

SCHOOL EFFECTIVENESS EIT REVIEW: Baseline Information

BASELINE INFORMATION: Description of current service	School Improvement and Inclusion (including attendance and behaviour and the pupil referral unit)	
<p>1. Who provides the service</p>	<p>A team of 41 core, internal staff with professional experience of school improvement and teaching qualifications organised into teams of: Strategic Development; 0-11, 11-19, Inclusion with:</p> <p>1 x Chief Adviser; 4x Principal Advisers 4x Senior Advisers 5x General Advisers (2 vacant) 2x Consultant posts Inclusion team (see adjacent column) Early years team under EIG review)</p> <p>The service also commissions five consultants who act as School Improvement Advisers on behalf of the service to designated schools.</p> <p>The service also commissions additional support from a range of providers to augment its ability to support schools.</p> <p>The service commissions support from other schools, they may be National and Local Leaders in Education, on a formally commissioned and funded basis.</p>	<p>Principal Adviser – Strategic lead for Inclusion within EIS, strategic lead for B&A partnership with schools, other inclusion partnerships. Direct leadership of behaviour strand including chair of Access Panel, strategic lead for PRU & Education Otherwise than at School (EOTAS) (In addition to SIA for schools, including all special schools and other general duties of Principal Adviser)</p> <p>Senior Adviser – LEA lead for Inclusion Quality Mark, including Equality & Diversity, Achievement for All, direct oversight of multilingual work, co-ordination of information for Schools Causing Concern, links with CAN specialist teams. (in addition to SIA for schools and other general duties of Senior Adviser). Service lead in relation to progress of pupils on free school meals.</p> <p>Attendance & Exclusion Team – responsible for all LA statutory responsibilities, including prosecution, in relation to attendance & exclusion, children missing education, looked after children, elective home education, child employment and licencing. Attendance Officers and Inclusion Assistants also fulfil no-statutory functions in relation to attendance, exclusion and parental support which currently support and challenge schools in fulfilling their responsibilities. A child employment officer ensures the local authority meets its responsibilities in this area.</p> <p>SEND Adviser – This post (replacing the joint funded arrangements with Darlington) will primarily focus on supporting schools to improve leadership for SEND in narrow gaps for SEND pupils, supporting them in analysing their progress, provide advice to SENCOs (including support to new SENCOs) and lead the LA work in supporting schools to manage the new demands related to the SEN Green Paper and subsequent legislation. The adviser will also be a SIA.</p> <p>Multilingual/new arrivals/vulnerable groups – led by a newly appointed Education Development Adviser (Inclusion) this team will focus on narrowing gaps for BME pupils and new arrivals whose first language is not English and other vulnerable groups (e.g. travellers). The reduced team are moving from direct provision to supporting schools to develop the effectiveness of their provision in these areas</p> <p>Behaviour Team – led by a newly appointed Education Development Adviser (Behaviour) this much reduced team are focusing upon supporting schools in best practise in relation to behaviour and bullying</p>

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		<p>in addition to urgent advice. They will support schools' understanding of the new DfE guidance in relation to behaviour and the increased focus on behaviour in the new OfSTED inspection regime.</p> <p>Bishopton Centre PRU and EOTAS – The PRU provides a notional sixty plus place secondary and primary PRU (often well over these numbers) working in partnership with schools to provide for excluded pupils and those at risk of exclusion. Primary provision is currently co-located with Westlands Primary department at Green Gates and includes a recently developed shared KS1 provision. Provision is made for permanently excluded pupils, partnership places for pupils at risk of exclusion (joint funded in secondary), Day 6 provision (at cost to schools) provision for pupils otherwise without a school place including those leaving secure accommodation. Priority is given to LAC pupils who are guaranteed provision from day 1 of exclusion.</p> <p>Aspire (formerly Newstart) – in addition to supporting KS4 PRU pupils this team makes vocational provision for pupils on roll of a mainstream school (c. 100 places) who would benefit from such provision. Schools are charged for the provision.</p>
<p>2. History how services was formed and why it exists</p>	<p>Local Authorities had statutory responsibilities for school improvement. This includes the requirement to monitor school performance, support school development, challenge schools and intervene to prevent school failure. Local Authorities retain powers of intervention in schools when performance is inadequate and schools are failing. These powers include, closure, suspension of delegated budget, withdrawal of governing bodies, warning notices and statements of action for schools that fall into Ofsted categories of Notice to Improve and Special Measures.</p> <p>Local Authorities had a statutory duty until 2011 to provide a School Improvement Partner to help carry out a support and challenge role for every school. Whilst this duty has been withdrawn, schools still wish to retain the services of a School Improvement Adviser and have worked with the service to devise a bespoke, innovative model which meets their needs. The Local Authority has therefore retained a workforce of advisers to carry out this function, although most are commissioned externally.</p> <p>Local Authorities were also required to deliver national programmes of</p>	<p>This unified team within EIS developed from a range of separate LA services – Education Welfare, SEN Monitoring, Behaviour for Learning, Alternative Education, Ethnic Minority Achievement, primary and secondary PRU brought together under the leadership of the former Manager of the Behaviour for Learning Service who took on also the additional responsibility of Principal Adviser (Inclusion). The service was reviewed in 2010-2011 and a new structure adopted in 2011. This significantly reduced, unified team within a school improvement structure provides sharply focused support and challenge to schools.</p> <p>The Attendance Team has a specific history based in legislation – Education Act and Pupil Registration Regulations that require the LA to enforce the law regarding compulsory school age child's attendance at school. The team also monitors the registers of the LA schools and enforces compliance with regulations and law in respect of child employment and entertainment licencing and exclusion from school</p>

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	<p>training through National Strategies. This meant that Local Authorities held a workforce of consultants and advisers to deliver the professional development courses to schools. The National Strategies ceased in 2011 and the staff funded by National Strategies were made redundant. Some advisory staff remain to deliver professional development opportunities to schools and governors on a costed basis.</p> <p>Informally the concept of brokered work has been in existence for a number of years – developed originally through the WFD team where requests were processed and related in the main to WFD/CPD requirements often using members of the EIS team to deliver training. In line with our changing relationship with schools (as our key customers) and to respond to the changing requests being received from school for more strategic support with school improvement issues, EIS took the decision to developed internal capacity in order to facilitate more extensive brokered work in September 2010.</p> <p>The development of the service came at a time when all Local Authorities (in particular school improvement teams) within LA's were considering how the changing landscape of education, budgets and statutory/regulatory responsibilities would impact on the way they currently operated.</p> <p>Stockton-on-Tees EIS team took the decision to introduce capacity within the team at a General Adviser level, to work closely with schools on the development of a sustainable business model where the provision of a core service would come free to all schools, but where additional/enhancements would be costed at an agreed rate.</p> <p>The development of this provision in 2010/11 was very much seen as an introductory/transitional year – with the more formal launch and working practices introduced from September 2011. EIS continues to work closely with Headteachers to ensure the balance of change is appropriate, sustainable and competitive within an expanding and competing market place.</p> <p>It is important to note that the development of a core/free service (as now published in the 'Prospectus of Services to Schools') is a key driver in our relationship with schools - this positive relationship has ultimately lead to an increased awareness, confidence and popularity in our 'costed' service to schools.</p>	

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<p>3. How is the service provided?</p>	<p>The performance of all schools is monitored by the service and reported on to Cabinet. This is through desk top data analysis and intelligence gathering across Children’s Services.</p> <p>There is a School Improvement Adviser allocated to every school who visits the school three times a year and also facilitates the performance management of Headteachers with governors.</p> <p>Schools which are causing concern are in receipt of a discreet Support Adviser who will visit the school regularly and an Intervention Plan will be in place for the school. This Intervention Plan will identify a programme of school improvement support over a short period of time. School reviews are carried out to ascertain the progress of schools causing concern and plans are amended accordingly.</p> <p>Forums and briefings are run by the service for senior leaders and school staff.</p> <p>All Headteacher appointments are facilitated by the service and the Chief Adviser attends every one. Significant other key appointments are also supported by the service upon request.</p> <p>Training is available and schools buy in to this aspect of support. This ensures school remain dynamic institutions to improve outcomes for young people and ensure schools are well placed with the Ofsted framework.</p> <p>Costed work is centrally co-ordinated at present and has three key components:</p> <ul style="list-style-type: none"> • Centrally co-ordinated training and conferencing – where priorities are identified in direct response to national and local drivers (central opportunities are targeted at appropriate individuals - often HT, SLT and Governing Bodies and may (if appropriate) be open to delegates from across the sub-region). • Cluster training - where clusters of schools initiate localised training/support requirements • Bespoke support - where individual schools request support for individual teachers, departments and/or whole school development. 	<p>Principal Adviser – work with and leadership of a range of internal and cross service groups including with head teachers (e.g. Access Panel, Safer Schools Partnership, EHWPB, Statements Panel) both ongoing and as required. Entrance to PRU partnership places and Fair Access and Managed Move arrangements through chairmanship of Access Panel. Development of policy documents (e.g. Use of reasonable Force) and training for school senior leaders and other LA officers. Direct supervision of behaviour staff. SIA work with schools and other targeted work to schools causing concern.</p> <p>Senior Adviser – Lead on team of officers and schools leaders assessing schools for IQM including lead on development of IQM to fit new OfSTED framework. Supervision of multilingual staff and line management of Attendance & Exclusion Manager and EDA (Inclusion). Leading across service on progress of pupils on FSM including data analysis, policy development and training.</p> <p>Attendance and Exclusion Provision is through service agreements with schools in the LA (and academies through SLAs) that detail levels of intervention and work to be undertaken within a specific time period. The team provide both operational support to parents, pupils and schools to raise levels of attendance and engagement with education and reduce the need for exclusion. The team also provide whole school strategic support for attendance and inclusive practice. Child Employment and entertainment licencing is provided through direct work with employers, entertainment industries and schools to ensure that the law is adhered to and children are safeguarded and protected from exploitation.</p> <p>SEND Adviser will organise training and advice to school leaders, including SENCOs on best practise in meeting the needs of SEND pupils, including a focus on new government direction in relation to SEN. Support the further roll out of the Inclusion Quality Mark and Single Equality Scheme. Facilitate provision of individual Inclusion Profiles for all schools and interpretation of progress data. Targeted support to those schools identified as not ensuring SEN pupils make at least</p>

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		<p>expected progress.</p> <p>Multilingual / new arrivals / vulnerable groups – this team now provides direct support to schools in relation to the progress of BME pupils in response to school requests and prioritisation of need. The focus is on developing school practise. Support is provided to schools to assist in the integration of new arrivals whose first language is not English, again with a focus on developing school practise. Progress of BME pupils is analysed and support direct to those schools where progress is less than might be expected. The team is also increasingly</p> <p>Behaviour Team</p> <p>PRU/EOTAS – Direct educational provision in separate KS1/2, KS3 and KS4 settings for PRU pupils – including permanently excluded (PEX), partnership places, pupils otherwise without a school place. Outreach support to schools in relation to reintegration and advice on behaviour management.</p> <p>Aspire/PRU KS4 – Direct educational provision and co-ordination and support of vocational provision through a range of providers including monitoring progress of pupils and of the quality of provision</p>
<p>4. What influences impact on the service (political social economical, technological)?</p>	<p>The service is influenced by educational legislation, national priorities and new developments in education - maintaining an up-to-date focus on behalf of our schools is essential to ensure our schools are well placed to improve outcomes for young people.</p>	<p>Changes in the law government expectations in relation to management of behaviour, attendance, parental responsibility measures and on the progress of vulnerable groups including those with SEND. The government drive to support parenting initiatives has been incorporated strongly, with positive effects, through the Attendance and Exclusion team delivery.</p> <p>Local political interest in support available to schools to manage attendance, behaviour and BME pupils in particular</p> <p>View of schools on the suitability of the service and whether they would wish to purchase services elsewhere.</p>
<p>5. How does the service perform?</p>	<p>The service is highly effective.</p> <p>The service in its present form achieved its target of no school in an Ofsted category in a year. At the end of the year 2010-2011, all the schools that had previously been subject to an Ofsted category of concern – Notice To Improve or Special Measures – had had it removed. None of the inspections across the year (20) resulted in a school receiving an Ofsted category. This is the first time since the data was</p>	<p>Permanent exclusions fell from 10 in 2008-9 to 9 representing 0.08% of the school population against a regional average of 0.17%, a continuation of a downward trend over recent years which has been supported by early intervention work, a strong pupil referral unit and improved vocational provision for pupils at risk of exclusion.</p>

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	<p>collated in 2005, that Stockton has had no schools judged inadequate. This is a significant shift and a first for Stockton. Of the 20 schools inspected, 60% received judgements of 'good' or better. This represents an enormous achievement in securing good outcomes for young people across the Borough.</p> <p>Schools in Stockton are performing well against national averages and are improving their outcomes for young people.</p> <p>In 2011, 9 schools scored below the 60% Level 4 Combined English and Maths threshold. This is the smallest number of schools below 60% since 2005. At secondary Overall 8/10 schools improved their performance at 5+A*-C (including English & maths) and 8/10 schools improved their performance at 5+ A*-C. At one school this year, 99% of the cohort gained 5 or more grades at C or above, a record for Stockton. At KS4, 80% of young people achieved level 2 threshold, an increase of 4% on last year's figure and Stockton's best performance to date. This year's performance was exactly in line with the FFT A estimate of 80%, based on valued added calculations, and indicates Stockton schools continue to make good progress. Using the key measure of 5+ A*-C including English and maths, this year Stockton achieved 57%, exceeding last years performance by 4% and the highest ever attainment in this indicator. All schools attained above the floor standard for this measure of 35%, with the exception of one academy.</p> <p>The Virtual School for Looked After Children was established and embedded. Outcomes for Looked After Children are improving on previous years with all students in the original cohort making progress in line with targets. The achievement of Looked After Children is good. The recent Local Authority inspection (2010) reported: "Looked After Children and young people progress well and are supported effectively at school."</p> <p>Where schools are causing concern the service acts quickly and effectively to address school improvement. In 2010-2011, 11 Intervention Plans were in place in schools to target intensive support to achieve rapid school improvement. The progress of these plans was monitored closely through Collaborative Reviews (thirty Collaborative Reviews since 2009 when they were introduced.) The fact that no school fell into an Ofsted category in 2010-2011 demonstrates that</p>	

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	<p>impact of these plans. The number of Intervention Plans needed will reduce for 2011-2012 as the number of schools causing concern is diminishing.</p> <p>In April 2011, Local Authorities were asked to submit detailed plans of how they were supporting underperforming schools to the DfE. An account of the schools causing concern, their Intervention Plans and progress reports evidenced through Collaborative Reviews was compiled. The Improving Underperforming School Report submitted by Stockton received very positive feedback from the DfE and therefore no intervention by the Department was taken.</p> <p>The service receives very positive feedback and commendations from schools: all schools but one primary have opted into the service demonstrating its worth and reputation in the community; training is well attended and evaluation forms are very strong; briefing sessions are very well attended showing strong engagement with the service.</p>	
6. What does inspection tell us about this service?	<p>The Children Services Inspection rates the Children's Services as performing well. This service contributes strongly to the criteria for this judgement.</p> <p>The Local Area Children's Services performance profile indicates very positive outcomes for areas the service currently manages.</p>	<p>The service is a valued support to schools. BME pupils make good progress. Behaviour is good.</p> <p>The PRU is good with outstanding features.</p> <p>SEND and FSM gaps remain a concern – new team structure should impact.</p>
7. What resources are used?	<p>41 staff;</p> <p>Several office accommodation sites across Stockton Borough Council;</p> <p>ICT resources for staff including all with computers, some with Blackberrys, travel allowances payable.</p>	
8. What assets are used to deliver the current service?	<p>The Service is based in Council buildings and facilities. In line with Council policy, the premises budgets for these facilities are maintained centrally, and not recharged to the Service</p>	
9. Are there any limitations or barriers affecting the delivery of the	<p>Some posts remain vacant which reduces capacity to drive forward school improvements.</p> <p>The work load of internal staff inhibits the delivery of training opportunities, especially in the primary team.</p>	<p>The newly restructured service has presented an excellent opportunity for the service to work effectively. One post remains unfilled but the recruitment is underway again to attempt to fill this with a high calibre appointment.</p>

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service?	The move towards costed services and the proposals in the Prospectus, will require a Business Manager type post – the current post holder leaves in Dec 2011- and if not replaced in some capacity this will inhibit our expansion of income generating activity.	The premises for the PRU are challenged and the numbers of young people from schools for placements is growing, this may inhibit the ability of the provision to best meet needs unless solutions can be found from the SEN Review which will consider premises issues.
10. If the service is outsourced or provided by a third party, how are service standards monitored?	The five SIAs who are out sourced recent mandatory training from the service. All their reports are submitted for quality assurance and amendments before they are released to the schools. Consultants who provide additional support are evaluated thoroughly and their standards are checked by the service. The pool of colleagues used is very fluid to ensure high standards.	n/a
Challenge 11. Could the service be provided through a different mechanism?	Shared services across Local Authorities. Private providers. Consultancy organisations. Cooperative/trust with schools. Training schools. Schools could choose to out-source school improvement support to an expanding number of providers within the commercial market place. At this stage EIS has an advantage in that we have a number of unique features including - breadth of possible provision, pace of response, knowledge of the school/local context, complementary free services.	The delivery of the main Inclusion Teams has recently gone through a full review to ensure that it is highly effective. The PRU/EOTAS/Aspire have been developing in response to school needs. It is an appropriate time to review the leadership structure to ensure that provision is part of a co-ordinated approach across services and schools in meeting the needs of very vulnerable and challenging pupils.
Customer Baseline 12. Who are the customers what are their needs now?	The purpose of the Education Improvement Service is to ensure that schools and settings are well placed to secure the very best outcomes for the children and young people in Stockton-on-Tees and to carry out the statutory duties pertaining to educational provision. The customers are the schools and settings. Their needs are for challenge and support to improve outcomes for young people. They need to source support to ensure appropriate professional development to ensure their institutions remain abreast of best practice. Schools vulnerable to underperformance and in challenging circumstances need appropriate and timely intervention. Governors require information on their schools to inform their school improvement activity and performance management of the Headteacher.	Schools, parents, pupils. Schools need advice and support to ensure they can effectively meet the diversity of pupil needs and that there is a safety net in times of crisis. Parents require advice and support – particularly around parenting issues and how to have their voice ‘heard’ Pupils require timely support suited to their needs.

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	Councillors require monitoring information on the performance of schools and settings to inform council policy and decision making.	
13. How are service users consulted and how do their views shape deliver?	<p>There is a rich dialogue with schools which informs the work of the service. This is achieved through:</p> <ul style="list-style-type: none"> ❖ The SIA visits to the schools which dictate the next steps for support for the school; ❖ Regular letters and emails to Headteachers and Governors to share information, ideas and ask for their views; ❖ Discrete working groups of Headteachers to reflect on practice and shape provision (the new SIA model of delivery was designed through the Headteacher working group; ❖ Education Matters – a half termly forum where Headteachers meet with the service to exchange professional debate; ❖ Newsletters which inform and seek feedback; ❖ Evaluations from all training events which includes comments for future working. 	<p>The PRU conducts parental and pupil surveys and with schools on the impact of provision Service users are consulted on policy changes and through the negotiation of service agreements.</p>
14. How satisfied are the customers?	<p>There are very high levels of satisfaction recorded. Participation rates are very high. Evaluations are very strong.</p>	<p>Feedback from service agreements and users show positive feedback. Academies are monitored and feedback given on a half termly basis, this has been overwhelmingly positive. There can be tensions where schools seek placement out of school for pupils who they feel they cannot manage, particularly where the LA may consider there is more they can do. Overall schools are positive and appreciate our pragmatic and positive approach. Schools like PRU provision but would like more 'turnaround' places for pupils before problems become embedded.</p>
15. How do you communicate with your users?	<p>There is a rich dialogue with schools which informs the work of the service. This is achieved through:</p> <ul style="list-style-type: none"> ❖ The SIA visits to the schools which has a lengthy face to face discussion with the school senior leaders; ❖ Regular letters and emails to Headteachers and Governors to share information, ideas and ask for their views; ❖ Discrete working groups of Headteachers to reflect on practice and shape provision (the new SIA model of delivery was designed through the Headteacher working group; ❖ Education Matters – a half termly forum where Headteachers meet with the service to exchange professional debate; 	<p>Face to face contact, e-mail, telephone, meetings and written evaluations/reports.</p>

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	<ul style="list-style-type: none"> ❖ Newsletters which inform and seek feedback; ❖ Evaluations from all training events which includes comments for future working; ❖ Network meetings; Head teacher groups, Deputy Head teacher groups (curriculum Progression etc). ❖ Subject networks; ❖ Learning Platform where information is logged on line for schools to access. 	
16. How are these services promoted / marketed?	The core service is promoted through the regular discussions with school senior leaders and governors. Training opportunities are promoted by the ONE System and email updates. The Stockton website: www.stockton.gov.uk/cpd The Prospectus will provide a detailed guide to all aspects of the service.	Various leaflets, conferences, training events, website and through face to face discussion.
17. What do viewpoint surveys / internal audit reports tell us about the service.	All recent audits have been very positive about the quality of provision.	
Challenge 18. Are there customers who could use the service but don't?	Schools and settings from other Local Authorities. Many schools from outside of Stockton do access training courses and conferences. School Reviews have also been commissioned by schools from other LAs. This could grow if the service promoted its service more widely and overtly.	In most areas the demands for services from schools exceeds supply Uptake of parenting programmes is increasing There are potential opportunities to sell services to other LAs – we already trade child employment services to Middlesbrough and Playground Friends to Middlesbrough Football Club
19. Are there customers using the service who shouldn't be?	No. Schools outside of the Local Authority are charged to participate in the opportunities the service presents.	No – but we are constantly building school capacity so as to reduce the need for external support
20. Who are the customers of the future and what	Schools, settings, Academies, Free Schools, Independent Schools.	Principally the school, pupils and their parents in Stockton – and where traded more widely. Schools need support to better meet the needs of their pupils , parents and pupils need support to face the challenges that

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are their needs? And		hinder educational progress.
21. what is the likely demand for these services in the future?	High as long as the service continues to be able to add value and yield high impact through the maintenance of a suitable workforce that can present a service that is also competitively priced in the market place.	The new OfSTED inspection framework and government agenda has hugely raised the profile of inclusion in schools and the need for them to be successful in this area if they are to have a positive OfSTED outcome. The council is strongly committed to Campus Stockton and No Child Left Behind. As long as services continue to be seen as valuable by schools and reactive to their needs it is likely schools will continue to want to use these LA services rather than go to outside providers. Demand for secondary PRU places continues to increase and there has been a doubling of numbers in the primary provision in the last year which still struggles to meet need.
22. What do complaints / compliments tell you about these services?	Complaints are seldom and are because the messages of challenge to schools and settings are sometimes hard to receive by the senior leaders within them; the emotional intelligence of the team needs to be acute. Compliments are frequent: "exceptional knowledge and expertise".	The small number of complaints received tends to relate to particular individual issues rather than overall service delivery. Schools have complimented the new service delivery and the Child Employment Officer has been directly commended to the Chief Executive by a stage company.
Aims & Objectives Baseline 23. Is the service required by statute?	The purpose of the Education Improvement Service (Children's Services) is to ensure that schools and settings are well placed to secure the very best outcomes for the children and young people in Stockton-on-Tees and to carry out the statutory duties pertaining to educational provision. Many functions remain statutory, such as EYFS and KS1 moderation, response to schools causing concern.	There are statutory responsibilities in relation to failing schools and monitoring provision for vulnerable groups There are statutory responsibilities for permanently excluded pupils Attendance and Exclusion Team have several statutory responsibilities based in a number of acts including the Education Act and Pupil Registration Regulations
24. Is there a level of statutory service?	Yes see above.	Yes – attendance & PRU
25. Is the service responsive or proactive or a mixture?	The service is a mixture. It is reactive to the monitoring data and intelligence on schools and settings to ensure schools causing concern have the appropriate and timely intervention and support. It is proactive through the support and training the service offers to prevent schools failing.	A mixture. The service responds to needs and demands but also seeks to identify schools/pupils where input will reduce need for reactive provision

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<p>Challenge</p> <p>26. Is the service needed?</p>	<p>In order to safeguard the outcomes for children and young people in the Borough, there needs to be some level of this service retained. Schools vulnerable to underperformance would not otherwise be supported and the collaborative approach to school improvement across Campus Stockton would not be facilitated. Training and development opportunities for schools and governors would not be as available locally. The challenge for schools to improve on behalf of Councillors would not happen.</p>	<p>Yes – evidence by e.g. strength of response to inclusion review and low exclusion numbers reducing the need for LA to make additional direct provision</p>
<p>27. What would happen if the service was not provided either in whole or part?</p>	<p>Schools would not be systematically monitored, supported and challenged. Intervention on behalf of the Local Authority into failing schools would not take place. Performance reports would not be available for Councillors and standards in the Borough may drop. Schools would need to source and fund their own arrangements for school improvement and there would be no quality assurance of this.</p>	<p>Statutory duties would not be met. Exclusions would rise and attendance would fall. Risk of widening gaps for pupils from ethnic minorities and vulnerable groups. Reduced loyalty of schools to LA.</p>
<p>28. How would the service react to new pressures what capacity would be required to deal with additional / new demands?</p>	<p>The service has been restructured extensively and recently. It is now well positioned to fulfil its role in the council and respond to change. As many School Improvement Advisers are commissioned on a year's contract, these could easily and swiftly be reviewed. There is a need to grow the costed and brokerage capacity of the service and a business manager role would a solution to ensure the service was able to command a prominent position in the market place.</p>	<p>The newly integrated team allows the service to be able to be more responsive to pressures generally while ensure schools receive their core entitlement. The PRU works often close to (and above planned) capacity and staffing levels may need to be reviewed.</p>
<p>29. Who provides a similar service to this using a different delivery mechanism e.g. external partnerships, shared services etc?</p>	<p>Other Local Authorities. Shared services across Local Authorities. Private providers. Consultancy organisations.</p>	<p>There are a number of external providers who could make provision in these areas but they would lack the unified approach and capacity /will to support schools to do it better themselves.</p>

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Relevance / context 30. How does the service fit with the overall aims of the council?	Stockton aims to promote economic prosperity and growth for the region; strong and successful schools producing young people who are confident, skilled and with robust qualifications provides the bedrock for successful communities.	'No Child Left Behind' is our purpose in existing
31. Who does the service contribute to key policy areas?	<p>The objectives and success measures of the service contribute to the targets in the:</p> <ul style="list-style-type: none"> Children and Young People's Plan Health and Well Being Partnership Community Safety Partnership Teenage Pregnancy Board MALAP Board 14-19 partnership Early Years Outcomes Duty Council's Single Equality Scheme <p>The service contributed to and was responsible for 29 National Indicators.</p>	
32. what policies, plans and strategies impact on the service e.g. statutory, policy, function, other services?	<ul style="list-style-type: none"> • The Education Bill 2011 setting out radical reforms including new relationships for Local Authorities with schools and an increased diversification of the school structure with Academies and Free Schools. • Support and aspiration: A new approach to special educational needs and disability - a consultation – Green Paper March 2011. • The Tickell Review of the Early Years Foundation Stage March 2011. • The Wolf report with radical implications for provision 14-19, Feb 2011. • Consultation on the curriculum at primary and secondary phase. • Changes to the floor standards for performance for primary and secondary schools. • New Ofsted framework Jan 2012. 	<p>Education Act 2011 SEN Green Paper Pupil Registration Arrangements Fair Access Use of Reasonable force and range of DfE Guidance on Behaviour and Attendance</p>

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33. Are there any political judgements / decisions involved in determining the level of service?	Yes. The nature of the school estate and the manner in which the service operates is pertinent to the political landscape and attracts different political viewpoints.	
Financial / Resource considerations 34. What are the capital and revenue costs of the service?	<p>Stockton BC Salaries £600,000 Travelling Children £101,000 SEN Monitoring £128,000 (already reviewed) Elearning £14,000– actual costs £121K due to reduced SLAs &Grants £5,524 Contribution to EYFS. Brokerage income contribution £80,000 anticipated to 31-03-12 which will largely cover overspend on Elearning Total SBC Budget £848,000 £83,199 funding from DSG for Anti-Bullying £67,000 currently from EIG to fund Early Years Adviser</p> <p>Schools Causing Concern £136,954 funding from DSG 2011-12 Schools Causing Concern reserve b/fwd anticipated balance £700,000 Standards Fund Reserve £588,000</p> <p>The costs incurred in putting in place Intervention Plans to support schools causing concern and funding school to school partnership working to support school improvement comes from these budgets. These costs can be very high (Intervention Plans typically costs circa £25k) and planning for costs is hard as schools can tip into difficulties very rapidly. Reserves are needed as an 'insurance fund' for schools to prevent school failure.</p> <p>Capital costs –accommodation at Municipal Buildings for team (due to move to EDC) Accommodation at EDC, Thorndale Centre.</p>	<p>£545,542 – Attendance & Exclusion £1,546,514 - PRU £105,310 – Management £20,699 – Multilingual £2,218,065 – Total</p> <p>PRU devolved capital £5823 (in reserve £46,000 held back from 2008-10 for BSF)</p>
35. What is the level of 3 rd party expenditure?	SIAs contracts £36 600. Travelling Children – currently £92K. Consultancy work	

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	School to school support charged to Schools Causing Concern Funds. This can include payments to individual schools, particularly the national and Local Leaders in Education.	
36. What contracts or other arrangements are in place (spend analysis)	Income examples only <ul style="list-style-type: none"> • E-learning SLA - annually engaging c45 Primary schools and earning c50,000 to contribute to staffing within the e-learning team • Apsire - services for alternative provision at KS4 - covering internal team and their commitments to external providers - c 475,000 per annum • Child Employment officer/services to Middlesbrough Council - 0.4fte 13,900 <p>There are many on-going commitments to support training and support needs (centrally and individually in bespoke packages) - these are confirmed by an email paper-chain and drawn approximately £25,000 per term - this figure is building as the service develops.</p> <p>Our expenditure is kept to a minimum and only committed too when capacity or expertise requires us to go outside. Expenditure examples only:</p> <ul style="list-style-type: none"> • School Improvement Advisers 5 x 29 schools = c 49,000 • Maths specialist support - 13 days = c4500 <p>Travelling Children – contract with Middlesbrough Council</p>	Agreements with schools re funding of partnership places Agreements with colleges /work / training providers for vocational places SLAs with Academies Funding to M'bro for traveller education services (£90,000 pa) Annual agreement with M'bro to provide child employment services (c.£15,000)
37. What is the council commitment to the contracts / other arrangements?	These contracts are funded from SBC Resources.	

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<p>38. Do you have any charging policies?</p>	<p>Free Service The service supports schools with a wide range of statutory and additional information, advice, guidance and intervention as appropriate - these may include:</p> <ul style="list-style-type: none"> • Education Matters: A forum through which EIS will initiate consultation and conversation with Headteachers regarding strategic and operational school improvement/development opportunities; • Pre-Ofsted Health Checks – visiting all schools in the term preceding a potential Ofsted visit to ensure all EYFS and Primary statutory requirements are being met. • Statutory support for all schools below the floor standards and an alert service for those bordering the floor standards. • Advice and guidance around safeguarding. • Update and support to all EYFS staff through termly cluster meetings/ networks. • Monitoring of the delivery of statutory assessments. • Collection, analysis and moderation of all statutory assessments for all phases 0-11 through an agreed programme of moderation visits and meetings. • Support for Headteacher appointments and for Deputy Headteacher appointments when appropriate. • Delivery of targeted support for emerging education issues through seminars, and training sessions; • Advice on national initiatives relating to curriculum changes and requirements across the 11-19 age range; • Advice and guidance on changes to examination requirements and new syllabus development; • Pre-Ofsted Health Checks – visiting all schools in the term preceding a potential Ofsted visit to ensure all secondary statutory requirements are being met; • Update and support to secondary staff through monthly meetings focusing on: <ul style="list-style-type: none"> ○ Curriculum Development including post 16 provision; ○ Teaching and Learning; ○ Health and Wellbeing; 	<p>PRU charge schools / academies towards partnership place (income £126,596) Day 6 provision charged by PRU to schools at £75 per day Attendance SLA to academies £7,500 per academy</p>

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	<ul style="list-style-type: none"> ○ Subject networking. • Collection and analysis of outcomes from all statutory assessments for 11-19 phases; • CLEAPPS: up to date information, advice and guidance on issues relating to science, especially radioactive substances (including annual subscription made on behalf of all schools); • Expertise on e-learning; • Expertise on PSHCE, including the Risk Taking Guidance Toolkit. • Collaborative review of schools which may take the following forms: <ul style="list-style-type: none"> ○ Full school reviews; ○ Extended SIA visit; ○ Subject reviews; ○ Data review; ○ Subject leadership review; ○ Teaching and learning review; ○ Leadership and management review. • Where appropriate, support delivered through the development of bespoke interventions plans covering aspects of the following (as required): <ul style="list-style-type: none"> ○ leadership and management; ○ subject coordinators; ○ curriculum; ○ teaching; ○ tracking; ○ data analysis; ○ moderation of teacher assessments; ○ provision for pupils vulnerable to underachievement. • In order to ensure that the majority of children entering our schools have had a positive pre school experience, support to EYFS settings is offered by the 0-11 team through: <ul style="list-style-type: none"> ○ Support for learning development improvement; ○ Central training for practitioners; 	

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	<ul style="list-style-type: none"> ○ Quality assurance of provision; ○ Annual conversations regarding: <ul style="list-style-type: none"> ➤ Standards ➤ Learning development ➤ Behaviour and safeguarding ➤ Leadership and management. <p>Costed Service <i>Bespoke Support</i> Additional time may be requested should a school wish to strengthen their strategic and/or operational work in relation to any of the above mentioned areas of work. All work will be negotiated individually and will be based on charge of £500 per full day (£250 per half day or twilight).</p> <p>We are keen to support the development of cluster working – and operate flexibly to delivery training/support to small clusters of schools in the interest of promoting best value, sharing expertise and strengthening future collaboration.</p> <p><i>Centralised Training</i> Within our 11-19 training and support offer, we have developed a comprehensive programme of centralised training designed to meet the demands of current curriculum changes and priorities. Programmes range from half-day to two-day opportunities, and are based on a fixed cost of £50 per half day per delegate. All opportunities are promoted on the main Stockton-on-Tees Council website: www.stockton.gov.uk/cpd</p>	
39. How have Gershon efficiency savings impacted on the service and how were the service planning to meet Gershon efficiency targets?	The service has made substantial savings through the Inclusion Review 2011 (around £300k) and through restructure of whole service team (5 senior posts deleted) and through deleting posts made vacant (1 senior position). 22 staff were also made redundant (2010-2011) through grant funding ceasing.	

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40. How will the current financial climate affect the service?	<p>Stockton BC Salaries, Elearning, Traveller Children & SEN Monitoring from SBC resources. Attendance & Exclusion (already reviewed) funded from Stockton BC Resources. Inclusion funded from Dedicated Schools Grant. These funding streams are dependant upon Government settlements (currently 2012-13 is year 2 of 2 year settlement)</p> <p>Income generation is dependent on the schools having money they can spend on professional development opportunities; if their purse strings are tightened then the potential for the service is reduced.</p>	
Challenge 41. How can you demonstrate that the service is cost effective?	<p>When a school fails, the costs to rescue the school are very high. The service ensures schools do not get to the point of failure with a relatively small workforce. Expenditure from the Schools Causing Concern fund is declining sharply and income generation is anticipated to grow from £80k in the first year to £160k in the second year.</p>	<p>Despite very significant cuts in the service as a result of the Inclusion Review confidence is being maintained in the service by our schools and academies</p>
42. Do external contracts offer value for money?	<p>Internal and external brokerage, for example through NLE/LLE networks provide better value for money. The external contracts to the 5 SIA colleagues are valued at around £2k each per school for the yearly three visits. They represent value for money although internal colleagues represent greater value for money as they cost less and can also generate income. The capacity to have all internal SIAs does not presently exist within the team.</p>	<p>Vocational provider costs are robustly challenged to ensure best value</p>
Service Drivers 43. What do you need to change and why?	<p>It is incumbent upon the service to continue to adapt to ensure the needs of schools are met and the outcomes for young people in Stockton continue to improve. The service has launched a new model of School Improvement Adviser support. It has also launched a clear specification of its costed and brokered services through the Prospectus. It will need to review the success of these and respond accordingly. This will mean reviewing staffing and practices regularly so that the correct focus for school development is prioritised and the service keeps pace with educational reform and the diversity of school structures. If the changes proposed by the EIG review go ahead, there will be new teams to integrate into the service and position to impact on outcomes for children and young people. This will require auditing the provision, consulting on school needs and restructuring appropriately. Outcomes from the SEN review will impact on EIS. There may be a need for the service to quality assure resourced provision in schools and monitor the effectiveness of any SLAs governing this resource. The</p>	<p>Our new structure more sharply focused on school improvement (rather than direct support to schools) will support the further development of an inclusive culture in schools further supported and evidenced through the IQM.</p> <p>The new SEND Adviser will be able to bear down on the SEND progress issues and the senior Adviser to provide a cross whole service focus on progress of pupils on FSM</p> <p>The collocation of the primary PRU element with Westlands primary needs to be reviewed as does the whole PRU structure and how this may align with the Redhill for home and hospital and anxious pupils. Expansion of partnership places for swift turnarounds to meet school demand.</p> <p>We need to work with CAN to ensure specialist provision and support bases are more closely aligned to need and to take account of the rising need for provision and advice for the teaching of pupils on the autistic spectrum</p>

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	capacity within the service will need to be examined to facilitate this.	The realignment of the Specialist Learning Team from CAN with EIS, as proposed by the EIG review, could allow a significant development of support to schools in the key areas of Reading and Literacy.
44. What are the main drivers of change?	<ul style="list-style-type: none"> • The Education Act 2011 setting out reforms including new relationships for Local Authorities with schools and an increased diversification of the school structure with Academies and Free Schools. • Support and aspiration: A new approach to special educational needs and disability - a consultation – Green Paper March 2011. • The Tickell Review of the Early Years Foundation Stage March 2011. • The Wolf report with radical implications for provision 14-19, Feb 2011. • Consultation on the curriculum at primary and secondary phase. • Changes to the floor standards for performance for primary and secondary schools. • Changes to the guidance on behaviour management practice and the definition of persistent absence. • New Ofsted framework Jan 2012. • End of National Strategies and withdrawal of funding for all related staff including advisory and consultant posts. • Closure of the two City Learning Centres. • End of statutory duty for schools to have a School Improvement Partner. • Introduction of Local and National Leaders in Education • Introduction of Teaching Schools • Restructuring of service through EIG review changes including new staffing teams and functions. 	Government policy in relation to inclusion coupled with LA policy of No Child Left Behind