

# School Effectiveness+ Case Study: Outer London Four School Federation

**Strengthening practice within a primary federation through collaborative evaluation and development planning**

## Background

The federation comprises of four schools of which three were involved in this case study.

**Number of Pupils:** 1,350

**Ofsted Profile:** Outstanding, Outstanding, Requires Improvement.

**Pupil Profile:** Two of the schools are located in areas of high deprivation and the third is in the highest quartile for FSM and SEN. At least 66 home languages and dialects are represented across the school community.

**Staff Profile:** Despite a largely stable staffing situation until recently, recruitment is now a significant challenge across the federation, regardless of Ofsted rating.

## Timeline



# School Aspirations and the Impact of School Effectiveness+

## Aspiration 1

Develop leadership knowledge and understanding in relation to strategic reflection and review.

## Impact

Heads of school now feel they have a shared vocabulary to discuss and evaluate practice and pedagogy, and plan for development. The quality of professional discourse has been enhanced in both sharing practice and returning to first principles in strategic planning.

The School Effectiveness+ (SE+) process has established a consistent 'benchmark' for reflection and comparison, within a context where the schools have each been graded under a different version of the Ofsted evaluation schedule.

The chairs of governors of the hard and soft federations were formally involved in the evaluation and review process alongside the heads of school.

The executive headteacher actively chose to have less direct involvement in the process in order to enable growth in leadership.

## Aspiration 2

Support succession planning by upskilling the heads of school and strengthening distributed leadership and roles that can work across the schools.

## Impact

By sharing a common process there is a greater sense of parity across the schools despite Ofsted 'labels', and each school has identified strengths to share.

The schools have benefited greatly from sharing an SE+ adviser who has worked collaboratively with all the heads of school but has also provided individual coaching.

## Aspiration 3

Establish a new way of thinking to ensure the federation continually moves its practice forward in line with the latest research, in line with but beyond Ofsted.

## Impact

The SE+ Maturity Model has provided an objective framework for reflection including the voices of all significant stakeholders. This ensures that practice is continually challenged.

All staff are becoming more aware of and engaged in 'the big picture' that informs strategic decision-making. Over time the feedback they have given via the surveys will enable this to be strengthened further.

Engaging in the process collaboratively has reinforced the potential power of the federation structure in sharing and developing school effectiveness.

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