

National Remodelling Team (NRT)

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Embedding sustainability within school workforce remodelling

Emap education conference, London

Pat Collarbone

24 January 2006



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Context for change

NRT change process

Improving outcomes

Overcoming barriers to change

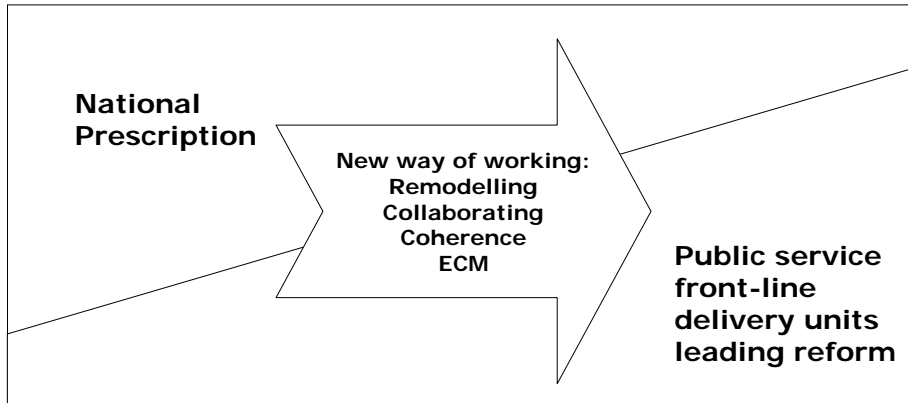
Extended services



The work we are embarking on is a vital part of a wider, radical transformation of public services

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Dependency on Government

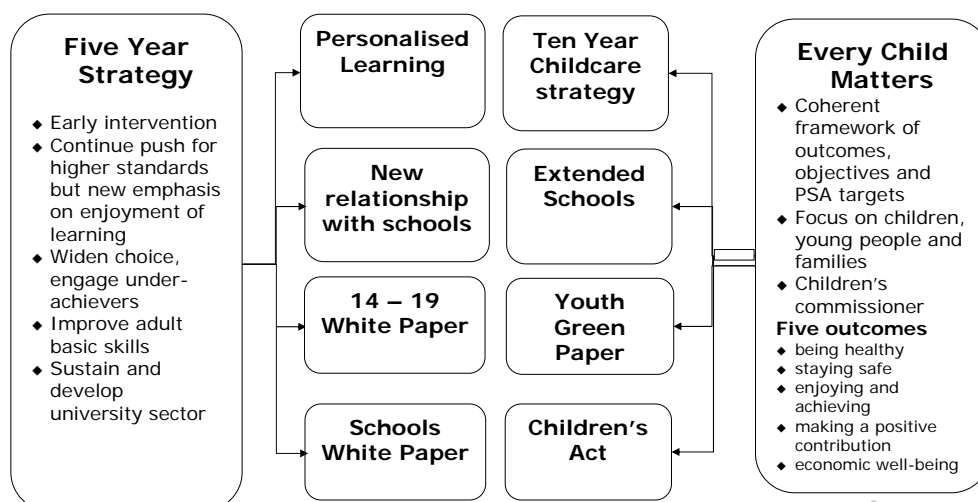


Interdependency across public services *including* Government



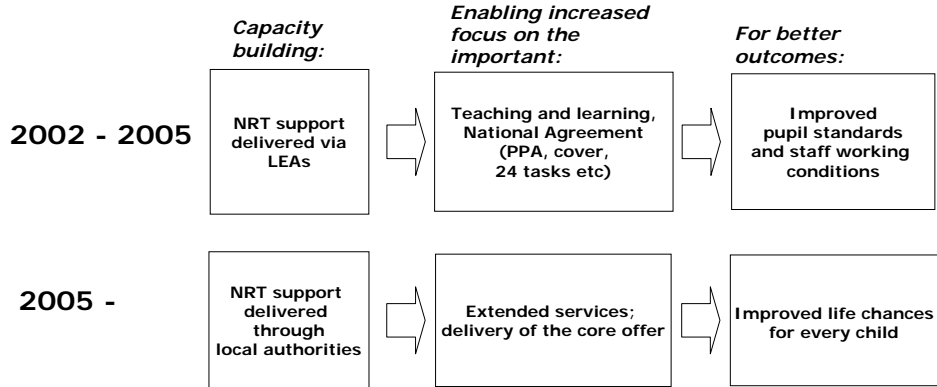
The national strategy

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To date the change process has supported schools to release capacity in order for them to raise standards and reduce workload. It will continue to do so for extended services

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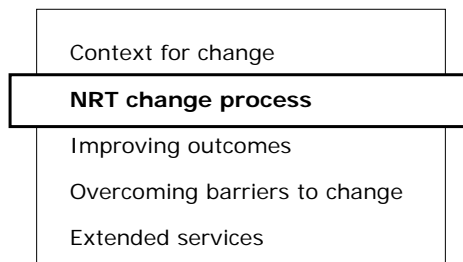


As a year 1 milestone, NRT to support:

- 150 local authorities to create the capacity to launch their extended services programme
- 2500 schools to deliver the core offer in full by September 2006

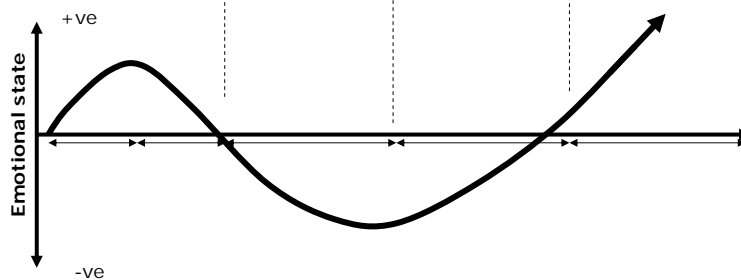
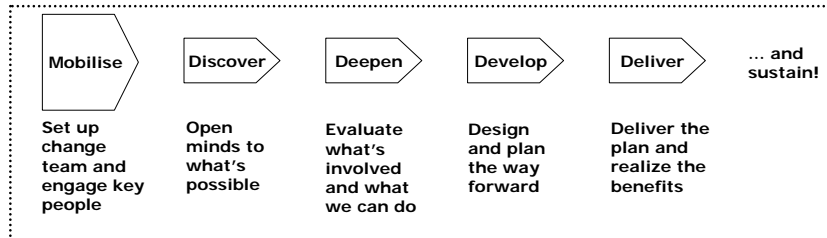


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The NRT offer includes training in this structured change process

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The NRT remodelling change process encourages practices based around strong underlying principles

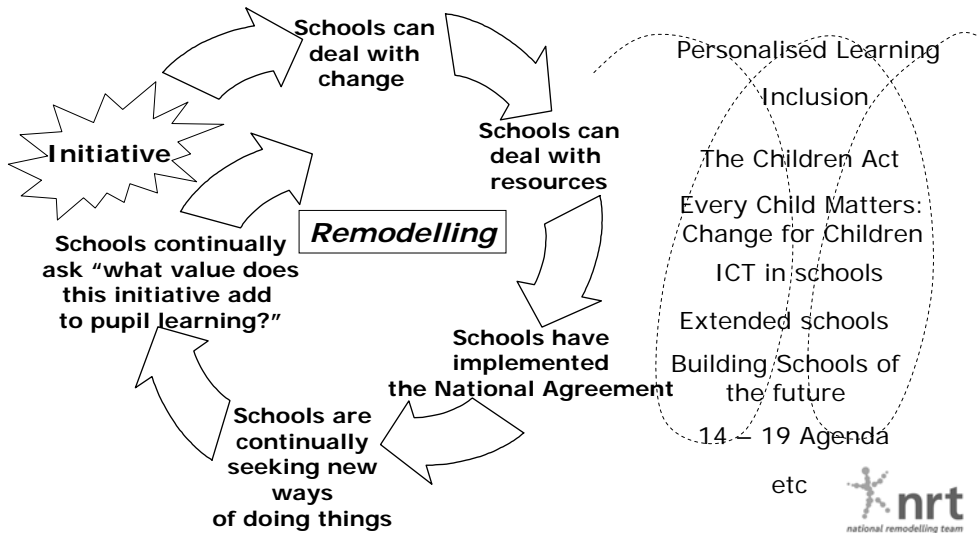
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1. Shared leadership
2. Inclusive culture
3. Proactive change team
4. Broad collaboration
5. Proven process
6. Rational, political and emotional considerations



The remodelling process enables schools to respond to their own particular issues and can be applied to any initiative

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The key questions ...

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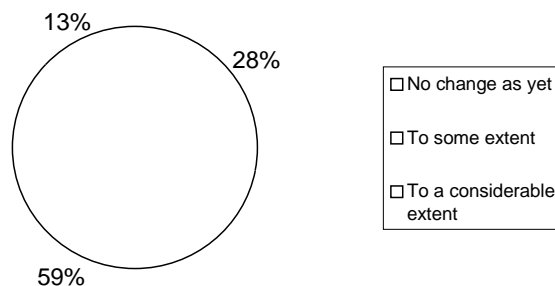
- What are we doing?
- Why are we doing it?
- Does it enhance pupil learning?
- Can we do it in a different way?
- Do we need to do it at all?

Schools that have taken a range of small, complementary, low cost actions effectively have achieved substantial change and very real gains in staff morale.



72% of schools believe that remodelling has helped teachers focus more on teaching and learning

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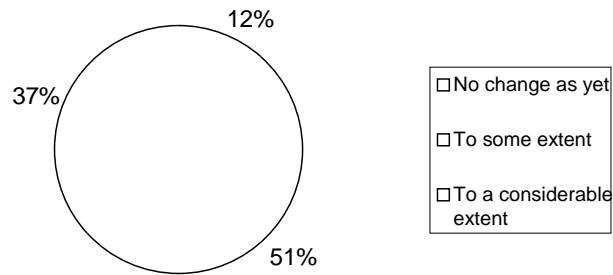


"To what extent has remodelling helped teachers focus more time and energy on work directly connected with teaching and learning?"



88% of schools believe that remodelling will improve standards

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"To what extent do you believe remodelling will improve standards in your school?"



Successful remodelling values the skills of the whole team

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"Remodelling is to do with the culture and ethos of the school. We've seen wonderful changes in support staff who now play a really active role in providing opportunities for pupils' learning."

Colin Rowling – Halsnead Community Primary School, Prescot



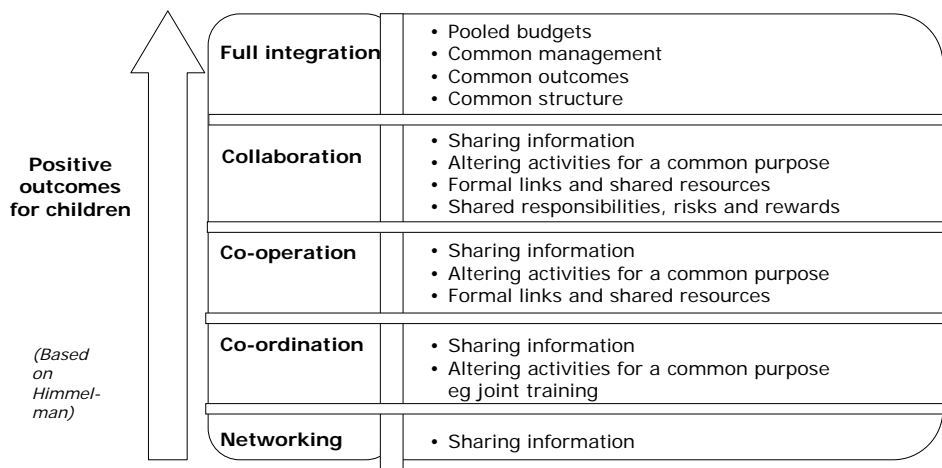
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We know that 'joined-up working' delivers better outcomes for children...



Schools are overcoming the potential barriers to collaboration

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Yesterday:

Survival of the fittest

Sharing *may* put us at a competitive disadvantage

Today:

Survival of the "fitting"

Working in isolation *will* put us at a competitive disadvantage



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NRT is supporting schools via local authorities to deliver the core offer, (to be in or accessed through all schools by 2010)

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Core offer

All year round 8am-6pm

Quality childcare



on site or through local providers

A varied menu of activities



including study support

Parenting support



including family learning

Swift and easy referral



to specialised support services

Community access



including adult learning



NRT work builds on remodelling progress already achieved by schools and local authorities as well as targeted projects

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Remodelling sustainability

- workshops and tools to support schools in managing change

- **National Agreement** (validation and support)
- **Support the delivery of extended services:**
 - **An implementation learning pilot in six local authorities**
 - **2,500** (year 1 target) schools to deliver the core offer in full by Sept 2006
 - **11-14 childcare research project** to test demand via a 38 school pilot
 - **Parenting support** - an implementation learning pilot with five Southwark schools and the Parenting Forum
- **Targeted Youth Support**
 - to explore how local authorities can deliver effective integrated targeted support to improve outcomes for young people, particularly the disadvantaged



Summary

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- Moving from “prescription” to schools leading reform represents a huge challenge
- Rising to this challenge requires a step-change in change management capability
- Successful remodelling builds capacity and improves outcomes
- Sustainable remodelling capability is essential to delivering extended services
- Breaking down the barriers to effective partnership working at national, local and school level is essential



“A leader is best when people barely know he exists, when his work is done, his aim fulfilled, they will say: we did it ourselves.”

Lao Tzu

