

**DERBYSHIRE COUNTY COUNCIL**

**CABINET MEMBER FOR CHILDREN AND YOUNG PEOPLE**

**9 JULY 2013**

**REPORT OF THE STRATEGIC DIRECTOR FOR CHILDREN AND YOUNGER ADULTS**

**Associate School Improvement Advisers**

**1. Purpose of Report**

To seek Cabinet Member approval to increase the Authority's capacity for school improvement by recruiting additional associate school improvement advisers for one year initially, in order to continue our Journey to Excellence.

**2. Information and Analysis**

In Derbyshire, we have long recognised that the primary responsibility for improvement lies with the leaders in school and through the Quality Development Dialogue (QDD) process, we support and challenge schools in inverse proportion to each school's success. Through shared school self-evaluation with link advisers, schools are allocated to three different QDD programmes. Those requiring the most leadership support to raise achievement for pupils are identified as school causing concern. Those schools which need to raise achievement but are developing their own capacity for improvement are identified as Priority Schools and the majority of schools are in the Core Entitlement Programme.

In September 2012, OfSTED implemented a new framework for the inspection of schools. The key shift in focus was to place greater emphasis on the quality of teaching, based on a triangulation of evidence from lesson observation, data analysis and work scrutiny. For each school inspected, the lead inspector will meet with the link adviser, expect the link adviser to attend feedback and make a judgement of local authority support. Since September, 141 maintained schools have been inspected. Of these, 62 have improved their overall effectiveness, 56 have maintained their overall effectiveness and there has been a decline in the overall effectiveness in 23 schools.

The vast majority of the schools where effectiveness has improved (57 in total) were previously judged as satisfactory or inadequate at their last inspection and have been supported intensively by our school improvement advisers in their role as link advisers. The intensive support and challenge from link advisers includes undertaking joint activities which make the most impact on school improvement and the school's own capacity to improve. These activities include lesson-observations, scrutiny of pupils' work and pupil progress dialogue meetings with individual teachers. Link advisers have also provided intensive support to 37 other previously satisfactory or good schools so that the schools could at least maintain their overall effectiveness.

In most instances where a school's overall effectiveness has declined, the headteacher and the link adviser had recognised that the quality of teaching no longer met the more challenging descriptor for 'Good' or 'Outstanding, in the new framework. Six schools which were judged as outstanding at their last inspection are now judged as good and

13 schools previously judged as good are now judged to Require Improvement (previously deemed satisfactory). In some cases, the quality of teaching seen during the inspection itself, did not match that seen typically by the leadership team. This was particularly evident in larger than average schools and schools where there was one or more temporary members of staff covering for maternity leave.

Schools which are judged to Require Improvement are subject to regular monitoring visits by HMI in a similar manner to those in the OfSTED categories of Requiring Special Measures or having Serious Weaknesses.

The aspiration for the local authority to be judged as outstanding relies on having a school improvement strategy that prevents failure and moves all schools to good and outstanding. A wide-range of school improvement strategies are required for the whole system to improve (please see Appendix A which shows the school improvement offer for Derbyshire schools), however, evidence shows that there is a clear link between the level of support provided by link advisers to schools and their OfSTED outcome.

The Cabinet Member for Education paper dated 08 November 2010 sought approval to re-align the Advisory and Inspection Service by making reductions in establishment and staffing costs (please see Appendix B). However, the actual establishment is now as follows:

<b>Post</b>	<b>2009/10 Established</b>	<b>2010/11 agreed and established</b>	<b>June 2013 actuals</b>
Senior Adviser	12	11	6.6
School Improvement Adviser	24	16	10

As a result of the reductions in staffing, link advisers now have more link schools than ever before and have been restricted in supporting the number of governing bodies which have requested advice for Headteacher Performance Management (HTPM). In order to quality assure judgements made by school leaders, about the quality of teaching more frequently in the schools which are in the Core Entitlement QDD programme, supporting governors with the HTPM as well as supporting schools with additional monitoring by HMI of schools which Require Improvement (schools in the Priority Schools QDD programme), there is a need to recruit current or recently retired headteachers as additional associate link advisers for one year initially. The advantages and disadvantages of this proposal are shown below:

Advantages	Disadvantages
<ul style="list-style-type: none"> <li>• The number of link schools would be reduced for each substantive link adviser so that early intervention and prevention of failure can be implemented at the beginning of the academic year.</li> <li>• The substantive link advisers would be able to carry out the School Improvement Review Record (SIRR) process and Headteacher Performance Management (HTPM) for schools in the Priority and SCC QDD programmes in the Autumn term.</li> <li>• The associate link advisers would be able to carry out the HTPM in Core Entitlement schools if requested and provide additional capacity to support in other key work such as preparation for an impending inspection and the implementation of the new National Curriculum by September 2014.</li> <li>• The arrangement could be ceased if funding is unavailable for the next academic year.</li> </ul>	<ul style="list-style-type: none"> <li>• QDD questionnaires indicate that schools are not supportive of one year/ short term linkages with a link adviser as was the case during the period of the School Improvement Partner initiative.</li> </ul>

The Education Improvement Service has been very successful in working with headteachers who have been seconded from their schools to work alongside permanent members of the service. Experience has shown that headteachers working on a part-time basis with the Education Improvement Service are still able to lead their own school. Most recently, the benefits of this way of working to promote school-to-school support have been recognised by OfSTED at the inspection of Aldercar Infant and Nursery school which has been judged as Outstanding.

### 3. Financial Considerations

It is proposed that the additional link adviser capacity would initially be for one year only and the costs capped at £100k for the academic year 2013/14. The costs would be funded from historic ring fenced grants for school improvement held within CAYA's earmarked reserves. Any extension to the provision beyond the 13/14 academic year would be the subject of a further report to Members.

### 4. Human Resources Considerations

Within the existing staffing resource there is insufficient capacity and expertise to undertake the requirements of the service. Therefore external fixed term appointments are necessary to increase capacity.

## **5. Other Considerations**

In preparing this report the relevance of the following factors has been considered: - legal, prevention of crime and disorder, equality of opportunity; and environmental, health, property and transport considerations.

## **6. Background Papers**

Appendix 1 – School Improvement Offer

Appendix 2 – Cabinet Paper-Advisory and Inspection Service Re-alignment

## **7. Key Decision**

No.

## **8. Strategic Director's Recommendations**

The Cabinet Member is asked to:

- 1) Approve the request for an additional sum of £100k to secure the appointment of either current or former headteachers to undertake the work of Associate School Improvement Advisers on a fixed term basis.

These associate link advisers will work with up to 55 schools in total in addition to the 33 schools which are already linked to other associate link advisers.

**APPENDIX A**  
**Journey to Excellence-School Improvement Offer for nursery, infant, junior, primary, special schools and support centres**

<b>QDD programme</b>	<b>Development state of schools</b>	<b>The offer for maintained schools</b>	<b>Sources of support</b>
Core entitlement	<p>Schools which:</p> <ul style="list-style-type: none"> <li>have a consistent trend of outstanding or good achievement or</li> <li>have established a strong upward trajectory, and</li> <li>the school leadership team and link adviser agree is likely to be judged as at least good based on the evidence from comprehensive self-evaluation activities such as those in the offer for Priority schools</li> </ul>	<ul style="list-style-type: none"> <li>validation of SSE resulting in the SIRR</li> <li>optional interaction with Governors based on the SIRR and expectations of governance in inspection</li> <li>school visit with a focus on learning and teaching- triangulation of evidence base</li> <li>additional meeting in preparation for an OfSTED inspection if school is likely to be inspected during the academic year</li> <li>summer review by telephone</li> </ul>	<p>Wider market: brokerage of partner agencies</p> <p>School-with-school e.g.</p> <ul style="list-style-type: none"> <li>directory of support for schools</li> <li>Open schools</li> <li>Teaching Schools</li> </ul> <p>Course and Conference Programme.</p> <p>Wider workforce e.g. NLE, LLE, DLE, SLE, headteacher mentors etc.</p> <p>Advisory Service: School improvement advisers, teaching and learning consultants, Early Years Improvement Officers</p>
Priority schools	<p>Schools which:</p> <ul style="list-style-type: none"> <li>have been judged by OfSTED as outstanding or good but achievement suggests a declining trajectory or</li> <li>have been judged by OfSTED as requiring improvement or</li> <li>have been judged by OfSTED as satisfactory (inspected prior to September 2012)</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>the school leadership team and link adviser agree that the school is unlikely to be judged as good at the next inspection</li> </ul>	<p>Additional support each term through paired work/delivery of specific work. This includes:</p> <ul style="list-style-type: none"> <li>meeting for staff and key governors to share the purpose and process for accelerating change and planning for inspection</li> <li>validation of SSE resulting in the SIRR</li> <li>a focus on learning and teaching-triangulation of evidence base including termly reviews of pupil progress, scrutiny of pupils' work and lesson observations</li> <li>termly achievement reviews</li> <li>evaluation of the impact of leadership to improve teaching and learning including providing effective feedback, use of performance objectives and Pupil Premium</li> <li>scrutiny of the school improvement plan and alignment with the Priority schools plan</li> <li>interaction with Governors based on the SIRR and supporting the self-evaluation of governance against OfSTED expectations</li> </ul>	
Schools Causing Concern	<p>Schools where higher intervention is required to secure capacity to remove concerns. This includes schools which are below floor standards and/or have been or could be judged by OfSTED as:</p> <ul style="list-style-type: none"> <li>having serious weaknesses</li> <li>requiring special measures</li> </ul>	<p>Enhanced support including the activities in the offer for Priority schools and</p> <ul style="list-style-type: none"> <li>scrutiny of the school improvement plan and alignment with the local authority action plan</li> <li>School Progress Review meetings involving senior leadership team and Chair of Governors and other governors</li> </ul>	

## **APPENDIX B**

Not For Publication.

Contains information which is likely  
to reveal the identity of any individual

### **DERBYSHIRE COUNTY COUNCIL**

### **CABINET MEMBER FOR EDUCATION**

**8 November 2010**

### **Report of the Deputy Chief Executive and Strategic Director for Children & Younger Adults**

#### **Education Improvement Service** **Advisory and Inspection Service Re-alignment**

#### **1. Purpose of Report**

- To ask the Cabinet Member to approve proposals for the re-alignment of the Advisory and Inspection Service in line with the adjustments as detailed.
- To ask the Cabinet Member to approve proposals for the review of the CPD training programme for schools as detailed.

#### **2. Information and Analysis**

##### **2.1 Background**

- The Advisory and Inspection Service (Advisory Service) was incorporated into the Education Improvement Service with the Early Years Improvement Service and the 14-19 Team on the formation of the Children and Younger Adults' Department in 2006.
- The aim of the Education Improvement Service is to improve the quality of education and attainment outcomes for all children and young people from birth to the age of nineteen.
- The Advisory Service provides support and challenge to schools and settings to raise the standards of achievement and to achieve the outcomes of Every Child Matters (ECM) in line with its statutory duties to improve standards and intervene to prevent failure.
- It provides support and challenge through the statutory School Improvement Partner (SIP) programme to improve standards and support progress towards attainment targets. It provides programmes of consultancy, advice and training to schools staff and governors on leadership, teaching, learning, assessment,

school matters and performance management and it ensures prompt intervention through the application of the Local Authority Procedures for Schools Causing Concern to prevent failure.

- The Advisory Service has demonstrated an effective impact on standards of achievement with end of key stage outcomes moving above national standards on an upward trajectory of improvement over recent years and fewer schools being judged inadequate by Ofsted than in comparator authorities, or nationally.
- All of its programmes have been judged to be good or outstanding by the Department for Education (DfE) National Strategies and schools have indicated high rates of satisfaction with the impact of its programmes on outcomes for children.
- The Advisory Service supports the key strategic aims of the County Council and Children's Trust to improve educational outcomes through programmes to close attainment gaps and improve performance, especially in the core subjects of English, Mathematics, Science and ICT. All programmes for improvement are set out in the Education Improvement Service Annual Plan and focus on improving the performance of vulnerable groups and priority schools.
- The Advisory Service also supports the broader duties of securing community cohesion, equalities and inclusion and promoting creativity, culture and regeneration in its work with schools.
- The Advisory and Inspection Service has a successful track record of leading school-to-school support for curriculum improvement. This support is led by Senior Advisers through a network of school-based expert practitioners, including leading teachers.
- In order to continue to demonstrate fitness for purpose and impact on outcomes, it is proposed to re-align the structure of the Advisory Service as described below to respond to the changing context.
- The group of employees covered by this report are also the subject of a further report to Cabinet scheduled for 16 November 2010 regarding the implementation of the Derbyshire Package, with effect from 1 April 2011, for employees on Soulbury terms and conditions of service. Subject to Cabinet approval the process for implementation will commence at the end of November. The introduction of the Derbyshire Package will achieve standardisation and equality in terms and conditions with a wide range of employee groups and result in further savings.

## **2.2 Proposals for Re-alignment of Senior Adviser Posts**

- Cabinet has approved the establishment of Multi-Agency Teams in six localities to support children and their families subject to consultation with recognised Trade Unions. This provides an opportunity to re-align the oversight of standards

and quality in schools, and the local strategic commissioning for school improvement with these new structures for children's services.

- Senior Advisers have current oversight of standards and quality by phase across local learning communities and school improvement clusters. It is proposed to re-align the oversight provided by Senior Advisers in line with the new localities, to improve communication and strategic interventions to support children, families and schools, and to enhance the role of Senior Advisers in local strategic commissioning.
- Systems for the oversight of standards and quality of schools and settings will be aligned with the new localities. It is proposed that Senior Advisers assume oversight of standards and quality of schools in localities, and become the strategic link with locality managers to inform the local strategic commissioning of programmes for schools, colleges and other providers.
- Senior Advisers will become the strategic commissioners of intervention in priority schools and schools causing concern in localities and continue to take lead responsibility for intervention teams of advisers, consultants and school based associates.
- In light of the increased responsibility of Senior Advisers for strategic commissioning across localities, it is proposed to reduce the breadth of programmes for which they have current portfolio management responsibilities in favour of the leadership of key priority programmes to close attainment gaps in educational outcomes.
- To support the new commissioning responsibilities and locality intervention, it is proposed to align Senior Adviser responsibilities for phase leadership with localities in the following ratios:

6	Primary Senior Advisers	1:1 locality
2	SEN Senior Advisers	1:3 localities
2	Secondary Senior Advisers	1:3 localities
1	Early Years/Foundation Stage Senior Adviser	1:6 localities.

- Through retirement, the number of senior advisers has been reduced by one post. Over time, the development of cross-phase strategic responsibility for Senior Advisers may be desirable and the ratios will be adjusted to reflect any further reductions in establishment.
- All of the above proposals can be accommodated within the current objectives of the Senior Adviser posts. It is proposed that minor adjustments are made to job descriptions to reflect the changing balance and focus of the Senior Adviser role.



## **2.3 Proposals for Re-alignment of School Improvement Adviser Posts**

- The change in focus of role for Senior Advisers and anticipated reduction in funding require some re-alignment of the work of the School Improvement Adviser (SIA) tier.
- All SIAs are accredited School Improvement Partners (SIPs) who carry out the statutory SIP role; lead curriculum projects and programmes; provide consultancy, advice and training to school staff and governors; support intervention programmes in schools causing concern and priority schools; and provide professional leadership to consultants.
- In order to meet the anticipated budget pressures and to ensure sufficiency the following measures are proposed:
- It is proposed to reduce the current SIA establishment from 24 to 16 through the ending of fixed-term secondments, and through retirements by April 2011. The changes are shown in more detail in Appendix A.
- It is proposed to maintain sufficiency in the provision of statutory SIP duties by the retention of a smaller SIA workforce and the deployment of more school based and independent associate SIPs. The SIP workforce already reflects this diversity but the overall balance will be adjusted in favour of associate deployment. School based and independent SIPs are either employed by schools or self-employed. There are no ongoing employment liabilities to the Advisory Service. Senior Advisers will have extended management responsibility for this more diverse workforce which will be deployed to maximise effectiveness and minimise travel. These arrangements will be funded through utilising an estimated £200K per annum of the savings achieved by the reduction of posts.
- It is proposed that retained SIAs will support intervention programmes in priority schools and schools causing concern under the direction of the Senior Adviser in the locality. This is in line with their current post objectives but will become a more significant aspect of their deployment to ensure priority schools make good progress.
- It is proposed to maintain SIA responsibilities to lead education projects and programmes and to provide professional leadership.

## **2.4 Proposals for Re-alignment of Curriculum Consultant Posts**

- The National Strategies programme ends in April 2011, reducing the need for a specialist curriculum consultant field-force to support the implementation of nationally prescribed programmes for English, Mathematics, Secondary science, behaviour and attendance and primary languages. It is presumed that grant will be reduced to reflect this reduction in national prescription. However, in order to

meet the continuing duty to raise standards of attainment and to support the priorities of the Children's Trust in closing attainment gaps for vulnerable groups of children and communities, it is clear that the Authority will need to retain capacity for curriculum consultancy to support effective teaching, learning and assessment in priority schools and to support intervention programmes in schools causing concern.

- It is proposed to reduce the current curriculum consultant establishment from 47 to 34 by the ending of fixed-term secondment and through retirements by April 2011. The changes are shown in more detail in Appendix A.
- It is proposed that a minor variation in contract be employed to transform Curriculum Consultant posts to Consultants for Teaching, Learning and Assessment, with a broader application to support generic teaching, learning and assessment across the curriculum from April 2011.
- It is proposed to support the transition of Curriculum Consultants to their more generic role through a structured programme of Continuous Professional Development (CPD) in the spring term 2011 and onwards through coaching, feedback and supervision.
- It is proposed to maintain sufficiency in specialist curriculum requirements, particularly in priority schools and schools causing concern, through the retention of a smaller Consultant workforce and the deployment of more school based lead practitioners. The workforce already reflects this diversity. School based lead practitioners will continue to be employed by schools. There are no ongoing employment liabilities to the Advisory Service. This network of lead practitioner support will be brokered by Senior Advisers across localities to maximise effectiveness and minimise travel. These arrangements will be funded through utilising an estimated £100K per annum of the savings achieved by the reduction of posts.

## **2.5 Review of Universal Training Provision for Schools**

- The reduction in establishment of consultants and SIAs with the increasing focus on targeted programmes of support and intervention reduces service capacity to provide universal training programmes in the CPD programme for schools.
- It is anticipated that the ending of the National Strategies will reduce the need for a prescriptive training programme and that schools will increasingly exercise their new freedoms to source training and development across a wider market, within which the local authority will compete for business.
- It is therefore proposed to review the overall structure and balance of the CPD training programme for schools to:

- reduce the number of one-off individual training events in line with market demand and the increased alternative options for schools within the new environment;
- support the key priorities of the Children’s Plan through the provision of targeted conferences, marketed as high quality strategic events;
- switch the focus of training and development from cross-county courses to locality based events, related to local needs, planned in consultation with locality managers and school clusters;
- market all events as traded services to maintain an income stream based on commercial principles;
- develop signposting and a training directory to broker support from a wider range of agencies, including school-to-school support.

## **2.6 Summary of Changes**

- In effect, the proposed changes allow for a re-alignment of Advisory Service capacity to ensure fitness for purpose within the new environment of constrained resources and reduced prescription.
- In summary, the proposals enable the Authority to:
  - continue to support the strategic education priorities of the Children’s Trust and County Council;
  - retain sufficient capacity to meet its statutory functions and duties;
  - retain provision to intervene directly to prevent failure;
  - make significant reductions in establishment and staffing costs through natural wastage and vacancy control in line with anticipated reductions of 25% funding;
  - align the service with the re-location proposals for locality working to ensure synergy with local multi-agency teams;
  - target reduced capacity on areas of greatest need;
  - develop plans to utilise a more diverse, associate workforce;
  - outline plans to review the balance of training and support for schools in line with the new market environment.

## **3. Financial Considerations**

- A breakdown of savings arising from reduction in establishment is attached at Appendix A.
- The overall savings from this reduction in substantive posts is £1.489m.
- These savings will be offset to a degree by the increased costs of commissioning additional associate SIPs and school based lead practitioners to cover gaps in service provision. Additional associate SIPs and lead practitioners would be commissioned to undertake work on a short-term contractual basis. These costs are estimated at £300K per annum producing an overall and ongoing net saving of £1.189m from these proposals.

- Any reductions in Area Based Grant settlement or Standards Fund in the Comprehensive Spending Review will offset further the net savings achieved through the re-alignment.

#### **4. Human Resources Considerations**

- The revised number of posts in establishment is attached as Appendix A.
- All of the proposed changes to posts can be accommodated within current post objectives and require only a minor change to job descriptions as all posts remain 80% substantively the same.
- All proposed changes will be supported by service training and supervision.
- Informal consultations have taken place with staff and trade union. No objections have been raised.
- Following Cabinet Member approval, the re-alignment arrangements would be shared at a DJC.

#### **5. Other Considerations**

In preparing this report the relevance of the following factors has been considered: prevention of crime and disorder, equality of opportunity and environmental, health, legal & human rights, property and transport considerations.

#### **6. Key Decision**

No

#### **7. Background Papers**

Papers are held in the Education Improvement Service section of Children and Younger Adults.

#### **8. Strategic Director's Recommendations**

- To approve proposals for the re-alignment of the Advisory and Inspection Service in line with the adjustments as detailed.
- To approve proposals for the review of the CPD training programme for schools as detailed.

## APPENDIX C

### Re-alignment of Advisory and Inspection Service

Advisory Service Establishment Changes					
Post	Current	Proposed	Reduction	Autumn 2009 to April 2010 changes	Estimated Full Year Savings
Senior Adviser	12	11	1 (8%)	retirements (1)	£77.5k
School Improvement Adviser	24	16	8 (33%)	retirements (6) secondment ended (2)	£574.4k
Consultants	47	34	13 (28%)	retirements (5) secondment ended (6) promotion (2)	£837.2k
<b>Totals</b>	<b>85</b>	<b>63</b>	<b>22 (23%)</b>		<b>£1489.1k</b>

Total current established posts 85

Total proposed reduction to establishment 22

% of reduction 23%