

ACTION PLAN – REIVIEW OF SCHOOL EFFECTIVENESS

No.	Recommendation	Proposed Actions/Progress	Success Measures	Lead Responsibility	Completion Date
1.	To align and integrate teams to ensure efficient and effective service delivery and support for schools.	<p>1.1 Align teams in School Improvement to include LACE, Specialist Learning Team and Redhill Education Service (consultation underway July – Sept 2012)</p> <p>a) restructuring the staffing in EIS to provide different line management groupings and teams;</p> <p>b) restructuring the PRU to enable the Redhill Education Service to be incorporated into its staffing meaningfully;</p> <p>c) restructuring the provision for specialist classes and resourced provision so that discrete provision exists to meet specific needs of pupils and capacity is built across the school system to meet the needs of individual pupils.</p>	<ul style="list-style-type: none"> • All staff in EIS have a clear understanding of their role and are appropriate management arrangements will be in place • Capacity from EIS to support professional development of schools in meeting the needs of pupils with a lack of progress in literacy and numeracy which serves to ensure all schools meet the floor standards for levels of progress; 	L. Brown//D. McConnell	January 2013
		1.2 Maximise management capability in Workforce Development	<ul style="list-style-type: none"> • Key Manager’s roles will be more closely aligned to the Strategic Lead and will reflect key roles and accountabilities. • The management structure will be geared and identifiable with the traded services ethos and demonstrate flexibility 	E. Jewitt	September 2012

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		1.3 Review the approach to training for schools and settings and put in place a single, governor and workforce training programme.	<ul style="list-style-type: none"> • Revised remit for Children’s Workforce Training Group will be in place and key members identified • Training needs in Schools and settings will be clearly identified for the 2013/2014 programmes • Revised Professional Learning Framework for Schools to be issued to all Schools • A single composite training programme will be offered for all school workforce and governors • Transition to move to the Teaching School Alliance in line with the Teaching Agency and NCSL will be clearly planned. • Training needs for governors, particularly Chairs, will be identified in conjunction with the NCSL remit and the move to NLG. 	E. Jewitt	April 2013
		1.4 Ensure that all staff are on appropriate terms and conditions / contractual arrangements as suited to job role.	<ul style="list-style-type: none"> • Confirm all LSC transferees established on Stockton terms and Conditions (April 2012). • Ensure that all centrally employed teachers (exc. TVMS) are undertaking full time remit of role. December 2012. • Review of staff on Soulbury Terms and Conditions December 2012. 	HR	July 2013
		1.5 Create capacity to support safeguarding in schools, to complement the work of SLSB and Young Peoples Operational Services and to provide critical incident support for schools	<ul style="list-style-type: none"> • LA with appropriate capacity to support identified and agreement in place • Introductory workshop for headteachers • Baseline audit of need undertaken 	L. Brown	<p>July 2012</p> <p>July 2012</p> <p>October 2012</p>

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			and resulting plan in place <ul style="list-style-type: none"> Plan delivered 		July 2013
		1.6 Reduce budgetary provision by £200k per annum reflecting decreasing payments to the pension fund and a lower call on the use of funds from schools.		D. New	Annual Ongoing
2.	To review business models for commissioning and buy back services in the context of Campus Stockton Prospectus	2.1 Create Capacity to ensure robust commissioning and business planning.		L. Brown	July 2012
		2.2 Review business modelling in all areas prioritising Governor Support, SICTU	<ul style="list-style-type: none"> Business models reviewed. Recommendations identified and actions agreed. Plans in place to achieve recommendations /actions. 	J. Wright (E. Jewitt)	March 2013
		2.3 Provide capacity to support Cross-Tees work in reviewing business modelling in Tees Valley Music Service	<ul style="list-style-type: none"> Robust business plan in place and agreed by the Arts Council. Sustainable financial plan in place, monitored quarterly. Hub Board in place. TVMS Board in place. Appropriate staffing structure in place to support delivery. 	J. Wright	3 years (ongoing up to 2013)
		2.4 Review all commissioned arrangements and ensure robust monitoring and reporting mechanisms are in place	<ul style="list-style-type: none"> All commissioning arrangements reviewed. Roles and responsibilities defined. Support for Managers in relation to commissioning in place. Robust monitoring and reporting 	J. Wright	March 2013

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			mechanisms in place.		
3.	Put in place modernised 'whole system' school improvement model, rooted in collaboration with Stockton schools and key partners and stakeholders	3.1 Agree with Campus Stockton Teaching Alliance Group a model that is consistent with the emerging school and LA school improvement role and agree membership of representative partnership board to lead	<ul style="list-style-type: none"> ▪ Representative Board in place ▪ School Improvement model and way of working agreed ▪ Sharing of model with key partners, such as DFE, NCSL 	L. Brown D. McConnell	July 2012
		3.2 Engage all Stockton schools and other key partners in partnership arrangement.	<ul style="list-style-type: none"> ▪ All participating Stockton Schools and Academies signed memorandum of Understanding 	L. Brown D. McConnell	September 2012
		3.3 Promote NLE / LLET / NLG / SL/teaching schools initiatives to secure capacity in the system.	<ul style="list-style-type: none"> ▪ Agree target for Increased number of NLEs and LLEs ▪ Agree target for SL ▪ Establish teaching school alliance with NCSL 	L. Brown D. McConnell	July 2013
		3.4 Establish and operate shared best practice network for schools.	<ul style="list-style-type: none"> ▪ All schools considered offering expertise through system ▪ Agreed means of quality assuring offer ▪ System operating 	L. Brown D. McConnell	April 2013
		3.5 Put in place formal school to school support model with appropriate protocol re data-share, intervention plan and cost recovery mechanism.	<ul style="list-style-type: none"> ▪ Formal partnership agreement in place ▪ Role of Steering Group/Management Board agreed ▪ Budget and pricing principles agreed ▪ Monitoring and Reporting system in place 	L. Brown D. McConnell	March 2013