developing leadership potential,
- recruiting and managing specialist leaders of education,
- research and development



System leaders

National (NLEs)

Local (LLEs)

Specialized leaders of education (SLEs)



National College for
Teaching & Leadership

Informal Networks

- One informal cluster: NAHT Peer Review schools (Instead)



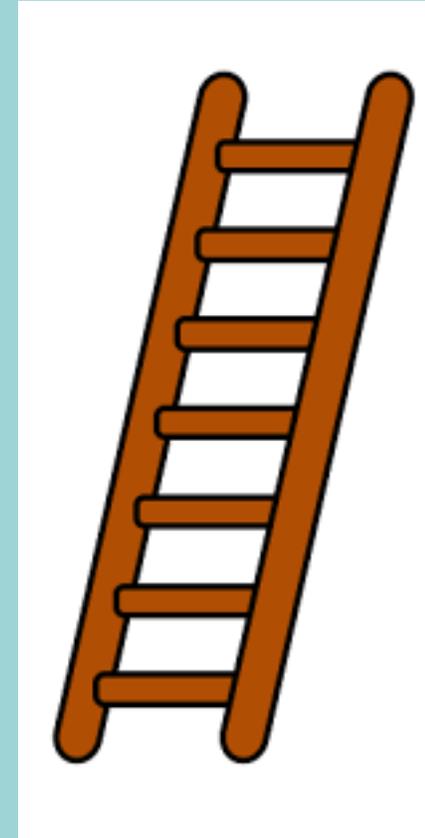
Ofsted Inspections and accountability of school networks

Currently:

- Focused inspections of federations, MATs and LEA school improvement work (networks)
- Inspections of single schools emphasize school to school support, and support from the governing body as a criteria for 'outstanding' (single schools)

Inspections and accountability of school networks by RSCs

- 'Soft intelligence' and intervention ladder of RSCs (focused on academies and free schools) (single schools and academy chains)



The declining role of Local Authorities

Responsible for the commissioning and delivery of education and for the education performance of all children in a specific region

Can only intervene in maintained schools

No powers to intervene in academies or to information about them



Key questions:

- How do internal evaluation, peer review and school inspections/inspections of networks contribute to network functioning (e.g. collaboration, exchange of good practices, network-level outcomes, preventing dysfunctional effects)?
- What is the interplay between internal evaluation, peer review and school inspections? And how can it be more effective in supporting network evaluation and improvement?



Thank you!

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