

Children and Young People Select Committee

EIT Review of School Effectiveness

May 2012

Children and Young People Select Committee, Stockton-on-Tees Borough Council,
Municipal Buildings, Church Road, Stockton-on-Tees TS18 1LD

Children and Young People Select Committee
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GLOSSARY

APA

Annual Performance Assessment

BME

Black & Minority Ethnic

CAN Team

Complex and Additional Needs Team. This team consists of specialists such as educational psychologists and specialist teachers who work with pupils with complex needs.

CSCN

Children's School and Complex Needs Service

DfE

Department of Education

EIS

Education Improvement Service

EIT

Efficiency Improvement & Transformation

EOTAS

Education Otherwise than at School

EYFS OCN

Early Years Foundation Stage Open College Network (training course). EYFS is the first stage of formal education covering ages 3-5. Pupils in a school or private setting attending nursery and Reception will follow a curriculum which is broadly similar to pupils who attend other settings which are not part of a school. There are 6 areas of learning which are regularly assessed by teachers leading to a summative assessment at the end of reception year

JAR

Joint Area Review

JCC

Joint Consultative Committee

KS

Key Stage, the four stages of the National Curriculum build on EYFS

Key Stage 1 (5-7 years)

Key Stage 2 (7-11 - years)

Key Stage 3 (12-13 years)

Key Stage 4 (14-16 years)

LAC

Looked After Children

LACE

Looked After Children Education Team

LEA

Local Education Authority

OFSTED

Office for Standards in Education - the body, staffed by HMI, which arranges and sets standards for school inspections

OCN

Open College Network

PGCE

Postgraduate Certificate of Education. A teaching qualification obtained by students who are already graduates, usually after a one-year course which includes a period of practical teaching experience.

PRU

Pupil Referral Unit

SACRE

Standing Advisory Council for Religious Education
National tests used for National Curriculum Assessment.

SEN

Special Educational Needs

SEND

Special Educational Need and Disabilities. A learning difficulty for which special educational provision has to be made. Governors have a duty to help to identify and provide for such pupils.

SIA

School Improvement Adviser

SICTU

Schools Information, Communication and Technology Unit.

SLA

Service Level Agreement

SLSCB

Stockton Local Safeguarding Children's Board

TDA

Training and Development Agency

Select Committee – Membership

Councillor Inman (Chair)
Councillor Clark (Vice-Chair)

Councillor Eddy
Councillor Houchen
Councillor Kennedy
Councillor Lupton
Councillor McCall
Councillor Patterson
Councillor Stott

ACKNOWLEDGEMENTS

The Committee thank the following contributors to this review:

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Foreword

**Cllr Inman,
Chair – Children and Young People Select Committee**



Councillor Inman
Chair – CYP Select
Committee



Councillor Clark
Vice-chair – CYP Select
Committee

Original Brief

What services are included?

- School Improvement
- Inclusion (including attendance and behaviour)
- Governor Support
- SICTU
- Education Centre staffing
- Workforce Development (children and adult)
- Looked After Children in Education Team
- Redhill Returners Unit
- Specialist Learning Team

The Tees Valley Music Service will be reviewed by a sub-regional project board and will therefore not be included within the scope of the review.

The Thematic Select Committee's / EIT Project Team overall aim / objectives in doing this work is:

- To identify options for future strategy / policy / service provision that will deliver efficiency savings and sustain / improve high quality outcomes for SBC residents.
- To review job roles in relation to specified terms and conditions.
- To identify opportunities for efficient business modelling.

Please give an initial indication how transformation will enable efficiencies and improvements to be delivered by this EIT review?

- Improved, fit for purpose staffing structure.
- Aligned teams
- Cost recovery business planning
- Clarity of response to statutory responsibilities.

Key Responsibilities

Chair / Member Sponsor	Councillor Barbara Inman
Scrutiny Officer	Judith Trainer
Lead Officer	Lynda Brown, Head of Children, Schools and Complex Needs
Finance Officer	David New, Senior Finance Manager

1.0 Executive Summary

1.1 The report presents Cabinet with the outcomes of the Efficiency, Improvement and Transformation (EIT) Review of School Effectiveness undertaken by the Children and Young People Select Committee during the Municipal Year 2011/12.

1.2 The review formed part of a three year programme of EIT reviews covering all services provided by the Council. The programme aims to ensure that all services are reviewed in a systematic way to ensure that they are provided in the most efficient manner, provide value for money and identify opportunities for service improvements and transformation.

1.3 The scope of the review was agreed by the Select Committee in October 2011 and covered the following services:

- School Improvement
- School Inclusion
- Looked After Children in Education Team
- Redhill Education Service
- Specialist Learning Team
- Governor Support
- Stockton ICT Unit (SICTU)
- Workforce Development

1.4 The review built on the work of the earlier review of the Early Years strand of the Early Intervention Grant EIT Review and previous service reviews which had already achieved the savings targets required. The review therefore focused on reviewing staffing structures and establishing efficient and effective business modelling meeting the needs of Stockton schools.

1.5 Consultation took place with staff, head teachers and governors regarding broad proposals. Comments received were generally supportive of the proposals which form the basis of the draft recommendations set out below.

1.6 The Committee recognised that many of the services falling within the remit of the review achieved either 100% or a significant element of buy back from schools. The Committee also recognised that the services were highly regarded by schools with potential scope to market services more widely. The Committee also believe that the quality of service provision has contributed to the sustained improvement in school performance in recent years.

1.7 The Committee acknowledged the success of the CAMPUS Stockton model and supported the need to strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning. The Committee also supported the CAMPUS Stockton ethos of schools working in collaboration to support each other in a structured partnership model designed with openness to cost recovery. The Committee believe that this model is consistent with the Government policy and the emerging Local Authority role in relation to school improvement.

1.8 Whilst earlier reviews had already achieved the savings targets required, following a review of available funding, a one off saving from the School Improvement reserve had been identified. In addition, budgetary provision could be reduced by

£200,000 per annum reflecting decreasing payments to the pension fund and a lower call on the use of funds from schools.

Proposals relating to the definition of job roles and team alignment will be subject to a formal consultation with staff, which will begin in May. However, the Committee noted that whilst there were no current proposals to reduce staffing, any requests for voluntary redundancy would be considered in line with broader Council policy and the opportunity to maximise efficiencies and/or opportunities for staff in compulsory redundancy situations. Such considerations would of course, be assessed in the context of service need and delivery.

1.9 The Committee's recommendations reflect a desire to:

- Develop improved, fit for purpose structures, making them more efficient, effective and school focused
- Fully utilise the Workforce Development staff resource and strengthen the focus on Governor Development
- Grow the costed and brokered capacity of the service, building on the success of the Campus Stockton model
- Strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning
- Meet the needs of schools and address any gaps in strategic priorities, for example, support for safeguarding in schools, which has consistently been highlighted by head teachers
- Help schools to support each other in a structured partnership model that is designed with openness to cost recovery and is in line with emerging Government policy

Recommendations

R1. To align and integrate teams to ensure efficient and effective service delivery and support for schools

An aspect of the Early Intervention Grant/ Early Years EIT is to move three teams (the Specialist Learning Team, LACE Team and Returners (Redhill)) from Complex and Additional Needs to School Effectiveness. This proposal would ensure that due attention is paid to ensuring that these teams are appropriately integrated into School Effectiveness.

This proposal would also seek to fully utilise the Workforce Development staff resources involving links with schools, social care, health, private and voluntary sector under the overall umbrella of Children's Workforce and strengthen the focus on Governor Development.

Key actions to support this recommendation include:

- Align teams in School Improvement to include LACE, Specialist Learning Team and Redhill Education Service
- Maximise management capability in workforce development
- Review the approach to training for schools and settings and put in place a single, Governor and Workforce Training programme
- Ensure that all staff are on appropriate terms and conditions/contractual arrangements as suited to job role

- Create capacity to support schools in safeguarding, to complement the work of SLSB and Young Peoples Operational Services
- Reduce budgetary provision by £200,000 per annum reflecting decreasing payments to the pension fund and a lower call on the use of funds from schools

R2. To review business models for commissioning and buy back services in the context of Campus Stockton Prospectus

A number of services in School Effectiveness are detailed in the Prospectus of Services to Schools (e.g. Governor Support, SICTU, Workforce Development and School Improvement). This recommendation seeks to strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning. The recommendation also seeks to meet the needs of schools and address any gaps in strategic priorities, for example, support for safeguarding in schools.

Key actions to support this recommendation include:

- Create capacity to ensure robust commissioning and business planning
- Review business modelling in all areas, prioritising Governor Support, SICTU
- Provide capacity to support Cross-Tees work in reviewing business modelling in Tees Valley Music Service
- Review all commissioned arrangements and ensure robust monitoring and reporting mechanisms are in place

R3. Put in place a modernised ‘whole system’ school improvement model, rooted in collaboration with Stockton schools and key partners and stakeholders

By “whole system” we mean one that addresses the improvement agenda in all schools and embodies the CAMPUS Stockton ethos of schools working with schools to support each other in a structured partnership model that is designed with openness to cost recovery. This will provide an opportunity to develop a model that is consistent with the Government policy as the emerging Local Authority role in relation to school improvement.

Key actions to support this recommendation include:

- Ensure that all schools are supported in school improvement and transformation to improve outcomes for children and young people
- Put in place a model that is consistent with the emerging Local Authority role in relation to school improvement
- Engage Stockton schools and other key partners in partnership arrangement
- Ensure appropriate, open and transparent cost recovery mechanisms are in place
- Deliver a one-off saving from School Improvement reserve following a review of available funding and forward plan

2.0 Introduction

2.1 The report presents Cabinet with the outcomes of the Efficiency, Improvement and Transformation (EIT) Review of School Effectiveness undertaken by the Children and Young People Select Committee during the Municipal Year 2011/12.

2.2 The review formed part of a three year programme of EIT reviews covering all services provided by the Council. The programme aims to ensure that all services are reviewed in a systematic way to ensure that they are provided in the most efficient manner, provide value for money and identify opportunities for service improvements and transformation.

2.3 The topic was identified for review and included in the Select Committee work programme by Executive Scrutiny Committee on 8 February 2011.

2.4 A scope and a project plan for the review was drafted and approved by the Children and Young Select Committee on the 23rd November 2011.

3.0 Background

3.1 There are 333 staff working in the Children's, School and Complex Needs (CSCN) Service. There are a range of functions, most of which have an impact upon the effectiveness of Stockton Schools. Those that do not have a direct impact are located in the Service because of natural synergies.

The functions in the CSCN Service include:

- School Improvement
- Inclusion (including attendance and behaviour)
- Governor Support
- Workforce Development (children and adult)
- Education Centre staffing
- SICTU
- Complex and Additional Needs Services (including SEN, Educational Psychology Team, Autism Outreach and Specialist Learning teams and the Children with Disabilities Social Work team)
- School Place Planning
- Admissions
- 14-19 Commissioning and Partnership Team
- Tees Valley Music Service

3.2 Within these services there are also discrete provisions for children and young people - the Early Support Nursery, Oasis and Hartburn Lodge (respite for children with complex needs) and the Pupil Referral and Returners Units.

3.3 In September 2011, the 'Prospectus of Services to Schools' was formally launched. This delivers a sustainable business model where the provision of a core service are provided free to all schools, but where additional/enhancements would be costed at an agreed rate

4.0 Evidence and Findings

School Improvement

Description of the Service

4.1 School Improvement is made up of a team of 41 core, internal staff with professional experience of school improvement and teaching qualifications.

4.2 The service is both reactive and proactive in its work. 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.

4.3 The purpose of the 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. The service carries out the Local Authority's statutory responsibilities for school improvement which 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.

4.4 In line with our changing relationship with schools (as our key customers) and to respond to the changing requests being received from schools for more strategic support with school improvement issues, the Education Improvement Service (EIS) developed internal capacity in order to facilitate more extensive brokered work in September 2010. The EIS team introduced 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. The formal launch and implementation of working practices was introduced from September 2011 with the 'Prospectus of Services to Schools'.

Performance of the Service

4.5 The performance of all schools is monitored by the service and reported to Cabinet. This is through desk top data analysis and intelligence gathering across Children's Services.

4.6 The service is performing well and in its present form achieved its target of no school in an Ofsted category in a year. This is the first time since the data was collated in 2005 that Stockton has had no schools judged inadequate. Of the 20 schools inspected, 60% received judgements of 'good' or better.

4.7 Schools in Stockton are currently performing well against national averages and are improving their outcomes for young people. 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 indicates that 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 year's 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.

4.8 Outcomes for Looked After Children are improving on previous years with all students in the original cohort making progress in line with targets. The recent Local Authority inspection (2010) reported: "Looked After Children and young people progress well and are supported effectively at school."

4.9 In April 2011, Local Authorities were asked to submit detailed plans of how they were supporting underperforming schools to the DfE. Stockton's report received very positive feedback from the DfE.

4.10 Customer feedback shows that there are very high levels of satisfaction recorded; participation rates are very high and evaluations are very strong.

Future Demand and Alternative Delivery Models

4.11 The future demand for the service is 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. Schools could choose to out-source school improvement support to an expanding number of providers within the commercial market place. Although a range of alternative models could be considered, at this stage the Service has an advantage in that it has a number of unique features including breadth of possible provision, pace of response, knowledge of the school/local context and complementary free services.

School Inclusion

4.12 The Inclusion Team developed from a range of separate Local Authority services and was reviewed in 2010/11 and a new structure adopted in 2011. This significantly reduced and unified team within a school improvement structure provides sharply focused support and challenge to schools.

4.13 The Inclusion team is provided by the following;

- **Principal Adviser** – Strategic lead for Inclusion, Behaviour and Attendance, partnership with schools, other inclusion partnerships, PRU (Pupil Referral Unit) & Education Otherwise than at School (EOTAS). Direct leadership of behaviour strand including chair of Access Panel.
- **Senior Adviser** – LEA (Local Education Authority) 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(Complex and Additional Needs) 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.
- **Attendance & Exclusion Team** – responsible for all Local Authority statutory responsibilities, including prosecution, in relation to attendance and exclusion, children missing education, looked after children, elective home education, child employment.
- **SEND (Special Educational Need and Disabilities) Adviser** – Primarily focuses on supporting schools to improve leadership for SEND.

- **Multilingual/new arrivals/vulnerable groups** –Focus on narrowing gaps for BME pupils and new arrivals whose first language is not English and other vulnerable groups (e.g. travellers).
- **Behaviour Team** – Focusing upon supporting schools in best practise in relation to behaviour and bullying in addition to urgent advice.
- **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.
- **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.

4.14 The Attendance Team has a specific purpose based in legislation. The Local Authority is required to enforce the law regarding compulsory school age child's attendance at school. The team also monitors the registers of the Local Authority schools and enforces compliance with regulations and law in respect of child employment and entertainment licencing and exclusion from school.

Performance of the Service

4.15 Permanent exclusions fell from 10 in 2008/09 to 9 in 2010/11 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. The service is a valued support to schools. BME pupils make good progress and behaviour is good. The PRU is good with outstanding features.

4.16 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. Overall schools are positive and appreciate the pragmatic and positive approach. Schools like PRU provision but would like more 'turnaround' places for pupils before problems become embedded.

Future Demand and Alternative Delivery Models

4.17 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.

4.18 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 Local Authority services rather than approach outside providers.

4.19 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.

4.20 There is a need to grow the costed and brokerage capacity of the service and a business manager role would provide a solution to ensure the service is able to command a prominent position in the market place. The newly integrated team allows the service to be able to be more responsive to pressures generally while ensuring schools receive their core entitlement. The PRU works often close to (and above planned) capacity and staffing levels may need to be reviewed.

There are no other providers that deliver a similar service to Stockton and other Local Authorities operate other systems.

Looked After Children in Education Team (LACE)

4.21 Looked After Children's Education Team (also the Virtual School Support Team) was formed to work in partnership with other agencies to ensure that the many needs of Looked After Children (LAC) are addressed, to safeguard and promote their education, minimise time out of school, promote inclusion through raising awareness and expectations and support youngsters in their education to raise their attainment, achievement and to improve attendance. The team play a key role in narrowing the gap for LAC pupils. The service is provided for all Stockton LAC of statutory school age in mainstream schools.

4.22 The LACE team consists of two specialist teachers and one teaching assistant. This is a very experienced and highly regarded team with a proven track record in improving the attainment and engagement of LAC. The successful results come from targeted working and also the flexibility to respond in a crisis.

4.23 The numbers of LAC impact on the service. Recent increases in the number of LAC have had significant impact on workload, especially when the service is not fully staffed.

4.24 While the service is not a statutory requirement, the team contribute to all policies, Statutory Guidance and strategies related to improving the educational outcomes for LAC.

Performance of the Service

4.25 Evaluations and pupil progress indicate that the performance of the team is very good. Virtual school tracking indicates pupil attainment and can be linked to team input. The team is not directly inspected but received positive feedback in last year's safeguarding/LAC inspection. Overall satisfaction rates are high in respect of delivery and outcomes, indicated by compliments and positive feedback, and there have been no complaints in the previous 3 to 4 years.

Future Demand and Alternative Delivery Models

4.26 Future customers and needs will not alter significantly due to the key reasons why Looked After Children underachieve/are in crisis. However, there are fluctuations in numbers of Looked After pupils and increases in incidents of disruption or crisis. Currently demand is increasing.

Redhill Education Service

4.27 The service provides education and support for children and young people of statutory age who are:

- unable to attend school for medical reasons
- suffering acute anxiety and school phobia
- pregnant schoolgirls/young mums

4.28 The service is provided by a team of qualified teachers, a Teaching Assistant and a reintegration officer.

4.29 The number of referrals is unpredictable as is the length of time some pupils remain with the team. This is because referrals are dependent on the needs of the child/young person.

4.30 In accordance with the Schools and Families Act 2010, Local Authorities must ensure that all children who fall within the scope of Section 19 of the 1996 Act receive suitable full-time education unless reasons relating to their medical condition mean that this would not be in their best interests.

Performance of the Service

4.31 Individual pupil monitoring indicates individual performance. Evaluations are generally positive. There was a positive enquiry walk for the service in 2009. There have been two complaints in the last two years; both were dealt with and no trends were indicated. Compliments generally show satisfaction.

Future Demand and Alternative Delivery Models

4.32 The service tends to be responsive at present but it would be helpful for it to be more proactive, especially with potentially anxious pupils and look at outreach provision and also building schools capacity. Anecdotally there seems to be an increase in anxious pupils. There has been a decrease in pregnant teenagers/young mums accessing the service.

4.33 The service needs to be registered or linked with a school. This will develop clearer accountability and introduce an inspection element.

Specialist Learning Team

4.34 The Specialist Learning Team evolved from the Raising Achievement and Performance Team that supported pupils in all Primary and Secondary schools with regards to their literacy and numeracy skills. A smaller team of specialist teachers/teaching assistants, continue to support schools and pupils with regard to their low attainment with literacy and numeracy, and those pupils experiencing a specific learning difficulty in literacy and/or numeracy i.e. dyslexia/dyscalculia.

4.35 All schools in Stockton receive an allocation of time from the Specialist Learning Team. Schools negotiate with their allocated specialist teacher how their time is most effectively used and may include pupil assessment, direct teaching, operational/strategic advice and training.

4.36 The Service is not required by statute but it contributes to statutory processes such as statutory assessment.

Performance of the Service

4.37 Individual progress of pupils in classes centrally and within schools is tracked via assessment and there is some evidence of positive impact. There was a positive enquiry walk for the service in 2011. However the service is not directly inspected. There has been one minor complaint in last 3 to 4 years and compliments show satisfaction.

4.38 Customer feedback is generally positive and consultation comments inform service development.

Future Demand and Alternative Delivery Models

4.39 There is likely to be sustained and possibly increased demand for the service due to raising the school leaving age if the team continues to focus on statutory school age. The way the team works may influence demand because if schools are “up-skilled” or support is provided in a different way, then more pupils needs may be met without the need for this kind of intervention. Pupils with severe and persistent dyslexia/dyscalculia will continue to need specialist input.

4.40 The service could be provided through a different mechanism and there is potential for more targeted work based on data.

Governor Support

4.41 The Governor Support Team is a professional team comprising:

- 1 Assistant Manager
- 8 Support Officers (7.12 FTE including Asst. Manager)
- Administrative Support is bought in through the Administration of Taxation Service equating to approximately £38k

4.42 As well as its core function of providing a support service to governing bodies, the Service:

- Maintains the Learn to Swim programme for primary children, which involves all primary aged children learning to swim 25 meters
- Consults and co-ordinates the school holidays dates
- Advises on parental complaints
- Is appointed as Clerk to Schools’ Forum, SACRE, Admissions Forum, Primary Headteachers, Secondary Headteachers and Principals and Deputy Head Teacher groups

4.43 The Service helps governing bodies to meet their statutory duty by providing an independent Clerk to the Governing Body. Other aspects of the service required by statute are:

- Appointment of Local Authority governors
- Appointment of Parent and Staff Governors
- Instrument of Government
- Other duties carried out by the Service, on behalf of the Local Authority, e.g. primary swimming, parental complaints, Schools’ Forum, Admission Forum, SACRE, would need to be undertaken

4.44 Through a Service Level Agreement, the Service offers a variety of buyback options for combined governor support and development. The Service achieves 100% buy back from Stockton schools.

The service contributes to the following key policy areas:

- Ensuring that governors are appropriately informed and trained and developed in all aspects of safeguarding as required for their roles
- Acting as a conduit between the Local Authority and governing bodies to share and promote information on improving outcomes for children in public care, e.g. Corporate Parenting Strategy presented during autumn term 2011, raising governors’ awareness of their roles and responsibilities

- Working with parents and other community members to become governors and providing the opportunity for development into the role
- Schools and academies have dictated the level of service offered and purchased support and development packages appropriate to their schools need

Performance of the Service

4.45 The Service is held in extremely high regard by its customers and this can be demonstrated by:

- 100% buyback from SBC schools
- SLAs with two Academies (one cross-boundary) and specific support provided to a third academy;
- Customer Survey – when asked how governors would rate the overall performance of the Service, governors rated 100% good to outstanding
- Audit Commission (last survey SBC participated in was 2008) – the Service has always ranked within the top five Local Authorities, and in 2008 was third;
- Benchmarking - In terms of governor vacancy levels the authority is above the national average. 100% of our governing bodies were represented on governor training which again is above the national average
- Comments/commendations – through our constant monitoring of customer satisfaction, our positive comments and commendations are considerable

4.46 The last Local Authority Ofsted Inspection in 2001 stated that “The support provided for governors is good. It is very well received by Governors and Head Teachers. The clerking and training services are both traded and indispensable”.... “The governor support service is working appropriately with governing bodies to improve their capacity to support school improvement”. An audit was undertaken in June 2011 which commented that the service provides a professional, low cost support service to governing bodies, under a SLA.

4.47 A wide range of consultation mechanisms are used to consult and all consultation feedback is used to shape service planning and delivery.

Future Demand and Alternative Delivery Models

4.48 Current buyback is 100% (plus two academies); there is one Academy in Stockton who doesn't buy-in. It is anticipated that demand for the future would be at this level. At this point there has been no indication from schools that they will not be buying into the SLA. Demand would only reduce if schools were unable to meet the costs of the SLA, or if they felt they were no longer getting value for money.

4.49 There are opportunities for further cross-boundary trading. As the service is fully traded, any additional demands from schools and other customers would be self-financing and therefore the staffing complement would be reviewed accordingly.

4.50 Consideration may have to be given in the future to service delivery models including providing an arm's length service. The main drivers for change are:-

- Government policy and legislation
- Academy Programme
- Free Schools
- Local Policy and Decisions

4.51 However, the main driver for the Governor Support and Development Service is to continue to provide a high quality service that schools and academies value and therefore continue to invest in and there is commitment to meet statutory training requirements for governors.

Stockton ICT Unit (SICTU)

Description of Service

4.52 The service provides a single point of contact for schools for ICT support via a web helpdesk system which is accessible from anywhere with an internet connection. Schools log calls through the help desk system themselves, via phone or via email and the SICTU team respond accordingly. Weekly/Daily visits are arranged on a school by school basis depending on a school's individual needs to enable ICT Subject Leaders in schools to be able to communicate with technical staff from SICTU.

4.53 While the service is not required by statute, it is needed to ensure that schools have appropriately trained staff with the levels of skills and knowledge which will enable them to effectively carry out their role in the workplace.

4.54 The service provided ensures that schools have the key ICT Services to support staff and pupils in raising attainment. The service contributes to individual schools ICT plan, Business Unit Plan, Central Government Initiatives, e.g. Harnessing Technology, Computers for Pupils etc. and National Government Policy in relation to Education. Key decisions are taken by head teachers and governing bodies as to the level of service accessed

Performance of the Service

4.55 A satisfaction survey is sent out every year and the findings are very good. The perception of head teachers is the service performs efficiently from an educational, financial and technical perspective and we have an excellent client / support relationship. Schools have always had the opportunity to procure their ICT support from external sources, during the time SICTU have been in operation, all schools in Stockton have procured SBC support.

4.56 The service is promoted both face to face through visits and via emails. Over the past year the quality of service provided to Stockton Schools has filtered to Middlesbrough and almost half of the Middlesbrough Schools will be supported by us by April 2012. There is potential for this to expand further.

4.57 The APA reported that "Management information is used to extremely good effect in schools and centrally" at Stockton. The JAR report also stated "The quality of strategic thinking, high levels of reflection and analysis, and excellent use of management information are clearly evident throughout all documentation." The recent audit report produced in August 2011 stated that overall, there is a sound system of internal controls; however, the implementation of suggestions or agreed recommendations would further strengthen those controls.

Future Demand and Alternative Delivery Models

4.58 Any educational establishments are the customers of the future. SICTU is specialised in providing quality educational support however these services could easily be utilised elsewhere e.g. in the private sector if necessary too.

Schools will always require ICT support in the future, the challenge is to provide the best quality of support at the best value. There is the possibility that schools may reduce the amount of support they get in the future if budgets are cut drastically. There will be more demand from schools outside the Local Authority in the future.

4.59 The service has SLA's with external schools and a range of contracts. Effective procurement processes are in place to test the market.

Workforce Development

4.60 The service delivers individual training programmes which are advertised in the:

- Professional Development Programme for Schools
- Workforce Development Children's Social Care Programme
- SLSCB Workforce Development Multi-Agency Safeguarding Programme
- Adult Social Care Programme
- Childcare & Early Years Programme
- Newly Qualified Teacher Programme

and multi-session training via the:

- Graduate Teacher Training Programme and PGCE – which runs from September – July annual, this includes a recruitment & selection process to gain a place – this year we were allocated 24 places via the TDA
- Succession Planning training for Senior members of school staff
- Diploma in Health & Social Care levels 2, 3 & 5
- Diploma in Leadership & Management – Level 5
- Facilitation of other accredited courses via Stockton Riverside College e.g. Medication Level 5
- Transitional Award in Playwork CACHE Level 3
- Diploma for children & young people's workforce – optional unit 5 CACHE Level 3
- Level 3 Special Needs OCN
- Level 3 EYFS OCN

4.61 The Service acts as the Approved Body for Newly Qualified Teachers, plus Advice & Support to all relevant services via telephone, face to face contact etc.

4.62 The service employs 22 Workforce Development Staff and has undergone a number of changes including SLAs with schools and the incorporation of Adult Social Care Team. Efficiency savings have been made by delivering extra training sessions with the same number of staff and, in some cases, where staff have reduced number of hours worked.

Performance of the Service

4.63 Taking into account the evaluation following the delivery of training courses, the service performs to a very high standard. The Leadership & Management programmes demonstrate success based on the number of participants that are appointed to Headship within Stockton. The high level of take-up of the training also reflects its success. The performance is also supported as a high performing service by the take-up of other Local Authorities of our programmes.

4.64 The Graduate Training Programme was inspected by Ofsted in May 2009 and the overall outcome was Good with Outstanding features. Following the two week Safeguarding Inspection in 2010, the multi-agency training delivered by the Workforce Development team was complimented.

4.65 Customer feedback indicates that the service is performing to a high standard and is valued by the customers.

4.66 Costs compare favourably to other external training providers both private and public sector. There are effective procurement processes in place to test the market

Future Demand and Alternative Delivery Models

4.67 There are no current limitations or barriers on the service, however, for 2012/13 there is some uncertainty around grant funding for the delivery of the Graduate Teacher Programme / Succession Planning training and the uptake of Service Level Agreements with schools.

4.68 It is anticipated that the demand on the service in the future will be the same and could increase following government changes in legislation. How this is delivered will be dependent on the level of buy back for schools. If budgets / SLAs are reduced, then the service provided may need to be reduced to reflect this.

4.69 The services could be extended to other local authorities/providers in the future and there are a large number of private sector organisations who offer Training and Development.

Consultation

4.70 Consultation took place with staff, head teachers and governors regarding the following broad proposals:

- i) To align and integrate teams and personnel so that the structure enables efficient and effective service delivery and removes duplication. Where staff and teams are pupil facing, improve outcomes.
- ii) To review and strengthen business models for 'buy back' services so that we can compete with other providers of the same services.
- iii) To design a 'whole system' school improvement model, rooted in collaboration with Stockton schools so that we can build capacity for school to school support and include a cost recovery mechanism for the LA and participating schools.
- iv) To bring forward options that create capacity and resource in business planning and commissioning and that will support schools in what they see as strategic partnership priorities.
- v) To review Terms and Conditions/contractual arrangements
- vi) To monitor the impact of other reviews/changes on service levels and outcomes for children.
- vii) To realign premature retirement and redundancy costs.

Staff Consultation

4.71 The proposals were presented to staff for discussion at three team meetings which were held on 1, 2 and 10 February. Suggestions of the type of recommendation that may be taken forward were discussed with staff. The meetings involved staff from across the service area, including those staff in teams that were included in the Early Years/Early Intervention Grant Review, as well as this School Effectiveness Review.

Staff were also given the opportunity to add further individual comments via a consultation form, which enabled them to indicate whether they agreed or disagreed with each proposal. Following initial responses and comments from staff regarding timescales, the consultation period was extended to allow staff to fully consider the proposals. 10 responses were received, and these included responses via discussion at a team meeting, responses forwarded by a group of officers and individual responses. A summary of the responses and a copy of all responses received are attached at **Appendix 1**.

4.72 Responses were mixed. Where comments were supportive of the broad proposals, key themes were:

- Support for the proposal to align teams which would streamline and integrate provision
- Support for clarification of business models and ensure value for money in order for services to be competitive
- Recognition of need to support all schools and share good practice but the approach needs to be flexible
- Recognition of need to create resource to bring a “business” approach

4.73 Where respondents disagreed with the proposals or neither agreed nor disagreed with the proposals, comments tended to relate to the inappropriate timing and timescale for the consultation. These comments were submitted prior to the extension of the consultation period.

Governor and Head Teacher Consultation

4.74 The proposals were shared with headteachers and governors at meetings (Primary 31 January / Secondary 5 February), and (9 February Governor Forum). Suggestions of the type of recommendations that could be taken forward were shared with governors and headteachers, who were also given the opportunity to add further comments via a consultation form, enabling them to indicate whether they agreed or disagreed with each proposal and an opportunity to make general comments. 21 responses were received, a summary of the responses and a copy of all responses is attached at **Appendix 2**.

4.75 Head teachers and governors were generally supportive of the proposals, in particular:

- The proposal to align and integrate teams which was felt to have strong potential for improving focus and challenge on pupil learning
- The importance of ensuring value for money
- General support for school to school support
- Creating capacity and resources in business planning was seen as a basic requirement
- General agreement of the need to review terms and conditions to ensure consistency

4.76 The proposals were shared with Teacher Trade Union colleagues at JCC (Joint Consultative Committee) on 24 January 2012. The responses from staff and governors were circulated to Trade Union colleagues. On-going discussions will take place via regular Joint Consultative meetings.

4.77 Based on the consultation responses, the broad proposals were refined into three recommendations. These are set out at Section 6 below together with key actions underpinning these recommendations.

5.0 Conclusion

5.1 The Committee recognised that many of the services falling within the remit of the review achieved either 100% or a significant element of buy back from schools. The Committee also recognised that the services were highly regarded by schools with potential scope to market services more widely. The Committee also believe that the quality of service provision has contributed to the sustained improvement in school performance in recent years.

5.2 The Committee acknowledged the success of the CAMPUS Stockton model and supported the need to strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning. The Committee also supported the CAMPUS Stockton ethos of schools working in collaboration to support each other in a structured partnership model designed with openness to cost recovery. The Committee believe that this model is consistent with Government policy and the emerging Local Authority role in relation to school improvement.

5.3 Whilst earlier efficiency reviews had already achieved the savings targets required, following a review of available funding, a one off saving from the School Improvement reserve had been identified. In addition, budgetary provision could be reduced by £200,000 per annum reflecting decreasing payments to the pension fund and a lower call on the use of funds from schools.

5.4 Proposals relating to the definition of job roles and team alignment will be subject to a formal consultation with staff, which will begin in May, subject to Cabinet approval. Whilst there are no current proposals to reduce staffing, any requests for voluntary redundancy will be considered in line with broader Council policy and the opportunity to maximise efficiencies and/or opportunities for staff in compulsory redundancy situations. Such considerations will, of course, be assessed in the context of service need and delivery.

5.5 The Committee's recommendations reflect a desire to:

- Develop improved, fit for purpose structures, making them more efficient, effective and school focused
- Fully utilise the Workforce Development staff resource and strengthen the focus on Governor Development
- Grow the costed and brokered capacity of the service, building on the success of the Campus Stockton model
- Strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning
- Meet the needs of schools and address any gaps in strategic priorities, for example, support for safeguarding in schools which has consistently been highlighted by head teachers
- Help schools to support each other in a structured partnership model that is designed with openness to cost recovery and is in line with emerging Government policy

Recommendations

R1 To align and integrate teams to ensure efficient and effective service delivery and support for schools.

An aspect of the Early Intervention Grant/ Early Years EIT is to move three teams (the Specialist Learning Team, LACE Team and Returners (Redhill)) from Complex and Additional Needs to School Effectiveness. This proposal would ensure that due attention is paid to ensuring that these teams are appropriately integrated into School Effectiveness.

This proposal would also seek to fully utilise the Workforce Development staff resources involving links with schools, social care, health, private and voluntary sector under the overall umbrella of Children's Workforce and strengthen the focus on Governor Development.

Key actions to support this recommendation include:

- Align teams in School Improvement to include LACE, Specialist Learning Team and Redhill Education Service
- Maximise management capability in workforce development
- Review the approach to training for schools and settings and put in place a single, Governor and Workforce Training programme
- Ensure that all staff are on appropriate terms and conditions/contractual arrangements as suited to job role
- Create capacity to support schools in safeguarding, to complement the work of SLSB and Young Peoples Operational Services
- Reduce budgetary provision by £200,000 per annum reflecting decreasing payments to the pension fund and a lower call on the use of funds from schools

R2 To review business models for commissioning and buy back services in the context of Campus Stockton Prospectus.

A number of services in School Effectiveness are detailed in the Prospectus of Services to Schools (e.g. Governor Support, SICTU, Workforce Development and School Improvement). This recommendation seeks to strengthen business modelling to enable services to compete in the market place through cost effective business planning and commissioning. The recommendation also seeks to meet the needs of schools and address any gaps in strategic priorities, for example, support for safeguarding in schools.

Key actions to support this recommendation include:

- Create capacity to ensure robust commissioning and business planning
- Review business modelling in all areas, prioritising Governor Support, SICTU
- Provide capacity to support Cross-Tees work in reviewing business modelling in Tees Valley Music Service

- Review all commissioned arrangements and ensure robust monitoring and reporting mechanisms are in place

R3 Put in place a modernised 'whole system' school improvement model, rooted in collaboration with Stockton schools and key partners and stakeholders.

By “whole system” we mean one that addresses the improvement agenda in all schools and embodies the CAMPUS Stockton ethos of schools working with schools to support each other in a structured partnership model that is designed with openness to cost recovery. This will provide an opportunity to develop a model that is consistent with the Government policy as the emerging Local Authority role in relation to school improvement.

Key actions to support this recommendation include:

- Ensure that all schools are supported in school improvement and transformation to improve outcomes for children and young people
- Put in place a model that is consistent with the emerging Local Authority role in relation to school improvement
- Engage Stockton schools and other key partners in partnership arrangement
- Ensure appropriate, open and transparent cost recovery mechanisms are in place
- Deliver a one-off saving from School Improvement reserve following a review of available funding and forward plan