

# **Harrow Schools' Improvement Partnership**

**Consultation Phase – November 2010**

# The “Harrow Schools’ Improvement Partnership”

## Consultation Phase – November 2010

This paper:

- describes the contextual factors that have led to the Local Authority working with schools to determine new arrangements for School Improvement across the school community;
- describes early conversations with headteachers that have resulted in a model for schools to consider as a way forward;
- describes how a “Harrow Schools’ Improvement Partnership” might be organised and operate;
- indicates the existing and future funding, predominantly from schools, that might be available for future arrangements;
- indicates some pointers for future development that have arisen from feedback during the research phase of this project;
- sets out the timetable for feedback from schools in the consultation phase, and;
- describes the timeline for resultant actions.

Feedback in the consultation phase from as many schools as possible on the model described is essential in order to inform and finalise a proposed way forward for Cabinet consideration in December 2010. Responses to the consultation will be requested by **Friday 3 December**.

### 1. Context

This paper is written in light of a rapidly changing national context. The thrust of national policy relating to School Improvement is evolving but many questions about the role of the Local Authority (LA) remain unanswered.

1.1 The proposal for a future School Improvement model is predicated on there being a minimum residual LA responsibility for School Improvement in the form of quality assurance and commissioning intervention in failing schools. This is retained outside the proposed model and would also include:

- (i) provision of advice and support to the council on school and education policy and strategy;
- (ii) school facing services the LA wishes to retain;
- (iii) any remaining or future LA statutory functions related to School Improvement, e.g. Governor Services, SACRE.

This LA Statutory and Council service will be funded by Council budgets or specific grant to the council. The possible scope and responsibilities of the Statutory and Council service are described in section 5.

1.2 Beyond this Statutory and Council role, the key national drivers for changing School Improvement responsibilities include:

- (i) severely reduced or removed national and local funding for centralised School Improvement. The National Primary and Secondary Strategies - currently funding advisory support in Maths, English, MFL, SEN, Science, ICT, Behaviour and Attendance - are being wound up by April 2011. Grants, currently funding Healthy Schools support and the PE/Sports Partnerships, and other national funding, e.g. TDA grant, for most existing Local Authority School Improvement activities will finish then.

At that point, local School Improvement arrangements will be largely determined by schools' decisions about what those arrangements might be and how they will be funded;

- (ii) an emphasis on schools providing School Improvement for each other – known as “school to school support”;
- (iii) a limited national School Improvement framework, predominantly provided by DFE and the National Leadership College, and
- (iv) reduced support to schools from a number of previously existing national advisory and statutory bodies, e.g. QCDA, TDA, BECTA, GTCE.

1.3 In developing a new local framework for School Improvement, Harrow, as an overall highly achieving LA, has a strong foundation of school to school support and partnership working to build on, including:

- (i) a high percentage of good and outstanding schools;
- (ii) 8 Knowledge Centres;
- (iii) 11 specialist high schools many of which now have a second specialism;
- (iv) 26 leading teachers covering all aspects of teaching;
- (v) 34 ASTs across special, primary and secondary schools;
- (vi) 7 lead assessment schools;
- (vii) a number of National and Local Leaders of Education (NLE and LLE)
- (viii) School Improvement Online, including CPD Online and AST Online;
- (ix) successful School Improvement initiatives, such as “Narrowing the Gap”(NTG) projects and the “Good to Outstanding (G2O)” Initiative;
- (x) safeguarding audits which have resulted in good or outstanding Ofsted outcomes
- (xi) implementing new models of School Improvement, e.g. the federation to support Camrose Primary School (previously Little Stanmore);
- (xii) an experienced and highly regarded LA School Improvement service.

In addition to these school improvement activities we have a strong and long established partnership culture between schools, the LA and other partners which has secured changes to the age of transfer; changes to the admissions criteria for secondary schools; post 16 provision in all high schools; significantly expanded early years provision; 16 Children's Centres, some on school sites, and; all schools delivering the full extended schools offer through cluster working.

Recent announcements around academies may lead some schools to consider this as an option but we would hope that in the event of schools making this decision they will do so as part of the Harrow family of schools rather than apart from it.

## 2. Why a “Harrow Schools’ Improvement Partnership”?

- 2.1 Early consultation with a number of headteachers and Chairs of Governing Bodies, individually and collectively, has suggested that they neither favour outsourcing school Improvement to a private provider or doing nothing, but that they would wish to consider the possibility of developing a school-led “Schools’ Improvement Partnership”
- 2.2 The development is predicated on a belief that School Improvement provision locally should consist of the following:
  - (i) high quality support, advice and training by experienced and credible individuals and organisations;
  - (ii) local provision that is sufficiently broad and flexible to respond to, and be tailored to meet individual school needs;
  - (iii) a strong emphasis on school to school support through brokerage and/or signposting;
  - (iv) commissioning of external expertise where required, underpinned by strong Quality Assurance processes;
  - (v) affordable and best value provision.
- 2.3 The Harrow Schools’ Improvement Partnership cannot be established without the full and active involvement of schools in shaping up the role, function and funding of the Partnership. **The Partnership will be a schools’ led and funded initiative, not a Local Authority service.** This paper is intended to stimulate discussion rather than provide a definitive model for the future.
- 2.4 Communication and consultation with schools and other stakeholders will need to be regular, wide ranging and transparent. If the Partnership model is to be successful, there needs to be a shared vision and direction for the Partnership across schools, the Local Authority and other stakeholders from the very beginning.
- 2.5 The transition from current to future School Improvement arrangements in Harrow needs careful planning and management to ensure that current valued experience and expertise demanded in any new model is not lost during a period of change.
- 2.6 Drawing on the most recent government proposals; internal analysis of current activities of the A&I Service and the associated risks of not retaining some key elements; the recent external review of A&I Services by the National Strategies Team; the external evaluation of the Good to Outstanding Initiative; the recent National Strategy review of Exclusions, and feedback from schools, the proposal describes:
  - the possible organisation and governance of the Partnership (section 3 and section 4);
  - the possible links and relationship between the function of a Local Authority Statutory and Council Service and the School Improvement provision to be made available to schools through the Partnership (section 5);
  - the possible priorities and areas of work of the Partnership (section 5);
  - the type of staffing and other costs that might be required to deliver the Partnership activities (section 6);
  - current funding sources that would be available to the Partnership and possible funding requirements to ensure that the Partnership has sustainable capacity to function for a minimum of 3 years in the first instance (section 7).

***Feedback from Research Phase:***

- ***There is a general feeling that a Harrow Schools' Improvement Partnership (HSIP) framework is worth pursuing at this stage.***
- ***Given inevitable changes for the reasons set out in the paper, schools recognise this as an opportunity to both build on and modernise current effective school improvement provision.***

***Key Question for Schools:***

***To what extent do Harrow schools want to commit to developing a "Harrow School Improvement Partnership"?***

### 3. Possible Partnership Organisation

The possible model, illustrated below, is to establish a “School Improvement Partnership”, predominantly led, managed and funded by schools but with the Local Authority, and possibly others, as partners, contributing external expertise and resources as available.

| <b>School Improvement Partnership Board<br/>(Schools, LA, Others as determined)</b>  |   |  |
|--|---|--|
| <b>Manager / Commissioner</b>  |   |  |
| <b>School to School Resources</b>  | <b>Commissioned Internal Resources</b>  | <b>Externally Commissioned Resources</b>   |
| <ul style="list-style-type: none"> <li>• NLE / LLE</li> <li>• ASTs</li> <li>• LTs</li> <li>• Specialist Schools</li> <li>• Knowledge Centres</li> <li>• Lead assessment schools</li> <li>• Federations</li> <li>• Individual schools with good and outstanding practice</li> </ul> | Agreed core advisers<br>Governor Services<br>EMAS<br>Schools' ICT service agreement (advisory element)<br>Behaviour support | <ul style="list-style-type: none"> <li>• Innovation</li> <li>• Projects</li> <li>• Associate network to cover any expertise not available locally</li> </ul> |
|  | Training Programme  |  |
|  | Administration Function   |  |
|  | <i>School Improvement Online</i>  |  |
|  | Bespoke packages  |  |

3.1 The areas of work to be taken forward by the Partnership fall within 7 broad categories:

- (i) establish a framework for schools to access high quality support including school to school support from within and beyond Harrow;
- (ii) provide leadership, management and coordination of specific initiatives and projects seen to be priorities by schools in Harrow, e.g. Good to Outstanding, NTG, ICT, PE;
- (iii) based on an audit of schools' needs and priorities, plan and deliver a comprehensive programme of training, advice and consultancy for schools in Harrow;
- (iv) develop School Improvement Online further as the vehicle for the management of training, advice, support, monitoring and evaluation of quality;
- (v) establish robust Quality Assurance systems to ensure that the quality of support available to schools is never less than very good/excellent;
- (vi) as commissioned by the Local Authority, provide comprehensive packages of support to Schools Causing Concern (SCC) which secures rapid improvements in their performance and outcomes for pupils;
- (vii) as commissioned by individual schools, develop packages of support which enable them to deliver their individual School Development Plans.

***Feedback from Research Phase:***

- ***The areas of work suggested in 3.1 are likely to be those that schools will want to explore the possibility of being taken forward by the HSIP.***
- ***School to school support is seen to be an important part of the new School Improvement landscape, but a local framework will help this happen more efficiently and effectively.***

***Key Question for Schools:***

***Does this describe what Harrow schools would envisage as the role of a “Harrow Schools’ Improvement Partnership”?***

#### 4. Governance of the Partnership

- 4.1 The Partnership would be governed by a School Improvement Partnership Board predominantly composing of representatives of schools. The Local Authority would be a key partner along with any other bodies that schools determine to be important in respect of their contribution to school improvement in Harrow.
- 4.2 The Board, functioning within an agreed constitution, would:
- (i) determine the strategic direction of the Partnership;
  - (ii) agree the programme of support and activities to be provided by the Partnership;
  - (iii) agree the framework, including the staffing levels and other structures, to deliver the Partnership activities, including full involvement in the appointment of staff to the Partnership;
  - (iv) ensure sufficient funding and resources are secured to provide the Partnership with the capacity to be sustained for at least 3 years, in the first instance;
  - (v) monitor and evaluate the agreed programme.
- 4.3 In order to deliver the Partnership provision, the Board will need to ensure that:
- (i) a framework for the school improvement support is developed which sets out clearly the high quality and cost effective support schools can access to enable all schools to continue to strive for excellence. This would include school to school support.
  - (ii) effective leadership, management and coordination of Partnership budgets and other resources are in place;
  - (iii) all schools are aware of and engaged in the development of the Partnership. This will be critical in securing the commitment and resources needed for the Partnership to be established and be operational for at least 3 years. This would be secured through a Partnership Agreement.

#### ***Feedback from Research Phase:***

- ***The governance model proposed appears to offer a way forward, building on the most efficient and effective aspects of, for example, the “Good to Outstanding” core group and the Schools Forum.***
- ***Membership of the HSIP Board is seen as key to providing effective strategic leadership to the Partnership.***
- ***Representatives of schools will need to be drawn from across the broad range of Harrow schools and from all sectors such that the needs of all schools are reflected in the HSIP programme.***

#### ***Key Question for Schools:***

***Does this describe what Harrow schools would envisage as a basic framework for appropriate governance arrangements of a “Harrow School Improvement Partnership”?***



## 5. Links and Relationships between Local Authority Statutory and Council Service and Provision through the Harrow Schools' Improvement Partnership

5.1 As described earlier, it is envisaged that there will be a minimum residual LA responsibility for School Improvement in the form of quality assurance and commissioning intervention in failing schools. This is retained outside the proposed model and would also include:

- (i) provision of advice and support to the council on school and education policy and strategy;
- (ii) school facing services the LA wishes to retain;
- (iii) any remaining or future LA statutory functions related to School Improvement, e.g. Governor Services, SACRE.

The LA Statutory and Council functions will be funded by Council budgets or specific grant to the Council. The LA functions currently envisaged are shown in the left hand column of the following table, as "Local Authority Statutory and Council Role", together with estimated time allocations required to cover these functions.

5.2 Through intensive analysis of school improvement activities currently carried out with schools, predominantly by the Achievement and Inclusion Service, the right hand column of the table below describes a range of "Possible HSIP Activities" that may or may not be included in the programme of support and activities to be provided by the Partnership. There will inevitably be new activities that the Partnership will also want to develop.

5.3 The detail of the Partnership activities would be determined by the School Improvement Partnership Board. This will also determine the number of days and/or posts that might be required to deliver the Partnership activities – currently shown as \* in the table below. Possible staffing arrangements are described in 6.4.

| Local Authority Statutory and Council Role   | No. of days | Possible HSIP Activities  | No. of days/ posts |
|--|-------------|---|--------------------|
| <ul style="list-style-type: none"> <li>• School Improvement Strategy               <ul style="list-style-type: none"> <li>– analysis of performance data including equalities and "Narrowing the Gap" groups</li> <li>– analysis of inspection findings</li> <li>– forming a holistic overview of schools through intelligence gathered from across Local Authority services</li> <li>– identification and monitoring of SCC</li> <li>– intervention/warning notices</li> <li>– structural solutions for SCC through federations, partnerships, amalgamations</li> <li>– commissioned packages of support for SCC from the Partnership and beyond</li> <li>– SIP function if maintained as a requirement of Local Authority</li> </ul> </li> </ul> | 65          | <ul style="list-style-type: none"> <li>• School Improvement Provision               <ul style="list-style-type: none"> <li>– Curriculum training, advice, consultancy and support for all schools – reflecting phase specific needs</li> <li>– an attached adviser for each school</li> <li>– a framework for School to School support</li> <li>– support packages for SCC</li> <li>– commissioned review of SCC on behalf of the Local Authority</li> <li>– Strategy and leadership of local initiatives such as Good to Outstanding and Narrowing the Gap</li> <li>– Data and assessment support and training including APP</li> <li>– Co-ordination, commissioning and monitoring of AST provision</li> </ul> </li> <li>• Commissioned bespoke packages of support to individual schools in addition to the provision described above (costed separately)</li> </ul> | *                  |

|   |    |   |   |
|---|----|---|---|
| <ul style="list-style-type: none"> <li>• School Governance <ul style="list-style-type: none"> <li>– <i>production of Instruments of Governance</i></li> <li>– <i>appointment of Local Authority Governors</i></li> <li>– <i>data base</i></li> <li>– <i>commission the provision of Statutory and Council training, advice and information from the Partnership</i></li> <li>– <i>managing complaints related to Local Authority governors</i></li> </ul> </li> </ul>         | 30 | <ul style="list-style-type: none"> <li>• Governor Training and Development <ul style="list-style-type: none"> <li>– <i>provision of Statutory and Council training, advice and information</i></li> <li>– <i>training and development programme for governors</i></li> <li>– <i>governor accreditation opportunities</i></li> <li>– <i>Commissioned bespoke training session for individual governing bodies</i></li> </ul> </li> </ul> | * |
| <ul style="list-style-type: none"> <li>• NQT Induction Framework <ul style="list-style-type: none"> <li>– <i>monitoring of NQT assessments</i></li> <li>– <i>administration of termly returns</i></li> <li>– <i>commission support, advice and intervention for schools in respect of NQTs at risk of failure</i></li> </ul> </li> </ul>  | 30 | <ul style="list-style-type: none"> <li>• NQT Training and Development <ul style="list-style-type: none"> <li>– <i>training and development programme – reflecting phase specific needs</i></li> </ul> </li> <li>• Commissioned individualised support for NQTs via their schools (costed separately)</li> </ul>   | * |
| <ul style="list-style-type: none"> <li>• Local Inclusion “Champion” and strategic lead, including for LAC/SEN/EMA (including Travellers and Refugees) <ul style="list-style-type: none"> <li>– <i>Quality Assurance through monitoring performance and progress</i></li> <li>– <i>challenge in order to Narrow the Gap in attainment and achievement</i></li> <li>– <i>access and support provision, including</i></li> <li>– <i>attendance at RIT</i></li> </ul> </li> </ul> | 60 | <ul style="list-style-type: none"> <li>• Inclusion Training, Support and Consultancy <ul style="list-style-type: none"> <li>– <i>training and support for inclusion, SEN, EMA and LAC leaders</i></li> <li>– <i>support for schools on inclusion policies and strategies</i></li> <li>– <i>support and challenge for schools re: SEN, EMA and LAC performance and provision</i></li> </ul> </li> </ul>                                  | * |
| <ul style="list-style-type: none"> <li>• Overview of 16-19 Provision <ul style="list-style-type: none"> <li>– <i>Strategic overview / ensuring sufficiency of places to meet diversity of needs</i></li> <li>– <i>Quality Assurance / performance monitoring</i></li> </ul> </li> </ul>   | 20 | <ul style="list-style-type: none"> <li>• Support, Advice and Training to Schools on: <ul style="list-style-type: none"> <li>– <i>provision and access for all pupils including the vulnerable</i></li> <li>– <i>curriculum, teaching and learning, leadership and management</i></li> </ul> </li> </ul>   | * |
| <ul style="list-style-type: none"> <li>• Overview and Engagement in 14-19 Strategy <ul style="list-style-type: none"> <li>– <i>14-19 Strategy</i></li> <li>– <i>Sufficiency of provision</i></li> <li>– <i>Quality Assurance / performance monitoring</i></li> <li>– <i>Commissioning and Quality Assurance of Work Experience</i></li> </ul> </li> </ul>   | 10 | <ul style="list-style-type: none"> <li>• Support, Advice and Training for Schools on: <ul style="list-style-type: none"> <li>– <i>14-19 curriculum development</i></li> <li>– <i>curriculum, teaching and learning, leadership and management</i></li> </ul> </li> <li>• Management of Work Experience</li> </ul>   | * |
| <ul style="list-style-type: none"> <li>• Overview of Safeguarding and Wellbeing of Pupils in Schools <ul style="list-style-type: none"> <li>– <i>monitoring and intervention where required</i></li> </ul> </li> </ul>  | 10 | <ul style="list-style-type: none"> <li>• Support, Advice and Training for Schools on: <ul style="list-style-type: none"> <li>– <i>audit and evaluation of safeguarding procedures and multi-agency work</i></li> </ul> </li> </ul>  | * |

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|--|----|---|---|
| <ul style="list-style-type: none"> <li>Local Authority ICT Framework and Strategy <ul style="list-style-type: none"> <li><i>alignment between schools, council, and regional strategy, including LGfL</i></li> </ul> </li> </ul>   | 10 | <ul style="list-style-type: none"> <li>ICT Technical and Advisory Support for Schools on: <ul style="list-style-type: none"> <li><i>internet connectivity (Lgfl / USO)</i></li> <li><i>quality kite marks</i></li> <li><i>training for technical staff and teachers, and leaders</i></li> <li><i>MLE / VLE developments</i></li> <li><i>Data and internet security</i></li> </ul> </li> </ul>   | * |
| <ul style="list-style-type: none"> <li>Children's Workforce Development Strategy in respect of schools <ul style="list-style-type: none"> <li><i>overview of the availability of sufficiently skilled and competent workforce</i></li> <li><i>monitoring and overview of the school workforce</i></li> </ul> </li> </ul>       | 10 | <ul style="list-style-type: none"> <li>School Leadership and Workforce Development Framework and Provision <ul style="list-style-type: none"> <li><i>leadership development and succession planning</i></li> <li><i>CPD priorities and provision</i></li> <li><i>training and development of support staff</i></li> <li><i>accreditation pathways for school staff</i></li> <li><i>primary pool/recruitment strategy</i></li> </ul> </li> </ul> | * |
| <ul style="list-style-type: none"> <li>Leadership, Implementation and Monitoring of Local Authority Grants from Central Government in respect of School Improvement <ul style="list-style-type: none"> <li><i>delegation formulae in line with grant requirements</i></li> <li><i>evaluating impact</i></li> </ul> </li> </ul> | 30 | <ul style="list-style-type: none"> <li>Management, Coordination and Delivery of Provision through Grant Funding <ul style="list-style-type: none"> <li><i>central training/support</i></li> <li><i>targeted support in line with grant requirements</i></li> </ul> </li> </ul>  | * |
| <ul style="list-style-type: none"> <li>Quality Assurance of EYFS provision across Harrow schools and other settings</li> </ul>   | 60 | <ul style="list-style-type: none"> <li>Management, co-ordination and delivery of High Quality Training and Development Provision for EYFS <ul style="list-style-type: none"> <li><i>delivery and implementation of any EYFS programmes, e.g. CLLD</i></li> <li><i>training and development provision for EYFS</i></li> </ul> </li> </ul>  | * |
| <ul style="list-style-type: none"> <li>Monitoring Compliance of H&amp;S requirements in relation to the Schools <ul style="list-style-type: none"> <li><i>liaison with corporate H&amp;S on application of Council policies in schools</i></li> <li><i>formal advice to school on H&amp;S</i></li> </ul> </li> </ul>           | 10 | <ul style="list-style-type: none"> <li>Training, Advice and Support for Schools on H&amp;S <ul style="list-style-type: none"> <li><i>advice and support related to the curriculum, especially science, D&amp;T, PE</i></li> </ul> </li> </ul>   | * |
| <ul style="list-style-type: none"> <li>Target Setting and Moderation <ul style="list-style-type: none"> <li><i>agree and report on any statutory targets</i></li> <li><i>commission moderation of teacher assessment at EYFS and KS1</i></li> </ul> </li> </ul>  | 40 | <ul style="list-style-type: none"> <li>Training, Advice and Support for Data and Assessment <ul style="list-style-type: none"> <li><i>support on review and analysis of pupil progress data</i></li> <li><i>moderation conferences</i></li> </ul> </li> </ul>   | * |
| <ul style="list-style-type: none"> <li>SACRE <ul style="list-style-type: none"> <li><i>professional advice to SACRE</i></li> <li><i>agreed syllabus review and</i></li> </ul> </li> </ul>  | 15 | <ul style="list-style-type: none"> <li>Training, Advice and Support on RE, Assemblies and SMSC <ul style="list-style-type: none"> <li><i>support for teachers and subject</i></li> </ul> </li> </ul>  | * |

|  |    |  |   |
|--|----|--|---|
| <i>revision</i><br>– advice to schools re: worship and faith matters   |    | <i>leaders</i>   |   |
| <ul style="list-style-type: none"> <li>• Advice to and responding to the Council on Education Policy and Strategy, and reporting on Schools' Performance <ul style="list-style-type: none"> <li>– representing the Director on headteacher appointments</li> <li>– responding to corporate initiatives</li> <li>– crisis management in respect of schools</li> <li>– annual performance reporting</li> <li>– attendance at LA Committees and scrutiny</li> <li>– commission the delivery of Council priorities from the Partnership</li> </ul> </li> </ul> | 30 | <ul style="list-style-type: none"> <li>• Delivery of Support and Training to Schools, in line with Council funded priorities.</li> </ul> | * |

**Feedback from Research Phase:**

- **Schools want to be involved in defining the HSIP activities.**
- **Provision for some activities, e.g. Governor Services, NQT induction, ICT hardware provision, might be offered as discrete packages to schools in the HSIP.**
- **Some current Local Authority provision can be re-configured to better meet the needs of schools, e.g. special schools, EYFS.**

**Key Questions for Schools:**

**Are the “Possible Partnership Activities” (Section 5 - right hand column) those that Harrow schools would want delivered by a “Harrow School Improvement Partnership”?**

**Are there particular subjects or aspects that Harrow schools would want to retain through specialist adviser support as part of the Partnership?**

**Are there activities not listed that Harrow schools would wish to add?**

## 6.0 Resource Requirements for the Partnership to Consider

- 6.1 The School Improvement Partnership Board will also need to determine the providers for the agreed programme of activities.
- 6.2 It is envisaged that the Partnership will require some core staff, but will also need to employ a range of providers to bring the required experience, skills and knowledge together in order to support continued school improvement.
- 6.3 The core staff and range of providers might include:
- school to school support;
  - some current Local Authority staff, and;
  - Quality Assured external associates and specialists.
- 6.4 The Partnership might want to consider core staff carrying out some of the roles described below. It will not be possible, within schools' current funding for School Improvement and the reduced funding that the Local Authority can make available in the future (see section 7), to maintain the level of core school improvement staffing that schools are currently used to working with in the Achievement and Inclusion service. However, within that funding model and a reduced, Partnership determined, programme of activities, it would be possible to both maintain a reduced core staff and retain the flexibility to secure the range of external support described above, either through an associate network or through co-ordinated school to school support.

| Possible Posts                                      | Purpose and Role  |
|---|---|
| Partnership Manager                                 | <ul style="list-style-type: none"> <li>• Leadership, management and coordination of Partnership activities and coordination of school to school support framework.</li> <li>• Quality Assurance of provision and providers.</li> <li>• Line management of staff.</li> <li>• Business planning, financial management and coordination.</li> <li>• Professional adviser to Partnership Management Board.</li> <li>• Attached adviser to identified schools/delivery of Senior School Improvement Adviser role.</li> <li>• Link between LA Statutory and Council and Partnership.</li> </ul> |
| Senior School Improvement Advisers                  | <ul style="list-style-type: none"> <li>• Attached adviser role to schools.</li> <li>• Leadership support and challenge to school leaders.</li> <li>• Delivery of bespoke training, advice and consultancy as commissioned by schools.</li> <li>• Support for School Self Evaluation and external whole school review.</li> <li>• Support for Ofsted.</li> <li>• Delivery of CPD to school staff and governors in specialist areas.</li> </ul>   |
| Specialist Advisers                                 | <ul style="list-style-type: none"> <li>• Phase specific specialist support to schools in agreed curriculum / whole school aspects.</li> <li>• Delivery of CPD to school staff and governors.</li> <li>• Provision of targeted support to school as commissioned by the LA.</li> </ul>   |
| Leadership and School Workforce Development Officer | <ul style="list-style-type: none"> <li>• Coordination and some delivery of Leadership Development Programmes.</li> <li>• Coordination and some delivery of NQT support, including recruitment and QTS processes.</li> <li>• Coordination of CPD provision.</li> <li>• Coordination and some delivery of CPD provision for school support staff.</li> </ul>  |
| Ethnic Minority Achievement Advisers                | <ul style="list-style-type: none"> <li>• Coordinate Narrowing the Gap initiatives.</li> <li>• Support and coordination of EAL advice.</li> <li>• Champion Harrow schools and secure external grant funding</li> <li>• Provision of targeted support to schools as commissioned by the LA.</li> </ul>  |

|   |  |
|---|--|
| Traveller / Refugee Support Staff               | <ul style="list-style-type: none"> <li>• Support to students, schools, parent/carers to ensure successful integration and raised attainment.</li> </ul>  |
| School Improvement Online Coordinator           | <ul style="list-style-type: none"> <li>• Development and maintenance of School Improvement Online.</li> <li>• Training, support and advice to school staff.</li> <li>• Marketing and sales of product to other Local Authorities.</li> </ul>                                 |
| Governor Support and Development Coordinator    | <ul style="list-style-type: none"> <li>• Training, advice and information to governors.</li> <li>• Coordinator of governor training programme.</li> <li>• Development of the Governor Accreditation programme and marketing and sales to other Local Authorities.</li> </ul> |
| ICT Advice (currently in ICT Service Agreement) | <ul style="list-style-type: none"> <li>• Advisory support and training for technical staff, teachers and leaders, including ICT curriculum, MLE, VLE developments.</li> <li>• Support in ICT Quality Kite Marks.</li> </ul>  |
| EYFS Advisory Teachers                          | <ul style="list-style-type: none"> <li>• Advice, training and support for EYFS providers across all sections on curriculum leadership and management.</li> <li>• Training, advice and support on assessment and use of data within EYFS.</li> </ul>                          |
| Administrative Staff – Finance and Resource     | <ul style="list-style-type: none"> <li>• Management and coordination of all budgets associated with the Partnership.</li> <li>• Management of Partnership Agreements.</li> </ul>   |
| Administrative and Secretarial                  | <ul style="list-style-type: none"> <li>• Administrative support to Management Board, Partnership Manager and other staff</li> </ul>  |

6.5 Other costs associated with Partnership activities might include the following:

- (i) delivery costs of central CPD provision;
- (ii) commissioning of school to school support from within and beyond Harrow;
- (iii) commissioning of any external consultancy;
- (iv) overhead costs administrative, premises and ICT;
- (v) management and infrastructure costs.

Such costs would be determined by a range of factors, including quantity, range and location of training provision; level of externally commissioned support; location, employment conditions, etc. of any core staff.

**Feedback from Research Phase:**

- ***There is general support for a small core staffing to provide, possibly, (i) strategic School Improvement guidance and advice to schools, (ii) expert and experienced quality assurance, and, (iii) advice and support in a few key curriculum areas, possibly in certain Key Stages only, to support teachers in their work***
- ***The current “attached adviser” role is recognised as a strength of the current system by many schools.***
- ***HSIP should then commission the agreed programme of activities from a range of possible appropriate providers, particularly from schools themselves.***
- ***Schools will want to look outside current Local Authority provision for some key School Improvement areas, e.g. special school expertise.***
- ***Shared cross-borough provision should be considered as a potential way forward.***
- ***Strong Quality Assurance of all HSIP providers would need to be in place.***
- ***Schools understand the sensitivities around the employment of current Local Authority staff and, where possible, might want to retain the experience and expertise in those staff where this contributes to the effective delivery of the HSIP. Current staff retained by the HSIP would remain as Local Authority employees, seconded to the HSIP.***

**Key Question for Schools:**

***What core staffing might Harrow schools want in place within the HSIP to deliver agreed “Harrow School Improvement Partnership” activities?***

## 7. Funding Arrangements

7.1 In order for the Partnership to function effectively and to deliver the diversity of needs of schools in Harrow, funding has to be sufficient to cover the leadership, administration and delivery of provision to be made by the Partnership.

7.2 The model described in this paper assumes that:

- schools that are currently in the Achievement and Inclusion, Governor Services and ICT service level agreements may only need to provide modest, if any, additional funding to secure the medium term viability of the Partnership. Schools currently outside those agreements would need to consider whether they will make their contribution to, and therefore be members of, the Partnership.
- current levels of funding for school improvement activities through DSG are maintained (see 7.5 below), and;
- at least 90% of the schools will commit to the Partnership. Without this commitment, the proposed Partnership model is unlikely to be a viable proposition.

**However, decisions about the level of funding required from schools cannot be finally decided until any future HSIP programme is determined by schools.**

7.3 Therefore the Partnership would be funded by a contribution of:

- (i) existing and future School Improvement funding through DSG as agreed by Schools Forum;
- (ii) Harrow schools' funding through a partnership agreement, that would replace current service level agreements;
- (iii) income from other users of the Partnership;
- (iv) income from the traded CPD programme;
- (v) continuing or newly available grant funding; and
- (vi) contributions from other partners within and beyond Harrow.

Details of this funding are in 7.5 below.

7.4 In addition to the above, as a partner the Local Authority will contribute the following:

- (i) £ 300,000 to commission Partnership activities to support SCC, aspects of EYFS and NQT for the first 2 years, reducing by 20% in the third and subsequent years;
- (ii) £ 15,000 to commission Partnership activities in respect of training and development for School Governors
- (iii) £ 7,500 to commission Partnership activities in respect of SACRE;
- (iv) £ 50,000 LA contribution to Ethnic Minority Achievement;
- (v) any other future grants available through the LA related to agreed Partnership activities.



## 7.5 Current contribution to School Improvement from schools

(i) school improvement provision funded through DSG:

Collectively schools have contributed to school improvement funding in those areas that schools have judged to be priorities for all/majority of schools. This has included:

| Priorities for Schools                                    | Action and Impact  | Funding  |
|---|--|----------|
| Good to Outstanding Initiative                            | This initiative is led and managed by schools. Since its establishment over 600 places have been taken up by schools on G2O provision. 20 schools have had individual bespoke support. £450,000 has been drawn in from National Bodies to support schools in Harrow.   | £85,000  |
| Leadership Development                                    | Since DSG was allocated to Leadership Development, 8 new programmes have been established in Harrow and a number of school leaders participating in LD programmes has increased from 17 to 135. More recently, the very successful programme for high school leaders locally has been funded.  | £30,000  |
| Support Staff Training                                    | Central coordination and subsidised provision has made local provision for the wide range of support staff training in Harrow.   | £68,000  |
| AST Coordination (School to School Support)               | Improved coordination is ensuring more effective use and deployment of ASTs. The coordination framework established for ASTs provides the basis of an ICT driven "school to school support" framework.   | £30,000  |
| SEN/Inclusion   | Provision for SENCOs, bespoke work with schools and central available CPD for SEN/Inclusion has been transformed since this DSG funding has been available.  | £56,000  |
| Early Years Support                                       | A small element of the DSG Early Years funding is available for EYFS training for schools.   | £20,000  |
| Ethnic Minority Achievement / Traveller Education Service | In line with national and school priorities, a very successful "Narrowing the Gap" project has supported all schools in Harrow, with specific funding delegated to participating schools. Bespoke support and training has been made available to all schools. Evaluation of impact shows significant improvements in a large number of schools. | £230,000 |

(ii) School Improvement provision by SLA/Buy Back:

Individually, schools have bought into specific school improvement support either through SLAs or Buy Back. This has enabled bespoke support for schools and central CPD to be available within Harrow. The following sets out the various arrangements in place:

| SLA/Buy Back                                     | Provision  | Funding  |
|--|--|----------|
| A&I SLA  | The availability of advisory and consultancy support for individual schools, including an attached adviser role, and discounted provision in a number of key areas.  | £240,000 |
| Traded CPD (estimate)                            | Courses and in-school sessions purchased by schools and other attendees.   | £250,000 |
| NQT Induction and Support                        | There have been in a region of 110 NQTs per year. 34 induction sessions have been available.   | £35,000  |
| Governor Training                                | A range of central and bespoke advice support and training has been available to all governing bodies.   | £33,000  |
| Elements of Schools ICT SLA for Advisory Support | A significant number of schools have purchased bespoke advisory support. Several have been supported in achieving the ICT quality kite mark. Every school has been supported in implementing a Managed Learning Environment (MLE). | £45,000  |

(iii) External Grants

There will be a significant reduction in external grants from central government. It would appear that the grant for Succession Planning is likely to continue. This consists of:

| Grant | Provision                                   | Funding |
|-------|---|---------|
| NCSL  | Succession Planning strategy and provision. | £17,000 |

(iv) AST Funding

A significant resource of £683k is currently allocated to AST provision in Harrow. This is through approximately 50% of the amount from DSG and 50% from the School, Development Grant delegated to schools.

**Feedback from Research Phase:**

- **Funding is a key issue in the development of any HSIP model.**
- **Schools will want to know the financial implications of any future HSIP arrangements before committing fully to the model.**
- **Unless school funding is unexpectedly generous in future years, schools are unlikely to be able to commit any additional funding beyond that already allocated to school improvement activities, whether through DSG allocations, current service level agreements, buy back or external purchasing.**
- **Schools recognise that this spending might be used by the HSIP to deliver an agreed programme.**
- **Schools also recognise the Local Authority's continued commitment to School Improvement through the funding contribution proposed in the first years of the HSIP.**
- **It may be necessary to plan a transition phase, and consequent funding arrangements, while the detail of the HSIP is worked up over the next 6 months.**
- **HSIP would need to consider the funding arrangements for smaller schools.**
- **There will need to be good links between the HSIP Board and Schools Forum representatives to ensure coherence in decision making.**

**Key Question for Schools:**

**What existing and future funding do Harrow schools want to commit to resourcing a "Harrow School Improvement Partnership"?**

## **8. Implementation Timetable**

Full consultation with schools, officers and unions will take place during November 2010. Responses to the consultation will be requested by **Friday 3 December**.

It is anticipated that a report will go to cabinet, as part of the overall proposals for the development of Children's Services, in December 2010 that will form the basis for the future development of School Improvement arrangements.

Following the outcome of Cabinet, an action plan for the implementation of the agreed way forward will be determined, together with the resultant proposals for the required changes to current Local Authority School Improvement services in line with the Council's "Protocol for Managing Change".

If agreed, it is proposed that the Partnership would be established as quickly as possible after that agreement, with a view that the Partnership is fully operational by September 2011.

## **9. Partnership Agreement with Schools**

It is expected that a formal partnership agreement will be developed and agreed as part of the implementation phase.

## Appendix 1:

### Examples of possible School Improvement Partnership subscription packages

The following sections give examples of some possible Partnership packages that might be determined by schools, together with some indicative costs to an individual school of such a package.

The first of these (Advisory, curriculum and leadership support to schools) would be the basic package, however eventually described, that would need significant support from schools in order to establish a viable Partnership. This funding is included in 7.5(ii) as it would replace the funding that schools currently contribute to school improvement through the A&I sla.

Additional packages, such as the ones described below for a) Governor Training, Advice and Information, b) NQT Training, Advice and Information, c) ICT Training, Advice and Information and, d) Ethnic Minority Achievement, Training, Advice and Consultancy, might be offered by the Partnership to its member schools as additionally purchased options. The Partnership may also develop a range of other packages available to its member schools.

#### 1. Advisory, curriculum and leadership support to schools (school leaders, teachers and support staff).

##### 1.1 Partnership Generic Entitlement

- *The availability locally of high quality CPD for School Leaders, Teachers, Support Staff including bespoke training and consultancy;*
- *School to School Support framework and brokerage;*
- *Management and coordination of any external grants and commissioned activity by the LA;*
- *Securing external funding to support schools in Harrow, for example, through London Challenge and other external bodies;*
- *Bespoke packages of support locally available based on the needs and priorities of individual schools;*
- *Access to the Good to Outstanding Programme.*

##### 1.2 Partnership Individual School Package

| Service  | Cost Outside Partnership Agreement             | Partnership Agreement |
|--|--|-----------------------|
| 3 x days – Advisory/Consultancy support from Senior School Improvement Adviser | £1,800   | ✓                     |
| 3 x ½ days – Specialist Adviser Support (to be defined by individual schools)  | £900   | ✓                     |
| 2 x ½ days Inspection Support  | £600   | ✓                     |
| 3 x HT/Senior Manager Seminars   | £210 (Equivalent)                              | ✓                     |
| Biannual School Review leading to Quality Kite Marks (4 adviser days)          | £1,200 (Equivalent to 2 adviser days per year) | ✓                     |
| 3 x Phase Specific Subject Leader networks for statutory core                  | £105 (Equivalent)                              | ✓                     |
| <b>Fees</b>  | <b>£4,800</b>                                  | <b>£3,900</b>         |
| <b>Discounted Provision for Partnership Members</b>                            |  |                       |
| Discount of 20% on Bespoke Training Courses and Consultancy Costs              |  |                       |
| Access to all Good to Outstanding activities (possibly at a cost)              |  |                       |

## 2. Governor Training, Advice and Information

### 2.1 Partnership Generic Entitlement

- *Termly Meeting for Chairs and Clerks;*
- *Guidance and Support on the recruitment, election and appointment of governors;*
- *National Induction Course for new governors;*
- *New governors' induction pack;*
- *Telephone/email advice on governance;*
- *Termly Governors' Bulletin – electronic copy for Chair of Governors and Headteachers.*

### 2.2 Partnership Individual School Package

| Service   | Cost Outside Partnership Agreement   | Partnership Agreement |
|---|--|-----------------------|
| Access to national training programme for clerks and chairs.  | £155.00 per place  | ✓                     |
| Distance learning support for national training programmes for chairs or clerks.  | £50.00 per programme   | ✓                     |
| Free attendance at courses featured in the governors' development programme on local and national initiatives.  | £45.00 per course  | ✓                     |
| Governors' year book for all governors.   | £9.00 per copy   | ✓                     |
| Governors' conference – unlimited places.   | £60.00 per place   | ✓                     |
| Guidance documents on governing body issues.  | £70.00 per governing body  | ✓                     |
| Literature to support schools' own governor recruitment strategies as requested.  | £70.00 per governing body  | ✓                     |
| Up to One half day school-based training session for governors by an LA adviser or one consultancy visit.   | £300.00 per governing body   | ✓                     |
| On-line training courses for governors.   | £99.00 per school  | ✓                     |
| Termly governors' bulletin – electronic copies for all governors.   | £150.00 per governing body   | ✓                     |
| Termly guidance on the content of GB agendas.   | £70.00 per governing body  | ✓                     |
| <b>Fees</b>   | <b>Minimum Charge if only 1 place taken up on Courses and Training<br/>£1,078.00</b> | <b>£850.00</b>        |
| <b>Discounted Provision for Partnership Members</b>   |  |                       |
| Provision of external consultant for evening school based training sessions for governors, including <i>Ofsted Framework, Governing Body Self-Evaluation and Safeguarding Training.</i> | 20% Discount   |                       |
| Access to opportunities for Accreditation for Governors   | 20% Discount   |                       |
| Administrative support for headteacher recruitment.   | £460.00  |                       |
| Advice, guidance and support for governing bodies on the recruitment and appointment of headteachers.   | £600.00  |                       |

### 3. NQT Training, Advice and Information

#### 3.1 Partnership Generic Entitlement

- Collation and overview of 3 assessment reports per NQT;
- Liaison with the GTC on legislative requirements regarding NQTs;
- The availability of locally available NQT induction programme.

#### 3.2 Partnership Individual School Package

| Service  | Cost Outside Partnership Agreement           | Partnership Agreement |
|--|--|-----------------------|
| An induction programme for NQTs consisting of 34 sessions – 8 full days; 22 half days; 4 twilight.   | £2,760 per NQT (if all sessions attended)    | ✓                     |
| School based advice and support on NQT induction, monitoring, and assessment of their progress (external observation if required) - up to 2 half days. | £600   | ✓                     |
| Written guidance on NQT induction and assessment procedures.   | £50 per school                               | ✓                     |
| NQT induction tutor training – 4 half day sessions.  | £280 (if all sessions attended)              | ✓                     |
| <b>Fees</b>  | <b>£3,690 (if all provision is taken up)</b> | <b>£450 per NQT</b>   |
| <b>Discounted Provision for Partnership Members</b>  |  |                       |
| Consultancy support for induction tutors/headteachers on management and support of NQTs at risk of failure.  | 20% discount                                 |                       |
| Bespoke package of school based support for individual schools with large numbers of NQTs.   | Full Cost                                    |                       |
| Possible Primary Pool provision based on 80% sign up from all Primary Schools.   | £830   |                       |

### 4. ICT Training, Advice and Information

**NB This is currently provided as part of the ICT sla. It is envisaged that this would be part of a School Improvement Partnership arrangement in the future.**

#### 4.1 Partnership Generic Entitlement

- Local availability of cost effective ICT advisory and consultancy support;
- Support for schools in the use of Fronter;
- Advice and support to schools on Council ICT frameworks.

## 4.2 Partnership Individual School Package

| Service   | Cost Outside Partnership Agreement | Partnership Agreement |
|---|------------------------------------|-----------------------|
| Training, advice and support for technical staff and teachers.  | To be determined                   | To be determined      |
| Support for schools in achieving ICT quality kite marks.  | To be determined                   | To be determined      |
| Telephone and email response.   | To be determined                   | To be determined      |
| For schools using Fronter – administration of single annual fee; liaison with Fronter helpdesk; support to the USO contact and management of Harrow Fronter campus. | To be determined                   | To be determined      |
| <b>Costs for services are included in the "stand alone" ICT SLA with schools.</b>   |                                    |                       |
| <b>Discounted Provision for Partnership Members</b>   |                                    |                       |
| Additional advisory and consultancy support.  |                                    | 20% discount          |

## 5. Ethnic Minority Achievement, Training, Advice and Consultancy

### 5.1 Partnership Generic Entitlement

- *The availability of high quality advice and support on Narrowing the Gap and raising Ethnic Minority achievement;*
- *The availability of advice and support on legislative requirements relating to equalities and impact assessment;*
- *The management and coordination of school support teams in respect of traveller and bilingual support.*

### 5.2 Partnership Individual School Package

| Service   | Cost Outside Partnership Agreement | Partnership Agreement |
|---|------------------------------------|-----------------------|
| School based training advice and consultancy on EMA – 6 x ½ days                  | £1,800                             | ✓                     |
| Communication and consultation with EM communities and parent groups – 6 x ½ days | £1,800                             | ✓                     |
| <b>Fees</b>   | <b>£3,600</b>                      | <b>£2,800</b>         |
| <b>Discounted Provision for Partnership Members</b>                               |                                    |                       |
| Additional Support  |                                    | 20% discount          |