

Report to: **Children's Services Scrutiny Committee**

Date: **28 November 2006**

By: **Director of Children's Services**

Title of report: **Progress report on action following the Scrutiny Review of the School Improvement Service**

Purpose of report: **To inform the Scrutiny Committee of progress on the action points and recommendations made within the report**

RECOMMENDATIONS

The Committee is recommended to note the progress of the action being taken following the Scrutiny Review in March 2006.

1. Financial Appraisal

1.1 There are no financial implications in implementing the recommendations of the Scrutiny Review of the School Improvement Service.

2. Supporting Information

Introduction

2.1 Following the scrutiny review of the School Improvement Service (SIS), the service identified a range of actions which needed to be taken to respond to the recommendations.

2.2 Progress in relation to each of the recommendations has been good. Appendix 1 sets out the actions which have been taken to respond to each of these.

3. Conclusion and Reason for Recommendation

3.1 The Scrutiny Committee is asked to note the actions taken and the progress made against each of the recommendations.

Matt Dunkley
Director of Children's Services

Contact Officer: Penny Gaunt Tel No: 01273 481660

Local members: All

BACKGROUND DOCUMENTS

Report to Scrutiny Committee for Children's Services entitled 'Scrutiny review of the School Improvement Service' on 23 March 2006

Scrutiny Review Report– update of action plan

No.	Recommendation	Timescale	Actions/responsibility
SIS Contract			
1.	<p>ESCC considers extending its contractual arrangements with CfBT for the School Improvement Service for a further 2 years (until August 2009).</p> <ul style="list-style-type: none"> • A series of meetings have been held between officers of the County Council and CfBT to consider an extension to the contractual arrangements. A paper will be going to Cabinet in December proposing the most appropriate way forward for the management of the SIS. 	December 2007	Penny Gaunt
Enhancements to an extended contract			
2.	<p>Delivery of a programme to encourage, mentor, and identify potential candidates for headship within our schools</p> <ul style="list-style-type: none"> • The work of school development /contact advisers in schools complements the new targeted senior level leader training and development programme (including for assistant heads and deputies), as part of our leadership and management strategy, in identifying and encouraging potential headship candidates. • Guidelines and training for governors on the recruitment and selection of headteachers (and deputy/assistant headteachers) are provided as part of the annual governor training cycle, and support for the recruitment and selection process, including advertisements, recruitment packs, collation of applications etc., is provided to schools. • As part of our comprehensive early headship programme (EHP) strategy and processes, all first-time heads are informed, both through the Early Headship File, through the HT welcome meetings, through their contact adviser/school development adviser support and directly with the Head of Planning, Performance & Workforce Development. (PPWD), about the headteacher mentor programme and protocols. • All headteacher mentors have, as part of the EHP processes, the opportunity to attend the autumn, spring and summer mentor briefing sessions which are led by the Head PPWD. Any mentor who (rarely) is 	On-going Since the scrutiny review made this recommendation	Ann Bridgland

	<p>unable to attend is sent the documentation and this is also complemented by a personal phone conversation to ensure that the mentor is fully appraised.</p> <ul style="list-style-type: none"> • The headteacher mentor programme and the full EHP programme is regularly monitored and quality assured and full records are kept. If any mentor partnership needs to be concluded by either party, other than at the specified time, a no-fault conclusion process is in place. Since March 2004 to date, this has only happened three times, for very valid reasons, and the no-fault process was 100% effective. 		
3.	<p>An increase in the capacity to provide additional support and mentoring for newly appointed headteachers.</p> <ul style="list-style-type: none"> • Newly-appointed headteachers, but not new to headship, have access to the mentoring support of their cluster headteachers and to their school development adviser. Newly-appointed headteachers to a first headship are comprehensively supported through the early headship programme (EHP) • A database of actual and potential mentors is kept and regularly checked/updated. Indeed, due to the success of these processes, in the past year we now have added mentor support provided to first-time heads by heads who themselves were first time heads in 2004 and who benefited from being mentored at that time through our programme. • As part of our comprehensive early headship programme strategy, all first-time heads are informed, both through the Early Headship File, through the HT welcome meetings, through their contact adviser/school development adviser support and directly with the Head of Planning, Performance & Workforce Development. (PPWD), about the headteacher mentor programme and protocols. • All headteacher mentors have, as part of the EHP processes, the opportunity to attend the autumn, spring and summer mentor briefing sessions which are led by the Head PPWD. Any mentor who (rarely) is unable to attend is sent the documentation and this is also complemented by a personal phone conversation to ensure that the mentor is fully appraised. • The headteacher mentor programme and the full EHP programme is regularly monitored and quality assured and full records are kept. If any 	On-going Since the scrutiny review made this recommendation	Ann Bridgland

	<p>mentor partnership needs to be concluded by either party, other than at the specified time, a no-fault conclusion process is in place. Since March 2004 to date, this has only happened three times, for very valid reasons, and the no-fault process was 100% effective.</p> <ul style="list-style-type: none"> Records of the positive comments that the new heads and their mentors have made about the partnership are kept, as well as about the process that the SIS provides to facilitate and support this 		
4.	<p>An action plan developed to lift East Sussex Schools significantly above the 'National Average' on Key Stage targets.</p> <ul style="list-style-type: none"> The service has an overarching performance improvement plan focused on raising standards significantly above the national average. This plan runs from April 2006 to March 2007 Detailed supplementary plans support this, tackling the national strategies agenda and specific interventions in individual schools. This very comprehensive body of work is the subject of various reports to members, the Director of Children's Services, the senior regional director of the national strategies and to schools and is subject to quarterly monitoring and evaluation 	<p>On-going Since the scrutiny review made this recommendation</p>	<p>Regan Delf</p>
5.	<p>An increase in the supply of specialist teaching support in specific subject areas, especially for the secondary sector.</p> <ul style="list-style-type: none"> In June 2006, a potential solution to resolve the shortage of high calibre candidates for middle leadership posts for secondary schools was offered to Headteachers in the Hastings and Rother area (HARAH). Hays Education proposed a nationally managed recruitment campaign for schools on an individual basis with a minimum of 5 – 10 vacancies for the process to be viable. Costs associated with the proposal were to be shared between schools, with some potential funding contributed by the CSA and CfBT. Unfortunately, none of the schools took up this opportunity. One school had established a relationship with Hays prior to the offer being extended to all school. Since this time, Hays have supported the school to appoint some experienced teachers for the school (Filsham Valley) from outside the East Sussex area. 	<p>This issue has largely resolved itself at the current time so no further action is taking place</p>	<p>Janet Bowen with Regan Delf</p>

	<ul style="list-style-type: none"> Members of HARAHA were invited to a workshop on 17 July in Hastings, organised, by Janet Bowen, Recruitment Strategy Manager with the aim of collaboration on good practice locally to support teacher recruitment and retention initiatives, particularly in secondary shortage subject areas, and middle and senior leadership posts e.g. shared timetables across 2 or more schools. 4 of the 7 members of HARAHA agreed to attend. Unfortunately, 3 members of the group withdrew prior to the event, which was then cancelled. Since 1 September 2006, there have only been 2 vacancies advertised through Teaching Opportunities in East Sussex in the Hastings and St Leonard's area – PE and Maths TLR posts at New Horizons. 		
6.	<p>A strategy developed to enable intensive support to be phased out when a school leaves an Ofsted category, rather than ending abruptly.</p> <ul style="list-style-type: none"> A school coming out of an Ofsted category (MSSR category 5) will move to category 3s. 3s is a supported category with a support plan detailing continued additional finance and personnel to meet desired outcomes. As school comes out of an Ofsted category a lead consultant or the school contact adviser remains responsible for progress to meet targets and raise standards of achievement. This is for an average of 10 months. The move from intensive external support to a school receiving incrementally less support is managed sensitively. During the time a school is in an Ofsted category the SIS is concerned with building capacity and ensuring succession planning from within the school's resource. Governors are fully involved in the school's improvement journey and at the time a school comes out of the Ofsted category they are consulted about the revised support plan. SIS personnel are involved, where permissible, in meetings with Ofsted inspectors during school inspections. Part of this activity is to assure Ofsted that the SIS will remain involved at a high level of intervention as the school moves forward. We commit to at least 10 months further involvement. 	On-going Since the scrutiny review made this recommendation	Nina Siddall (primary) Helen Kenward (secondary/acting) Catherine Dooley (special/ acting)

Consultation			
7.	<p>Consultation with schools, as part of the re-procurement process in 2009, to ascertain the type of service they would like to see in the future</p> <ul style="list-style-type: none"> • A services review with schools and with SIS colleagues is currently underway, conducted by a CfBT consultant. The scope of this review includes: quality of traded services; service level agreements; communication with customers; other providers of services; value added by CfBT; and will be carried out through face-to-face interviews and questionnaires. A full report is to be provided by the end of term 2. • This review complements the ongoing evaluations of input, outcome and impact undertaken by the Service with schools as part of its quality assurance mechanisms 	From October 2006	Regan Delf with Ann Bridgland and Chris Taylor, CfBT consultant

Children's Services Scrutiny Committee
28 November 2006

Review of Progress

School Improvement Service
Action Plan

Scrutiny Review Report– update of action plan

No.	Recommendation	Timescale	Actions/responsibility
SIS Contract			
1.	<p>ESCC considers extending its contractual arrangements with CfBT for the School Improvement Service for a further 2 years (until August 2009).</p> <ul style="list-style-type: none"> • A series of meetings have been held between officers of the County Council and CfBT to consider an extension to the contractual arrangements. A paper will be going to Cabinet in December proposing the most appropriate way forward for the management of the SIS. 	December 2007	Penny Gaunt
Enhancements to an extended contract			
2.	<p>Delivery of a programme to encourage, mentor, and identify potential candidates for headship within our schools</p> <ul style="list-style-type: none"> • The work of school development /contact advisers in schools complements the new targeted senior level leader training and development programme (including for assistant heads and deputies), as part of our leadership and management strategy, in identifying and encouraging potential headship candidates. • Guidelines and training for governors on the recruitment and selection of headteachers (and deputy/assistant headteachers) are provided as part of the annual governor training cycle, and support for the recruitment and selection process, including advertisements, recruitment packs, collation of applications etc., is provided to schools. • As part of our comprehensive early headship programme (EHP) strategy and processes, all first-time heads are informed, both through the Early Headship File, through the HT welcome meetings, through their contact adviser/school development adviser support and directly with the Head of Planning, Performance & Workforce Development. (PPWD), about the headteacher mentor programme and protocols. • All headteacher mentors have, as part of the EHP processes, the opportunity to attend the autumn, spring and summer mentor briefing sessions which are led by the Head PPWD. Any mentor who (rarely) is unable to attend is sent the documentation and this is also complemented by a personal phone conversation to ensure that the mentor is fully appraised. • The headteacher mentor programme and the full EHP programme is regularly monitored and quality assured and full records are kept. If any mentor partnership needs to be concluded by either party, other than at 	On-going Since the scrutiny review made this recommendation	Ann Bridgland

	<p>the specified time, a no-fault conclusion process is in place. Since March 2004 to date, this has only happened three times, for very valid reasons, and the no-fault process was 100% effective.</p>		
3.	<p>An increase in the capacity to provide additional support and mentoring for newly appointed headteachers.</p> <ul style="list-style-type: none"> Newly-appointed headteachers, but not new to headship, have access to the mentoring support of their cluster headteachers and to their school development adviser. Newly-appointed headteachers to a first headship are comprehensively supported through the early headship programme (EHP) A database of actual and potential mentors is kept and regularly checked/updated. Indeed, due to the success of these processes, in the past year we now have added mentor support provided to first-time heads by heads who themselves were first time heads in 2004 and who benefited from being mentored at that time through our programme. As part of our comprehensive early headship programme strategy, all first-time heads are informed, both through the Early Headship File, through the HT welcome meetings, through their contact adviser/school development adviser support and directly with the Head of Planning, Performance & Workforce Development. (PPWD), about the headteacher mentor programme and protocols. All headteacher mentors have, as part of the EHP processes, the opportunity to attend the autumn, spring and summer mentor briefing sessions which are led by the Head PPWD. Any mentor who (rarely) is unable to attend is sent the documentation and this is also complemented by a personal phone conversation to ensure that the mentor is fully appraised. The headteacher mentor programme and the full EHP programme is regularly monitored and quality assured and full records are kept. If any mentor partnership needs to be concluded by either party, other than at the specified time, a no-fault conclusion process is in place. Since March 2004 to date, this has only happened three times, for very valid reasons, and the no-fault process was 100% effective. Records of the positive comments that the new heads and their mentors have made about the partnership are kept, as well as about the process that the SIS provides to facilitate and support this 	<p>On-going Since the scrutiny review made this recommendation</p>	<p>Ann Bridgland</p>
4.	<p>An action plan developed to lift East Sussex Schools significantly above the 'National Average' on Key Stage targets.</p> <ul style="list-style-type: none"> The service has an overarching performance improvement plan focused on 	<p>On-going Since the scrutiny review made this</p>	<p>Regan Delf</p>

	<p>raising standards significantly above the national average. This plan runs from April 2006 to March 2007</p> <ul style="list-style-type: none"> • Detailed supplementary plans support this, tackling the national strategies agenda and specific interventions in individual schools. • This very comprehensive body of work is the subject of various reports to members, the Director of Children’s Services, the senior regional director of the national strategies and to schools and is subject to quarterly monitoring and evaluation 	<p>recommendation</p>	
<p>5.</p>	<p>An increase in the supply of specialist teaching support in specific subject areas, especially for the secondary sector.</p> <ul style="list-style-type: none"> • In June 2006, a potential solution to resolve the shortage of high calibre candidates for middle leadership posts for secondary schools was offered to Headteachers in the Hastings and Rother area (HARAH). Hays Education proposed a nationally managed recruitment campaign for schools on an individual basis with a minimum of 5 – 10 vacancies for the process to be viable. Costs associated with the proposal were to be shared between schools, with some potential funding contributed by the CSA and CfBT. • Unfortunately, none of the schools took up this opportunity. One school had established a relationship with Hays prior to the offer being extended to all school. Since this time, Hays have supported the school to appoint some experienced teachers for the school (Filsham Valley) from outside the East Sussex area. • Members of HARAH were invited to a workshop on 17 July in Hastings, organised, by Janet Bowen, Recruitment Strategy Manager with the aim of collaboration on good practice locally to support teacher recruitment and retention initiatives, particularly in secondary shortage subject areas, and middle and senior leadership posts e.g. shared timetables across 2 or more schools. 4 of the 7 members of HARAH agreed to attend. Unfortunately, 3 members of the group withdrew prior to the event, which was then cancelled. • Since 1 September 2006, there have only been 2 vacancies advertised through Teaching Opportunities in East Sussex in the Hastings and St Leonard’s area – PE and Maths TLR posts at New Horizons. 	<p>This issue has largely resolved itself at the current time so no further action is taking place</p>	<p>Janet Bowen with Regan Delf</p>

6.	<p>A strategy developed to enable intensive support to be phased out when a school leaves an Ofsted category, rather than ending abruptly.</p> <ul style="list-style-type: none"> • A school coming out of an Ofsted category (MSSR category 5) will move to category 3s. 3s is a supported category with a support plan detailing continued additional finance and personnel to meet desired outcomes. • As school comes out of an Ofsted category a lead consultant or the school contact adviser remains responsible for progress to meet targets and raise standards of achievement. This is for an average of 10 months. • The move from intensive external support to a school receiving incrementally less support is managed sensitively. • During the time a school is in an Ofsted category the SIS is concerned with building capacity and ensuring succession planning from within the school's resource. • Governors are fully involved in the school's improvement journey and at the time a school comes out of the Ofsted category they are consulted about the revised support plan. • SIS personnel are involved, where permissible, in meetings with Ofsted inspectors during school inspections. Part of this activity is to assure Ofsted that the SIS will remain involved at a high level of intervention as the school moves forward. We commit to at least 10 months further involvement. 	On-going Since the scrutiny review made this recommendation	Nina Siddall (primary) Helen Kenward (secondary/acting) Catherine Dooley (special/ acting)
Consultation			
7.	<p>Consultation with schools, as part of the re-procurement process in 2009, to ascertain the type of service they would like to see in the future</p> <ul style="list-style-type: none"> • A services review with schools and with SIS colleagues is currently underway, conducted by a CfBT consultant. The scope of this review includes: quality of traded services; service level agreements; communication with customers; other providers of services; value added by CfBT; and will be carried out through face-to-face interviews and questionnaires. A full report is to be provided by the end of term 2. • This review complements the ongoing evaluations of input, outcome and impact undertaken by the Service with schools as part of its quality assurance mechanisms 	From October 2006	Regan Delf with Ann Bridgland and Chris Taylor, CfBT consultant