

Meeting: **Children and Families Overview and Scrutiny Committee**

Date/Time: **Monday, 2 March 2015 at 2.00 pm**

Location: **Sparkenhoe Committee Room, County Hall, Glenfield**

Contact: **Mr. S. J. Weston (0116 305 6226)**

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Membership

Mr. L. Spence CC (Chairman)

Mr. J. Kaufman CC Mr. T. J. Pendleton CC
Ms. K. J. Knaggs CC Mr. J. Perry
Mr. P. G. Lewis CC Mrs. C. M. Radford CC
Mr B. Monaghan Mr. E. D. Snartt CC
Mr. A. E. Pearson CC Mr. G. Welsh CC

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AGENDA

| <u>Item</u> | <u>Report by</u> |
|---|------------------|
| 1. Minutes of the meeting held on 19 January 2015. | (Pages 5 - 12) |
| 2. Question Time. | |
| 3. Questions asked by members under Standing Order 7(3) and 7(5). | |
| 4. To advise of any other items which the Chairman has decided to take as urgent elsewhere on the agenda. | |
| 5. Declarations of interest in respect of items on the agenda. | |



6. Declarations of the Party Whip in accordance with Overview and Scrutiny Procedure Rule 16.

7. Presentation of Petition: Melton Sure Start Children's Centre Programme Budget Cuts.

A petition is to be presented on behalf of Lead Petitioner Natalie Brimecome-Mills signed by 31 local residents, in the following terms:

"We the undersigned petition the Council to reconsider budget cuts to the Melton Sure Start Children's Centre Programme and acknowledge its invaluable commissioned services, already in place."

| | | |
|---------------------------|--|-----------------|
| 8. Q3 Performance Report. | Director of Children and Family Services, Chief Executive and Director of Children and Family Services | (Pages 13 - 20) |
|---------------------------|--|-----------------|

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| 9. Update on Local Authority Arrangements for Ensuring High Quality Education in Leicestershire. | Director of Children and Family Services | (Pages 21 - 56) |
|--|--|-----------------|

10. Date of next meeting.

The next meeting of the Committee is scheduled to take place on 1 June 2015 at 2.00pm.

11. Any other items which the Chairman has decided to take as urgent.

QUESTIONING BY MEMBERS OF OVERVIEW AND SCRUTINY

Members serving on Overview and Scrutiny have a key role in providing constructive yet robust challenge to proposals put forward by the Cabinet and Officers. One of the most important skills is the ability to extract information by means of questions so that it can help inform comments and recommendations from Overview and Scrutiny bodies.

Members clearly cannot be expected to be experts in every topic under scrutiny and nor is there an expectation that they so be. Asking questions of 'experts' can be difficult and intimidating but often posing questions from a lay perspective would allow members to obtain a better perspective and understanding of the issue at hand.

Set out below are some key questions members may consider asking when considering reports on particular issues. The list of questions is not intended as a comprehensive list but as a general guide. Depending on the issue under consideration there may be specific questions members may wish to ask.

Key Questions:

- Why are we doing this?
- Why do we have to offer this service?
- How does this fit in with the Council's priorities?
- Which of our key partners are involved? Do they share the objectives and is the service to be joined up?
- Who is providing this service and why have we chosen this approach? What other options were considered and why were these discarded?
- Who has been consulted and what has the response been? How, if at all, have their views been taken into account in this proposal?

If it is a new service:

- Who are the main beneficiaries of the service? (could be a particular group or an area)
- What difference will providing this service make to them – What will be different and how will we know if we have succeeded?
- How much will it cost and how is it to be funded?
- What are the risks to the successful delivery of the service?

If it is a reduction in an existing service:

- Which groups are affected? Is the impact greater on any particular group and, if so, which group and what plans do you have to help mitigate the impact?
- When are the proposals to be implemented and do you have any transitional arrangements for those who will no longer receive the service?
- What savings do you expect to generate and what was expected in the budget? Are there any redundancies?
- What are the risks of not delivering as intended? If this happens, what contingency measures have you in place?

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Minutes of a meeting of the Children and Families Overview and Scrutiny Committee held at County Hall, Glenfield on Monday, 19 January 2015.

PRESENT

Mr. L. Spence CC (in the Chair)

| | |
|------------------------|-----------------------|
| Mr. J. Kaufman CC | Mrs. C. M. Radford CC |
| Mr. P. G. Lewis CC | Mr. S. D. Sheahan CC |
| Mr B. Monaghan | Mr. E. D. Snartt CC |
| Mr. A. E. Pearson CC | Mr. G. Welsh CC |
| Mr. T. J. Pendleton CC | |

43. Minutes.

The minutes of the meeting held on 3 November were taken as read, confirmed and signed.

44. Question Time.

The following questions were put to the Chairman under Standing Order 35.

Question by Ms. Sue Whiting, resident:

“Having accessed the Review Report of the NHS Child and Adolescent Mental Health Services (CAMHS) Tier 3 Services in Leicester, Leicestershire, and Rutland Report published on 28 October 2014, could the Chairman of the Committee please tell me:

- (a) What training do school staff receive to be able offer a Tier 1 response for CAMHS services?
- (b) At what point would a Tier 2 service be accessed and how would this be accessed?
- (c) As waiting times for Tier 3 are 13 weeks (reference to this figure is made in a reply to a question I had put to the Overview and Scrutiny Committee on 24 March 2014) does this mean a child would previously have had to go through Tiers 1 and 2 before getting to referral, and if so, how old would a five year old be before getting specialist help?
- (d) How many children under the age of 18 in the County have access to Tier 4 provision?”

Reply by the Chairman:

- “(a) In June 2014, the Department for Education produced new guidance for schools regarding mental health and behaviour in schools. This includes guidance for schools about learning and development for teachers and other school based staff. Schools are responsible for securing their own training needs.

The Leicestershire Healthy Schools Programme offers training to schools based staff. The programme offers a range of resources to schools to support emotional health and wellbeing. Full information about the programme can be found at: leicestershirehealthyschools.org.uk

Public Health undertook a mapping of services available to support child mental health and well being between July and October 2014. The report produced as a result of the mapping contained a recommendation to co-ordinate training across Tiers 1 and 2 across agencies, including schools.

- (b) Services can be accessed directly at any Tier of service, as appropriate to the identified need. The report referred to at (a) recommended establishing a single point of access to services to improve the speed and efficiency of access to services for young people.
- (c) No, services can be accessed directly at any Tier of service, as appropriate to the identified need. However, as part of the Better Care Together Programme, the children's work stream has identified the need to develop a service pathway and this work has recently started.

Referrals to Tier 3 are made if clinical thresholds are met. Most young people in receipt of Tier1 and Tier 2 support will not need a Tier 3 service.

- (d) A request has been made to the Clinical Commissioning Group to obtain this information from the Tier 4 provider. It is hoped that this will be made available in time for the Overview and Scrutiny meeting. If not, it will be provided as soon as possible following the meeting."

Ms. Whiting asked the following supplementary question in relation to question (a):

"How is this co-ordinated training going to be monitored? How are any shortfalls going to be addressed?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Ms. Whiting asked the following supplementary question in relation to question (b):

Has this single point of access to services been established yet? If not, when is it hoped that this single point of access will be established?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

Ms. Whiting asked the following supplementary question in relation to question (c):

"When is the service pathway going to be published and available for children to access? How is data collected for children and young people in receipt of Tier 1 and Tier 2 support collected to inform future need?"

The Director of Children and Family Services, on behalf of the Chairman, undertook to respond to this question in writing.

45. Questions asked by Members.

The Chief Executive reported that no questions had been received under Standing Order 7(3) and 7(5).

46. Urgent Items.

There were no urgent items for consideration.

47. Declarations of Interest.

The Chairman invited members who wished to do so to declare any interest in respect of items on the agenda for the meeting.

Mr. A. Pearson CC declared a personal interest in matters relating to schools as a School Governor and as a contractor providing services to schools in the County.

Mr D. Snartt CC, Mr L. Spence CC and Mr G. Welsh CC declared personal interests in matters relating to schools, as they had family members who taught in Leicestershire.

Mr L. Spence CC indicated that, whilst this did not amount to an interest to be declared at this meeting, he felt it relevant to report that he sometimes worked for an academy within the County.

48. Declarations of the Party Whip.

There were no declarations of the party whip.

49. Presentation of Petitions.

The Chief Executive reported that no petitions had been received under Standing Order 36.

50. Medium Term Financial Strategy 2015/16-18/19.

The Committee considered a joint report of the Director of Children and Family Services and the Director of Corporate Resources on the proposed Medium Term Financial Strategy (MTFS) for the period 2015/16 to 2018/19 as it related to Children and Family Services. A copy of the report, marked "Agenda Item 8" is filed with these minutes.

The Chairman welcomed to the meeting the Cabinet Lead Member for Children and Families, Mr I. D. Ould CC, and the Cabinet Support Member, Mr. G. A. Hart CC who were attending for this item.

In response to consideration of the issues and questions from the members of the Committee, the following points were noted:

Overall Context

- (i) The Local Government Settlement had shown a reduction in central funding of 12.8%, which amounted to a reduction in County Council funding of £16 million. The Settlement was for one year and until the Corporate Spending Review was announced later in the year there remained significant uncertainty about future funding. The Settlement had presented challenging savings targets of all County Council departments;
- (ii) Central Government had not yet to provide details in regard to all elements of grant funding.
- (iii) It was noted that the increase in school funding may be a one-off and so there were concerns around Department's budget stability in the latter years of the MTFS;
- (iv) The Council was working on the basis that it would receive grant funding to provide Universal Infant Free School Meals, however this had yet to be confirmed by Government.

Revenue Budget

General– Service Transformation, Proposed Revenue Budget and Transfers

- (v) Flexibility had been built into the MTFS to enable the Department to respond to changes in services;
- (vi) Contractual inflation was built into the Council's procurement processes. IT services were largely provided through the Corporate Resources and Chief Executive's Departments.

Growth

- (vii) Item G2 (Placements – Independent Fostering Agency) - The Council would continue to utilise the services of independent fostering agencies in order to be flexible and be enabled to respond quickly to demand and provide immediate placements. This was not to the detriment of the Council's own fostering recruitment drive, which aimed to increase in-house foster carers. A suggestion was made for activity in the area of foster carer recruitment be publicised to all members;
- (viii) Item G2 - The change in legislation via that meant that children could remain in foster care up to the age of 21 had been accounted for in the MTFS, though more would be known about the financial implications after the end of the first year of the MTFS;
- (ix) Item G3 (Child Sexual Exploitation) - This growth item was particularly welcomed. The County Council was working closely with Leicestershire Police in this area, and positive talks have taken place between the County Council, Rutland County Council, Leicester City Council and the Clinical Commissioning Groups in regard to their involvement in this piece of work;

- (x) Item G4 (Young Carers) - There was no additional Government grant for the duty on local authorities to assess the needs of children and young people that undertook caring responsibilities to ensure they had the same access to education, career choices and wider opportunities as other children without caring responsibilities and that their families receive the necessary support. The growth item for £100k was an estimation and this budget would be reviewed when more data was available on the financial impact of this piece of legislation;
- (xi) Items G3 and G4 - It was felt that the Committee should keep a watching brief on these growth items, with a suggestion made that update reports be submitted to the Committee in the coming months.

Savings and Service Reductions

- (xii) Item T3 (Reduced Demand arising from the Supporting Leicestershire Families (SLF) Programme and Remodelling Social Care) – The Council had the fourth lowest number of children in its care of all Local Authorities which made it difficult to achieve savings. Further efficiencies would be drawn from a more efficient care system based around better commissioning and the driving down of costs;
- (xiii) Item T8 (Remodelling Early Help) - £890k of the savings requirement had been achieved through a remodelling of the workforce and joint working with district councils. Other options were considered around how to better align the SLF Programme to save on management costs;
- (xiv) Item D4 (Reduction in Early Learning and Childcare Service) – Some of the additional savings would be achieved through charging for the service to the Dedicated Schools Grant. This was likely to be impacted by forthcoming changes being made by Central Government to the way in which the Dedicated School Grant was provided in the future;
- (xv) Item D6 (Educational Psychology) - A review had been undertaken and an action plan was being progressed to make the necessary savings. Equality Impact Assessments as part of the action plan were available. Options for further trading of this service were being assessed in the hope of increasing income.

Specific Grants

- (xvi) Information on the Asylum Seekers Grant was not yet available. The budget requirement in this area was dependant on age and the number of children supported.

Dedicated Schools Grant and School Budgets

- (xvii) Leicestershire continued to be a low funded authority. The Committee noted the work of F40 (The Campaign Group for Fairer Funding in Education) which had been seeking to engage with all political parties at a national level to address this issue.

Two Year Old Early Education/Pupil Premium/Universal Infant Free School Meals

- (xviii) The national formula for funding Two Year Old Early Education had changed. The impact of this change was potentially a reduction in funding to Leicestershire of

£2.6 million;

- (xix) A national criteria was used to decide which children would receive Pupil Premium. Children had to be formally registered as being eligible in order to receive this support. Data suggested that the number of children receiving Pupil Premium had not fallen as a result of the Universal Infant Free School Meals programme, though more work would be done to assess the impact later in the year. Clarity was expected from Government after the elections in regard to funding for Universal Infant Free School Meals beyond September 2015.

Academies

- (xx) The Education Services Grant would be reduced by Government from 2015/16. The Grant was accounted for corporately, as many Council services to support schools were provided outside of Children and Family Services.

Capital Programme

Basic Need

- (xxi) The schemes outlined in paragraph 50 of the report were built on grant funding and were based around priority need. The five Key Priorities had been agreed by the Cabinet, though it would be necessary to be flexible in order to respond to any changes in admissions;
- (xxii) The Council remained active in pursuing S106 funding, though the difficulties in securing the funds were noted. It was stressed that whilst Basic Need funding was apportioned based on demographic information, there remained a national issue in regard to the piecemeal development of sub-urban extensions and their impact on school places;
- (xxiii) The £12 million of funding over two years of the MTFS for Birkett House would enable the building of a state-of-the-art new school;
- (xxiv) The County Council supported age range changes where it was expected that they would improve outcomes for pupils. The views of parents and local people were welcomed in any proposals of this kind. Members wished to be kept updated on any proposed changes and further scrutiny involvement in this area was welcomed. The Director indicated that she was happy to meet with the Chairman and Spokesmen of the Committee in order to assess some lessons learnt from the process thus far;
- (xxv) The importance was stressed of retaining playing fields when school extensions were considered. It was noted that any changes to school playing fields required approval by Sport England;
- (xxvi) A range of options were being considered in regard to additional places in Birstall as a result of the Hallam Fields development, including the possibility of a new school.

RESOLVED:

- (a) That the report and information now provided be noted;
- (b) That the comments of the Committee be forwarded to the Scrutiny Commission for consideration at its meeting on 28 January 2015.

51. Update on Oakfield Short Stay School.

The Committee considered a report of the Director of Children and Family Services concerning developments at Oakfield Short Stay School over the last 12 months and the potential future plans for sustaining a strong system of support for primary aged pupils who present challenging behaviour and may be at risk of exclusion. A copy of the report, marked "Agenda Item 10", is filed with these minutes.

Arising from the discussion the following points were noted:

- Those members who had attended thanked the Head of Oakfield Short Stay School and officers for an informative briefing that had been held earlier in the day;
- The dramatic upturn in performance of the School was regarded as a good news story that should be publicised widely. Members were supportive of the approach to be taken to assess any lessons learnt before making any changes;
- It was essential that any behavioural difficulties were spotted in children from a young age in order that this information could be shared between the Council and appropriate agencies. Early intervention was seen as being key to improving behaviour.

RESOLVED:

That the Head of Oakfield Short Stay School, her staff and governors be congratulated on the dramatic improvement in performance over a short period of time.

52. Signs of Safety.

The Committee considered a report of the Director of Children and Family Services concerning the Department's new practice approach to working with children and families in Leicestershire, Growing Safety and the County Council's involvement in the English Innovation Programme: Signs of Safety. A copy of the report, marked "Agenda Item 10", is filed with these minutes.

The Department was using the "Signs of Safety" approach because of the endorsement it had received from practitioners when a remodelling of children's social care had been planned.

RESOLVED:

That the report be noted.

53. Date of next meeting.

It was NOTED that the next meeting of the Committee would be held on 2 March 2015 at 2.00pm.

2.00 - 3.45 pm
19 January 2015

CHAIRMAN



**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE - 2 MARCH
2015**

QUARTER 3 2014/15 PERFORMANCE REPORT

**REPORT OF THE CHIEF EXECUTIVE AND DIRECTOR OF CHILDREN AND
FAMILY SERVICES**

Purpose of Report

1. The purpose of this report is to present the Overview and Scrutiny Committee with an update of Children and Family Services performance at the end of quarter 3 of 2014/15.

Policy Framework and Previous Decisions

2. Children and Family Services performance is reported on a quarterly basis to the Children and Families Overview and Scrutiny Committee. The previous report covered performance to quarter 2 of 2014/15.

Background

3. The report is based on the set of performance measures aligned with the new Council Corporate Strategy to 2017/18. The overall performance dashboard is attached as Appendix A.
4. The report is now divided into the four key priority areas identified by the Children and Family Services department:
 - Children and Young People are Safe
 - Children and Young People achieve their potential
 - Children and Young People have their Health and Wellbeing and Life Chances Improved
 - Thriving Communities

Report Changes

5. Statistical neighbour benchmarks for all Social Care measures are now updated to include 2013/14 data in all cases. Additional statistical neighbour benchmarks are now available for some (but not all) education measures.
6. The indicator for 'Oral Health of 3 year olds' has been included in the place of 'Oral Health of 5 year olds'. Dental surveys take place annually and use a different age group.

Performance summary

7. From 28 measures that have new data available: 14 have improved; 4 show no significant change; 6 have declined; and 4 have no comparisons available.
8. From 26 measures that have a national benchmark: 6 are in the top quartile, 8 are in the second quartile, 3 are in the third quartile and 9 are in the fourth quartile.
9. From 32 indicators that have a statistical neighbour benchmark, 16 are better than the statistical neighbour average and 16 are below.

Children and Young People are Safe

10. Updated figures are available for all indicators in the section 'Children and Young People are Safe'.
11. The number of 'Child Protection case reviewed within timescales' increased to 98.9%. The 'percentage of children with 3 or more placements during the year' decreased by 4% to 10.8%. Both measures are in the second quartile by national levels, although the latter measure is close to the lower boundary.
12. The indicator '% of children in the same placement for 2+ years or placed for adoption' showed decreased performance. The percentage decreased from 65.4% in Q2 to 57.5% and reflected 69 out of 120 children.
13. A 2011-14 figure has been published for '% of children who wait less than 20 months between entering care and moving in with their adoptive family' and places Leicestershire in the top quartile although the percentage has dropped slightly from 63% to 60%.
14. The percentage of Care Leavers in suitable accommodation was 61.1% for 2013/14. This is fourth quartile by national standards. The percentage of Care Leavers not in education, employment or training (EET) was 38.9% and in the second quartile nationally.
15. The percentage of 'Child Protection plans lasting 2 years or more' decreased again (improved performance) and is now at 0%. The percentage of 'Children becoming subject to a child protection plan for a second or subsequent time' decreased from 18.6% to 16.6%. This is an improvement on Q2 but still behind the national average and 3rd quartile.

Children and Young People Achieve their Potential

Early Years Foundation Stage

16. The percentage of Childminders and the percentage of Private Voluntary and Independent (PVI) providers rated as Good or Outstanding improved in both cases (by 7.2% and 1.1% respectively). This contributed to a 5.4% rise in the All Childcare figure.
17. The number of eligible families taking up Free Early Education Entitlement for 3 year olds increased by 5.6% to 94%. The national calculation for 2 year old take up has been changed, with the previous cohort of top 20% most deprived now

expanded to include the top 40% so although the measured uptake percentage has fallen, the actual number has remained at a similar level to Q2.

Children in Care

18. DfE Key Stage 2 data has been published and shows 58% of Leicestershire children achieving L4+ in Reading, Writing and Mathematics. This is an increase on the provisional figure and places Leicestershire in the top quartile of local authorities.

Ofsted outcomes

19. The percentage of Leicestershire schools rated as Good or Outstanding is currently 84.6%. This is above the latest national figure of 81.4% and shows an increase of 1.6% from the April 2014 baseline.

20. The percentage of Leicestershire pupils attending a Good or Outstanding school is currently 79.6%, also an increase of 1.6% from the April 2014 baseline. This is 0.5% above the latest national figure.

Economy/Employment and Skills

21. The latest data shows that 3.1% of 16-18 year olds in Leicestershire are not in education, employment or training (NEET). This is a slight increase of 0.1% compared to Q2 and represents 653 young people.

22. The Participation rate as reported by Prospects is 96.1%. This is a 13.4% increase from Q2 and reflects a truer picture of the Leicestershire rate following the Year 12 cohort update.

Children and Young People have their Health and Wellbeing and Life Chances Improved

23. Data from the Oral Survey of 3 year olds is included and shows Leicestershire children to have a significantly higher percentage of decayed, missing or filled teeth compared to the national average. The figure in Leicestershire is 18.6% compared to 12% nationally.

24. Breast feeding at 6-8 weeks prevalence in Leicestershire is 45.56%. This is 3.15% below the reported Q2 figure.

25. Data from 2014 regarding excess weight for 4-5 year olds and 10-11 year olds has been published. The Leicestershire figures are very similar to 2013 and the county remains in the top performing quartile of all authorities.

Thriving Communities

26. Supporting Leicestershire Families was supporting 363 families at the start of December 2014. Although this is 10 fewer than Q2, the service is now working to capacity and the figure is expected to fluctuate around this mark due to natural turnover of families being worked with.

27. A figure for the indicator 'minimal use of custodial sentences for young people' was included in a recent Members update and stated: *"Our custody levels remain low from July-December 2014 with a total of 2 young people being sentenced to custody. This is much lower than the regional and national use of custody rates."*

Conclusion

28. This report provides an update on Children and Families performance at the end of quarter 3, 2014/15. Progress will continue to be monitored in all outcome areas, with a particular focus on indicators with declining performance.

Background papers

None

Circulation under Local Issues Alert Procedure

None

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List of Appendices

Appendix A - Children and Family Services performance dashboard for quarter 3, 2014/15

Equality and Human Rights Implications

29. Addressing equalities issues is supported by this report. The education of vulnerable groups is reported on directly to the relevant Assistant Director and will be covered in a specific education report.

Children and Families Performance FY2014/15 Q3

* denotes 2013 data (earlier for some health measures)

^Data point may be previous quarter or previous year.

| Outcome | Supporting Indicator | Current performance | Better or worse than previous data point^ | 2013/14 baseline | Status RAG | National benchmark (quartile 1 = top) | Statistical Neighbour benchmark | 2017/18 target |
|---|--|---------------------|---|------------------|------------|---------------------------------------|---------------------------------|------------------------|
| | | | | | | | | |
| Children and Young People are Safe | % child protection cases which were reviewed within timescales | 98.9% (277/280) | ↑ | 97.9% | G | 2 | 96.9% | 100% |
| | | 10.8% (50/463) | ↓ | 7.7% | A | 2 | 11.8% | <9% |
| | % children with 3 or more placements during the year | 57.5% (69/120) | ↓ | 67.6% | R | 4 | 64.2% | 70% |
| | % children in same placement for 2+ years or placed for adoption | 60% | ↓ | 63% | G | 1 | 52% | 65% |
| | % children who wait less than 20 months between entering care and moving in with their adoptive family | | | | | | | |
| Children and Young People Achieve their Potential | Care leavers in suitable accommodation | 61.1% | n/a | n/a | R | 4 | 74.1% | Top quartile |
| | Care leavers NOT in education, employment or training | 38.9% | n/a | n/a | A | 2 | 39.3% | Top quartile |
| | Child Protection plans lasting 2 years or more | 0% (0/189) | ↑ | 4.8% | G | 1 | 2.4% | n/a |
| | Children becoming subject to a child protection plan for second or subsequent time | 16.6% (80/477) | ↑ | 12.6% | A | 3 | 16.8% | n/a |
| | % eligible 2 year olds taking up FEEE | 62.7% | ↓ | 65% | A | n/a | n/a | 80% |
| | % eligible 3 year olds taking up FEEE | 94.0% | ↑ | 88.4% | G | n/a | n/a | 95% |
| | % of reception pupils reaching a Good Level of Development | 58% | ↑ | 46.3 | A | 3 | 63.60% | 60% |
| | % inequality gap in achievement across all early learning goals | 31.1% | ↑ | 33.50% | G | 2 | 29.08% | Top 20% |
| | Childminders rated as Good or Outstanding | 78.5% | ↑ | 71.3% | A | n/a | 79.9% | n/a |
| | PVI rated as Good or Outstanding | 86.9% | ↑ | 83% | G | n/a | 84.3% | n/a |
| All childcare | 81.1% | ↑ | 75% | A | n/a | 82.3% | n/a | |
| Children and Young People | % KS2 pupils achieving L4 in Reading, Writing and Maths | 78.6% | ↑ | 74.2 | A | 2 | 78.1% | 85% |
| | % pupils progressing by 2 levels in Maths between KS1 and KS2 | 87.7% | ↑ | 85.2 | R | 4 | 88.1% | Above national average |

| Children and Young People Achieve their Potential | | | | | | |
|---|-------|---|-------|---|-----|----------------------------------|
| % pupils progressing by 2 levels in Reading between KS1 and KS2 | 89.8% | ↑ | 86 | R | 4 | 89.9% Above national average |
| % pupils progressing by 2 levels in Writing between KS1 and KS2 | 91.5% | ↑ | 88.2 | R | 4 | 92.2% Above national average |
| % pupils eligible for FSM achieving L4 in Reading, Writing and Maths | 57.6% | ↑ | 52.1 | R | 4 | 57.70% Above national average |
| % pupils achieving 5+ A*-C GCSEs (inc. Eng and Maths) | 56.0% | ↓ | 59.5% | A | 3 | 56.8% 70% |
| % pupils making expected progress from Key Stage 2 to 4 in English | 67.5% | ↓ | 70.0% | R | 4 | 70.8% Above national average |
| % pupils making expected progress from Key Stage 2 to 4 in Maths | 65.1% | ↓ | 68.1% | A | 3 | 65.3% Above national average |
| % pupils eligible for FSM achieving 5+ GCSE A*-C (inc. Eng and Maths) | 27.9% | ↓ | 28.7% | A | 3 | 28.99% Above national average |
| Secondary School persistent absence rate | 7.4% | ↑ | 8.6% | A | 4* | 6.7%* 6.4% |
| A Level - average points per entry | 208.8 | ↑ | 208.3 | A | 3 | - 215 |
| 17 year old participation | 96.1% | ↑ | 94.8% | G | n/a | n/a 97% |
| NEET 16-18 | 3.1% | → | 3% | G | 1* | 5.03% Below 4% |
| % L2 by age 19 | 85% | - | - | A | 2* | 85.4%* 88% |
| % Children in Care achieving L4 in Reading, Writing and Maths at KS2 | 58.0% | ↑ | 50.2% | G | 1 | 42.6% - |
| % Children in Care achieving 5+ A*-C GCSE (inc. Eng and Maths) | 7.7% | ↓ | 9.9% | R | 4 | 12.20% - |
| % Schools assessed as Good or Outstanding | 84.6% | ↑ | 83% | G | 2 | 79.6% >84% |
| % Pupils in Good or Outstanding schools | 79.6% | ↑ | 78% | A | 3 | 77.6% - |
| % Special schools assessed as Good or Outstanding | 83.3% | → | 100% | A | 3 | 88.2% 100% |
| % of pupils offered first choice primary school | 90% | - | 92% | G | n/a | n/a 90% |
| % of pupils offered first choice secondary school | 96.2% | - | 96.7% | G | n/a | n/a 98% |

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**CHILDREN AND FAMILIES OVERVIEW AND SCRUTINY COMMITTEE –
2 MARCH 2015**

**UPDATE ON LOCAL AUTHORITY ARRANGEMENTS FOR ENSURING HIGH
QUALITY EDUCATION IN LEICESTERSHIRE**

**REPORT OF THE DIRECTOR OF THE CHILDREN AND FAMILY
SERVICES**

Purpose of Report

1. The purpose of the paper is to provide an update to Children and Families Overview and Scrutiny Committee about the current arrangements for ensuring that schools are performing well and are appropriately monitored, supported and challenged. The paper will cover the development of the Leicestershire Education Excellence Partnership and how the Governor Development Service works with schools.
2. In addition, Children and Families Overview and Scrutiny Committee has requested an update on the current landscape with regard to academies and age range changes. This is attached as Appendix A. The information in this appendix provides additional context for the main body of the paper.

Background legislation and regulation

3. Local authorities' statutory responsibilities for education are set out in section 13(a) of the Education Act 1996. That duty states that a local authority must exercise its education functions with a view to promoting high standards. Local authorities are discharging this duty within the context of increasing autonomy and changing accountability for schools, alongside an expectation that improvement should be led by schools themselves. These statutory responsibilities are regulated through Ofsted's inspection framework for inspecting local authority arrangements for supporting schools improvement. This is not a universal framework which means that local authorities are inspected where the inspections of schools or other providers raises concerns about the effectiveness of a local authority's functions to support school improvement, or where Ofsted becomes aware of other concerns. There are four key reporting areas for this inspection framework:
 - Corporate leadership and strategic planning;
 - Monitoring, challenge, intervention and support;
 - Support and challenge for leadership and management (including governance)
 - Use of resources
4. The Schools causing concern guidance was revised in January 2015 and provides specific information about the actions that the local authority should

take in relation to maintained schools which are underperforming and likely to fail an inspection. This guidance also provides information about the expectations of local authorities where there are concerns about governance, academies and independent schools. In addition, the guidance usefully provides a summary of the role of local authorities as champions of excellence with the expectation that they:

- (i) Understand the performance of maintained schools in their area, using data to identify those schools that require improvement and intervention.
 - (ii) Take swift and effective action when failure occurs in a maintained school, using Warning Notices and IEBS (Interim Executive Boards) whenever to get leadership and standards back up to at least good.
 - (iii) Intervene early where performance of a maintained school is declining, ensuring that schools secure the support needed to improve to at least 'good'.
 - (iv) Encourage good and outstanding maintained schools to take responsibility for their own improvement and support to other schools.
 - (v) Build strong working relationships with education leaders in their area and encourage high calibre school leaders to support and challenge others.
 - (vi) Delegate funding to the frontline, so that as much as possible reaches pupils.
 - (vii) Enable maintained schools to purchase from a diverse market of excellent providers.
 - (viii) Signpost where schools can access appropriate support.
 - (ix) Secure strong leadership and governance for maintained schools that are not providing a good enough education, by identifying and supporting successful sponsors.
 - (x) Seek to work constructively with academies and alert the Department for Education when they have concerns about standards or leadership in an academy.
5. At its meeting on 9 April 2013, the Cabinet agreed to the development of a new policy through a partnership approach with maintained schools and academies. The Leicestershire Education Excellence Partnership (LEEP). At a further meeting on 9 July 2013 the Cabinet approved the continued development and implementation of LEEP including that the Children and Families Overview and Scrutiny Committee would provide assurance. Since that time LEEP has evolved to become a key element of the local authority's wider arrangements for supporting school improvement which are outlined in this paper.

Leicestershire's context and current approach

Corporate Leadership and strategic planning

6. The approach that Leicestershire has taken to ensure high quality education for all children and young people reflects the strategic intent of the Council to become a commissioning organisation and to increase the capacity of communities.
7. Leicestershire schools have embraced the opportunity to develop a strong and autonomous self-improving system. There has been a significant shift towards school networks emerging as strong and effective drivers of school improvement. The networks that have emerged are diverse. In most cases these are a combination of local authority maintained schools, faith schools and academies. There are six Teaching School Alliances of which 67% of all schools are members. A number of schools have joined multi-academy trusts and there are also a number of collaboratives, some of whom have created companies through which they operate. In addition, the Leicestershire Heads groups (Leicestershire Primary Heads - LPH, Leicestershire Secondary Heads - LSH, and Leicestershire Special School Heads - LSSH) continue to strengthen their role.
8. Within these networks Leicestershire has a number of National and Local Leaders in Education, National Leaders of Governance and Specialist Leaders in Education. Appendix B provides a useful glossary of the different roles and the way that they are currently operating in Leicestershire.
9. In turn, the local authority role has become one of performance monitoring, quality assurance, commissioning and enabling. These functions are discharged through LEEP, working on whole system initiatives, as well as through a co-ordinated and proportionate, local authority led approach where individual schools are not yet judged to be providing a good education. The principles that underpin the current arrangements have been shared and agreed with school leaders and other partners. As schools improve towards becoming outstanding the direct work with the local authority reduces and it is expected that schools will work in a collaborative way to secure ongoing improvement.
10. Governance and performance reporting is carried out through the LEEP strategic group which is comprised of representatives from the Local Authority, the Anglican and Catholic Dioceses, head teacher associations, Teaching School Alliances and Governor Development Service. The Director and Lead Member for Children and Family Services are members of this group. Children and Families Overview and Scrutiny Committee also receives quarterly performance reports which provide information about pupil achievement and school inspection outcomes.

Monitoring, challenge, intervention and support

11. Since April 2013, the responsibility for ensuring that schools are performing well and that the local authority is meeting its statutory responsibilities with regard to

school improvement and inspection rests in the Education Quality team working closely with school leaders and other partners. This team currently has three key posts that support this work: Service Manager 5-11; Service Manager 11-16; Service Manager 16-19 all of whom are managed by the Head of Strategy for Education Quality. This team works very closely with Human Resources advisers, the Governor Development Service, and the business partners for finance and performance data as well as teams within the Children and Family Services department. Most significantly, the team works with leaders in schools, through the LEEP and with the Teaching School Alliance leads to ensure that all schools have access to effective improvement partnerships which are focused on the key strategic priorities for Leicestershire.

12. The quality assurance role focuses on the performance of schools using a range of evidence to determine the level of support and challenge that may be needed to ensure that all schools are at least good. The information gathered from a range of sources focuses on specific criteria which have been shared with schools:
- Pupil achievement;
 - Inspection outcomes;
 - Changes in leadership;
 - Complaints to the local authority or Ofsted;
 - Concerns raised through finance, HR, Governor Development Services or safeguarding;
 - Concerns shared by school leaders.
13. The operating model for these arrangements has three key components: collaborative support for schools; targeted local authority support and monitoring; intensive support for schools causing concern and requiring intervention. This structure reflects the current target operating model for the Council and is outlined in Appendix C. The diagram also indicates the approach to working constructively with academies.

Schools causing concern – intensive support

14. Where a school is causing concern because it has been judged to be providing an inadequate education to its pupils or is at risk of doing so, the local authority will consider using its powers of intervention. If a local authority school fails an inspection, the Department for Education (DfE) will direct it towards sponsorship. The local authority is required to write a statement of action and to ensure that there is an intensive support package in place to address immediately the areas of identified weakness. At subsequent monitoring visits Ofsted will comment on the quality and effectiveness of the local authority arrangements. In all cases inspectors have commented favourably on the local authority's role and in particular, its close partnership with the teaching school alliance that is supporting the school.

Local authority supported schools – targeted support

15. Through the Education Quality team, the local authority has commissioned Education Quality Advisers (EQA) to carry out monitoring visits to local authority maintained schools that require improvement or where standards have declined. The EQA has ensured that the school is taking appropriate action to raise standards and be judged at least good at the next inspection. The EQA brokers or signposts support from a Teaching School Alliance or NLE/LLE where necessary and will report to the local authority about how the school is progressing. The EQA will also speak to the lead inspector during an inspection to give the local authority perspective about how well the school is performing. Typically the EQA will ensure that governors are informed about the local authority's involvement and will often work with governors to carry out shared monitoring sessions, in order to equip them to carry out their statutory role in evaluating the school's effectiveness. Another important element is monthly meetings which the Education Quality team has with Teaching School Alliance leads. At these meetings, information is shared to ensure that there is a co-ordinated approach and no duplication. Fundamental to this approach is a presumption of success and the intention that schools will raise standards and be judged good or outstanding.

Collaborative support for all schools – system driven improvement

16. Where schools are improving and are judged to be good or outstanding it is acknowledged that they have the capacity to continue to improve and raise standards with minimal input from the local authority. As LEEP has developed it is in this area of the operating model that it has had most success. The ability of the local authority to analyse and evaluate whole system performance data and to gather a range of intelligence in order to identify and support strategic priorities has helped school leaders to see the value of LEEP. It has been important, however, to maintain a climate where LEEP can enhance the already emerging arrangements, rather than stifle school-led innovation. There have been a number of successes which are directly attributable to LEEP. Most notable is the implementation of induction programmes for new head teachers and aspiring leaders which are run by LPH and LSH which are intended to complement any other programmes that new head teachers may have access to.
17. Teaching School Alliances also have an important role to play. For example, two alliances have recently been successful in securing the lead for a mathematics hub across East Midlands South and another two have secured funding to run Early Years hubs. Another alliance is taking the lead on establishing a pupil premium network. All of these are priorities for Leicestershire, identified through LEEP. Appendix D provides a summary of the current collaborative projects that are in progress and supported by LEEP.

Support and challenge for leadership and management (including governance)

18. Included in the proportionate approach outlined above is a focus on developing effective leadership. A priority of LEEP is to encourage future leaders into

headship and to provide opportunities for new head teachers to be supported by an experienced colleague and become familiar with systems and processes in Leicestershire. Where schools are targeted for support the head teacher and senior leaders will work alongside a National or Local Leader in Education and their senior leadership team, focusing on agreed priorities and working to an action plan. Where schools are causing concern and requiring intensive support a National Leader in Education will provide more structured and regular support as a consultant head teacher. Occasionally an experienced head teacher will take on an interim role if the substantive post holder is absent for any reason.

19. Governors are supported through the Governor Development Service which works closely with the Education Quality team and Human Resources advisers to provide a co-ordinated support package to governing bodies. The service is delivered in two ways: through the local authority's statutory obligation, and through its traded service. The statutory obligation to provide information and training to governors, free of charge, if necessary, is supported by a successful traded offer. This offer is available to all maintained schools and academies and is well received with high take up across the county. Appendix E provides a more detailed report about the work and impact of Governor Development Services.

Resource Implications

20. Leicestershire has, for some time, ensured that as much funding is delegated to the frontline and into schools as possible. Schools are fully aware that the responsibility and funding for school improvement now sits in their budgets. The streamlined Education Quality team monitors the performance of all schools to determine the proportionate approach as described.
21. The local authority retains a budget of £248, 000 from the Dedicated Schools Grant for schools causing concern. This is used where additional support needs to be commissioned from Teaching School Alliances or National Leaders in Education. The impact of this is closely monitored through action plans and the comments from inspection reports. In addition Education Quality Advisers are commissioned to monitor how well schools are using their resources and where necessary, if there are concerns about a school's finances, the local authority will issue a notice of concern so that the school's budget can be more closely monitored.
22. The LEEP budget is used primarily to support system wide collaboration and sustainable improvement. It also funds the secondments for the LEEP co-ordinator post. This is a critical post to support the next stage of evolution for the self-improving system.

Evaluating the effectiveness of this approach

23. Since April 2013 there has been an increase in the number of schools judged to be good or outstanding. Where schools judged to require improvement have been inspected, the vast majority are now judged to be good. For all maintained schools inspectors' comments about the quality of support are favourable and

particularly positive where the local authority has worked in a targeted way alongside system leaders.

24. Pupil achievement has improved in 2014 in all key stages and is either broadly in line or above national outcomes as reported in previous reports. A focus is still to improve attainment and progress in all key stages and to narrow the gap between pupils eligible for free school meals, children in care and their peers. This will be an overarching priority for all interactions with schools.
25. Feedback from LEEP collaborative projects is positive. Two head teachers have now been appointed to monitor and support school to school collaboration. This has increased the visibility of LEEP within the system and has provided additional capacity for monitoring and supporting schools' networking arrangements.
26. Senior leaders from the education, learning and skills team meet each term with the senior HMI for this region and attend regular Keeping in Touch meetings with the officers from the Department for Education. Feedback at these meetings has been positive and has confirmed that there are no concerns about the approach that Leicestershire has taken and the impact that this is having on outcomes for children and young people. We are due to present our model and practice to a regional conference later this year.
27. The local authority contributed to a second piece of research about the evolving role of the local authority which was published in summer 2014. LEEP was used as a case study in this report along with secondary behaviour partnerships. We have also contributed to a recent Local Government Association publication about the approaches that different local authorities are taking in discharging their statutory roles.

Next steps

28. In order to ensure that Leicestershire continues to increase the proportion of good and outstanding schools and to improve achievement, including narrowing the gap between disadvantaged pupils and their peers, we intend strengthen the model that has emerged over the past two years. The key activities planned for the next phase of implementation are:
 - A 'temperature check' for LEEP to gather a wider range of views and support future planning and direction;
 - Implement a commissioning framework for the deployment of Education Quality Advisers and school to school support;
 - Agree a reviewed policy to support the local authority's arrangements for school improvement. This will include the approach that Leicestershire will take to address schools causing concern and the way in which the local authority works constructively with academies;

- Transfer of Governor Development Service into Children and Family Services as part of the Education Quality team;
- Continue to build strong relationships with key partners within the school system, the dioceses, the Regional School Commissioner and the Regional Director for Ofsted so that information is appropriately shared to ensure positive outcomes for children and young people.

Conclusion

29. As stated earlier in the paper, there has been a significant shift in developing a system driven approach to school improvement and this is emerging as a result of the commitment and collective will of key partners. We are confident that this reflects the current expectations of local authorities in its champion role and meets the expectations and criteria within the framework for inspection.
30. There is no doubt that pupil achievement needs to improve in all phases if we are to achieve the vision that Leicestershire is the best place for children and their families to live and this will underpin the priorities that drive the focus of the Education, Learning and Skills teams through LEEP, the emerging quality assurance role and the continued focus on ensuring that children have fair access to sufficient high quality places across the education system.

Background Papers

Schools Causing Concern guidance – January 2015

Framework for the inspection of local authority arrangements for supporting school improvement

Leicestershire Education Excellence Partnership – strategy document

Circulation under the Local Issues Alert Procedure

None.

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List of Appendices

Appendix A: Academies/age range change update

Appendix B: Glossary of terms

Appendix C: LA approach to school improvement triangle

Appendix D: LEEP report

Appendix E Governor Development Service report

Equality and Human Rights Implications

The statutory duty to ensure that all children achieve their potential underpins the strategic planning and implementation of Leicestershire Education Excellence Partnership, the approach to supporting school improvement and the school place planning strategy, In the Right Place.

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Update on the organisational change in Leicestershire schools

1. This update provides information about the current changes in Leicestershire with regard, in particular, to academies and age range changes. The Overview and Scrutiny Committee previously considered, on 9 September 2013 the evolving educational system in Leicestershire, particularly the impact of Academies, Age range changes, and the challenges faced by the local authority in relation to meeting future demand for school places in the context of the legislative change. The following paragraphs provide for Elected members an overview of the current position.

Overall school demand and capacity

4. The current number on roll in Leicestershire schools (including academies) is 94,271. This equates to 50,412 pupils in primary schools, 42,858 in secondary schools and 1001 in special schools. Overall in the last academic year the number of primary pupils rose by 929 (1.9%), and in secondary schools the number of pupils decreased by 113 (0.3%).
5. There are currently 7695 (17.95%) places available in Secondary Schools and 3942 (7.82%) places available in Primary Schools. The number of available places in secondary schools has increased over the last year as a consequence of further age range changes and the opening of a further Studio School. Further secondary places may be added where academies bid direct to government for funding to support their expansion as popular and successful schools. In contrast the number of available places in primary schools has remained relatively stable.
6. To meet the forecast increase in primary age pupils there are plans to increase the number of primary places by 1482 in 2015/16 with a further 660 (including 210 for the Braunstone/LFE new primary school) proposed for 2016/17.
7. The additional places will be funded from the three year (2014/17) Basic Need capital allocation of £54.9million, allocated to the LA by the DfE. This will ensure that the priorities for the development of additional school places set out in the strategy (entitled 'In the Right Place - Strategy for the provision of school and other learning places in Leicestershire 2014/18) approved by the Cabinet on 19 November 2014, can be delivered and that there is a sufficient supply of school places, in the right locations at the time they are needed. A copy of the Strategy may be accessed via the following link http://www.leics.gov.uk/index/education/information_about_schools/school_organisation_place_planning/strategy.htm A refreshed version will be published in the next few weeks to reflect the latest demographic and other data.

Academy Conversions

8. The majority of secondary schools (90%), and a significant proportion (41%) of primary schools, have now converted to academy status. Overall there are now 144 academies, representing 51% of the 284 schools in Leicestershire. This figure includes 6 primary and 1 secondary sponsored academies, with a further potential, 1 primary and 3 secondary sponsored conversions during the summer.

9. Over the course of the last twelve months the number of schools seeking academy status has almost ceased, schools now progressing conversion are predominantly those directed to academy sponsorship by the DfE. It is noticeable that there has been a significant shift in the DfE position regarding academy approvals, with the majority of schools being strongly encouraged to join Multi Academy Trusts (MAT's) rather than be stand-alone converters. This has led to several expanding MAT's developing in Leicestershire (some having up to 10 academies).
10. The slowing of academy conversions is in part believed to be attributable to the growing number of Teaching Alliances and collaboratives in Leicestershire, which has provided for schools an alternative strong network of support without some of the perceived restrictions of academy conversion.
11. The table below provides a summary by District of the current position for maintained schools and academies;

| | Primary Academies | Maintained Primaries | Secondary Academies | Maintained Secondaries | Special School Academies | Maintained Special School | TOTAL |
|---------------------|-------------------|----------------------|---------------------|------------------------|--------------------------|---------------------------|-------------|
| Blaby | 10 | 16 | 4 | 0 | 0 | 0 | 30* |
| Charnwood | 29 | 19 | 9 | 5 | 0 | 2 | 64 |
| Harborough | 11 | 24 | 6 | 0 | 0 | 0 | 41 |
| Hinckley & Bosworth | 12 | 21 | 12 | 0 | 1 | 0 | 46 |
| Melton | 17 | 8 | 3 | 0 | 0 | 1 | 29 |
| North West Leics | 6 | 37 | 7 | 0 | 1 | 0 | 51 |
| Oadby & Wigston | 8 | 6 | 7 | 0 | 1 | 0 | 22 |
| TOTALS | 93 | 131 | 48 | 5 | 3 | 3 | 283* |

*The figures exclude Oakfield Short Stay School within Blaby District

Age Range Changes

12. Coupled to the academies agenda, many schools have subsequently sought approval from the Education Funding Agency (EFA) to progress age range changes to give either 4-11, 11-16 or 11-19 status. So far 22 secondary schools and 7 primary schools have received approval to do so. It is known that there are a further 16 secondary and 25 primary schools (as part of the removal of the 10+ system – see below) are considering a change of age range for September 2016 or September 2017.
13. From 2014, for academy age range changes, the Regional Schools Commissioner (RSC) now acts as the decision maker on behalf of the Secretary of State. Under changes introduced to the School Organisation Regulations in January 2014, maintained schools may now propose and consult upon an age range change. However they are required to seek agreement from the Local Authority as the decision maker in order to implement any proposals.
14. The strategy for the provision of school places agreed by the Cabinet states that the LA will seek to support opportunities to address structural change to the

pattern of education, where there is clear local demand from parents, a robust case for change based on improving outcomes and partnership working between schools, and where in terms of capital funding this can be linked to basic need requirements in the locality.

15. The net effects of age range changes has been to significantly enhance the diversity and choice in our schools, but at the same time within the secondary sector, introducing also an element of competition, this is expected to help promote improved standards, but also introduce a challenge in the medium term of sustainability for some schools.
16. The table below provides information regarding the current position for age range changes for secondary schools within each District.

| School Name | Date of Change |
|--|----------------|
| Wreake Valley College – 11-19 No change required | |
| De Lisle Catholic – 11-19 No change required | |
| Long Field School | 2008 |
| John Ferneley College | 2008 |
| Belvoir High School and Melton Vale Post 16 Centre | 2008 |
| Humphrey Perkins School | 2013 |
| Martin High School Academy | 2013 |
| Woodbrook Vale School | 2013 |
| Limehurst Academy | 2013 |
| Rawlins Community College | 2013 |
| South Wigston High School Academy | 2013 |
| | |
| Saint Martin's Catholic Voluntary Academy | 2014 |
| South Charnwood High School | 2014 |
| Bosworth Academy | 2014 |
| Winstanley Community College Academy Trust | 2014 |
| Market Bosworth School | 2014 |
| | |
| *Mount Grace High School Academy Trust | 2015 |
| *John Cleveland College | 2015 |
| Lutterworth High School Academy Trust | 2015 |
| The Roundhill Academy | 2015 |
| Hastings High School | 2015 |
| Lutterworth College | 2015 |
| Brockington College | 2015 |
| Redmoor High School Academy Trust | 2015 |
| Kibworth High School & Community Technology College | 2015 |
| **Charnwood College (High & Upper) (Subject to DfE approval) | 2015 |
| ***Longslade Community College (Subject to DfE approval) | 2015 |
| ***The Stonehill High School (Subject to DfE approval) | 2015 |
| | |
| The Robert Smyth Academy | 2016 |
| Welland Park Academy | 2016 |

| | |
|--|-----------|
| Guthlaxton College Wigston | 2016 |
| ****Bushloe High School | 2016 |
| ****Abington Academy | 2016 |
| *****Countesthorpe Community College (Awaiting DfE approval) | 2016 |
| *****Leysland High School (Awaiting DfE approval) | 2016 |
| Thomas Estley Community College (Awaiting DfE approval) | 2016 |
| | |
| Gartree High School Oadby (Consulting) | 2016/17 |
| Manor High School Oadby (Consulting) | 2016/17 |
| The Beauchamp College (Consulting) | 2016/17 |
| Castle Donington College (Awaiting DfE approval) | 2016/17 |
| Shepshed High School | 2016/17 |
| Hind Leys Community College | 2016/17 |
| Newbridge High School | No Change |
| The Heathfield Academy | No Change |
| Ibstock Community College | No Change |
| King Edward VII Science and Sport College | No Change |
| Ivanhoe College Ashby-De-La-Zouch | No Change |
| Castle Rock High School | No Change |
| Brookvale High School Groby | No Change |
| Groby Community College | No Change |
| William Bradford Community College | No Change |
| Ashby School | No Change |

Removal of 10+ system

17. There are four Leicestershire areas where schools still operate on a 10+ system i.e. primary schools are designated 4 to 10 years, and pupils will only attend to the end of year 5, before transferring to a secondary school for key Stage 2 statutory tests. These areas including Shepshed, Castle Donington, Wigston, and Oadby are therefore out of step with provision elsewhere in Leicestershire.
18. Although pupil performance will vary between schools, at a national level there is evidence that they will achieve better when statutory tests are taken in a primary rather than secondary setting. Locally, the disparity of the school system is also seen as a source of confusion for parents, and challenge when pupils transfer schools, particularly so where they may seek a place in a school outside of the local area.
19. In giving approval to the strategy for school place planning, the Cabinet have agreed the inclusion of a further priority to address the removal of the 10+ system in the four remaining Leicestershire areas subject to there being strong local demand for change, evidence that this will lead to improved outcomes and a more sustainable pattern of education, and the necessary approvals of the Department for Education (RSC) where the change involves academies.
20. To progress these changes will require careful financial planning in order to identify sufficient capital for additional classrooms in certain primary schools.

The Strategy for school places specifically states (Key priority 5), that the allocation of basic needs capital is specifically for the development of additional school places arising as a consequence of increased births and general demographic change. To ensure the appropriate use of capital funding, therefore requires that there will also be basic need growth evident in a 10+ schools area (as age range changes alone will not normally create additional places).

21. Provision has subsequently been agreed in the 2015/16 basic need capital programme approved by the Cabinet on 6 February for the removal of the 10+ system in the Wigston area (as this is linked to changes to the secondary schools and development of the replacement Birkett House Special School). The draft capital programme for 2016/17 currently includes provision for the removal of the 10+ system in the remaining three areas of Shepshed, Castle Donington, and Oadby.

New Schools

22. Work has recently commenced to invite expressions of interest from Academy proposers to operate the new 210 place (4-11 years) primary school to serve the Braunstone Town and Leicester Forest East areas. The school, to be built on land owned by the LA on Holmfield Avenue West, is expected to open in September 2016. Cabinet will be asked to make a decision on a preferred Academy proposer in June, prior to seeking a final decision from the Secretary of State.
23. Plans are also progressing to enable a move and expansion for the Holliers Walk Primary in Hinckley, to be developed on the Mount Grace High site (Mount Grace will move and merge with John Cleveland College in summer 2015). The expanded 630 place primary school will help meet the growing demand for primary places in Hinckley and is expected to open in September 2016.
24. The new Studio School in Lutterworth, The Sir Frank Whittle Studio School opened in September 2014, and compliments the existing two studio schools in Coalville (Sept 2011) and Hinckley (Oct 2012). Studio Schools are designed for 14-19 year olds of all abilities. They are generally small schools, working closely with local employers, to offer a range of academic and vocational qualifications, as well as paid work placements linked directly to employment opportunities in the local area.
25. Discussions are in progress regarding the development of several primary and secondary schools on the proposed Sustainable Urban Expansions (SUE's), in particular those for North East of Leicestershire (Barkby and Thurmaston) and Lubbethorpe. There is no specific date agreed yet for the development of these schools the first perhaps being constructed for 2017/18.

Development of the replacement Special School for Wigston

26. There are plans for Abington and Bushloe academies to merge in the summer to form a single 11-16 school as part of the Wigston Academies Trust. It is expected that Guthlaxton College will also join the MAT at the same time, as a post 16 provider. The proposals will require significant reconfiguration of the

campus, for which a masterplan has been developed. As part of the masterplan it has been agreed with the respective governors (whom hold the freehold for a large proportion of the site) that the LA will construct the replacement Birkett House Special School on the campus. It is planned that the new school will open in September 2017.

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| |
|--|
| System Leadership in Leicestershire |
|--|

| Leadership Role | Numbers in Leicestershire | Key functions |
|------------------------------------|---|--|
| Teaching School Alliance (TSA) | 6 | <p>Teaching school alliances are led by a teaching school and include schools that are benefiting from support, as well as strategic partners who lead some aspects of training and development. Strategic partners may include:</p> <ul style="list-style-type: none"> other schools from any phase or sector universities academy chains local authorities dioceses private sector organisations <p>A teaching school alliance may decide to work with other alliances to share knowledge and resources as a teaching school network.</p> <p>A teaching school will identify, develop and co-ordinate expertise for the benefit of pupils across a network of schools, resulting in:</p> <ul style="list-style-type: none"> better results for pupils fewer poorly performing schools more good and outstanding schools a self-improving and sustainable system <p>There are 6 core areas of responsibility for teaching schools.</p> <ul style="list-style-type: none"> School-led initial teacher training Continuing professional development Supporting other schools Identifying and developing leadership potential Recruiting and managing specialist leaders of education Research and development |
| Multi Academy Trust (MAT) | 9 MATs sponsoring 33 Leicestershire Schools | <p>The multi academy trust is a single legal entity with two layers of governance:</p> <ul style="list-style-type: none"> an overarching academy trust governed by foundation members; a board of directors or governors. <p>The Secretary of State has a master funding agreement with the multi-academy trust, and a separate supplementary funding agreement with the trust in respect of each academy for which it is responsible</p> <p>The MAT has responsibility for the performance of all the academies within the group, and the board of directors oversees the operation of the individual schools.</p> |
| National Leader in Education (NLE) | 17 | <p>NLEs are outstanding headteachers who work with schools in challenging circumstances to support school improvement. Their support role will often include members of their own staff, the school of a national leader of education is called a national support school. Their work is tailored, in partnership, to the school they are supporting.</p> |
| National Support School (NSS) | 17 | <p>If you are an NLE, your school will become a national support school (NSS). This is to recognise the fact that your staff are likely to work alongside you in any support you may provide. In this role, you <i>and your staff</i> would support schools in challenging circumstances, in addition to leading your own school.</p> |

APPENDIX B

| | | |
|-------------------------------------|--|---|
| National Leader of Governance (NLG) | 4 | <p>NLGs are highly effective chairs of governors who support chairs of governors in other schools. A NLG can be contacted if you want to improve the leadership and performance of the school's governing body.</p> <p>Typical support activities include:</p> <ul style="list-style-type: none"> coaching and mentoring reviewing the responsibilities of the governing body action planning supporting academy conversion advising on reviewing headteacher performance |
| Local Leader in Education (LLE) | 23 | <p>LLEs are experienced headteachers who coach or mentor new headteachers or headteachers whose schools are in challenging circumstances. The majority of the work of a local leader of education is one-to-one support of another headteacher.</p> |
| Specialist Leader in Education | No data available for SLEs, they are designated by the individual schools. | <p>SLEs are experienced middle or senior leaders with a specialism (for example, maths, initial teacher training, behaviour).</p> <p>While other roles (for example, advanced skills teachers) focused on developing classroom expertise, this role is about developing other leaders so that they have the skills to lead their own teams and improve practice in their own schools. A SLE can be contacted if a school wants to improve the leadership in a specific subject or specialist area.</p> <p>SLEs can provide one-to-one or group support.</p> |

Local Authority arrangements for securing school improvement

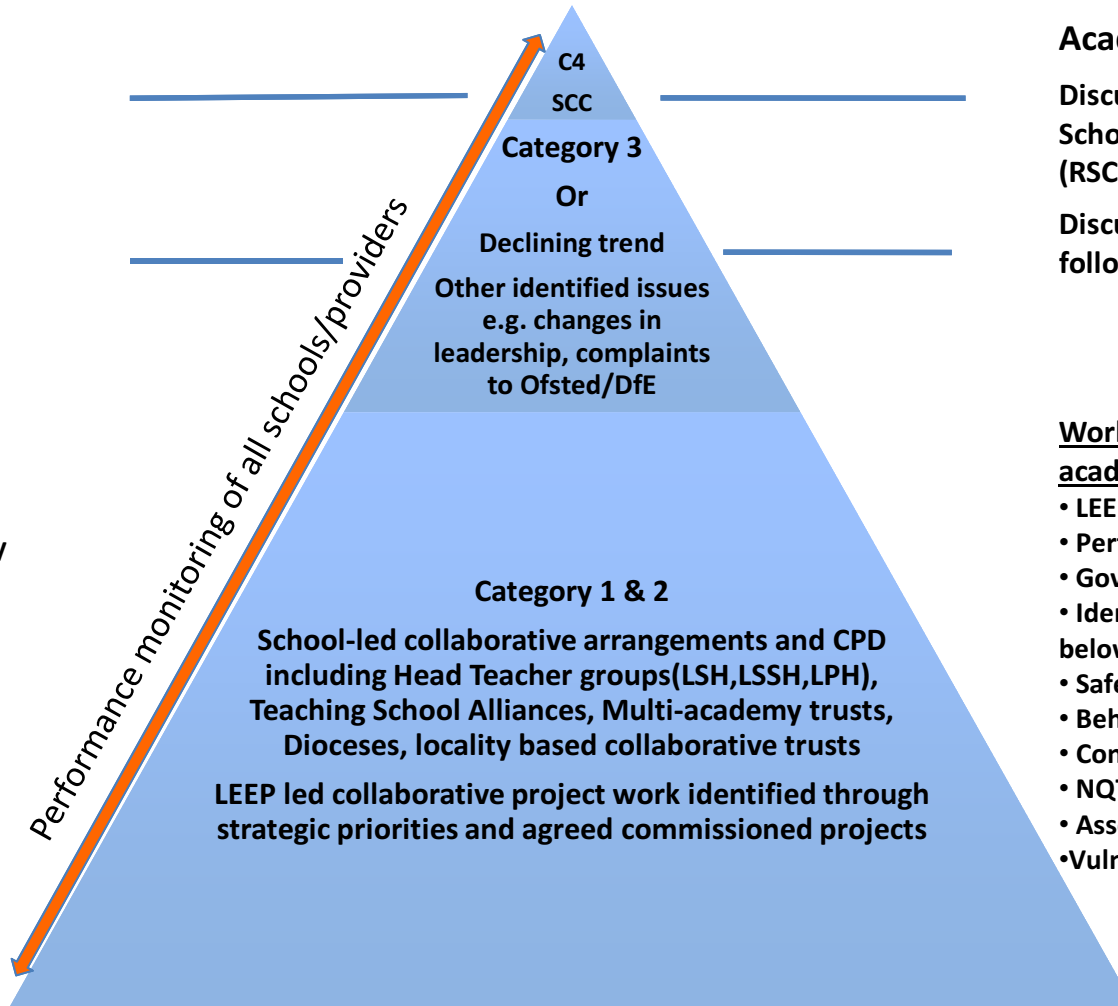
LA Maintained schools

LA powers of intervention

Local authority quality assurance and commissioned support from TSAs, NLEs, NLGs where necessary

Working constructively with local authority maintained schools through:

- Directly commissioned quality assurance and support
- LEEP
- Performance monitoring
- Governor support
- Identifying schools falling below floor standards
- Safeguarding issues
- Behaviour Partnerships
- Commissioned support
- NQT quality assurance
- Assessment and moderation
- Vulnerable Groups



Academies

Discussion with Regional School Commissioner (RSC)/DfE

Discussion with schools and follow up with RSC

Working constructively with academies through:

- LEEP
- Performance monitoring
- Governor support
- Identifying schools falling below floor standards
- Safeguarding issues
- Behaviour Partnerships
- Commissioned support
- NQT quality assurance
- Assessment and moderation
- Vulnerable Groups

A Proportionate response – tight/loose
School-led system development
Partnership working
Transparent criteria for support
Presumption of success

Categories refer to last inspection grade

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**Update and progress made in developing the Leicestershire
Education Excellence Partnership (LEEP):
February 2015**

The initial brief of LEEP Co-ordinators has been to make contact with all current working projects to evaluate & report:

- Where groups are fulfilling LEEP priorities and outcomes really well and have the potential capacity to commission further work or be held as case study exemplars;
- What particular development areas exist with current groups and projects?
- The strength and depth of emerging partnerships
- What are the key areas of need in further developing LEEP project work in a future commissioning framework?

Overview of LEEP projects currently in progress:

Overview of works include two main groups:

- LEEP commissioned projects around specific strategic needs
- School led projects initiated by groups of schools across Leicestershire

LEEP Commissioned projects:

- | | |
|--|-------------------------|
| 1. Training for Governors in Pupil Premium | led by GDS group |
| 2. The Leicestershire Pupil Premium Network School | led by Ashmount Special |
| 3. Early Writing Network | led by Early Years Team |
| 4. Preparation for Ofsted | led by Martin Cragg HMI |
| 5. Secondary Maths development | led by LSH |
| 6. New Headteacher Induction | led by LPH |
| 7. Aspiring Leaders / Deputies Network | led by LPH |
| 10. Secondary Heads Induction | led by LSH |

School led projects:

- | | |
|---|---------------------------|
| 8a) Improving Writing Project of schools) | led by Pathfinders (group |
| 8b) Write Dance project in EYFs | led by Ashmount |
| 8c) Improving pedagogical approaches | led by Great Bowden |
| 8d) Improving children's mental models in maths | led by Greystoke |
| 8e) Improve quality of lesson judgements | led by Long Whatton |
| 8f) Improve maths teaching | led by Newlands Primary |
| 8g) Leadership development using triads | led by Stafford Leys |
| 8h) Improve S & L skills in the EYFS | led by The Grove |
| 8i) Improve teaching of writing | led by Newtown Burgoland |

In addition:

- 9) Maths Hub for East Midlands South led by Beauchamp College

Appendix D

(although not commissioned specifically, the maths hub is a newly achieved award to the East Midlands based in a Leicestershire School. LEEP to support and co-ordinator to attend their strategic partnership meetings).

LEEP Commissioned Projects – key updates

Although the LEEP commissioned projects address each of the LEEP priorities in some form, they are largely focused on Priority 4¹. The investment in this key priority underpins much of the groundwork in establishing systems & structures that can be sustainable in the future.

1. Training for Governors in Pupil Premium

This training has been received positively by those attending. There is a session still to be delivered. There is scope here for links to be made with project 2 below. Discussions are underway for example to see if Governor Development Service could become a strategic partner on the steering group for the Pupil Premium network and develop some joint practice.

2. Leicestershire Pupil Premium Network

Ashmount School, having won a prestigious award from the DFE for their achievements in Pupil Premium work, are leading the newly established 'Leicestershire Pupil Premium Network'. The launch of this on February 4th with a conference of 200 places & National lead Sir John Dunford, marks the start of a strategic partnership. Evaluations show excellent feedback. The network aims to establish specialist Pupil Premium reviewers to both facilitate best practice in closing the gap for disadvantaged pupils and also offer support to those schools who need it. It also aims to offer on-going support for Pupil Premium Champions in schools across Leicestershire and up to date advice.

3. Early Writing Network

20 schools in this newly formed collaborative group. Launch has included input about the Hargreaves model for the group to measure their working relationship as a baseline. Very positive start with training day and a focus on joint practice development and sharing best practice will follow back in schools.

4. Preparation for Ofsted – training

Training days now delivered and very positively received from all who attended. Leaders are using the approaches in tracking pupil progress and evaluating performance in preparation for inspection. Schools report that this has helped them in understanding expectations and presenting information.

5 Secondary maths project

Launch has happened with training input from external consultant: lesson study triads – now in third cycle.

¹ LEEP Strategic Priorities: 1. Writing in the Early Years; 2. Accelerate the rates of Progress in Primary phase; 3. Improvement in Mathematics at KS 3 & 4; 4. Building Capacity in School leaders / future leaders; 5. Effective deployment of pupil premium; 6. Increase the number of outstanding schools.

6, 7 & 10 New Headteacher Induction & Aspiring Leaders / Deputies Network

The new Headteacher induction programme for Primary has trained and initiated a cohort of experienced mentees to support Headteachers new in post across their first year. The launch of this was received really positively by mentees, with an induction meeting at County Hall. This offered not only an opportunity to network with other new heads but also introduced them to key services in the authority. The deputies network as has been launched with a residential conference, again offering networking opportunities and bringing future Headteachers together for professional development. An extensive programme of training has followed including finance and health and safety, which has been extended to new Headteachers in post as well, offering value for money and joined up thinking. In the next round, deputies have been encouraged to take a lead on the steering group to plan the next conference, thus further building their leadership capacity and social capital. LSH also have a mentor scheme approach and have initiated ongoing meetings around the bespoke needs of their new leaders.

School led Projects – key updates:

Where projects are most successful they:

- have a very clear focus on measuring success and have used the Hargreaves model to consider their working practices.
- They are self-critical, comfortable with challenge and rigorous in their evaluations for success.
- They have transparent processes and ensure value for money, often supplementing costs from school budgets.

Where projects are less successful they:

- need to have a sharper focus on how they will measure success
- need to show how they link to wider leadership working and succession planning
- need to develop an accountability framework that ensures a clear focus on impact
-

Overall there are good examples of successful and promising practice emerging and a greater sense of identity across Leicestershire which is system rather than local authority driven. There is capacity to extend the initial remit or breadth of focus of some projects. With guidance from LEEP co-ordinators many have developed their thinking around opportunities for shared leadership development and increased accountability. A number of projects now need to be developed as case studies of best practice.

Next steps for LEEP projects and management:

- Support for schools with the skillsets and knowledge needed to usefully plan & evaluate using this model (e.g. project management, measuring success accurately, planning for social capital, lesson study approaches). This is vital in equipping all schools and groups of schools for future working in this way.
- Make links with the new head teacher standards - particularly in adopting an outward facing approach to encourage more engagement with system leadership. This will be a useful driver of change.

Appendix D

- Use case studies from the strongest groups to share best practice and build leadership capacity. This could be done as part of a LEEP conference which would bring together all projects as a collective group in itself.
- Encourage stronger groups to widen their reach and build capacity around priority aims but also priority schools.
- Update initial bidding form to support a more analytical approach to planning success and collecting evidence.
- Review priorities to include new issues for example assessment and curriculum.
- Improve communications & identity for LEEP – consider use of Twitter, a logo, updated web-page, termly newsletter or similar.
- Liaise with Data managers to facilitate groups accessing specific data linked to projects already collected by Leicestershire.

Partnership working summary

Summary of Teaching School Alliance Membership

| Number of Schools | % | Teaching School Alliance (TSA) |
|-------------------|----|--|
| 26 | 9. | TELA – Thomas Estley Learning Alliance |
| 65 | 23 | Affinity – Kibworth |
| 47 | 16 | FWTSA – Forest Way |
| 17 | 6 | LLA -Loughborough Learning Alliance - Ashmount |
| 16 | 6 | Oadby Learning Partnership Launde Primary |
| 11 | 4 | STEP - Gaddesby Primary |
| 182 | 64 | Total Number of schools linked to a TSA |
| 104 | 36 | Total Number of schools unattached to a TSA |

From the current data on record there are also 15 schools that are not either a member of LPH, a TSA or any other partnership that is known to LEEP at the moment. The intention is to contact these schools to ensure that they are aware of opportunities that exist for partnership working and to check the accuracy of the information that has been collated.

Next steps for partnership working:

- Look at spread of LEEP projects and ensure those schools not in partnerships are encouraged to engage in some form of project work or collaborative group.
- Look at LEEP projects and analyse which TSAs or particular groups are most represented in LEEP funded projects with a view to spreading the impact of LEEP funds more widely and targeting those schools that need most support.
- Continue to monitor changes in groups and those schools not part of any organisation or project work.

Donna Moulds LEEP Co-ordinator

Leicestershire Governor Development Service (GDS)

1. Statutory and traded services overview

Governor Development Service supports Leicestershire schools and academy governing bodies to be effective and fulfil their strategic leadership role in relation to school improvement. Our aim is to enhance leadership and management in schools in order to raise educational achievement of, and improve the life chances for, all young people in the county.

The Local Authority (LA) has a number of statutory obligations in regards to governance. GDS is positioned to help fulfil a number of these duties, most significantly the requirement on the LA to provide appropriate information and training considered necessary, free of charge to governors, to enable governors effectively to discharge their duties.

The service is delivered in two ways: through the Local Authority's statutory obligation, and through its traded service. The LA provides a traded GDS provision through a Service Order (SO) ensuring the provision of high quality advice, information, support and training for all governors, clerks, associate members and headteachers to support their school or academy.

GDS launched as a traded service in September 2007. Subscriptions rates have increased year on year demonstrating the commitment of governing bodies to training and continuous professional development as well as the quality of the service delivered.

49% of schools in Leicestershire have converted to academy status. GDS has successfully developed its services to support both maintained and academy schools. Buy back rates in Leicestershire are:

| Financial Year | % buy back | Number of schools |
|----------------|------------|-------------------|
| 2011/12 | 91% ↑ | 257 |
| 2012/13 | 92% ↑ | 258 |
| 2013/14 | 96% ↑ | 269 |
| 2014/15 | 98% ↑ | 274 |

Increasingly GDS are approached by schools outside the county for support. Support has been provided to Leicester City and Rutland schools.

↑ represents increase on prior year

2. Monitoring and intervention work

2.1. Information gathering

Due to the number of schools in Leicestershire and the capacity of the service (4.3fte), Governor Development Service monitors governing bodies on an exception reporting basis. Concerns are immediately shared between officers either informally (verbally, through e-mails) or more formally during team meetings. Where there is strong cause for concern, Education Quality Advisers, the relevant phase Service Manager and, where necessary, the Assistant Director of Education and Learning are informed. Areas of consideration are as follows:

- **Correspondence and conversations:** Intelligence is gathered through the advice that is sought from the governors' telephone helpline by Chairs, Clerks, governors and on occasion parents. The nature of the advice sought is an early indicator of problems on the GB such as a breakdown in the relationship between Head and Chair/governing body, questionable practice in place or legal requirements not being followed.
- **Headteacher conversations:** Headteachers often contact GDS when their governing bodies are encountering problems. To raise the profile of GDS and to facilitate these conversations, the Service Manager attends headteacher meetings and conferences termly.
- **Ofsted feedback:** The Service Manager receives each Ofsted report as it is published. These are screened for governance concerns and action immediately taken. GDS proactively contacts schools to arrange governance reviews where they are recommended following an inspection.
- **Training undertaken:** Where concerns are raised GDS scrutinise the training undertaken by the GB and areas of weakness identified, such as, Chairs not attending termly briefings, no induction training undertaken by new governors and governors not attending hot topic areas.
- **Vacancies:** Those governing bodies with high levels of vacancies suggest a lack of proactiveness or apathy in ensuring an effective governing body. High levels of parent governor vacancies may suggest a lack of headteacher engagement. A high turnover of governors suggests a meltdown of the governing body thereby triggering LA concern.
- **Governing body self-evaluation:** It is expected that governing bodies spend time on their own self-evaluation. GDS promotes this as good practice to review the governing body effectiveness through a self-evaluation. GDS support governing bodies in their self-assessment by making Governance Self Evaluation Tracker (GSET) available. GSET is an online tool that GB's can use to assess their own effectiveness and draw up plans to tackle weakness/seek improvement.
- **LA information:** Provided by Education and Learning and other LA officers. All conversations and areas of concern are noted.
- **GDS Officers:** Officers often work directly with governing bodies attending meetings to support response to direct requests. Trainers also meet governors in face-to-face training or 'in-house' courses. Concerns may be raised in all of these situations.
- **Information from the Clerks:** If GDS consider that not enough is known about a governing body, then the clerk is asked to make comments about the chair, governors, effectiveness and relationship with Headteacher.
- **Complaints:** Complaints about the school made to the LA often highlight problems with lack of response or poor complaint handling from the Head, Chair, other governors or clerk. It can indicate Chairs who are not engaging with their role and

those with poor relationships with the headteacher. The LA supports all governing bodies with their complaints through advice and support.

2.2. Collation, taking action and sharing information

Actions are taken to address concerns identified through the monitoring and intelligence gathering process outlined above. Particular attention is paid to those schools in an Ofsted category or identified and notified to GDS by the Education & Learning Team as causing concern. Where areas of concern are identified, steps are then taken to provide direct focused support to governing bodies through interventions documented in section 2.4.

2.3. Task Group Meetings (round table review) and subsequent action

Task Group Meetings are facilitated by the Education & Learning Team where maintained schools have gone into an Ofsted category. Areas of concern are shared and noted.

Any concerns raised by the Education & Learning Team are brought back to officers and any action as a result of this is agreed and undertaken (often in conjunction with the Education Quality team).

2.4. Types of Intervention

- **Officer Advice**

When concerns are raised about governance the Service Manager will contact the Chair to determine the support needed to improve the governing body. This could include the provision of advice, mediation, consultation, training, arranging a review of governance.

- **The use of experienced governors to support schools in categories and difficulties ('Additional' governors, Interim Executive Boards and National Leaders of Governance)**

The Service Manager is very closely involved with the Education & Learning Team when a warning letter is sent or a school goes into a category. The adequacy of governance is assessed with the appointment of additional governors or an Interim Executive Board decided upon as necessary e.g. Belvoirdale.

GDS works closely with the 4 designated NLG's in Leicestershire. NLGs are deployed in schools requiring a review of governance or as a deployment to support the improvement of governance.

- **Different models of leadership**

Governing bodies are encouraged to consider other models of governance to secure improvement. Sessions have been provided on academy conversion, federation and collaboration models. The Service Manager attends individual governing bodies to offer bespoke advice. Considerable support has been provided to schools considering academy conversion over the past 2 years (30+ sessions, plus large scale briefings).

- **Training and support**

Additional training and support is often identified when a school is in difficulty. Tailored training is provided to address particular concerns/areas of weakness. An example of this is targeted data training that has been provided to 10 schools which require improvement.

- **Commissioning**

Leicestershire GDS uses external consultants or NLGs where necessary to offer additional support to its team and to individual governing bodies to ensure that each schools receives expert support and advice. Recent examples of this work include:

- Consultant commissioned to conduct independent investigation of a relationship breakdown between a head and chair of governors.
- Investigating Officer commissioned to assist with parental complaint.
- Consultant commissioned to support the governing body of a school issued with a warning notice by the LA.

3. Traded Service: Training

3.1. Training Programme overview

Ofsted inspection framework of local authority school improvement arrangements places strong expectations on LAs in relation to promoting and providing appropriate training programmes for governors.

GDS provides a comprehensive core training programme which is published annually, typical topics available to support key areas of governance are:

- Performance management of the headteacher
- Strategic governance
- RAISEonline
- Safeguarding responsibilities of governors
- Ofsted
- Induction

The service is responsive and sessions are added to the programme as developments in education occur or priorities emerge, such as, pupil premium and performance related pay.

An illustrative example is the training provided to support governors with the introduction of performance related pay. Over 360 governors were trained across 22 sessions from May to October 2014. The impact of this training aside for the increase in knowledge and understanding is the minimal number of pay appeals (less than 10).

Governing bodies can access training through the service order. See attached Training and Development Programme 2015/16 for the full programme outline.

3.2. Training specifically for Chairs

The importance of the Chair's role in an effective governing body is acknowledged in the provision of a range of development sessions:

- "The Role of the Chair of Governors": A two-hour session aimed at new chairs, providing a brief introduction to the role and consideration of the practical demands of the role.
- Chairs' Meetings are run termly to raise awareness of current developments and issues in education affecting schools and academies.
- 'Heads & Chairs' Workshop": This is an opportunity for chairs to work with their headteachers to share experiences of governance and provide guidelines for a successful working relationship.
- National College Chairs' Development Programme delivered in partnership with Eastern Leadership Centre (ELC). GDS has successfully recruited 62 chairs to take part in the programme so date with a 4th cohort of 20 planned for May 2015. A programme evaluation report has been completed by ELC and is available.

3.3. Briefings and meetings

Briefings and meetings are held termly for Chairs, T&D, Clerks and SEN Governors. The aims of the briefings are to raise awareness of current developments, issues in education and promote effective governance. They enable governors to network and share good practice.

Participation at these events has grown steadily evidencing the value of the information and guidance disseminated.

| | 2011/12 | 2012/13 | 2013/14 | 2014/15 |
|--------------------------|---------|---------|---------|---------|
| Clerks | 141 | 142 ↑ | 195 ↑ | 221 ↑ |
| Chairs | 383 | 312 ↑ | 399 ↑ | 401 ↑ |
| T&D Governors | 94 | 120 ↑ | 169 ↑ | 175 ↑ |
| SEN Governors | 87 | 81 ↓ | 102 ↑ | 142 ↑ |

3.4. Induction training

A range of opportunities is provided for governors to attend an induction session – face-to-face evenings, weekdays and Saturday sessions in addition to access to on-line learning through GEL.

T&D governors are provided with guidance to support new governors and encourage them to attend induction training.

The percentage of newly appointed governors attending induction sessions is significantly greater than the national average:

| | 2010/11 | 2011/12 | 2012/13 |
|--|---------------------|---------------------|---------------------|
| Percentage of new governors attending induction training (Based on national benchmarking) | 69% Vs 57% national | 56% Vs 42% national | 78% Vs 53% national |

3.5. In-house and cluster training

Under the service order each governing body is entitled to an in-school session where a trainer delivers a session specifically tailored to that governing body. A menu of available sessions covers the core aspects of a governing body responsibility.

Where appropriate, governing bodies are encouraged to collaborate and ‘share’ in-school sessions with other schools in a local training group. In this way training reaches a greater number of governors, governors can access more training locally, can network with others locally, and the impact of training can be maximised.

3.6. E-Learning

Whilst face-to-face training is seen as the most effective way for governors to access training, our e-learning offer acknowledges that not all governors can attend face-to-face training. All governing bodies who subscribe to the service order have access to Governors E-Learning (GEL). There are a range of over 20 governance modules to choose from cover the key responsibilities of the role.

3.7. Marketing and course take-up

A regular review is made of course take-up and, as necessary, courses are promoted through the training newsletter and through direct approaches to governing bodies and governors with flyers and e-mails.

New Training & Development Governors and Chairs are provided with information about the training and support that is available specifically to support them in their role. Targeting and encouragement of training is done both by GDS and through support to the T&D governor.

As a result of this our training programmes are well attended. Over the last 3 years the take-up has been as follows:

| | 2011/12 | 2012/13 | 2013/14 |
|--|---------|---------|---------|
| Total number of training hours delivered | 603 | 658 | 680 |
| Number of attendees | 3248 ↑ | 3545 ↑ | 4544 ↑ |

3.8. Evaluation and impact of courses

All our trainers are experienced officers and consultants with experience as a senior leader or school improvement partners.

Each participant completes a course evaluation at the end of each session. Evaluations are reviewed for initial comments and then statistically sampled.

| | % good or better | |
|-----------------------------|--------------------------|--------------------------|
| | April 2012 to March 2013 | April 2013 to March 2014 |
| Relevance | 99% | 100% |
| Clarity | 99% | 99% |
| Trainer skills | 99% | 99% |
| Quality of materials | 97% | 98% |
| Quality of venue | 97% | 95% |
| Overall | 100% | 100% |
| Recommend? | 99.8% | 99.8% |

It is difficult to directly assess the impact of training on all courses. Some courses provide information and increase participants knowledge and confidence while others lend themselves to more direct action.

For courses from April 2013 we have asked a sample of governors to do 3-5 month follow-up evaluations of the courses they attend. As yet this is not fully embedded and the response rate is low however those governors who have responded tell us that the training has developed their knowledge and skills as a governor and has impacted on the way they carry out their role.

Some examples of the impact on governors from training:

- 100% of governors sampled felt their knowledge of the subject area had increased making them more equipped. This was especially true of new governors who felt they were able to participate and fulfil their role more effectively after training.
- Governors who attended some of the more practical workshops were able to report on actions they had taken. For example a governor who attended an Engaging Parents course has gone on to set up a parent council.
- Another example of a governing undertaking the Performance Management course who has now complete their first cycle of Performance Management of the headteacher successfully.
- Evidence for the extensive programme of Performance Related Pay training support the effectiveness of training. HR have reported minimal pay appeals.
- Examples of skills audits being completed and training needs identified and addressed to improve the effectiveness of the governing body.
- Pupil Premium training lead to a GB nominating a Pupil Premium governor. In their Ofsted the inspector was impressed with the quality of the monitoring work completed by the nominated governor.
- A governor attending the Ofsted training has implemented a new committee structure focus on the 4 inspection areas.
- Governors attending the Visits course have gone on to carry out formal visits aligned to the school development plan.

Comments from Ofsted reports evidencing impact of training:

- **Roundhill College judged “Good” February 2014**
Governors take their roles and responsibilities very seriously and are currently reviewing their internal committee structures to make sure that they meet current and future needs, should they become an 11-16 academy. They take advantage of the training provided by Leicestershire County Council to ensure that they are completely up to date in their knowledge and understanding.
- **Newbold Verdon judged “RI” March 2014**
All members of the governing body have undertaken recent training about the use of data in schools; this has helped them to understand how the school is performing in relation to others nationally
- **Bosworth Academy judged “Good” February 2014**
The training governors undertake means that they ably support the work of the academy in important areas such as safeguarding and analysing data on students’ achievement.

4. Provision of information and helpline support

The LA has a statutory duty to provide governors with access to information to support them in their role. GDS delivers this in a number of ways.

4.1. Induction Packs

All new governors receive an induction pack designed to ensure that they understand their role in school improvement. Schools which subscribe receive an enhanced pack that includes:

- National Governors Association publication 'Welcome to Governance'
- Leicestershire Governor Handbook
- Guidance to support the use of Electronic Information Service (EIS).

4.2. Updates and alerts

Information in the form of announcements are posted electronically several times a week through the Electronic Information Service. A summary is provided each half term to enable chairs to ensure they have actioned/noted the information provided.

4.3. Guidance and briefing papers

The governors' microsite on EIS contains a range of guidance materials to support governing bodies.

GDS have commissioned key publication to support governors:

- Briefing paper to support new requirement for maintained schools to reconstitute
- Briefing paper to support governors with their new responsibility under Performance Related Pay
- Understanding the Ofsted Framework – including monitoring pro formas
- A Guide to Primary Data
- A Guide to Secondary Data
- Leicestershire Governors Handbook and planner Headteacher – this publication has recently been updated and made available to all governors. It is a valuable resource and contains sections on delegation, self review, the curriculum, pupil premium, monitoring and evaluation, Ofsted inspection and target setting. This also forms part of the induction pack and all governors are given a revised copy when major amendments are made.

4.4. E-mail and phone helpline:

A helpline is provided to clerks, chairs, heads and governors. The telephone is manned during office hours and e-mails are answered during the day. Any queries not immediately answered are responded to within 24 hours.

4.5. Anecdotal evidence on the impact of GDS advice and guidance

The helpline is well regarded, the following comment is typical of the feedback GDS receive:

Trevor Hollingworth, Chair, Buckminster Primary School 26th February 2014

He expressed the gratitude of his governors and himself for the support given by GDS which has assisted in moving the school from inadequate to good in a short period of time. The governing body realised that there was still work to do and hoped in due course with their excellent head and the support from GDS to eventually become an outstanding school.

Comments made by Affinity Governors at their meeting on 11th February 2014

“Very grateful for the guidance and support which enables me to support my school “

“Over the years the support given to me and my governor colleagues has got better and better.”

“The postings on EIS are an essential source of up to date information for my colleagues and myself.”

“The information provided by GDS through training and postings on EIS has meant that I am not dependent on the Head and I can challenge and support my school effectively”

Darren Bramely, Chair of Governors

“The advice and clarification you have provided should help ensure Old Mill have robust processes in place come September/October. The impact will be we can hopefully resolve our pay decisions in a timely manner without giving rise to appeals, due to a process technicalities, which can only be a positive for staff and pupils.”

5. Support for governing body clerks

Clerks provide a pivotal role in governing body effectiveness. This has led to the introduction national standard of service, a national job description and person specification and a national training programme to meet the requirements of the job description. Leicestershire GDS encourages all governing bodies to adopt the national job description to ensure their clerk is not just a minute-taker and that he or she plays a full part in supporting the governing body in their school improvement role. All school and academy clerks are supported fully by the following services provided by the traded service:

5.1. Clerks Induction Training

GDS holds a clerks induction training at least annually. All newly appointed clerks are invited to this training; existing clerks are invited to attend this session as a refresher.

5.2. National Clerks' Development Programme

Working in partnership with the Eastern Leadership Centre and the National Governors Association, GDS has begun 2 pilots (35 clerks) of the new National Clerks' Development Programme developed by the National College. The pilots are part way through and an evaluation will be completed following conclusion of the programme.

5.3. Further Clerks Training

In addition to the training outline above, GDS offers training on specific areas such as clerking panels, effective clerking. The termly briefings are also used as a development opportunity and mini training sessions are delivered.

5.4. Termly Clerks Briefing

Every clerk is invited to the termly clerks briefing. Copies of the packs are made available on EIS to ensure that those who could not attend can access the information, and so that clerks can use the information to brief their governing body. Clerks are encouraged to have a slot within their governing body meetings to pass on information to governors. Each briefing includes a development session followed by an update in changes in legislation.

5.5. Helpline and guidance notes

All clerks can access our helpline via e-mail and telephone to get personal guidance and support in all aspects of their role. A range of publications are provided to each clerk as part of their school's subscription:

- ISCG: Role of governing bodies and their clerks
- LA publications: Guidance notes for parent and staff elections, preparing for governing body meetings, Headteacher appointment and a complaints toolkit

5.6. Professional development

GDS encourages governing bodies to performance manage their clerks. PDR forms and guidance have been provided.

6. Governor Recruitment Strategy

6.1. Authority Governors

As part of its statutory responsibility the LA ensures that authority governor appointments are filled promptly with high quality individuals matched to the needs of the governing body. Local councillors have an important role to play in identifying people within the local community to become LA governors. Nominations are invited through both the local councillors and the schools and agreed by the political party representatives. We always aim to appoint quality governors quickly.

Our recent LA governor vacancy levels have been as follows:

| As at 31 st March | 2011 | 2012 | 2013 | 2014 |
|------------------------------|------|------|------|------|
| Number of vacancies | 68 | 68 | 54 | 48 |
| LA vacancy rate | 10% | 10% | 9% | 9% |

6.2. Supporting schools in governor recruitment

Additionally under our service level agreement with schools, we provide support for the recruitment of all categories of governors, including the provision of recruitment literature and resources.

Annually the LA reviews the vacancies of each school according to the database. For those schools with 25% vacancies we contact the clerk to assess what action is being taken and offer support.