

# Haringey's Networked Learning Communities

...learning from each other, with each other, and on behalf of each other

## Hornsey and Stroud Green Community

*Campsbourne Infants, Rokesly Infants, St Mary's CE Infants, St Peter in Chains Infants, Campsbourne Juniors, Rokelsy Juniors, St Gildas Juniors, St Mary's CE Junior, Coleridge Primary, Weston Park Primary, St Aidan's primary, Stroud Green Primary, Highgate Wood, Hornsey Girls, Greig Trust City Academy.*

**Notes of Meeting**

**Monday 10<sup>d</sup> February**

**Coleridge Primary School**

### Present:

John Goulding	Headteacher, Campsbourne Infant
Chris Aldhous	Chair of Governors, Campsbourne Infant
Alan Woodcock	Headteacher, Campsbourne Junior
Shirley Boffey	Headteacher, Coleridge Primary
Barbara Breed	Headteacher, Rokesly Junior
Jane Eaton	Headteacher, Rokesly infant
Jacki Austin	Headteacher, Highgate Wood
Andrew Wickham	Headteacher, Weston Park Primary
Graham Horsewood	Headteacher, Greig Trust City Academy
Denise Sewell	Headteacher, Stroud Green Primary
Roz Williamson	Headteacher, St Mary's CE Junior
Anna Cumbers	Headteacher, St Mary's CE Infant
Margaret Falvey	Headteacher, St Peters
Sharon Shoesmith	Director of Education Designate
Andy Berryman	SSIO

### Apologies:

Paul Roberts	Director of Education
Jean Lebrecht	Hornsey
Gill Bierschenk	St Aidans Primary

## Notes of the Meeting

1	Shirley Boffey opened the meeting by welcoming colleagues to Coleridge Primary school.
2	<p>Sharon Shoesmith set the agenda by reiterating the purpose and aims of the Networked Learning Communities (NLC) as set out in her letter to headteachers of 6<sup>th</sup> January, that they should support learning through:</p> <ul style="list-style-type: none"> <li>• collaboration rather than competition;</li> <li>• working smarter together rather than harder alone;</li> <li>• working together as groups of schools bound by the common purpose of trying to raise standards of achievement and ensure the inclusion of all of our children.</li> </ul> <p>This is in tune with the DfES vision for networks as:</p> <ul style="list-style-type: none"> <li>• providing a focal point for the dissemination of good practice and the agent of knowledge creation, transfer and utilisation;</li> <li>• keeping the focus on the core purpose of schooling in particular creating and sustaining a discourse on teaching and learning;</li> <li>• enhancing the skills of teachers;</li> <li>• building the capacity for continuous improvement at local level;</li> <li>• ensuring that system of challenge and support are integrated, not segmented;</li> <li>• acting as a link between the centralised and decentralised policy initiatives.</li> </ul> <p>She explained that the consultation exercise on NLCs in Haringey had resulted in the formation of</p>

geographical groups, but these were not set in stone. The focus had to remain on teaching and learning and should have an impact on the professional development offer in the future, which could become 'network focused'. Through briefing meetings with NLC 'lead headteachers', an agenda had emerged around the themes of:

- transition;
- raising standards for pupils from black and ethnic minority communities
- extended schools; and
- parental involvement

Sharon invited the meeting to consider the appropriateness of these themes and the purpose of the NLC in group discussion.

3 Groups reported back on the discussion headings as follows:

***What do you want the NLC to be?***

- the principles in the original letter are right and it is a positive move forward
- the focus must be on sharing ideas and good practice, the network must be supportive not competitive
- it must be networking at all levels and become efficient at getting things done
- it must support the agenda of improving teaching and learning and raising achievement
- there must be a focus on professional development of all staff so that skills and expertise can be developed and shared.
- should deal with issues across the phases

***How can it be achieved?***

- It must be efficient and well co-ordinated
- There must be a corporate approach where everyone gains
- It must focus on 2 or 3 priorities
- there must be a tangible benefit from sharing and through common aims
- should pick a focus, devise a plan of action and set tangible outcomes
- could develop partnership schools and cluster training.

***Who should be involved – now – later?***

- Everyone should be involved, but groups may break down into smaller units to address particular issues.

***What are the areas you would want to work on with others?***

- The creative arts
- Maths, particularly level 3
- Transition
- Mobility
- Transition
- admissions
- joint training.

***What are the implications for:***

***-the focus of the NLC meetings***

***-how NLCs communicate with Education Services***

***-how training is provided?***

- there need to be smaller meetings so that groups are manageable and have an established focus
- heads must set a shared agenda with staff and across schools
- the community should tap into funding streams, for example the NSCL Networked Learning Communities
- training should be carefully considered; staff, departments, key stages could join together to consider common issues and be trained within a common context

4 Group feedback focused on the manageability of the community. Whilst it should be tight in its priorities it must have suitable flexibility to respond to issues. It should be something different from other groups and regularly evaluated to ensure the correct focus. There should possibly be a steering group that provides strategic management to the chosen focus. The LEA should facilitate the agenda, not control it. It was suggested that 2 elected representatives meet the LEA on a termly basis. There must be feedback and reporting back and the

	<p>community must resist the danger of hierarchy and bureaucracy.</p> <p>Sharon stated that links across communities should be established and that a 'network day' bringing together all schools would support this. Parental involvement is a key aspect of any agenda and she is hoping to establish a parents' unit for the LEA to better engage parents across the community.</p> <p>An e-solution in terms of a chat room for the community was suggested.</p> <p>Joint training for Y6 and Y7 was suggested.</p>
5	<p>Sharon talked about the possibilities of a shift in thinking about training that would be centred in the community, possibly brokered by the LEA, that focused on the needs of the community, but supported the local and national priorities.</p>
6	<p>The following action was agreed:</p> <ul style="list-style-type: none"> <li>• the group would submit a bid for a networked community grant</li> <li>• Sharon would consider appropriate LEA officers to support the activity of the NLC;</li> <li>• A further meeting should be held to firm up proposals.</li> </ul>
7	<p>The meeting closed at 6.15 p.m.</p>