



CHILDREN AND FAMILIES
OVERVIEW AND SCRUTINY COMMITTEE

9 SEPTEMBER 2013

ENSURING EDUCATION EXCELLENCE: DEVELOPMENT OF
LEICESTERSHIRE EDUCATION EXCELLENCE PARTNERSHIP
(LEEP)

REPORT OF THE DIRECTOR OF CHILDREN AND YOUNG
PEOPLE'S SERVICE

Purpose of report

1. To update the Children and Families Overview and Scrutiny Committee on the progress made in developing the Leicestershire Education Excellence Partnership (LEEP). LEEP was approved by Cabinet on the 9th July as the agreed policy for securing educational excellence in Leicestershire's maintained schools and academies.
2. To clarify the process for the Children and Families Overview and Scrutiny Committee to provide assurance that LEEP is enabling the local authority to discharge its statutory duties.

Policy framework and previous decisions

3. The following legislation underpins the new approach to securing educational excellence in Leicestershire:
 - a. Education and Inspections Act 2006
 - b. Education Act 2011
 - c. Academies Act 2010
 - d. The Importance of Teaching - White Paper 2010
 - e. Special Educational Needs and Disability Green Paper 'Support and Challenge' 2011
 - f. Children & Families Bill 2013
 - g. Wolf Review of Vocational Education 2011
 - h. Framework for the inspection of local authority arrangements for supporting school improvement Ofsted 2013
4. The Cabinet considered the impact of new legislation and the introduction of academies in relation to the future provision of services for children and young people to Leicestershire schools on 20th December 2011. It was noted that part of the future role of the Children and Young People's Service was to be champions for children, young people, parents, carers and

families, ensuring appropriate support for vulnerable pupils when they need it and educational excellence in schools.

5. At its meeting on 13 November 2012, the Cabinet agreed that work should start on establishing a new policy to direct the County Council's approach to assuring school performance through the creation of an Educational Excellence Board (EEB). The Cabinet additionally gave authority to the Director of Children and Young People's Service to refine the new policy in discussion with schools and other stakeholders. Following initial meetings with a Working Group¹, comprising representative head teachers from maintained schools and academies and local authority officers, it became clear that head teachers wished to have a greater influence on the development of the new Leicestershire policy. It had originally been intended that the EEB would begin to meet early in 2013 and be fully established by the end of March 2013. As a result of the Working Group discussions and a commitment to co-producing a proposal for LEEP that could then be widely consulted on with all schools and other stakeholders, the timescale changed.
6. At its meeting on 9th April 2013, the Cabinet agreed the development of the new policy through a partnership approach with maintained schools and academies.
7. At its meeting on the 9th July 2013, the Cabinet was updated on the outcomes of the consultation exercise which was undertaken with schools and other stakeholders between April and July 2013. The consultation confirmed an underlying agreement from the school community to develop and implement the partnership with requests for further detail and clarification about roles, responsibilities and the process of implementation. Cabinet approved the continued development and implementation of LEEP including that the Children and Families Overview and Scrutiny Committee will provide assurance.
8. The Cabinet agreed and noted:
 - a) the involvement and influence of Leicestershire's maintained schools and academies in the development of a new policy and approach to a self-improving schools system in Leicestershire, through the working group and consultation process;
 - b) the way in which the development of the Leicestershire Education Excellence Partnership will enable the local authority to meet its statutory responsibility to promote educational excellence across the state system;
 - c) the implementation of the Leicestershire Education Excellence Partnership, noting the outcomes of the consultation and the intention of the working group to make amendments to documentation in light of comments received;

¹ The working group consists of representation from Leaders of Primary Heads (LPH), Leaders of Secondary Heads (LSH), Leaders in Special School Heads (LSSH), Teaching Schools, 11-19yr provision, RC Diocese and the local authority

- d) that the Children and Families' Overview and Scrutiny Committee will provide the mechanism of assurance for the County Council's statutory responsibilities including an annual report from the LEEP Strategic Group and other reports as appropriate;
- e) the intention of Ofsted to inspect local authority's arrangements for supporting school improvement strategies

The development of the LEEP strategy

9. Since the formation of the LEEP working Group in January 2013, there has been good progress in developing a strong partnership model. The working group has agreed that creating closer working relations between schools and other stakeholders as part of a wider collaborative system of support is the right strategy for Leicestershire. This builds on the positive relationships that have been the foundation local authority's successful work with schools.
10. The local authority role in the development of LEEP is as a strategic partner. This role will be to:
 - a. ensure all schools have access to strong and supportive networks which can bring about improvements in achievement of all pupils;
 - b. co-ordinate and disseminate information so schools are appropriately identified and supported;
 - c. building capacity in the school system by highlighting excellent practice;
 - d. ensure that LEEP enhances an emerging network of innovative, collaborative arrangements between schools.
11. The Working Group acknowledges that the local authority has statutory duties to ensure that all pupils achieve their potential and to intervene, using its statutory powers, in a maintained school causing concern². It has been agreed that this needs to be a distinct and discreet role within the LEEP process.
12. Appendix 1 provides a range of scenarios which show the kind of support that schools could receive through the LEEP model. It also describes the distinct role that the local authority will have in a school which judged by Ofsted to be inadequate or causing concern to the local authority.
13. A consultation was held during May and early June 2013 that invited school leaders, including governors and other stakeholders to comment on the proposal. A summary of the consultation is outlined in Appendix 2.
14. The range of responses was encouraging and confirmed that there is broad support for the partnership from the schools and the wider education

² Schools which have been judged to have serious weaknesses or are subject to special measures and schools which the local authority has identified at risk of an adverse inspection

community. Supporting documentation is now being developed to provide further detail about the issues raised. The key areas were to ensure that the process and system for identifying support is transparent and to clarify the roles of different groups within the partnership, particularly Teaching School Alliances and other school collaborative groups.

15. In response to the consultation, the Working Group has continued to develop the strategy and approach that will be used to provide support to schools. This will be completed by October and shared with schools through headteacher briefings, Chairs of Governors briefings and CYPS roadshows in throughout the autumn term.
16. Members of the Working Group intend there to be a clear and robust communication plan. This is intended to build confidence and understanding in the partnership approach, ensuring that schools and other stakeholders engage fully with the process and strategy.

The Local Authority's statutory duties

17. In May 2013 Ofsted launched its framework for the inspection of local authority arrangements for supporting school improvement under section 136(1) (b) of the Education and Inspections Act 2006³. Under this framework, Ofsted will evaluate how effectively local authorities discharge their school improvement functions for maintained schools and all other providers in the state funded system as reported in the report to the Cabinet on 9th April 2013.
18. The LEEP process will underpin Leicestershire's approach to discharging its school improvement functions, including the use of statutory powers of intervention. Having scrutinised legislation and the inspection framework criteria the local authority and the LEEP Working Group are confident that this strategy will fulfil the local authority's statutory duties.
19. The local authority's approach has been seen by the Department for Education and Ofsted as moving in the right direction and the local authority have been invited to speak at national events. The LEEP strategy has received positive feedback at recent meetings with senior representatives from Ofsted.
20. The local authority is part of a regional network of school improvement colleagues who are establishing a plan for peer challenge and development. This provides a mechanism for the local authority to evaluate and learn from the experience of others. For example, Norfolk, who were recently inspected, will be speaking at the next event along with the Regional Director for Ofsted and four senior HMI inspectors.
21. LEEP supports the wider strategic aims of the County Council, moving towards building capacity in communities through locality working and developing its role as a strategic commissioner.

³ the local authority's statutory duty to ensure every child achieves their potential

Resources for School Improvement

22. The County Council agreed in the MTFs budget for 2013/14 £350k to fund the establishment of LEEP which will be used to build capacity within the partnership to develop robust procedures and systems enabling LEEP to become self-supporting.
23. An allocated of £248k from Dedicated Schools Grant (DSG) is used to support those schools which are causing concern.
24. The Committee will be provided, as part of its assurance role, a full financial position statement and evaluation on the use of these monies.

The role of The Children and Families Overview &Scrutiny Committee will undertake in quality assuring LEEP

25. It is agreed that the Children & Families Overview Scrutiny Committee has a key role in assuring the success of LEEP in meeting its aims and objectives. It is intended that the committee receives reports three times each year. Performance reports will be benchmarked against national data and statistical neighbours where appropriate. Reports will focus on:
 - a. Achievement in all phases including information about the performance of groups (annual report);
 - b. Ofsted inspection outcomes for schools, early years providers and Further Education institutions, including latest outcomes and trends;
 - c. The number of schools receiving support and commentary about the impact of support;
 - d. Progress of schools which have been judged by Ofsted to be inadequate or to be causing concern to the local authority;
 - e. Local authority involvement in and contribution to national and regional developments or policy;
 - f. Outcomes of any national or regional assessment of Leicestershire's strategy for ensuring educational excellence;
 - g. Performance against the Department for Education indicators for local authority inspection of school improvement arrangements;
 - h. The use of both LEEP funding and funding for schools causing concern;
 - i. Themes and priorities which are emerging through analysis and evaluation and how through the LEEP process these will be addressed.
26. Children and Families Overview and Scrutiny Committee will be presented with detailed information which will highlight the strengths and weaknesses in performance. It is anticipated that Overview and Scrutiny Committee will challenge through discussion and questioning. This process will be part of the evidence base for inspection to assure Ofsted that the LEEP model is underpinned by robust accountability.
27. A draft evaluation template is being developed to support the Children and Families Overview and Scrutiny Committee ensure consistency. It will be important to strike an appropriate balance of high quality information in a

manageable format. Please see Appendix 3 to view the draft evaluation template.

Next steps for LEEP

28. The Working Group has identified several key areas for developing the partnership further:
29. Short-term (0-6 months)
 - a. Ensuring that the right support is commissioned to support identified schools;
 - b. Analysing 2013 school performance data to identify schools who may require support;
 - c. Completing LEEP documentation with further detail of the processes and systems of support;
 - d. Implementation of a communication plan, including briefing sessions in localities, attendance at headteacher briefings and development of web presence;
 - e. First report to Overview and Scrutiny Committee with evaluation of 2013 performance achievement data.
30. Medium term (6-12 months)
 - a. Development of the Local Excellence Networks in localities to enhance the current school-led developments;
 - b. Identifying additional capacity which can be used in future needs;
 - c. Working with schools to identify local/county challenges, sharing innovation and best practices;
 - d. Evaluation of the effectiveness and impact of LEEP, reporting back to the Children and Families Overview and Scrutiny Committee.
31. Longer term
 - a. To integrate LEEP with wider children and families programmes such as Supporting Leicestershire Families and Behaviour Partnerships.

Conclusion

32. Since the formation of the LEEP Working Group in January 2013, there has been good progress in setting up the partnership. The Working Group has been successful in creating an open forum for stakeholders to discuss the principles and practicalities of LEEP and how it can add value to existing system and partnerships. The consultation period showed that LEEP has gained the support of the majority of schools and there is optimism amongst school leaders that LEEP will be successful in improving outcomes for children and young people in Leicestershire.
33. At this embryonic stage the focus is to introduce and implement the partnership with all schools, communicating its purpose and function, whilst ensuring support for schools is secured and maintained as necessary.

34. The Working Group is confident that schools and other groups will be able to come together to share and create innovated practises that will bring about improvements in the achievement of children in Leicestershire.

Resource implications

35. The County Council approved its budget and the Medium Term Financial Strategy at its meeting on 20th February 2013. The budget included a growth item of £350,000 to support the new approach to securing educational excellence in Leicestershire. The budget will support the release of school staff to provide support to each other through a self-supporting schools system and provide for administrative support. The Director of Corporate Resources has been consulted on the contents of this report.

Equal Opportunities Implications

36. An Equality Impact Assessment Questionnaire has been completed and it has been deemed to be a neutral /positive impact on the protected characteristics. The Questionnaire is to be published on the LCC website Please see Appendix four to view the questionnaire.

Risk Assessment

37. The risks to the County Council arising from the development and implementation of LEEP are kept under regular review by the lead CYPS officers and are recorded on the CYPS Departmental Risk Plan.

Environmental Implications

38. An environmental implications assessment will be conducted for all options considered and included in any recommendations made.

Circulation under the Local Alert Issues Procedure

39. The report to Overview and Scrutiny Committee will be circulated to all Members of the County Council via the Members' News in Brief.

Background Papers

- a. Report to Cabinet 26 July 2010 – Development of Academy status for Leicestershire schools
- b. Report to Cabinet 9 July 2012- Ensuring Education Excellence
- c. Report to Cabinet 13 November 2012 Proposed Policy for Ensuring Education Excellence
- d. Cabinet Report 9 April 2013- Ensuring Education Excellence
- e. Academies Act 2010 and Education Act 2011
- f. Academy guidance on department for Education website
www.education.gov.uk/academies

Officers to Contact

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Appendices

Appendix 1: scenarios of support

Appendix 2: Consultation evaluation

Appendix 3: Draft evaluation template

Appendix 4: Equality Impact Assessment Questionnaire

<u>School/ Academy</u>	<u>Description of risk alert</u>	<u>Likely LEEP/LA Analysis of current performance</u>	<u>Operational Role of LEEP</u>	<u>Strategic Role of LEEP</u>	<u>Role of LA</u>
Primary School A	An Ofsted judged 'Good' School has started to show a decline in English School appears to have limited involvement in local groups and collaboratives	May retain Good status but could slip in to 'Requires Improvement'	Check whether there is further information at local level Offer support and guidance for partnership working Initial contact to establish whether support is needed	Evaluate and review if this is part of a local trend Check that appropriate action has been taken	Provides the data to discuss with the strategic group Maintains overview of impact of support Gathers data/other information
CE Academy School B	Previous inspection as Good A new head has started at the school which has been through a period of decline Lack of capacity to support in local group	Likely to be judged 'Requires Improvement'	Local contact with academy to determine plans for improvement Ensure involvement of diocese Identify mentor for HT, possibly through LPH	Develop local excellence network for area. Ensure programme of support is developed for new Headteachers	Monitor arrangements Offer visit/telephone conversation for assurance that action has been taken Regular liaison with Diocese
Secondary Academy School C	Last Ofsted moved from Good to Requires Improvement. Since then, several of key staff have left and a data trawl has revealed a continued decline	Likely to be 'Requires Improvement', could slip to category 4 (inadequate)	Contact the headteacher to discuss issues Seek assurance that action is taken LEEP identify possible support and ensure action plan is drawn up Offer support to attend Ofsted seminar	Develop further packages of support for secondary academies – both bespoke and universal Use LEEP funding to establish collaborative project	Discuss with the DfE what actions are being taken as part of champion role
Maintained primary school D	Concerns about several aspects of the school, including education and teaching and leadership and governance Data declining; complaints to Governor Services	At risk of inadequate judgement if inspected by Ofsted	Ensure intensive support through the local Teaching School LA support from Governor Development Services Development and implement action plan	Monitor impact of support through termly meetings	LA uses SCC money for immediate support Additional assurance from commissioned external consultant Regular review and evaluation of commissioned support to assess impact and improvement

<p>Maintained primary school</p> <p>E</p>	<p>Place in to 'Special Measures' by Ofsted</p>	<p>n/a</p>	<p>LA to lead and arrange commissioned support through Teaching School Alliance /National Leadership Education network Teaching School Alliance to support in writing school improvement plan</p>	<p>Monitor through termly meetings</p>	<p>LA uses SCC money for immediate support LA works with the school and the DfE to identify solutions to bring about rapid improvement LA to consider use of statutory powers LA to write statement of action Additional assurance from commissioned support</p>
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Leicestershire Education Excellence Partnership Consultation Summary

Context

The views and opinions of schools, other education providers and stakeholders have been actively sought as part of the development of the LEEP. A consultation was undertaken between April and July 2013 to ensure that all stakeholders had an opportunity to comment, shape and inform this new collaborative approach to ensure and sustain educational excellence in Leicestershire.

Methodology

The proposal has been shared in a number of ways including:

- Headteacher briefings and governors' briefings
- Chair of Governors' briefing
- Meetings of Leicestershire primary, secondary and special school headteachers' groups
- Emails to all schools
- Access from the Electronic Information System (EIS)
- Documentation sent to universities and FE colleges
- An online questionnaire
- An event for governors

There have been thirteen online questionnaires completed and a number of email responses as well as verbal feedback received at meetings. The online questionnaire asked the following questions:

- Does the vision set out clearly what the Partnership is about?
- Do you agree with the broad aims of the Partnership?
- Do you think the functions of the Partnership will effectively provide support to schools?
- Do you think the guiding principles of the Partnership are reasonable?
- Do you think the working protocols set the appropriate expectations for the Partnership?
- Do you agree broadly with the suggested roles for the different stakeholders in the Partnership?
- Do you think the proposed structure of the Partnership will facilitate support in schools and secure improvement?
- Is there anything missing from the proposal which you feel needs to be considered?

Responses

The range of responses have been analysed and summarised into key areas: vision, aims and principles; working protocols and function; roles and responsibilities, structure. Sample comments from the online questionnaire are included which indicate a range of opinion.

Vision, aims and principles

There were 39 online responses.

95% of the respondents agree or partly agree that the Partnership has appropriate vision, aims and principles. Some examples of comments are as follows:

- *In principle, the idea of having a 'shared moral purpose' is clearly the right one, as we have had before. The problem is in the implementation...this feels less supportive and more judgemental.*
- *Now a much better dialogue has been introduced, I hope to see this improve further. However, 'Vision' is a living thing!*
- *In terms of it being about ensuring good quality for all children in Leics, absolutely.*
- *It is good to be open and transparent however would results be published? And if a school was being supported by LEEP, how would this is communicated with parents etc?*
- *'Fair, consistent, rigorous and based on a range of evidence,' again suggests the process will be honest, trustworthy and fair.*
- *What isn't clear is where the idea has come from and how it has evolved...what are other LAs doing in similar situations to Leics? Can't help but feel this is politically driven, not educationally driven.*

Additional responses:

- *Governors and headteachers alike have agreed that the vision and purpose for LEEP is correct way forward for Leicestershire- 'the vision will help the ensure children continue to be taught to a high standard' – governor*
- *Questions were raised by a governor on the agility and 'nimbleness' of LEEP- 'is LEEP a one-size-fit all model?'*
- *Partnerships are already established and good working is happening, is there a risk that LEEP is a 'sledgehammer to crack a nut?'*
- *'How will LEEP overcome the issue of schools now working in a semi-competitive market?'*
- *Supportive of underlying principles and happy to attend strategic group – hope the Partnership will flourish to the benefit of children and young people – Loughborough University*
- *Reassured that Leicestershire was continuing to ensure their child's good education – Leicestershire parent*

Working protocols and function

There were 26 online responses.

80% of the respondents agree or partly agree with the working protocols and function. Some examples of comments are as follows:

- *I like the 'systematic analysis of the learning needs of the school'. This indicates there would be an analysis and investigative start to the process, so that a real picture can be formed about what is going on, rather than an outside body coming in with a pre-conceived idea and view of the school. Where heads know their schools well it is important that support is given in line with what the schools need.*

- *Does 'swift decision making' refer to the fact that a Head could be removed quickly if LEEP were involved, or would there be support first?*
The revised protocols regarding identification of need and matching support to need are much better and will provide greater confidentiality and better organisation across the county. I'm not quite sure how Scrutiny will monitor effectiveness of processes.

Additional responses:

- Questions were raised by Governors on the capacity and resources available for LEEP – how will resources be coordinated across all schools, will schools be expected to give some money back to fund LEEP?
- *'How will LEEP ensure that schools data is used in confidence and to someone's personal gain?' - governor*

Roles and responsibilities and structure

There were 26 online responses.

73% of the respondents agree or partly agree with the roles, responsibilities and structure but there were also a number of concerns that will need to be resolved. Some examples of comments are as follows:

- *Does this mean the head of a school involved with LEEP would be made to attend review panels with LEEP?*
- *I have many reservations although I do support and trust the people I know who are involved and part of the process. I come back to having the need of an overview and having a clear LA strategy.*
- *Concerns about personnel leading the LENS - this needs to be LA and impartial.*
- *This seems to clash with the functions of the teaching schools and the roles they have in ensuring that partnership schools go through due diligence health checks and are offered tailored school to school support.*
- *We already have our own accountability mechanisms. Yes, but we are not looking to change our systems at this stage.*
- *The role of Teaching Schools is uncertain. Each Teaching School Alliance has a different vision and some are more business minded. Compatibility?*

Additional responses:

- Some schools have expressed caution in the role of people offering support; what will their credentials be
- How will LEEP ensure that they make an appropriate judgement about the support required?
- Some reservations about format but happy to continue to work in partnership for LEEP – CofE Diocese
- Accept Local Excellence Networks as a workable model – Teaching School
- Huge role for LPH's support within the LEEP but with a clear remit to provide early support with the aim of preventing schools getting into

difficulties through a more pastoral role – Leicestershire Primary Heads group

Working Group response to common themes
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The role of the Teaching Schools

The local authority has an established partnership with all the Teaching Schools in Leicestershire and is a strategic partner in all four alliances. Many functions that were once the remit of the local authority have now been taken on by the Teaching School Alliances through government funding and strong links with the National college for Teaching and Leadership and universities. Many Leicestershire schools are already aligned to the Teaching Schools as well as other collaborative groups. The Teaching Schools have been fully involved in the working group and have helped to shape the current proposal for the Partnership. The working group is keen to ensure that other collaboratives become more involved in the Partnership over time so that there is strong representation from the diverse arrangements and alliances that are emerging.

The capacity of schools to support other schools and the credibility of those supporting

Leicestershire has a number of highly talented leaders and teachers, many of whom are accredited NLEs, LLEs, or SLEs. There are also a significant number of Maths Specialist Teachers and other leading experts within Leicestershire schools which have the capacity to support other schools. Some colleagues were originally leading teachers funded through the National Strategies and still continue to offer a range of support. In recent years, the role of these professionals has been a key part of the school improvement strategy in Leicestershire. Colleagues supporting and challenging other colleagues already takes place. These ways of working have been highly successful in bringing about improvements and raising standards. The Partnership aims to ensure that opportunities to grow talent at all levels across all schools are optimised.

The relationship between headteachers and whether this should only play a supportive role rather than holding one another to account

There are differing views about this issue. The headteachers and other leaders or practitioners who have carried out this role in previous positions such as School Improvement Partners, Consultant Headteachers, and National or Local Leaders in Education have established positive working relationships where a climate for robust professional dialogue exists. A number of headteachers have already developed this role, being accountable to governors, inspectors and other external agencies. However, it is also critical that there is a mechanism for headteachers to be supported in other ways and this will be part of the development of the Partnership.

How will confidentiality be kept if information is being shared?

The working group is very clear that there need to be very secure protocols in place for sharing information so that leaders are confident that sensitive and confidential information is handled appropriately, fairly and ethically at all times. This will be a priority and an agreement will be established.

The balance between political input and the educational imperative

As a state funded education system we are influenced by the decisions of the government, particularly those that are part of any Education Act or other related Bill. We remain focused on ensuring the best education system in a Leicestershire is maintained and developed further.

The clarity of the underlying vision

The vision is focused on ensuring that we have the best outcome for children in Leicestershire. The Partnership approach aims to ensure that we develop a well co-ordinated approach that ensures that no school is isolated and no child falls through the net. A key reason for having the overarching view of the Partnership approach is to facilitate effective collaboration across the whole of the system.

Conclusion

The range of responses is encouraging and confirms that there is broad support for the Leicestershire Educational Excellence Partnership from head teachers and governors and other stakeholders. There is agreement about the direction of travel and an understanding of the rationale for moving from a more centralised approach to school improvement to one which is system-led.

The working group will now ensure that changes are made to reflect stakeholder comments. These will include supporting documentation which addresses the key points that have been raised. This will then be shared with all representative groups.

Leicestershire Education Excellence Partnership – Evaluation

Evaluation for Overview and Scrutiny Committee

- **Achievement in all phases**

- EYFS
- KS1
- KS2
- KS3
- KS4
- KS5
- CiC
- NEET

- **Ofsted inspection outcomes**

- Overall
- Primary
- Secondary
- LA maintained/academies
- Comments about the quality and impact of LA support

- **Number of schools supported including impact of support**

- Number of schools supported
- Type of support
- Academies?

- **Progress of schools judged to be inadequate or causing concern to the local authority**

- Outcomes of monitoring visits
- Actions taken by LA – including use of statutory powers of intervention

- **National interest and Leicestershire’s contribution to regional and national developments**

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- **Outcomes of regional peer evaluation and development work**

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- **Use and impact of Schools Causing Concern budget and LEEP funding**

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- **Priorities**

<ul style="list-style-type: none"> • Short term • Medium term • Long term
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- **Moving forward**

Key Enablers	Key Blockers

Summary Evaluation

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	DfE Indicators	Data		Current position		Actions <i>What are we planning to do?</i>	Comments
				RAG	Evidence <i>How we can demonstrate this?</i>		
A	The proportion of children who attend a good or better school, pupil referral unit and /or alternative provision is lower than that found nationally	Nat	Leics				
B	There is a higher than average number of schools in an Ofsted category of concern and/or there are indicators that progress of such schools is not securing rapid enough improvement	Nat	Leics				
C	There is a higher than average proportion of schools that have not been judged to be good by Ofsted	Nat	Leics				
D	Attainment levels across the local authority are lower than that found nationally and/or where the trend of improvement is weak	Nat	Leics				
		Trend					
E	Rates of progress, relative to starting points, are lower than that found nationally and/or where the trend or improvement is weak	Nat	Leics				
		Trend					
F	The volume of qualifying complaints to Ofsted about schools in a local authority area is a matter of concern	Number					
G	The Secretary of State is known to have concerns about the effectiveness of local authority school improvement arrangements						

Equality Questionnaire

Name of policy/ practice/ procedure/ function/ service being assessed:	Leicestershire Education Excellence Partnership
Department and Section:	Children's Young People Service
Name of lead officer and others completing this assessment:	Gillian Weston; Interim Assistant Director, Education & Learning Nathan Odom; Programme Officer, Education & Performance
Contact telephone numbers:	0116 305 5831
Date EIA assessment completed:	30 th July 2013
1. What is its purpose?	<ul style="list-style-type: none"> • To ensure that the local authority suitably discharges its statutory role in for ensuring school improvement strategies are in place for schools and other education providers • To provide a clear and transparent strategy which details how schools and other education providers will receive support school improvement • Build school improvement capacity within the school system, establishing a self-improving school system
2. What are its main objectives?	<ul style="list-style-type: none"> • The local authority is reshaping its relationship with schools through the implementation of LEEP, moving to a strategic partner/influencing role. • To ensure that the local authority knows schools and other providers and what standards and performance they achieve. • To ensure that schools are appropriately identified for support so that all pupils achieve well and inspection outcomes remain strong
3. What will it achieve? Who are its beneficiaries?	<ul style="list-style-type: none"> • LEEP will seek to ensure that children and young people receive the best possible education in Leicestershire. • Schools will be involved in a system that allows to access support and continuous professional development for staff
4. Who is responsible for implementing it?	<ul style="list-style-type: none"> • The local authority, all education providers and other stakeholders such as Dioceses,

Governors and Teaching Schools				
		Yes	No	
5.	Has prior consultation on the proposal been undertaken?	X with the school community		
6.	Has this consultation indicated any dissatisfaction with it from a particular section of the community?		X	
7.	If yes to Question 6, please state what this dissatisfaction is:			
		Yes	No	
8.	Is there evidence or any other reason to suggest that it could have a different effect or adverse impact on any section of the community? Or more specifically, one or more of the protected characteristics?		X	
9.	Is a system in place to monitor its impact?	X		
10.	<p>If yes to Q9, what does this monitoring show?</p> <ul style="list-style-type: none"> The children and Families Scrutiny & Overview Committee will be the mechanism for monitoring the impact of LEEP once it is established, including the impact of the protected characteristics. Operationally, Officers in CYPS will continue to evaluate and review impact. LEEP will receive external scrutiny and validation by OFSTED through LA inspections and will be subject to regional peer-to-peer evaluation 			
<p>Note: If no to Question 9, you will need to ensure that monitoring systems are established to check for impact on all nine protected characteristics.</p>				
11.	<p>Who is likely to be affected by the proposal? Which of the protected characteristics? (Please tick) Explain how each protected characteristic is likely to be affected below: [NB. Alternatively, if no protected characteristic is deemed to be affected, please explain why]</p>			
		Yes	No	Comments
Age			X	
Disability			X	
Gender Reassignment			X	
Marriage and Civil Partnership			X	
Pregnancy and Maternity			X	
Race			X	
Religion or Belief			X	

	Sex	X	
	Sexual Orientation	X	
	Other groups e.g. rural isolation, deprivation, health inequality, carers, asylum seeker and refugee communities, looked after children, deprived or disadvantaged communities	X	LEEP is being established to secure and improve the current education offering to children in Leicestershire
	Community Cohesion	X	
12.	Other comments:		
	<ul style="list-style-type: none"> the proposal to establish LEEP has been through a thorough consultation period with schools and other stakeholders to ensure that stakeholder views were sought the partnership model mirrors those emerging in other local authorities and has a similar structure In July 2013, CYPS met with a Senior HMI inspector who was positive of the partnerships development 		
13.	Decision:		
	No Impact	Positive Impact	Neutral Impact
			Negative Impact or Impact Not Known4 <input type="checkbox"/>
Note: If ticked 'Negative Impact or Impact Not Known' box at Question 15, will need to progress to full EIA.			
14.	Proceed to full EIA?	Yes	No
15.	What are your reasons for your decision? The Implementation of LEEP does not affect the majority of the protected characteristics. Where it affects children, it is positive.		

This questionnaire is a pre Equality Impact Assessment tool which will enable you to decide whether or not the **new, proposed or significantly changed** policy/ practice/ procedure/ function/ service needs to go through a full Equality Impact Assessment. For further information on the equality questionnaire see the [guidance](#).

1st Authorised signature (Lead Officer):

 Date:

2nd Authorised Signature (Member of DMT):
 Date:

4 'Impact Not Known' – tick this box if there is no up-to-date data or information to show the effects or outcomes of the function, policy, procedure or service on all of the equality strands.

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