

# The Proposed Model for the LA SCHOOL IMPROVEMENT TEAM 2017/18



## Information for headteachers and governors - in response to a request for additional information from Essex headteacher professional associations.

A proposed new model has been constructed which takes account of reduced central government funding to Local Authorities and the school-led improvement strategy. We are currently mid-way through a formal consultation process with all members of the school improvement team. Their feedback will be reflected in the final agreed model, which will be published to all Essex schools before the end of term.

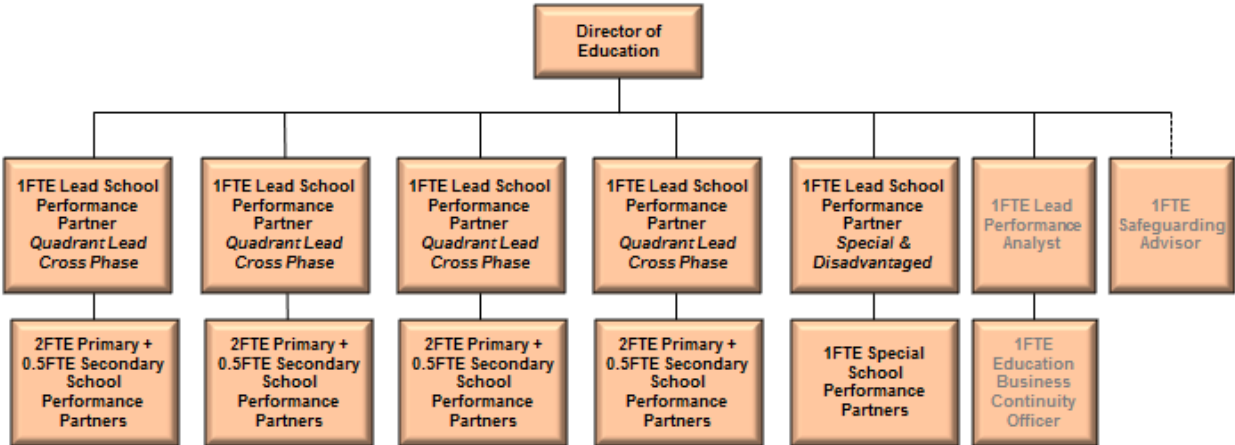
### Why change?

The school system is continuing to change rapidly. The way that the school improvement team works needs to evolve in order to:

- Maintain the current excellent performance of Essex schools, effectively fulfilling our role of monitoring, challenge and support
- Tailor services to schools based on performance within the context of the national education agenda, providing high quality educational opportunities for all young people in Essex
- Maintain our knowledge of every school - but through partnerships of schools for the majority – and individual visits for those who need them most, furthering the development of the school-led improvement system
- Maintain support for schools in critical areas, such as safeguarding
- Respond to the reduction in funding available

### What are the main proposed changes?

**Proposed School Improvement Service  
Structure Chart 2017/18 (transitional)**



*Note: Given the different number of partnerships and schools within each quadrant, deployment of personnel will be adjusted accordingly*

*Note: Job titles may be revised below Director level following consultation*

### Cross phase working

The quadrant lead roles will be cross-phase from September 2017. Appropriate support and training will be provided for them to fulfil these roles. Training and development opportunities will be provided in order to equip School Performance Partners (SPPs) to also fulfil a cross-phase role by September 2018.

### Working with School Partnerships Proposal

The majority of Essex schools are now working in school improvement partnerships. The proposed way forward capitalises on these partnerships, increasing the number of days allocated. In order to maximise our resources and reflect the position that over 90% of Essex schools are good or outstanding, it is not proposed that every school will have individual SPP visits. The majority of days within the proposed primary and secondary SPP workplan would be dedicated to working with designated partnerships of schools. The number of days for each partnership is determined by the size of each partnership. In the case of secondary schools, it is proposed that the current ASHE collaborative groups will be regarded as school improvement partnerships. 'Non-negotiable' activities will be included to enable the LA to maintain its monitoring role. These may include:

- a. Data analysis of schools within the partnership in partnership with headteachers
- b. Evaluation of schools' 'OFSTED readiness', which are likely to be inspected within the academic year
- c. Support for newly appointed headteachers
- d. Monitoring and support for schools where outcomes for vulnerable pupils are of a particular cause for concern

The use of the majority of allocated days will be agreed in consultation with partnership headteachers. A minority of primary schools are not in recognised partnerships. It is proposed that these schools have a half day visit per academic year.

### Traded offer

To offset the reduction on available funding, it is proposed that we introduce a traded offer. The expertise within the team allows for a range of traded activities for individual schools and additional work with partnerships. Areas of traded work would be developed in direct response to demand from schools. The proposed traded daily rate for maintained schools and academies is £450. Traded activities will be finalised in due course but are expected to include:

- a. Headteacher performance management
- b. Deputy headteacher/leader recruitment
- c. Reviews of governance
- d. Collaborative reviews
- e. Support for challenging parents
- f. Support to governing bodies
- g. SEN/pupil premium reviews
- h. Safeguarding audits
- i. Quality assurance of self-evaluation/school action plans
- j. Planning of conferences/events

## **What are the ways of working we are not proposing to change?**

### Schools Causing Concern

Where schools are vulnerable, an additional allocation of SPP days for individualised support is included within the proposed way of working, in addition to their allocation as part of a school partnership.

### Special Schools, Mainstream Schools with Enhanced Provisions and Pupil Referral Units (PRU)

Although some special schools work with SLIS partnerships currently, special schools are not grouped into their own partnerships. An allocation of days has therefore been provided for each school and PRU within the proposed new way of working. Additional capacity is proposed for schools with enhanced provisions.

Capacity is provided for:

- a. Investigating safeguarding complaints
- b. Attending Ofsted inspection
- c. School communications (Education Essex, school closures, critical incidences, business continuity Schools' Info link etc.)
- d. Data and intelligence (School summary report, district analysis etc.)
- e. Media support (reactive press statements, advice etc.)
- f. Informal support for headteachers/school leaders – email/telephone/drop-in visits
- g. One day - advice and support for Governors in Headteacher recruitment (additional support provided as a traded activity)
- h. Support for structural solutions – federations, amalgamations and support to the development of Multi Academy Trusts

### **How you may wish contribute to the process:**

We welcome your feedback in terms of how the proposed model can work most effectively for the benefit of all Essex schools. In particular, suggestions about themes of work with partnerships of schools and possible traded activities would be particularly helpful.

### **Further information from us:**

We will send further information in respect of the final school improvement model once the consultation has been completed – before the end of this term. Allocation of team members to quadrants and partnerships will be agreed over the summer break and will be sent to all schools at the start of next term.