

CAMPUS STOCKTON

Sector-led whole system school improvement strategy and approach to structural change

A position paper October 2012

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Campus Stockton Foreword

The concept of 'Campus Stockton' where all schools in Stockton in partnership with the local authority support and encourage one another is something that we feel very comfortable in promoting. As Headteachers working in Stockton we appreciate the depth of knowledge and expertise that exists in Stockton schools. Indeed, there is a proud history of Stockton schools supporting one another. We feel that our relationship with the local authority has always been strongly linked to the promotion of excellence in our schools. Stockton schools have always benefited from quality support and guidance from the local authority and its officers. We see Campus Stockton as an opportunity to develop and further strengthen such links between our schools, our local authority and other partners in furthering school improvement.

We are committed to working collaboratively with the local authority and other key partners including colleges to provide support and commission services that are appropriate to the needs of our schools. At a time when schools have unprecedented autonomy to create diverse and varied partnerships, we feel that there is considerable opportunity for Stockton schools to support one another, resulting in our schools benefitting from existing areas of expertise.

Campus Stockton will evolve and develop over time. We believe that Stockton Headteachers will be the driving force for this evolution, reshaping and reforming LA services to meet the needs of our schools.

A joint working group of Campus Stockton and Stockton Teaching Alliance Group has overseen the development of this position paper. We hope you find it helpful and that you feel able to endorse it as the way forward for us.

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1. Vision for whole system school improvement and expectations of structural change

Relationships in Stockton between schools, academies, colleges, key stakeholders and local authority are strong and productive. There is a very clear focus upon improving and securing positive outcomes and a tangible sense of expectation and aspiration for all children and young people of the Borough. There is an understanding of the need to change and develop and to engage with other providers and key stakeholders, but there is an equally strong conviction that through this change we must retain our commitment to partnership and collaboration; to shared objectives and ways of working. Working together is regarded as a norm not an exception

Through existing partnerships, new collaborations and structural arrangements we will work together to meet the ongoing challenge of raising aspirations and delivering improved outcomes. We will embrace radical solutions to eliminate underperformance but we will also value and retain the strategies and methodologies that are tried and tested, which are the bedrock of success. Sector led improvement will be pivotal and we will develop a network of schools and academies that continue to grow in strength and capacity so that they can deliver sustained and improved outcomes individually and collectively. We will work closely with our providers of post 16 learning to ensure that the success of our youngsters continues beyond statutory school age as we work together to ensure we meet the targets for full participation at 17 and 18.

We are committed to forming and formalising any new partnership arrangements that are needed to embed strength and durability in the system and we will seek new partners who share our vision and value our ethos. We will engage with the full range of partners and sectors to augment our current collaboration, including education improvement specialists, academy trusts, National and Local Leaders in Education and Governance and like-minded local authorities and local partnerships.

A strong Teaching School Alliance will be pivotal in realising our vision. It will underpin our way of working and provide the structures through which we will drive improvements. It will be designed to fit local collaborations and ways of working and maximise the capacity we have in our schools to provide leadership capacity for each of the strands.

We are prepared to commit and direct resource to meet our objectives and accept the principle of inverse proportion according to need. Putting in place effective and efficient partnering for schools and academies in challenging circumstances and those that underperform will continue to be a priority. We will also support ongoing and continuous whole system improvement and to support this we will identify and promote best practice, thereby sharing expertise and maximising impact across Campus Stockton. We will augment this with high quality and dynamic bespoke professional development opportunities. We will build upon our existing effective monitoring and challenge arrangements for schools through School Improvement Advisers and we will include school and setting leaders and partners in this role. We will look to other providers, particularly our post 16 providers and local universities, to ensure that we make the most of all available local expertise.

We are committed to this approach because we believe that it provides us with the foundation to face future challenges and expectations and to deliver our over-riding objective of ensuring that all children and young people achieve their full potential, with no child left behind. This is the essence and ethos of Campus Stockton.

2. Context

The **national policy context** for this position paper is provided by The Education Act 2011 and the Schools White Paper 'The Importance of Teaching'. The Act provided a framework for those proposals in the Schools White Paper requiring legislation. 'The Importance of Teaching' was presented to Parliament by the Secretary of State for Education in November 2010 and in it he outlined a comprehensive and radical plan for school improvement 'encompassing both profound structural change and rigorous attention to standards'. The document set out to offer schools freedoms to encourage them to work with each other to improve. It stated that the 'best' schools (outstanding schools and those judged good with outstanding features by Ofsted) would be able to convert directly to Academy Status but also that they would have to work with less successful schools to help them improve. There was a commitment to rapidly expand the academies programme, so that all schools would be able to become academies, with outstanding schools leading the way and other schools having the opportunity to convert by joining federations or chains. .

The role of the local authority was described as 'critical' – as strengthened champions of choice, securing a wide range of education options for parents and families, ensuring sufficient high-quality school places, co-ordinating admissions, promoting social justice by supporting vulnerable children and challenging schools which fail to improve.

There was a clear signal of intent in 'The Importance of Teaching' to changes in the recruitment, selection and training of teachers and leaders and in the promotion of National and Local Leaders of Education and Teaching Schools. The introduction of the Education Endowment Fund for innovative projects to drive school improvement and to raise the attainment of deprived children in underperforming schools was heralded and local authorities and schools were encouraged to bring forward applications and 'create a new collaboration incentive'.

There was a commitment to making sure that schools would have access to evidence on best practice and high quality materials and improvement services. School Improvement support would be available from a more diverse range of providers described as 'a new market of school improvement services'. Local authorities would be free to choose to continue to offer school improvement as a traded service which could include 'offering support and challenge, running improvement conferences, bringing people together to tackle local problems and brokering support from excellent schools to support other schools'.

The transformation of underperforming schools would be supported through conversion to academy status through partnership with a strong sponsor or outstanding partner. This would apply to schools below floor standards and those placed by Ofsted in a category.

In addition to the proposals relating to Teaching and Leadership, a new Schools System, Accountability and School Improvement, there were also proposals specifically related to Behaviour, Curriculum, Assessment and Qualifications and School Funding outlined in the 'The Importance of Teaching' and also included in the subsequent Education Act 2011. The Act also extended the academies programme to allow 16-19 and 'alternative provider' academies

The Education Bill was introduced into the House of Commons on 26th January 2011 and received Royal Assent on 15 November 2011. The Act is divided into 10 distinct parts and most provisions of the Act are now enacted.

In terms of the **local context**, Stockton-on-Tees Borough area is 204 square kilometres in size with a population of 192,400 (Mid Year 2010 Population Estimate). There are 79,100 households across the Borough. The Borough's population has increased by almost 10% between the 1991 Census and mid 2010.

A quarter of the borough's population are aged under 19 and between 2008 and 2033 it is forecast that there will be an almost 2% increase in under 4's and over 4% increase in the numbers of 10 – 14 year olds in Borough. Currently, primary schools across the Borough are experiencing an increase in applications for places - a trend which is likely to continue, whilst secondary schools will be faced with reduced numbers for a short period of time, as the falling demographic works its way through the system. Our elderly population over the age of 65 is also due to increase by 75% by 2033.

The Borough itself has a unique social and economic mix with areas of affluence existing alongside more disadvantaged communities. This makes areas of Stockton Borough some of the most affluent in the country and therefore it is not uncommon to find significant variances in lifestyle and opportunities between neighbouring communities across the Borough.

Narrowing this gap has been a key priority for the Council and its partners and we have already achieved some success in some areas in terms of raising households out of deprivation, improving our environment, reducing crime, and improving our education attainment levels. However, there is much to do. The contribution that success in education can make to a young person's health and wellbeing, significantly but not exclusively in terms of economic activity, is well-evidenced. The Health and Wellbeing Board in Stockton is committed to seeing improved educational outcomes and to ensuring that these result in improved wellbeing and enhanced life chances.

At the time of writing there are 219 childminders, 57 childcare settings (day nurseries, playgroups, out of school provisions), 12 Children Centres, 59 primary schools, 12 secondary schools (of which 2 are Academies), 3 special schools, 1 Pupil Referral Unit, 3 Independent Schools, 1 FE College and 1 Sixth Form College in the Borough of Stockton-on-Tees.

Educational outcomes are improving:

- Those making expected level of attainment at the end of Early Years Foundation Stage is 62% in 2012 which is an increase on 2011 and shows a good outcome which is above national average.
- At KS1, there has been a substantial 4% increase in the Core Subject Indicator (CSI - the number of pupils who achieve the level in all of reading, Writing and Maths) at L2B+ from the 2011 figure. All key national indicators have improved on 2011 outcomes for Stockton and also exceed the most recently available national outcomes from 2011.
- At KS2 at Level 4+ in all areas (except Maths where there is a 1% decrease) all measures are above the 2011 outcome for Stockton. All measures at L5+ show an increase. The improvement in writing at all levels is particularly pleasing.
- Results at Key Stage 3 show all 10 of Stockton's maintained secondary schools improved their KS3 performance from the previous year.

- At KS4, the percentage of students gaining 5 or more GCSEs at grade C or above is the best ever for Stockton. The percentage of students achieving the key indicator of 5 or more GCSE passes at Grade C or higher including English and maths is currently 3% lower than last year. This figure may change in response to emerging concerns at national level over alterations to grade boundaries particularly in English.
- Across primary schools overall absence for the autumn term 2011, which is the most recent validated data, improved by 1.13% from 5.53% overall absence in autumn 2010 to 4.40% in Autumn 2011. Across secondary schools (including our academies) overall absence for the autumn for which we have the most recent validated data, improved by 1.12% from 7.32% in Autumn 2010 to 6.20% in Autumn 2011.
- The latest published statistics for exclusion cover the previous full academic year 2010 -11. There continued to be no permanent exclusions in primary schools. There were 74 fixed period exclusions from Stockton primary schools representing 0.42 % of the school population which is an increase in fixed period exclusion from 43 in 2009 – 10 representing 0.25%. There continued to be low numbers of permanent exclusions in secondary schools (including our academies) with 5 permanent exclusion occurring in 2010 -11 compared to 9 in 2009-10. Similarly, fixed period exclusions reduced in 2010 -11 to 815 representing 7.29% of the school population compared to 1044 in 2009 -10 equating to 9.21% of the school population.
- Stockton has two schools and two colleges with A Level provision. The percentage of students gaining A* – E grades was 98% or higher and is exactly in line with this years national average. One of the schools exceeded the national average of 53% for A*-B grades while for the other 3 providers, two performed similar to 2011 and one other, although lower than last year, was in line with predicted outcome. For all sixth form providers, the average point score per examination entry, which is a finer measure of the average grade achieved, has increased from the previous year. For 3 of the 4 providers this figure is the highest ever.

Of course, several challenges remain:

- Over 23% of children in Stockton are living in poverty.
- Within Stockton Borough, 14 Lower Super Output Areas fall within the top 10% most deprived in the UK.
- Gaps remain in attainment between those in vulnerable groups and their peers, i.e. those with Special Educational Needs, Free School Meals, and Traveller heritage.
- The Floor Standards for primary and secondary schools are set to become more challenging
- The revised Ofsted schedules raise the bar for schools and settings and places additional responsibility on governance.
- Quality places for the increase in primary age children need to be created.
- Quality places for additional childcare places for 2 year olds need to increase significantly.
- Too many young people disengage with learning and training beyond compulsory schooling

- Teenage pregnancies under 16 are a cause for concern.

The following priorities emerge:

- Closing the gap in attainment between those on Free School Meals and their peers;
- Closing the gap in attainment between those on the register of Special Educational Needs and their peers;
- Reduce the number of young people not in employment or training post 16;
- Reducing pregnancies in teenage young people;
- Ensuring no school falls beneath the government's Floor Standard for achievement at the end of key stages 2 and 4;
- Ensure schools, settings and Children's Centres are well placed with the Ofsted evaluation schedule so that no settings receives an inadequate judgement and the number of good and outstanding judgements increase significantly;
- Ensure sufficiency of places for all children 0-19.

The educational infrastructure and environment in Stockton is changing, reflecting the factors outlined in section 2 of this paper. This includes the growing academy movement, the introduction of free schools, the changing role of the local authority and the growth in independent school improvement partner organisations. The initial two secondary academies, opening in September 2010, are likely to be joined by other converting schools, in a range of circumstances, including good and outstanding schools as well as improving schools and those that are deemed under-performing. Schools in Ofsted categories will be targeted for academy conversion and the securing of a school improvement sponsor for schools in these circumstances will be a priority. A key priority, therefore, is to ensure that structural solutions and changes are consistent with, and will support realisation of, the vision for Campus Stockton articulated in this paper.

3. Planning to deliver sector led school improvement

The involvement of schools in delivering school to school support and the engagement of NLE/LLE is an accepted way of working in Stockton. The opportunity to develop this into a more formal partnership has been an aspiration of schools and local authority for some time and a great deal of work has been undertaken to this end. The commitment to develop a sector-led whole system school improvement strategy was part of the Efficiency, Improvement and Transformation Review that was taken through political processes in 2011/12 resulting in Cabinet approval in March 2012. Headteachers were represented on the EIT Board that developed this recommendation and all Headteachers were involved in the consultation exercise that took place. The local authority, on behalf of the partnership of schools, facilitated a workshop in March 2012. Headteachers, local authority officers, a national consultant in school improvement, a like-minded local authority from the North West of England and officials from the Department for Education participated in the event, which resulted in the establishment of a joint group of headteachers (the Stockton Teaching Alliance Group and Campus Stockton Board) and local authority officers to progress the planning. This paper is the culmination of that work.

The Stockton Teaching Alliance Group submitted a proposal for teaching school collaboration in the recent application round. The proposal was entirely consistent with local deliberations relating to a school to school support framework and the continued involvement of our post 16 partners. Although the proposal was unsuccessful, the content of the proposal received strong endorsement and the intention is to resubmit in the next round. The renewed bid will reflect the current position and strategic aspirations.

By definition, a genuine sector led whole system school improvement model will require increased capacity, expertise and commitment. To that end an associated development plan will be put in place. The plan will include the necessity to increase the number of NLEs, LLEs, SLEs and NLGs. This work is already underway.

In terms of available resource, we will establish a Schools' Partnership Fund, which will contribute to the cost of school to school support packages. It will also be used to lever in additional funding. Initially, this fund will be provided by the local authority from existing school improvement budgets and as such the primary focus will by necessity be on underperforming schools and those in challenging circumstances. However, as additional funds are secured from partner organisations and external sources, a shift to whole system improvement is anticipated, to the benefit of all schools and academies in the partnership. The fund will be managed by headteachers and principals representing the family of schools and academies working alongside local authority officers as a sub group of the Campus Stockton Collaborative Board (ref. Section 5). We will seek opportunities to include post 16 partners in this arrangement.

The Schools Partnership Fund will be managed by a 'School to School Support group which will be a part of the delivery arrangements. These delivery arrangements in totality are set out in more detail in Section 5 of this paper. However, with specific regard to the Schools' Partnership Fund the School to School Support Group will:

- Scrutinise school outcome data on a half termly basis to identify issues of underperformance;
- Source packages of intervention and potential partnership pairings to target the area of underperformance, such packages may include Local Authority Intervention Plans, school to school support accessed from the Stockton Education Exchange, support from Local and National Leaders in Education, support from Academy sponsors and national providers, support from colleges;
- Evaluate the impact of intervention funded through the Schools' Partnership Fund;
- Seek opportunities to involve post 16 providers where this could have a positive impact on pre or post 16 outcomes
- Report back to the Campus Stockton Board, Schools' Forum and other key stakeholder groups

Attendees at the workshop in March 2012 were unanimous in agreeing to establish a 'Stockton Education Exchange'. This work is now underway. In essence, it is a web based tool which enables best practice across all curriculum areas and aspects to be captured across all schools, academies, colleges and other settings in Stockton. It will publish areas of capacity for professional development opportunities and capacity for school to school partnerships. Schools, academies, colleges and other settings will be able to input their own information which will be quality assured and regularly updated. Search engines will enable participating organisations to source available expertise quickly. In addition to the proposals relating to Teaching and Leadership, a new Schools System, Accountability and School Improvement, aspects specifically related to

Behaviour, Curriculum, Assessment and Qualifications and School Funding outlined in the 'The Importance of Teaching' and also included in the subsequent Education Act 2011 will be included. Support and educational expertise available from regional and national providers will be included and will be subject to the same review and quality assurance

4. Our response to structural change.

Currently, structural change is an option for many and a necessity for some.

For those schools and academies under floor targets or subject to an Ofsted category there is an expectation that they will work with the Department for Education and local authority to secure an appropriate academy sponsor. In Stockton, the local authority will always work with schools and academies to discharge its statutory responsibilities and to drive improvement and transformation through collaboration. Therefore, in these circumstances, the local authority will seek to engage with sponsor partners who share the Campus Stockton vision and ethos and will therefore be likely to make the greatest contribution in driving improvement for all through the Campus Stockton Collaborative model. We describe these as 'local solutions'. Such solutions may involve local outstanding schools or academy trusts as the sponsor partner. At times, an appropriate local solution could combine a local school as a sponsor partner with additional school improvement capacity brought to the solution by an outstanding school, a National or Local Leader of Education or a strategic partner in school improvement. All of these could be brokered through Campus Stockton Collaborative Partnership to ensure maximum impact and local 'fit'

For those schools considering structural change as an option the local authority is committed to supporting governors and headteachers in their decision making as it is the role of the local authority to champion the needs of all children and young people, irrespective of whether the setting they attend is a school or academy. This support will be consistent with the Campus Stockton Partnership vision and therefore, together with schools and key stakeholders, the imperative will be to form collaborations and engage with school improvement partners who have the capacity and the ambition to drive change – but also are able to commit to the values and ethos of Campus Stockton. These would also be described, therefore, as local solutions.

Campus Stockton Collaborative Partnership will promote and support academy solutions that will:

- Drive improvement and improve outcomes for children and young people
- Make a strategic contribution and bring capacity to the Campus Stockton sector led whole system school improvement model
- Maximise and develop the capacity within Stockton schools to sponsor and support in formal arrangements
- Utilise external academy sponsors/trusts where significant injection of capacity and expertise is necessary and/or where it offers added value to a local structural solution and is consistent with the ethos and values of Campus Stockton
- Engage partner academy sponsors/trusts in wider Campus Stockton school improvement initiatives, specifically in relation to school to school support, leadership development and cpd, research and development (according to expertise)
- Be consistent with the commitment to developing clusters and groupings that can operate successfully within the strategic landscape. These groupings/structures may

- be based upon geography, synergy, mutuality, cluster arrangements, faith and may form umbrella or multi academy trusts (MATs)
- Offer opportunities to maximise available/attract additional resource.
- Contribute to the offer available to children and young people of the Borough so that all need is met

We will seek to take advantage of school improvement support that is available from the emerging diverse range of providers. Two such providers are currently operating in Stockton. Northern Education, whose original involvement was in providing the school improvement capacity for North Shore Health Academy, following the 'Special Measures' judgement are now sponsors of the academy. Carmel College, an RC academy in Darlington, is working closely with St Michael's RC school, bringing additional capacity to the local authority school improvement resource and being an active partner in the action plan for the school.

In summary, the approach to structural change would be:

- of strategic design in line with the imperative to maintain the strong sense of place and commitment to partnership and collaboration
- local solution orientated
- in line with agreed local priorities and ways of working i.e. admissions, inclusion, 14-19 collaboration, behaviour partnership, collaborative approach to school improvement
- predicated upon the ethos, behaviours and ways of working of Campus Stockton.

5. Strategic framework and operating model

Campus Stockton Collaborative Partnership Board will be a representative board including local authority officers, representatives from school, academy and college leadership and other key stakeholders, specifically key strategic partners in school improvement. Given the extent of change that is anticipated over the next 2 years it is proposed that the membership is regularly reviewed to reflect emerging structural change and to ensure all schools, academies, colleges and trusts feel appropriately represented. All schools, colleges and academies will be actively encouraged to participate in what we anticipate will be a fully inclusive partnership arrangement.

A range of working groups will be either established or aligned (as a number of these groups currently operate). The Chairs of these groups will be members of the overarching Partnership Board. The working groups will have identified lead schools and will be supported by local authority officers who will provide capacity, if needed, to develop delivery plans.

There will be working groups to lead on each of the teaching school strands. This will ensure that we have the governance arrangements already in place when a Stockton Collaborative Teaching School Application is approved. It will also ensure that we have a sector-led collaborative arrangement in place so that we are already delivering on the key imperatives of Teaching Schools, thereby delivering key national priorities in our local, collaborative operating context. The 'Teaching School' working groups are listed below. Further detail can be found in the Teaching School Application circulated to headteachers and key stakeholders prior to submission in October 2011.

School to school Support Working Group

This group is described in Section 3 of this Paper. For ease, the proposed and draft remit for the group is repeated here.

- Scrutinise school outcome data on a half termly basis to identify issues of underperformance;
- Source packages of intervention and potential partnership pairings to target the area of underperformance, such packages may include Local Authority Intervention Plans, school to school support accessed from the Stockton Education Exchange, support from Local and National Leaders in Education, support from Academy sponsors and national providers, support from colleges;
- Evaluate the impact of intervention funded through the Schools' Partnership Fund;
- Seek opportunities to involve post 16 providers where this could have a positive impact on pre or post 16 outcomes
- Report back to the Campus Stockton Board, Schools' Forum and other key stakeholder groups'

Succession Planning Working Group, Leadership Development and CPD Working Group, Research and Development Working Group and Specialist Leaders in Education Working Group

There is a range of existing groups involving headteachers, other key school staff, local authority officers, partners and stakeholders that are promoting developments and implementing changes related to these key themes. To ensure that we retain current good practice and also that we avoid unnecessary duplication, it is proposed that we use these existing arrangements as the starting point for these groups. Membership and lead responsibility will be confirmed in December so that the groups can meet, in line with other groups, at the start of the next calendar year.

ITT Working Group

Stockton has a long and successful history of collaborative, school-based ITT with a highly effective STTP, which will form the basis of this group. Schools provide for ITT trainees from Durham University and STTP and through existing arrangements lead schools co-ordinate ITT placements for trainees within and beyond our local authority boundary. In response to policy for future Initial Teacher Training (ITT), as originally set out in the "Training our Next Generation of Outstanding Teachers – Implementation Plan", this group would oversee the move to a School Centred Initial Teacher Training (SCITT) Programme, ensuring that schools become even more involved as partners with ITT providers and lead within the Collaborative Partnership. We will identify and maximise sector expertise and use the best leaders and teachers to

- Play a greater role in the recruitment and training of new entrants to the profession
- Lead peer-to-peer professional and leadership development
- Identify and develop leadership potential
- Provide school-to-school support
- Engage in on-going research and development
- Provide new teachers with a wide range of experiences across all phases
- Enable the Partnership to plan its future workforce needs to meet specific areas.
- Grow our own teachers

Challenge and Monitoring Group

The existing Campus Stockton Board was established in 2011 and is chaired by Angela Darnell, Headteacher of Egglecliffe School. It is a Sector-led group that includes headteachers and representatives from the post-16 sector. It provides challenge and support to the Head of Education, Early Years and Complex Needs and relevant service managers. The Board agree the focus for investigation and local authority officers are involved in pre-work and in Board discussions and recommendations. To date, this Board has made a significant contribution to developing and strengthening cross sector relationships by providing a platform for 0-19 discussions. It provided a steer to the recent LA Review of SEN, which included a review of resource provisions and panel arrangements. The Board will continue to provide this steer as the local authority implements the recommendations of the SEN Review in the context of the new funding arrangements. An analysis of Behaviour support and provisions is also underway. The Board was also involved in the development and launch of the Campus Stockton Prospectus of Services and will continue to be involved as this work progresses.

14 -19 Group

This is a long established partnership that has restructured and re-energised in recent months to reflect current national and local priorities. It is chaired by Martin Clinton, Principal of Stockton Sixth Form College and has a representative membership that includes headteachers, academy principals, post 16 providers (including work-based learning) and third sector. EFA are invited to attend meetings of the Board which also contributes to Tees Valley developments through the 14 – 19 Partnership of Tees Valley Unlimited (TVU - the Local Enterprise Partnership). The current action plan has 6 strategic priorities, which are set out to:

- Implement and improve data sharing arrangements across 14-19 partners and with key stakeholders to support and strengthen our strategies to improve progression and participation of young people in learning.
- Support schools and other providers in developing curricula and progression routes based on real time labour market information so that young people are able to progress to being economically active. Local and regional employer need is met as young people are equipped with the right skills, qualifications and experiences.
- Review and improve the learning and skills offer for young people with learning difficulties and / or disabilities (LLDD) in Stockton, ensuring flexible opportunities to meet demand.
- Work collaboratively to provide appropriate additional support for targeted young people within Stockton
- Identify a structure to support the strategic and operational delivery and development of Careers Education, Information, Advice and Guidance (CEIAG) across the borough.
- Promote the Stockton local education and training offer.

The final group that is included as part of this current proposal is a 'Strategic structural solutions group'.

Strategic Structural Solutions Group

The future operating environment is both complex and likely to be radically different from what we are used to. If we are to secure the aspiration set out in the Foreword to this paper and achieve our inspirational vision for the children and young people of Stockton then we must ensure due diligence so that we make informed decisions. The joint

working group of Campus Stockton and Stockton Teaching Alliance Group that has overseen the development of this position paper felt that it was important to have a group that could provide a 'sounding board' for schools and partners considering structural change. This group would provide this. Of course, it would not hold decision-making powers – it would provide a consultative forum and point of information to inform thinking in a Campus Stockton context.

Conclusion

The working arrangements are set out in this paper, in this way, at the request of headteachers. They requested a tangible explanation and description of 'how it would look'. Of course, it is subject to change, and there may be opportunities to bring additional existing arrangements into scope. The joint working group of Campus Stockton and Stockton Teaching Alliance Group will direct and commission the local authority officers who are providing the capacity to develop the model to add the supplementary detail by the close of the calendar year. This will include draft terms of reference, membership etc. It will ensure that we are able to implement this new way of working in January 2013.