

REPORT TO: Children and Young People Policy and Performance Board

DATE: 1st June 2015

REPORTING OFFICER: Strategic Director – Children and Enterprise

PORTFOLIO: Children and Enterprise

SUBJECT: Education Structure

WARDS: Borough wide

1.0 PURPOSE OF THE REPORT

1.1 To provide an update to the Board on the development of Halton's Education Service.

2.0 RECOMMENDATION: That

2.1 Members note the report and support the approach to System Leadership.

3.0 SUPPORTING INFORMATION

3.1 In 2014 an Efficiency Review was undertaken of Learning and Achievement Services in the Borough. Following the resignation of the Operational Director, Learning and Achievement the departmental management arrangements were revisited and revised.

3.2 The Review concluded that the 0-19 Division was well managed and delivering effectively but suggested a number of amendments to the operational structure to build resilience and enhance the long term sustainability school improvement and Portage within the existing budget provision.

3.3 Many of the strategic responsibilities of the previous Operational Director transferred from 1st April 2015 to the Divisional Manager. To enable the Divisional Manager to effectively undertake a more strategic role it was suggested that additional School and Setting Improvement Support be recruited. This would allow the service to increase its front-line capacity and undertake improvement support and intervention with a number of schools previously supported by the Operational Director and Divisional Manager.

3.4 The 0-19 Division has been renamed, the Education Division and has transferred to the Organisation and Provision Department along with the 0-25 Inclusion to form the Educational Inclusion and Provision Department. A 'light-touch' professional oversight is now been provided by the Head of

Service, Education from Cheshire West and Cheshire. This will be augmented by Halton's existing Strategic System Leadership Group.

- 3.5 System Leadership in Education is a school led system where leaders and practitioners with a proven record of success in raising standards provide expert guidance for the schools they support. Halton's approach was recognised in Ofsted's North West Annual Report 2014:

"some system leaders in the region are making an outstanding contribution to school improvement in the most disadvantaged areas, These leaders are working hard to extend the efficacy of school-to-school support more broadly ... signs of improvement are beginning to show in some areas for example in Halton."

- 3.6 In January 2014 Halton's Strategic System Leadership Group was established to co-ordinate the contribution of the LA and Teaching Schools to improving the quality of teaching, learning and leadership in Halton schools. This approach is aimed at ensuring the best possible outcomes for children and young people and the effective deployment of resources with the aim that all schools in Halton are judged as good or better as a result of high standards of teaching and learning and improving standards of achievement. The attached Appendix provides a copy of the terms of the System Leadership Group.

- 3.7 Halton's Strategic System Leadership Group membership includes key system leaders such as National Leaders of Education, Local Leaders of Education and LA School Improvement Leads. Through collaboration and partnership the Group aims to:

- support each other to improve the educational outcomes of Children & Young People
- facilitate the development and on-going implementation of a strategy for school-to-school support strategically that recognises both the statutory responsibilities and system role expectations of partners
- develop activities to support sector-led improvement / system leadership to raise the quality of leadership and management and teaching and learning to improve outcomes for children and young people
- enable the formulation and execution of joint responses to the fast changing school improvement agenda
- identify and share 'best' practice around school-to-school support and explore the possibility of common approaches.
- Publish a termly journal for schools – *Learning Matters Halton*, outlining CPD offers and examples of good practice
- Recruit and broker Self Evaluation Partners (SEPs) quality assured and available for schools

- 3.8 Through the partnership trust and honesty has been established and the sharing of key data is the norm to enable progress to be made. The

partnership has ensured that the most vulnerable schools are given targeted support in order to improve outcomes for our young people through school to school support.

- 3.9 Members of the Group work closely with our sub-regional partners in the Merseyside and Cheshire area network, Learn and Lead, with both TS and LA colleagues providing a strategic lead in the 3 Learn and Lead working groups:
- School Improvement
 - Leadership and management of teaching and learning
 - Initial Teacher Training (ITT) School Direct

There is also representation on the wider region's North West School Improvement Board.

- 3.10 As a result of a recent submission to the DfE for school to school support funding, made by the National Leaders of Education on behalf of identified schools, Halton secured £70,000 to fund targeted school improvement support for 5 Halton schools. Work has already been undertaken with Learn and Lead to submit a collaborative bid for further funding.

- 3.11 It is intended to build further system leadership capacity across the Borough and sub-region. In Halton there have recently been two new primary headteachers and one secondary headteacher accredited as Local Leaders of Education (LLE). In total Halton now has 4 LLES and 3 National Leaders of Education. This growing capacity will be used to provide support for schools on the journey to good and outstanding. The Strategic System Leadership Group is now seeking out areas of strength and good practice to share in a strategic way for the benefit of all. The Group are particularly keen to build capacity around early years and primary.

4.0 POLICY IMPLICATIONS

- 4.1 There are no policy implications at this stage.

5.0 IMPLICATIONS FOR THE COUNCIL'S PRIORITIES

5.1 Children and Young People in Halton

The proposed structure is designed to maintain and enhance delivery of services to meet the aims and objectives of the Children and Young People's Plan.

5.2 Employment, Learning and Skills in Halton

N/A

5.3 A Healthy Halton

N/A

5.4 A Safer Halton

N/A

6.0 RISK ANALYSIS

6.1 Failure to implement a coherent structure leaves the Council open to diminishing performance and outcomes within the service.

7.0 EQUALITY AND DIVERSITY ISSUES

7.1 The partnership which has been established through Halton's Strategic System Leadership Group has ensured that the most vulnerable schools are given targeted support in order to improve the outcomes for all children and young people in the Borough.

8.0 LIST OF BACKGROUND PAPERS UNDER SECTION 100D OF THE LOCAL GOVERNMENT ACT 1972

None under the meaning of the Act.