

School Improvement Centrally Retained and De-Delegated Budgets.

1 School quality assurance: centrally retained and de-delegated budgets.

1. The quality assurance function for maintained schools in Haringey remains a statutory role for the local authority (LA). That role is partly funded by the government through a per-pupil allocation to local authorities called the education service grant (ESG). The government has however announced that this grant will end in September 2017, and consultation on proposed changes to the statutory roles, powers and functions of local authorities in education and school improvement is expected in January 2017. Although the government has dropped some proposals from its previous White Paper “Educational Excellence Everywhere”, DfE officials have confirmed that it still plans to cease funding LAs’ role in school improvement.

1.1 In Haringey, we have developed this function to broaden the offer to schools and drive school improvement. The offer covers the spectrum of activities from statutory intervention through to challenge and support, underpinned by rigorous data analysis and partnership engagement with schools. This service is proving successful, with over 95 per cent of Haringey schools judged to be good or outstanding. School improvement advisors work alongside headteachers, school leaders, governors, academy sponsors and college principals to share and celebrate success and drive improvement.

1.2 The local authority continues to promote and develop strategic school to school support through individual commissions and area network arrangements. Continuing to develop a sector led improvement model is an increasingly urgent and vital task given the imminent cessation of the ESG and the expected abolition of Schools Forum after the introduction of the national funding formula. The need to both sustain the recent successes of school improvement in Haringey and to agree and establish a new, politically and financially sustainable model of school improvement for the future underpins the rationale for retaining funds from the DSG.

2 Statutory mandatory service elements and functions.

2. The mandatory quality assurance functions of LAs relating to maintained settings and schools are as follows:

- ensuring all school in its area are quality assured, and that schools that are at risk of requiring support and challenge in order to remain good or better (note that this is available for academies, as the LA remains responsible for assuring that all children in its area have access to a good or better school under the School Standards and Framework Act, 1998;

- challenging and intervening in all schools where children are underperforming compared with their peers and where the quality of education is not good enough;
- monitoring teacher assessment of year 2 at key stage 1 and of year 6 writing at key stage 2, by arranging visits to 25 per cent of schools and securing compliance with the arrangements for statutory assessments, operating a rota system for schools;
- ensuring the safety of pupils and staff; and
- monitoring ks2 national curriculum test arrangements for Year 6 and Phonics Screening for year 1.

2.1 In Haringey, each school receives an allocation of time from a school improvement adviser based on the level of concern, both from Ofsted and other intelligence, including data analysis, governance and leadership. This ranges from 'keeping in touch' meetings on a termly basis, to more robust targeted intervention for underperforming schools. Assessment monitoring is done annually as set out in government regulations and statutory guidance.

3 Non-mandatory services (traded)

3. The following services are available to all schools on a traded basis:

- a continuous professional development programme to help teachers implement national changes to the curriculum and assessment in 2016-2017;
- Safeguarding training or review: check of SCR, safeguarding audit, policy, safer recruitment, testing out pupils' feelings of safety
- Support for/ review of key documentation: SEF/ SDP/ achievement, behaviour + attendance data/ school policies
- Target setting / Assessment/ Data analysis including Raise and FFT
- Preparation for inspection / whole school or focused reviews on all areas subject to Ofsted inspection: outcomes, leadership, teaching and assessment, personal development and welfare
- Joint scrutiny/SEF: work sampling, observations, interviews with staff, governors and pupils
- Training or guidance for leaders/ aspiring leaders
- Training for Governors on holding the school to account
- Curriculum review
- T+L training/ commissioning/ Teacher coaching
- Website compliance
- Support for emerging national or local priorities e.g. Prevent/ Life after levels
- Celebration events to showcase excellence and celebrate achievement.

4 Proposed budget allocation 2017/18

4. The service budget is distributed across the core budget, strategic intervention education services, support to under- performing ethnic minority

groups and a balance from the DSG for initiatives such as the network learning communities.

4.1 The budget is proposed to be allocated from:

£26,000 core funding from the council;

£237,500 in traded services income;

£612,000 De-delegated for support to underperforming ethnic minority groups; and

£566,000 (£484k Schools Block) to support strategic support and intervention.

Total £1,441,500.

5 Planned expenditure in financial year 2017-18 from the DSG and trading:

description	amount
Salaries, including: 1 x AD, 1 x PA, 5 X SIAs, 1 x P&D and administrative support and supplies and services. Data analysis functions.	£888,000
NLC funding and new initiatives School to School initiatives	£250,000
Executive head functions-existing and proposed	£60,000
Brokered support for S2S support	£50,000
Data analysis to inform the post 16, early years / foundation stage and NCL priorities	£25,000
Head and deputy head teacher conferences subsidy	£6,000
Development of resource packs through the 'school experts' working groups	£10,000
School to school special / secondary	£20,000
Head teacher and leadership team secondments - leadership recruitment across NLCs	£30,000
Meeting emerging national priorities for 2017-2018	£30,000
Additional capacity for SIA intervention	£72,500
total	£1,441,500

6 Risk and uncertainty posed by cessation of ESG

6.1. While the government has said it plans to transfer a small element (£550k) of ESG to the DSG in the next financial year to help fund remaining "statutory and regulatory functions", there is still no clarity as to precisely which functions it will fund. It may be therefore, that the local authority will have to return to Schools Forum to propose a change in the above planned expenditure to help ensure that other services such as Education Welfare remain viable. Given the increasing pressure on schools' own budgets, it is expected that any proposed changes will be on how the total sum sought from Schools Forum will be used rather than any increase in that sum.

7 Risk of reduced funding from the DSG

7.1. If Schools Forum decides to reduce the funding it top-slices and de-delegates to the LA from the DSG, the council will not have sufficient certainty of funding to maintain the service at current levels, as we will need to rely completely on direct commissioning from schools either individually or in groups. Schools would also cease to benefit from the economies of scale achieved through central retention. There would also be serious risks that:

- as levels of support for schools are reduced, standards and Ofsted judgements may fall from their current high levels;
- reduced capacity for data analysis by the council will impair the ability of schools to effectively self-evaluate against new performance frameworks and benchmarks;
- schools may have to seek continuous professional development from elsewhere;
- support for schools in safeguarding via training and audits etc may no longer be able to be provided by the LA;
- the LA's ability to identify, share and promote best practice in effective use of pupil premium grant and tackling under-achievement in BME pupils will be significantly reduced;
- schools will have no support to develop a future school improvement model that can survive the cessation of the ESG, the introduction of the national funding formula and the government's stated intent to cease the role of the LA in school improvement;

8 Mitigating the risk of reduced funding

8.1. It will be difficult to mitigate the risk and maintain the levels and pace of improvement for children and young people across Haringey. It is likely that the team would be reduced and the universal offer cut dramatically, with limited in depth data analysis to support schools.

9 The quality of the service

9 The council has recently commissioned the Education Development Trust to work with school leaders to help us co-design a new school improvement model. As part of that work headteachers and governors will be encouraged to give free and frank feedback on the quality of the service, its current strengths and any areas they would wish to see improved in a future model. In previous evaluations schools have provided very favourable feedback on the quality of the service.

9.1 School evaluations of Haringey's professional development courses for school improvement are overwhelmingly positive.

9.2 Ofsted evaluations of local authority support for schools are overwhelmingly positive (as outlined in school inspection reports).

9.3 The Regional Schools Commissioner's "heat maps" of school performance show Haringey to be one of the strongest LAs in the region, by both Key Stage performance data and Ofsted judgements.

9.4 The Assistant Director liaises with schools to seek their perspectives on the service.

10 Impact assessment

10. Working more closely with schools, head teachers and governors, the impact on standards, the rate of progress and outcomes for children and young people are tangible (see appendix 5A attached). Note that:

- the support and challenge system promotes high standards and supports leaders to achieve 'good and outstanding' judgements during Ofsted inspections;
- overall 100% of secondary, 95% primary, and 100% special and nursery schools are judged to be good or outstanding by Ofsted, well above the national averages;
- the developing school to school support is impacting on standards and improving the quality of leadership, evident in the Ofsted judgements;
- Haringey's average GCSE and A Level results are well above 2016 national averages against the key reported measures of Progress 8 and the percentage of A level and equivalent grades A*/A, A*-B and A*-C;
- in Early Years, phonics and at Key Stage 1, standards in all reported areas are now above national averages, even at the higher standards of the new national curriculum; and
- at key stage 2 Haringey exceeds national averages for attainment in every reported measure except for the percentage of pupils at the expected standard for reading (though Haringey is above national at the Greater Depth Standard). For progress, Haringey exceeds national averages in each subject, including reading. The progress of children from ethnic minority groups and those receiving the pupil premium has been strongly improving. It is no longer possible to compare progress against previous years due to the changes in measures.

11 Areas for further development if DSG funding is agreed

11. These are to:

- continue to work with schools and their Network Learning Communities to develop a sustainable future model of school improvement that is increasingly sector led to make best use of the strength and depth of local school leadership;
- develop the role of the SIAs in partnership with schools to meet the challenge of ongoing changes in performance frameworks;
- raise attainment in KS2 reading to (at least) meet the national average;
- improve standards for identified ethnic groups, narrowing gaps against national averages where they exist and where they exceed national

- figures, narrowing gaps against Haringey's highest attaining groups;
- improve standards for pupils in receipt of the Pupil Premium to meet the national average for 'other' (i.e. pupils not in receipt of Pupil Premium);
 - improve rates of progress for SEN pupils, both those on EHC plans/ statemented and SEN Support pupils
 - work with schools and other stakeholders to continue shaping the vision for Post 16 and regeneration;
 - work with schools and other stakeholders to address the STEM Commission Report recommendations, and:
 - further develop the traded services offer to ensure schools are able to purchase and commission bespoke services from the LA, other commercial providers and other schools or academies.

Appendix 5A

12 Key Stage 1

In 2012 Haringey was 0.5 points below the national average but has surpassed the national by 2016. The points score is no longer reported in 2016 but shows the % of pupils achieving the new Expected standard and Greater depth standard. There was no RWM combined threshold measure in 2012.

KS1 measure		2012	2016 EXP+	2016 GDS
All subjects (combined reading, writing, maths)	Haringey	15.0pt	69%	13%
All subjects (combined reading, writing, maths)	National	15.5pt	60%	9%
All subjects (combined reading, writing, maths)	Difference	-0.5pt	+9%	+4%

59.4% of FSM pupils achieved the Expected standard in RWM.

Ethnicity: Haringey White Other 63.8%, Black Caribbean 64.9% and Black African 72.8%.

12.1 Key Stage 2

The 2016 results are estimated validated results

In 2012 Haringey was 2% below the national average (% achieving level 4) and with the new measures in 2016 Haringey are 2% above national at Expected standard and 4% above national at Greater depth.

Progress scores for Reading is 0.8, Writing is 2.9 and Maths is 1.5 compared to a score of 0 for the National.

KS2 measure		2012	2016 EXP+	2016 GDS
All subjects (combined reading, writing, maths)	Haringey	78%	55%	9%
All subjects (combined reading, writing, maths)	National	80%	53%	5%
All subjects (combined reading, writing, maths)	Difference	-2%	+2%	+4%

36.9% of FSM pupils achieved the Expected standard.

Ethnicity: 48.9% of Black African, 37.3% of Black Caribbean and 42.3% of Other White pupils achieved Expected standard.

12.2 GCSE

The 2016 results are unvalidated and not fully available and so the table below relates to 2012 and 2015.

measure		2012	2015 (2016 unvalidated)
5+ A* - C (including English and mathematics)	Haringey	58	54 (63.7%)
5+ A* - C (including English and mathematics)	National	58	56 (58.7%)
5+ A* - C (including English and mathematics) percentage gap		0	+7
5+ A* - C (including English and mathematics)FSM	Haringey	49	44
5+ A* - C (including English and mathematics)FSM	National	38	36
5+ A* - C (including English and mathematics)percentage gap		+11	+8
5+ A* - C (including English and mathematics)non FSM	Haringey	69	65
5+ A* - C (including English and mathematics)non FSM	National	64	63

5+ A* - C (including English and mathematics) percentage gap	+5	+2
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Ethnic minority achievement: 55% of White Other, 38% of Black Caribbean and 50% of Black African pupils achieved 5+ A*-C inc E&M in 2015.

In 2016, the new unvalidated progress measure Prog 8 has a score of +0.25, but this will increase once validated, possibly up to 0.52 (at 0.5 or above, schools are not inspected due to the strength of their progress data). This unvalidated data shows a significant increase from the dip in progress rates in 2015.

12.3 Post 16

The 2016 results are unvalidated and not fully available and so the table below relates to 2012 and 2015.

Post 16 measure		2012	2016
% A*- B grades	Haringey	54	66
% A*- B grades	National	53	53
% A*- B grades gap		+1	+13
% A* - C grades	Haringey	80	85
% A* - C grades	National	77	78
% A* - C grades gap		+3	+7

12.4 Ofsted

Haringey schools perform extraordinarily well in Ofsted inspections – all nursery, special, secondary and VI form colleges are good or better, with 95% of primaries being judged good or better. Overall, over 96 per cent of our schools are good or better.