

Music Service (£168k). Reductions in the Music Education Grant (MEG) led the Forum to agree 'That the service should be wholly or partly funded from headroom as appropriate.' In 2012-13 the contribution from DSG was £168k and any contribution in 2013-14 will be capped at this level. The Head of Music and Performing Arts presented a report to the Forum on 26th January 2012 setting out the service provided and how the DSG funding was used: £138k in supporting pupils eligible for free school meals and £30k for a music curriculum support specialist working across all sectors. As this funding is top-sliced from the schools block before the funding formula is applied the service would be available to both maintained schools and academies.

Appendix 3

Schools and Learning Directorate: Schools Forum Paper January 2014

Context: The statutory School Improvement function is a responsibility of the LA and is funded from the Council's General Fund. The school improvement offer comprises of multi-purpose teams covering the spectrum of activities from statutory intervention through to challenge and support. The overall Service is funded through a variety of means – income from schools, and also with the agreement of the Schools Forum, through the retention of the Dedicated Schools Grant centrally.

The relatively new Assistant Director for School Improvement was appointed in January 2013 and a small team of five School Improvement Advisers (SIA) in the summer 2013. The Service works alongside head teachers, school governors, academy sponsors and principals to drive up education standards.

An LA priority for school improvement is the promotion and development of the reach and impact of a sector led improvement model (School to School Support) and the commission of high quality education to schools to impact on standards and the quality of schools.

	Service Element Description
Statutory	<p>Challenging, and intervening where necessary, all schools, where children, when compared to their peers nationally, underperform and where the quality of education is not good enough.</p> <p><u>Core offer to fulfil statutory duties:</u> Each Haringey Local Authority maintained school and academy will receive an allocation of time from a Senior Improvement Adviser:</p> <ul style="list-style-type: none"> • Based on the level of concern from OFSTED, and • Local Authority gathered intelligence from other divisions. • Universal (half day) or keep in touch visit (1 to 1.5 hours) per term. <p>Where schools are intensive or enhanced they will get additional days of support.</p> <p>Monitoring KS2 National Curriculum Tests in Yr 6 and Phonics Screening Check KS1 Yr 1:</p> <ul style="list-style-type: none"> • Monitor 10% of schools for both activities; • Complete forms at each unannounced visit and return to the Standards and Testing Agency (STA). <p>Teacher Assessment Moderation of KS1 Yr 2 and KS2 Yr 2 Year 6 Writing:</p> <ul style="list-style-type: none"> • Monitor 25% of schools through announced visits; • Train moderators for both moderation exercises. All 4 exercises take place each year - schools are identified and operate on a rota/cycle receiving a visit minimum every 3 years maximum every 4 years.
Discretionary	<ul style="list-style-type: none"> • CPD (Continuing Professional Development) programme-(55 schools 2013) • Developing middle leadership • Head teacher performance management • OFSTED readiness checks • One day reviews • Leadership coaching • Providing self evaluation support • Undertaking specific tasks e.g. budget reviews of schools • HR /Employment reviews

	Service Element Description
	<ul style="list-style-type: none"> • Head teacher and deputy Head teacher conferences • NQT/Appropriate Body functions
'Grey Areas' (if any)	Swimming SLA
What service is free to academies?	Keep in Touch Visits each term (90 minutes)
Budget	Core £245K Strategic Intervention Education Services £390,800 Support to under-performing Ethnic Minority groups £504K Balance from DSG £94,900

DSG Risk <ul style="list-style-type: none"> • Unable to fulfil core programme and support intensive and enhanced schools • No CPD offer, including contribution to Governor training • No data for schools (which is not charged) • Schools alienated potentially • S2SS function at risk 	If you do receive DSG, how do you propose to mitigate the risk of not receiving DSG in the future? Clarify requirements and need from Schools Forum Commission (sell) our services Make business case for core funding Calculate statutory offer in terms of business continuity
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Planned and Actual Expenditure financial year 2013/14

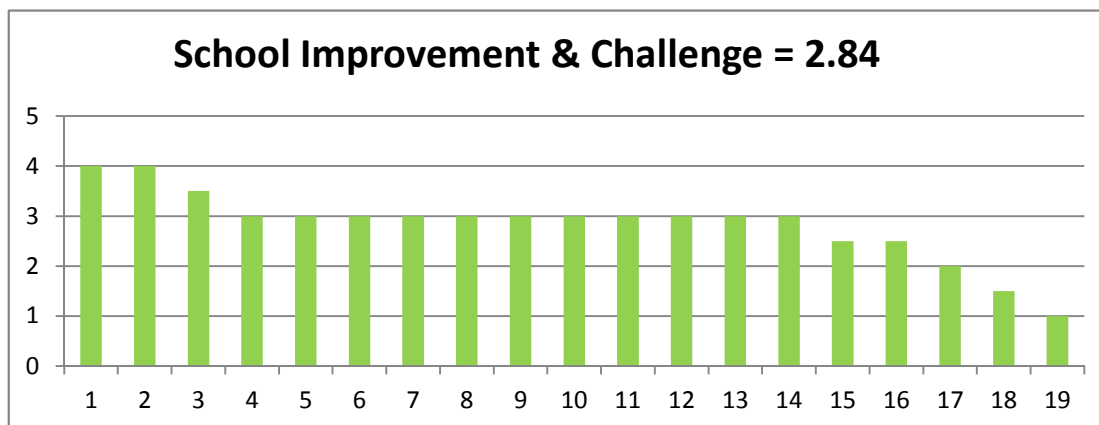
Salaries-which include 1 x PA, 5 SIAS, 1x AD, 1 x Admin	£654k
Residual salary Chris Ashton	£10k
5/12 salary 1 x Data Analysis	£25k
	<u>Total £689k</u>
S2SS	£36k 3 x Head teachers weekly secondment 2012/13 £120k NLC service grant £50k historic and current consultant support directly to schools (Intensive and enhanced) £60k Schools with Executive Heads-support management costs £6k IOE Raphael Wilkins evaluation £50k brokered support for school to school support Spring 2013/ summer 2013 £36 k for 3 x Head teacher weekly secondment 2013/14(unspent) £2k Head teachers conference subsidy (2013) £2k Deputy Head teachers conference speaker subsidy (2013) £20k S2SS Special secondary <u>Total £382</u>

Miscellaneous

£15k

Total £15k

COMMISSIONING SERVICES TO SCHOOL SERVICE REVIEW SUMMARY- AUTUMN 2013- SCHOOL IMPROVEMENT & CHALLENGE - A GOOD SERVICE



Plus Points

- People in the team mean business – the right level of support and challenge, and provides lots of support on the back of it (this challenge);
- New team much smarter, doing what they're supposed to be doing and now part of school to school support;
- Up and coming Service since the Assistant Director's come on board. Good with outstanding features. New team that will take time to develop and grow into their roles;
- The Service is a partner of Teaching Schools, and used more for their training. Work on NRA bids exceptional;
- Link officer is a very well informed, knowledgeable and skilled practitioner. Keeps up with legislation and provides brilliant support;
- Massively improved. Really good, strong team. Understands what schools want, quality of what they produce is good even though they have limited capacity. Genuinely giving us information that helps us.

Minus Points

- Think new team is going to be good. Previously poor from every level of leadership by the Council right the way down. Now changing and understanding of schools' needs. Current big risk factor is the latest, latest Council restructure;
- Could be better but their limited capacity just covers the bare statutory responsibilities. Not enough people in the team who are of a good to exceptional quality;
- Could provide more for special schools.

Impact Assessment: Overall

- **Our support for school leaders, as part of the leadership judgement of a school is a contributory factor to Schools rated good or outstanding at Ofsted:**
- **Approximately 80% of pupils at KS1 are from ethnic minority backgrounds. This is similar across all Key Stages. At KS1 reading, Caribbean pupils have improved their average point score from 14.3 in 2010 to 15.9 in 2013. This is similar to a rise of 1 and 1/2 terms academic progress. Black African pupils improved from 14.5 to 15.8. The average improvement in Haringey was 1.1 points.**
- **At KS2 Maths Level 4+, results for Kurdish pupils have improved from 69% in 2009**

to 87% in 2013. Turkish pupils have improved from 64% to 82%. Overall results in Haringey improved from 75% to 84%.

- In 2010, 31% of Caribbean pupils obtained 5+ A* - C (including English and maths) compared to 51% in 2013. For African pupils the figure has increased from 42% to 61%. Overall results in Haringey increased from 48% to 63%.
- Primary schools - 2012: 66%; 2013: 83% (National 78%)
- Secondary schools – 2012: 75%; 2013: 100% (Nat 62%)
- Special Schools- 2012:100%; 2013: 100% (Nat 87%)
- Nursery Schools- 2012: 100%; 2013: 67% (Nat 96%)
- 9,000 more pupils attending good or outstanding schools in Haringey than one year ago (Source: Ofsted Annual Report-London 2013)
- Outcomes for pupils improving and gaps narrowing.

Areas for further development:

- Develop and enhance the role of S2SS
- Embed the role of the SIAs, enhance the partnership role with schools
- Track underperforming groups-put in programmes to support Year 3 and Year 7 pupils
- Develop the concept of school to school collaborations/ federations and the role of the Executive Head teacher
- Provide resources and tools to improve schools-meeting the recommendations of the OFA commission
- Construct a system vision for education beyond 5 years, influencing the regeneration strategy, place planning, Post 16 offer
- Align the service with Early Years Performance

Family Support Workers

What does £350k cover?

The total budget for the Family Support Worker workforce is £1.537m. The £350k funded as a historic commitment within the Schools Block covers the costs of:

- 7 full-time equivalent FSWs £280k
- 1 full-time equivalent FS Coordinator £50k
- .5 Executive Administrator £20k

Total= £350k

What do Family Support Workers do?

Providing Early Help is more effective in promoting the welfare of children than reacting later (Working Together 2013 Ch 1, Para 1). The Family Support service undertakes an assessment of need and provides targeted Early Help to address the assessed needs of the child. This is typically done by Family Support workers either by direct referral via CAF or engagement via an agency or agencies already working with the family. The work is varied ranging from parenting support to direct and targeted interventions with children and young people.

The need.

In the year 2012/3 a total of 898 CAFs were received, of these 571 related to primary and secondary age school children. These figures are consistent for the current year with a total of 416 CAFs being received in the first two quarters of 2013/14. 101 of these have been allocated to Family Support workers for direct delivery of services.

The largest single referrer of CAFs is SENCOs with 260 referrals in the first quarter of this year. In addition other school staff have made a further 8 referrals. The Family Support Service is keen to continue to support SENCOs in their work.

Developments in train/planned for the current year.

- The Children and Young People's Service is currently developing its Early Help Strategy in order to deliver the type of early intervention and support that can be provided when a child or young person's needs are not being met by routine universal services, but do not meet the threshold for a specialist service such as Children's Social Care.

- Early Help will involve working with children and families as soon as difficulties start to emerge or when there is a strong likelihood that they will emerge in the future.
- This approach will also give families the opportunity to regain control of their circumstances before they develop into more difficult issues and support the development of capacity, resilience and independence of families, children and young people.

In order to inform this strategy three “Round Table” Early Help pilots are underway at Highgate Wood Secondary School, Lancasterian Primary School and Pembury Children’s Centre. The pilot concludes in February 2014 at which point we will feed the findings into an Early Help model that will be rolled out across the Borough.

The two school-based “Round Table” have shown some good early results of coordinated planning leading towards better targeting of services. It is too early to show that this leads to improved outcomes for children and young people but we are optimistic that this will be the case.

Early outcomes indicate that schools, Children’s Centres and other referrers are benefiting from:

- **a multi-disciplinary approach that brings a range of professional skills and expertise to bear;**
- **a relationship with a trusted worker who can engage the child and their family, and coordinate the support needed from other agencies;**
- **practice that empowers families and helps them to develop the capacity to resolve their own problems;**
- **a holistic approach that addresses children’s needs in the wider family context;**
- **simple, streamlined referral and assessment processes: and**
- **the opportunity to access resources.**

The Assistant Director, Early Help and Early Years is responsible for bringing together and coordinating the Early Help resources available to CYPS. His plans include a transfer of the Social Work Assistants to the developing Early Help team to provide broader expertise and further resource during the course of this year.

In tandem the Chief Executive is leading on a Prevention, Early Help and Intervention work stream with the aim that Haringey becomes an Early Help Borough where problems are identified at the first possible opportunity with interventions

provided to address problems at first identification and before they become entrenched.

Concluding comments.

In view of the Schools Forum and Haringey commitment to Early Help and the identification of problems at the first possible opportunity it is important to maintain the current FSW complement as it is and to expand the Early Help Service as a whole.

The Early Help strategy will give Schools and Children's centres more influence on the resources required, the commissioning approach and outcomes required.

The CAF data demonstrates that Family Support Workers are directly engaging with children and young people currently in school and that the schools are thereby supported in undertaking their s11 safeguarding duties.

101 cases of school age children have been allocated Family Support in the first two quarters of this year. There is no reason to suppose that this will decrease and my expectation is that the year will see some 400 cases of school age children receiving a service from Family Support Workers. The contribution to the service of 350k is essential for this to be maintained into next year.

Appendix 5

Looked After Children (LAC) Residential Placements. (£1,000k). There is still a need to charge the DSG due to the high number of LAC placements funded by Haringey Council (508 as at the end of November 2013). Whilst a great deal of work has taken place to successfully reduce the numbers, due to their educational, health and social care complexity, this educational funding is still required. As whilst the NHS contribute to the Health component, the educational component, which is provided as part of the placement as opposed to being met through a maintained school, has grown to such an extent that it cannot continue to be met from the Council's placement budget.

Trades Union Recognition – Schools & Academies

As you will be aware Haringey Council, like other Local Authorities recognises a number of trades unions. For schools employees these unions are:

Union	Staff Represented
ASCL	Teachers
ATL	Teachers
GMB	Support Staff
NAS/UWT	Teachers
NAHT	Teachers
NUT	Teachers
Unison	Support Staff
Unite	Support Staff

As part of this recognition the Local Authority grants a fixed amount of facilities time to each trades union to enable them to give full or part time release to senior officials. In addition” as and when time off” is granted to workplace representatives in order for them to undertake appropriate trade union duties.

The costs of this time off have been funded from a central local authority fund. However under 2013 reforms the DfE requires all Local Authorities to delegate this fund in respect of school staff representation to schools but with an option to de delegate this back to the Local Authority via agreement by Schools Forum.

Most Schools Forums around the Country have agreed to de delegate this fund.

In 2013 Haringey Schools Forum agreed de delegation in respect of Primary Schools but Secondary Schools did not agree this.

As a result of this there has been some confusion regarding the position of trade union representatives in the Borough.

The purpose of this note is to hopefully clarify this matter.

The Legal Position

The law is quite clear on the position regarding trade union representation. As a key part of all relevant statutes (for example, Employment Relations Act 1999, Transfer of Undertaking (Protection Of Employment) Regulations) as well as ACAS codes of practice is the right for employees to be represented or accompanied by their trade union representative. Furthermore a recent Employment Appeal Tribunal Case (Toal and Hughes v GB Oils Limited), gives an employee the right to, within reason, nominate their representative to accompany them at a disciplinary or grievance meeting.

Consultation on a collective basis with recognised trades unions is also a statutory responsibility under legislation concerning matters such as redundancy and staff transfers.

Schools Where the Local Authority is the Employer

The effect of this is that those schools where the Local Authority is the employer is that those employees of these schools have a legal right to be represented by trade union representatives elected from the local authority's workforce both on an individual and collective basis. This is normally the senior representatives from each Branch (Branch Secretary, Branch Chair etc)

The fact that secondary schools chose not to de delegate funding for these representatives is irrelevant to this right.

Schools Where the Local Authority is not the Employer

The legal rights of staff employed by these schools are no different. However, the right to be represented by representatives elected from the employer's workforce precludes them having the legal right to be represented by Local Authority employees. This includes the senior branch officials of the recognised trades unions employed by the Local Authority. Therefore, it is a matter for those employees who are members of a recognised Trade Union to elect representatives from the school's workforce (and nowhere else). These people would be entitled to reasonable paid time off to conduct trade union duties and unpaid time off to conduct trade union activities as per the legislation. The trade union Regional Office have a role insofar as they can support and train these representatives and, of course represent their members as appropriate.

It would be possible for a school to enter into a tripartite agreement with the recognised trades unions and the Local Authority whereby in effect the Local Authority consents to releasing a trade union official employed by the Authority to

undertake trade union duties on behalf of its members employed by the school. This would need to be initiated by a formal request from the governing body of the school to the Local Authority in the first instance.

Funding

A consequence of the schools forum decision is that the budget for trades union representatives in Haringey is now projecting a shortfall. Facilities time cannot be reduced to meet this budget deficit due to the ongoing demand for trade union time to undertake duties.

Therefore the issue of funding will need to be discussed again at Schools Forum in January 2014.

With regards to schools where the Local Authority is not the employer those schools would be asked to make a payment to the Local Authority to cover a proportion of the costs of trades union representatives proportionate to the size of their trade union membership. This would be discussed as part of any tri partite agreement.

Employee Relations Protocol

In July 2013, a revised employee relations protocol was agreed in respect of school based employees representatives and management (copy attached). This forms a key part of how the Local Authority, its schools and its trades unions will work going forward. In particular it is a cornerstone of a more modern and less adversarial approach to employee relations and all parties are committed to working within it and also dealing with any breaches quickly and effectively.