

Divisional Business Plan 2013-14

Directorate Name: ELS

Division/Business Unit Name: Standards and School Improvement
(ELS)

EXECUTIVE SUMMARY:

Cabinet Portfolio: Mike Whiting

Responsible Corporate Director: Patrick Leeson

Responsible Director: Sue Rogers

Gross Expenditure:

FTE: 173.9



**Education, Learning and Skills Directorate: Education, Quality & Standards Team: School Improvement Service
Core Purpose**

Implementation of the revised 'Bold Steps for Education 2013-2016'.

The core function of the Service is to raise standards in schools. Our vision for improvement derives its energy from the following two drivers...

- i) In 2009 NFER undertook research into LA strategies for school improvement. The eight Cs identified (Appendix A) as representing 'best practice' in LA interventions to support school improvement remain - as valid today as they were then.
- ii) In May 2012 Kent County Council launched its vision for the future of education in the county to help improve the lives of thousands of children and young people. Called Bold Steps for Education 2013-2016, it sets out aspirations for Kent to be the best place for children and young people to grow up, learn, develop and achieve. In this digital age and with the world changing at a rapid pace, the countries that are developing fastest are achieving their growth through education and by giving young people the skills for life and employment.

These two key drivers provide the main vehicle for providing challenge and support to Kent school improvement. They include activities to monitor and evaluate the progress of children and young people in Kent schools and settings. In addition, there is a rigorous process to support and strengthen schools' own systems of self-evaluation through our school categorisation programme. A key part of the activity programme is aimed at enabling schools and settings to set challenging but realistic targets for improvement and to provide rigorous and helpful data to underpin this process. In order to bring about permanent and far reaching changes in school performance, the Local Authority will identify programmes of activities to further engage parents and the community in their children's learning. This is aimed at creating a positive culture which values learning highly. In turn, this should lead to greater expectations and support for children and young people and greater aspirations in the young people themselves.

Advice and Consultancy to schools

The School Improvement Service provides challenge; support and development work on the school's own improvement agenda. The Service provides a wide-ranging programme of consultancy for schools - both through entitlement and for those wishing to purchase it. This is to enable schools to have individually tailored consultancy matched to the school's stage of development and the priorities in its school development plan.

Brokerage

The School Improvement Service provides support to ensure schools have access to a mixed provision of good value, high quality support and to improve their skills of procurement.

Where the Local Authority cannot provide exactly what a school or group of schools requires, it undertakes to broker alternative provision.

Professional development programme

The School Improvement Service provides a high quality programme of professional development for all those working in and with schools. The Service provides a comprehensive programme of professional support to school staff (including governing bodies) for those wishing to purchase it. This is designed to complement school's own provision for the professional development of staff and includes both external and internal providers. We are also actively working with our Teaching Schools and their CPD programmes.

Support for schools with priorities for improvement

The Local Authority has a statutory responsibility to ensure that all schools causing concern, whether that has been identified by the Office for Standards in Education (OfSTED), or by the Local Authority (or both), have well-targeted, intensive programmes of support in order to improve rapidly.

OfSTED Inspections

The Service offers support to schools in the preparation for OfSTED inspections through Advisers and bespoke support. The Service is able to moderate self-evaluation, moderate the quality of learning and overall provision, in addition to conducting themed or whole school reviews. Most Advisers have received Ofsted training and can support the process of inspection.

The leadership of learning

The Service has a number of strategies to support the leadership of learning at all levels through bespoke and targeted training. The Service is actively engaging in several national strategies with the National College of School Leadership around succession planning as well as Specialist, Local and National Leaders in Education.

Final thoughts...The LA as the 'middle layer'

Jonathan Crossley Holland, an independent consultant recently commissioned by the Association of Directors of Children's Services to produce a report on the future role of local authorities in school improvement, says the evidence is clear that all successful school improvement models require a middle layer

"Local authorities are uniquely placed to play this role. Many do so effectively, but too many do not. The challenge to those LAs is to restore confidence by raising their game, sharing good practice and being prepared to move to radically different models, such as regionally based commissioning of licensed school-improvement services, which may include academy chains and school-led partnerships.

SECTION B: CONTRIBUTION TO MTP OBJECTIVES

The School Improvement and Standards service, through the delivery of its core service and wider support for all schools will deliver the Bold Steps Priority 3: **To ensure that all pupils meet their full potential**

In addition within the ELS Vision and priorities for Improvement we will:

- Develop a new partnership relationship with all schools and other providers, based on collaboration and shared effort, to build greater capacity in the system
 - Focus relentlessly on raising educational standards and support and challenge lower performing schools and other providers to improve quickly
 - Support greater choice for parents and families by commissioning a sufficient and diverse supply of places in strong schools and quality early years settings
 - Make the most effective and efficient use of the available resources to support improved outcomes
 - Move to a more strategic commissioning and oversight role which builds capacity for improvement and brokers the best arrangements for longer term sustainable success
 - Support vulnerable pupils, including children in care and pupils with special educational needs and disabilities, so that they achieve well and make good progress
 - Ensure every child has fair access to all schools
 - Deliver an effective school improvement strategy and procure effective support and advice services for schools
 - Promote a culture of inclusion, aiming to ensure that every child and young person is able to remain included in appropriate, high quality provision;
 - Promote and champion a school, education, training and skills system that delivers a range of options and pathways for all young people into higher levels of learning or employment to age 24
 - Promote and champion educational excellence and provide vision and drive for a world class system
- **to grow the economy** - for Kent to be 'open for business' with a growing and successful economy and jobs for all
- **to tackle disadvantage** - for Kent to be a county of opportunity, where aspiration rather than dependency is supported and quality of life is high for everyone

- **to put citizens in control** - for power and influence to be in the hands of local people so they are able to take responsibility for themselves, their families and their communities

SECTION C: PRIORITIES, ACTIONS, PROGRAMMES, PROJECTS, MILESTONES, KEY OR SIGNIFICANT DECISIONS

Management Teams are required to regularly review progress against the actions and milestones set out in the tables below. Monthly progress may be appropriate for individual services to review their business plan progress, and quarterly may be appropriate at the Divisional level. Formal reporting of progress by Division to Cabinet Committees is required twice a year, at the mid-year point and after the year-end.

The Corporate Director is authorised to negotiate, settle the terms of, and enter the following agreements/projects:

PRIORITY 1:	DESCRIPTION OF PRIORITY: Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading, writing and mathematics.
PRIORITY 2:	DESCRIPTION OF PRIORITY: Key stage 2 attainment will be amongst the best for our statistical neighbours and improve to at least 87% of pupils attaining level 4 in English and mathematics by 2016
PRIORITY 3:	DESCRIPTION OF PRIORITY: Key stage 4 attainment will be amongst the best for our statistical neighbours and improve to at least 70% of pupils attaining 5 good GCSEs including English and mathematics by 2016
PRIORITY 4:	DESCRIPTION OF PRIORITY: At least 90% of secondary schools and 95% of primary schools will be performing above the floor standards
PRIORITY 5:	DESCRIPTION OF PRIORITY: The achievement gaps at key stages 2 and 4 will be less than the national gap figures and pupils from low income backgrounds, CiC (Kent & OLA) and pupils with SEND in Kent will be achieving better progress and outcomes than similar groups nationally. (Please see links with the Inclusion team and the 14-24 team plans)
PRIORITY 6:	DESCRIPTION OF PRIORITY: No KCC schools will be in an Ofsted Category
PRIORITY 7:	DESCRIPTION OF PRIORITY: There will be more good schools, with at least 85% of primary and secondary schools and PRUs judged as good or outstanding. All special schools will be good or outstanding.

PRIORITY 8:	DESCRIPTION OF PRIORITY: In 90% schools teaching will be consistently good or outstanding.
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ACTIONS		Accountable Officer	Start Date (month/year)	End Date (month/year)
<i>Note: each of the following actions supports all the priorities listed on the previous page</i>				
1	<p>Develop a CPD programme which improves the quality of teaching & learning; leadership & management; and assessment in schools. This will include activities around:</p> <ul style="list-style-type: none"> - New Collation and dissemination of best practice across Kent - Leading the conference season with the KAHT to inspire, share and celebrate good practice and keep abreast of national agendas - tailor the CPDonline offer to match current priorities - Working with SIAs to ensure a relevant and needs driven programme is available. - CPD Programme Manager to work with different groups in identifying need and explore different vehicles for effective CPD delivery. - Ensure Every Lesson Counts programme continues to be a feature on the CPD programme. 	Senior Improvement Adviser Commissioning	April 2013	March 2014
2	<p>Exploit every avenue of communication with Headteachers to influence the raising of standards through improvement of Teaching & Learning, Leadership and Management and Assessment practices e.g. e-bulletin, Headteacher briefings, conferences, network meetings. Examples of this :</p> <ul style="list-style-type: none"> - Use of District score cards – ensuring collaboratives are aware of impact - e-bulletin, Headteacher briefings, conferences, network meetings 	Director	April 2013	March 2014
3	<p>Ensure that all teacher assessments are accurate via the moderation process</p> <ul style="list-style-type: none"> - county wide P scale moderation events - facilitation of special school agreement trailing events - Full programme of events to update schools on moderation and assessment. - Ensure events are well attended by those schools who would most benefit. 	Moderation Manager	April 2013	March 2014

4	Provide a universal link to all schools in Kent proportionate to need and status to ensure that Kent knows all its schools through the new school improvement strategy	Director	April 2013	March 2014
5	<p>Development & implementation of literacy; numeracy; leadership; and teaching & learning strategies</p> <ul style="list-style-type: none"> - Bespoke sessions for PRU staff on literacy and numeracy and the use of NLP for teachers and leaders - providing strategic training at district and county level to support schools improve the teaching of reading - support collaborations to develop projects in literacy and numeracy to develop best practice and raise standards - produce case studies of excellent practice to disseminate at county level - develop a register of Lead Literacy and lead Numeracy teachers around the county - promote the use of the website as a key tool for sharing resources 	<p>Senior Improvement Adviser (Teaching & Learning)</p> <p>Senior Improvement Adviser (Leadership & Management)</p>	April 2013	March 2014
6	<p>Brokering of various activity to support teaching, learning and leadership</p> <ul style="list-style-type: none"> - ELC for teachers satisfactory to good, good to outstanding and for TAs commissioned and impacting. Headteachers consulted re leadership development and coaching and conferences on outstanding teaching and leading the EYFS by Headteachers in place. Support from county wide English and math's advisers commissioned for collaboratives. - use of targeted reviews with detailed recommendations and action plans (e.g. barriers to making 2 sub levels of progress a year) - develop strategic links with key partners eg Teaching Schools to identify need and provide opportunities for training and professional development, through partnership working wherever possible (outreach visits; sharing oof practice; engaging senior leaders in LA review teams) - Work with Teaching Schools and other alliances to support schools. - Full ELC programme on offer. - Use the procurement framework to support schools when required with external consultants. 	Senior Improvement Adviser Commissioning	April 2013	March 2014
7	<p>Ensuring that the majority of schools are in developing collaborations to ensure that results in 2013 are better than 2012</p> <p>Collaborations have action plans to raise achievement and quality of T&L with measurable outcomes. Collaborations have regular meetings to review impact of collaboration work.</p>	Senior Improvement Advisers - all phases	April 2013	March 2014
8	Ensure the effective use of resources in particular Teaching Schools, facilitation schools,	Principal	April 2013	March 2014

	NCSL, CCCU & other providers	Advisers		
9	Improve the quality of governance in schools, through training, in order to improve the number of good and better leadership judgments made by Ofsted Notes: looking at different modes of training (Val thought some training is already available electronically). To support challenge in order to achieve priority	Head of Governance	April 2013	March 2014
10	Develop district based working in order to increase the ability of support schools to accelerate learning for all pupils. - Identify strategic district teams? who meet regularly and respond to local needs as eg identified in the scorecards, to identify and commission support	Director	April 2013	March 2014

KEY MILESTONES

PLEASE SEE MONITORING GRID AT THE END OF THE DOCUMENT

ARE THERE ANY KEY OR SIGNIFICANT DECISIONS THAT COULD ARISE FROM THE PRIORITIES?

ARE THESE ALREADY IN THE FORWARD PLAN? Yes/No

1	None at present	No
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SECTION D: FINANCIAL AND HUMAN RESOURCES

For the Financial Resources section **Finance** will provide the required information and detail that sets out the main components of your budget by completing the table below.

FINANCIAL RESOURCES								
Divisional Unit	Responsible Manager	Staffing	Non Staffing	Gross Expenditure	Service Income	Net Expenditure	Govt. Grants	Net Cost
S & S I	Sue Rogers	£	£	£	£	£	£	£

HUMAN RESOURCES		
FTE establishment at 31 March 2013	Estimate of FTE establishment at 31 March 2014	Reasons for any variance
173.9	173.9	n/a

Contracts likely to be renewed in 2013/14:

These are posts in our structure that are currently being filled by consultants and it is likely that we will continue to fill them in this way next year:

Principal Adviser (Secondary) x 1 fte – estimated cost for 2013/14 =£106,000

Senior Improvement Adviser x 3 fte – estimated cost for 2013/14 = £182,800

Improvement Adviser x 5 – estimated cost for 2013/14 = £310,128

Total cost: £598,928

SECTION E: RISK & BUSINESS CONTINUITY

RISKS	
RISKS	MITIGATION
Impact of the new Ofsted inspection schedule	Establish all schools who may be at risk Institute Ofsted Health Checks Commission appropriate support
Increase in the floor standards for both primary and secondary which will then identify more schools for intervention criteria	Support for schools likely to be between 60 and 65% in KS2 combined to ensure they are above a predicted 5% rise in floor standards
Ability to maintain excellent relationships with our schools	Develop school to school collaborations to maximise the working capacity of LA personnel
Our statistical neighbours and the national picture will accelerate faster than Kent's performance	Ensure that we set ambitious targets that allow for a rise in SN performance

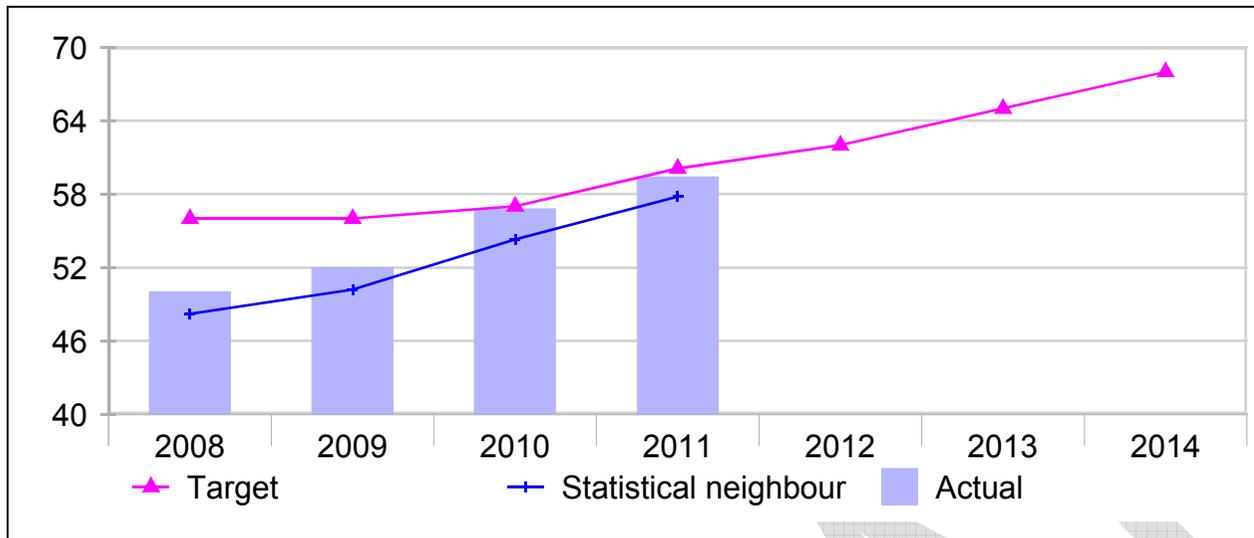
Financial capacity to deploy either sufficient central staff or commission external capacity	Good budget management to offset any potential savings targets in 2013-2014 plus developing the school to school collaborations for greater autonomy and independence
Impact of the new Ofsted inspection schedule if more schools go into category	Increase preventative work with schools to avoid greater spend if schools go into an Ofsted category
Skill levels of retained staff following restructure	Ensure that the diminution and appointment processes are robust
- Teacher recruitment and retention issues -Leadership capacity in schools reduces through difficulty in recruiting appropriate capacity of Headship	Support all schools with Leadership appointments to ensure good or better appointments. Develop an effective leadership strategy for Kent
Acceleration of the academies agenda	Supporting strong school to school collaborations to strengthen partnership working as a preferred model for sustainable school improvement
Weaknesses in school to school collaboration models	Ensuring that the school to school collaborations include outstanding, good and satisfactory schools
Difficulties in gaining sufficient data from schools and settings to support and challenge and monitor progress against objectives	Agree protocols with schools for data and information sharing to ensure we continue to know our schools.

SECTION F: PERFORMANCE AND ACTIVITY INDICATORS

Percentage of pupils achieving 5+ GCSE A* to C including English and maths

AMBER

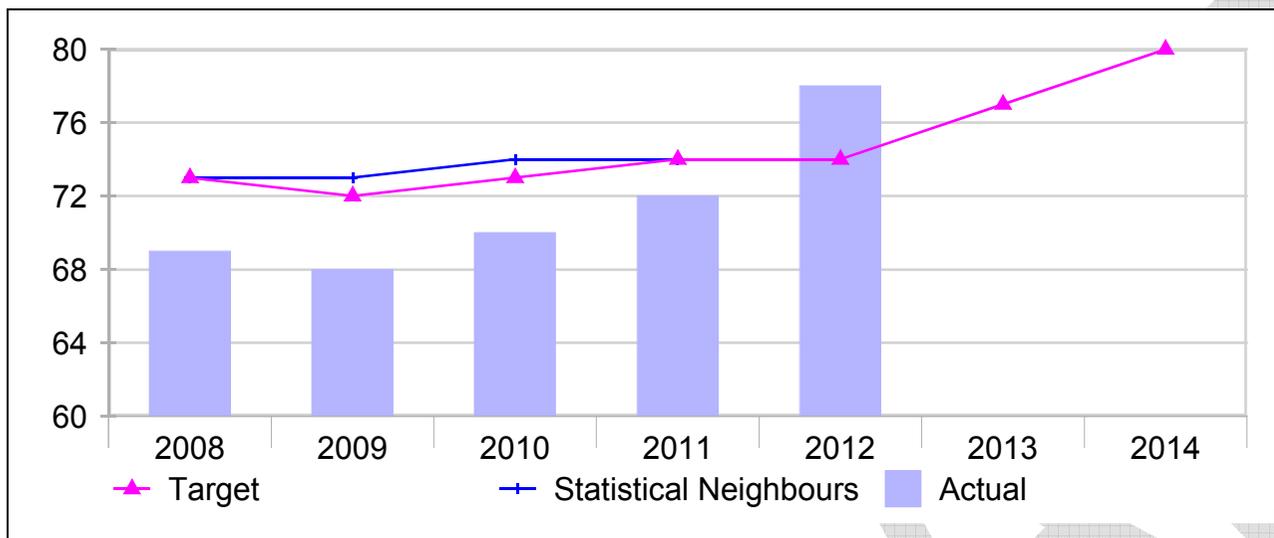




Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	50.0%	52.0%	56.8%	59.4%	60.5%				
Target		56.0%	57.0%	60.1%	62.0%	64.0%	66.0%	68%	70%
RAG Rating		Amber	Amber	Amber	Amber				
Stat. N.	48.2%	50.2%	54.3%	57.8%					

Percentage of pupils achieving level 4 and above in both English and Maths at Key Stage 2

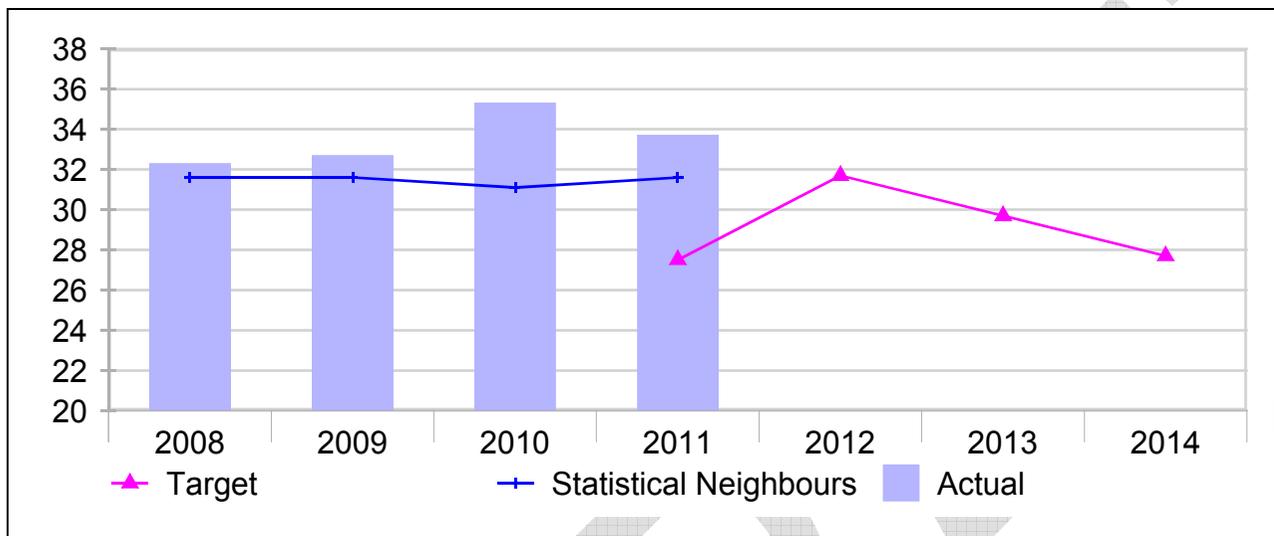
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Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	69%	68%	70%	72%	77.5%				
Target	73%	72%	73%	74%	74%	81%	83%	85%	87%
RAG Rating	Red	Red	Red	Amber	Green				
Stat. N.	73%	73%	74%	74%	78.7%				

Percentage achievement gap between children with Free Schools Meals (FSM) and other children at GCSE

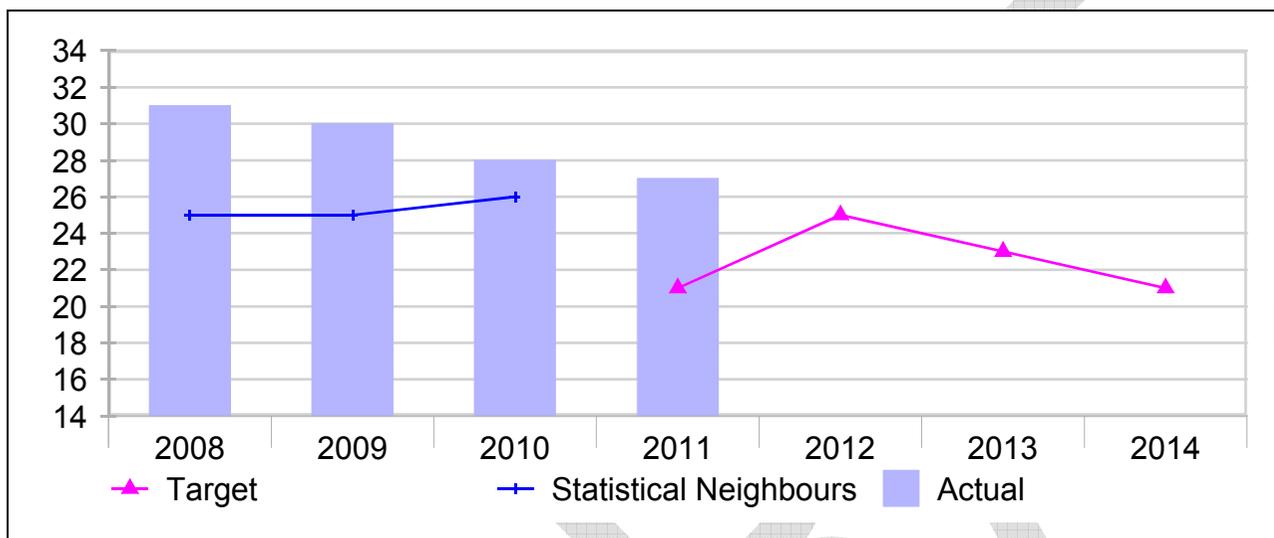
RED



Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	32.3%	32.7%	35.3%	33.7%	32.9%				
Target				27.5%	31.7%	31.7%	29.7%	27.7%	25.7%
RAG Rating				Red	Red				
Stat. N.	31.6%	31.6%	31.1%	31.6%					

Percentage achievement gap between children with Free Schools Meals (FSM) and other children at Key Stage 2

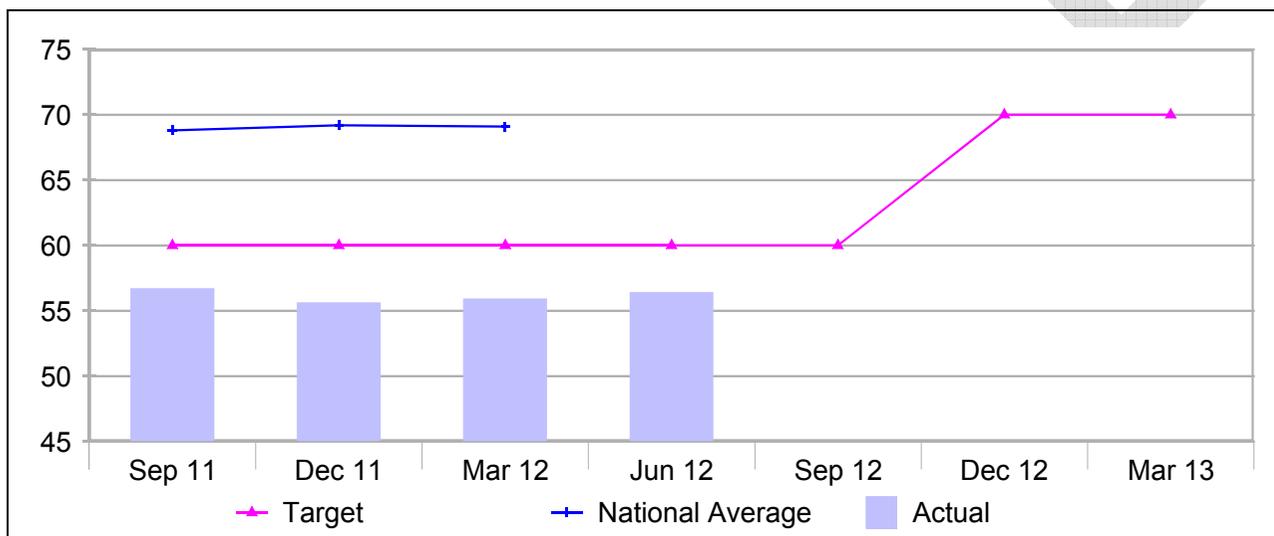
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Trend Data – annual	2008	2009	2010	2011	2012	2013	2014	2015	2016
Actual	31%	30%	28%	27%	22.8%				
Target				21%	25%	22%	21%	19%	17%
RAG Rating				Red	Green				
Stat. N.	25%	25%	26%	25%					

Percentage of primary schools with Good or Outstanding Ofsted inspection judgements for overall effectiveness

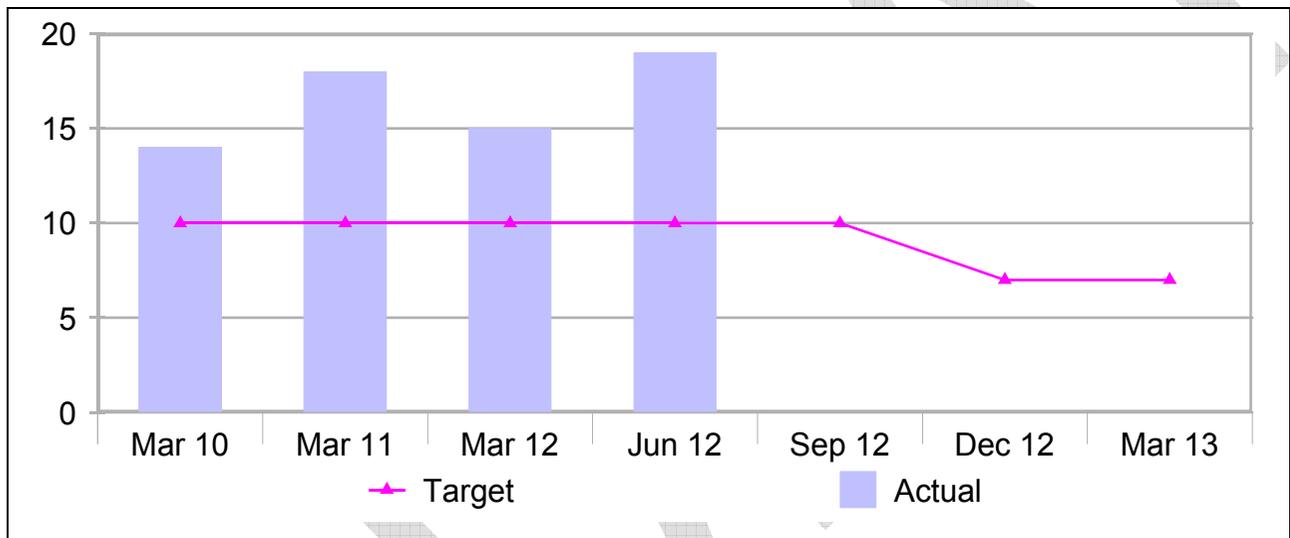
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Trend Data – quarter end	Previous Year			Current Financial Year				Next Financial Year			
	Sep 11	Dec 11	Mar 12	Jun 12	Sep 12	Dec 12	Mar 13	Jun 13	Sep 13	Dec 13	Mar 14
Actual	56.7%	55.6%	55.9%	56.4%	57.2%						
Target	60%	60%	60%	60%	60%	64%	64%	64%	64%	64%	70%
RAG Rating	Amber	Red	Red	Amber	Amber						

Nat. Ave.	68.8%	69.2%	69.1%								
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Number of schools in Ofsted category (special measures or with notice to improve) **RED** ↔



Trend Data – quarter-end	Previous Years			Current Financial Year				Next Financial Year			
	Mar 10	Mar 11	Mar 12	Jun 12	Sep 12	Dec 12	Mar 13	Jun 13	Sep 13	Dec 13	Mar 14
Actual	14	18	15	19	19						

Target	10	10	10	10	10	10	10	10	10	10	7
RAG Rating	Amber	Red	Red	Red	Red						
SM	9	11	10	13	13						

Table for PERFORMANCE indicators measurable annually by academic year

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 1a	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in reading	73%	76%	n/a	77%	79%	81%	82%
Priority 1b	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in writing.	59%	62%	n/a	67%	72%	77%	82%
Priority 1c	Key stage 1 attainment will be amongst the best for our statistical neighbours and improve to at least 82% of pupils attaining level 2b in mathematics.	74%	77%	n/a	78%	79%	80%	82%
Priority 2	Percentage of pupils achieving level 4 and above at Key Stage 2 in both English and Maths (as per DfE performance table definition – i.e. includes academies)	72	78	79	81%	83%	85%	87%
Priority 3	Percentage of pupils 5+ GCSE A* to C, including English and mathematics (as per DfE performance table definition)	59.4	60.6	58.6	64%	66%	68%	70%
Priority 4a	Percentage of primary schools performing above floor standards (floor is 60% of pupils achieving level 4 and above in both English and Maths combined with below median progress)	86	94.5	96.3	93%	94%	95%	100%

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 4b	Percentage of secondary schools performing above 2012-14 floor standards (floor is 40% of pupils achieving 5+ GCSE A* to C including English and Maths combined with below median progress)	75.8	81	Not available until Jan 2013	83%	85%	90%	95%
Priority 5a.1	Achievement gap for children with free school meals compared to other children at KS2	27	22.8	16.8	22%	21%	19%	17%
Priority 5a.2	Achievement gap for children in care compared to all children at Key Stage 2	39	40	29	37%	35%	33%	31%
Priority 5a.3	Achievement gap for children with SEN compared to non-SEN children at Key Stage 2	53	48.5	48	47%	46%	45%	43%
Priority 5b 1	Achievement gap for children with free school meals compared to other children at Key Stage 4	33.7	32.9	Not available until Jan 13	31.7%	29.7%	27.7%	25.7%
Priority 5b.2	Achievement gap for children in care compared to all children at Key Stage 4	49	47.5	43.5	46%	44%	42.5%	41%
Priority 5b.3	Achievement gap for children with SEN compared to non-SEN children at Key Stage 4	47	46.2	Not available until Jan 13	44%	42.5%	41%	39%
Priority 6	Number of schools in an OFSTED category : special measures or notice to improve (excludes academies)	17	19	Not applicable	10	7	4	0
Priority 7a	Percentage of primary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	56.0	58.5	69	64%	70%	76%	85%
Priority 7b	Percentage of secondary schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	68.8	73	66	77%	81%	85%	90%
Priority 7c	Percentage of special schools judged by OFSTED as good or outstanding for overall effectiveness at last inspection	87.5	80	81	85%	90%	95%	100%

	PERFORMANCE INDICATOR	Floor Performance Standard where applicable MIU to put in)	Summer 2012 Outturn	SN or National Outturn (MIU to put in)	Target 2013	Target 2014	Target 2015	Target 2016
Priority 7d	Percentage of PRUs judged by OFSTED as good or outstanding for overall effectiveness at last inspection	59	59	68	70%	78%	85%	93%
Priority 8a	Percentage of primary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection	58.0	60	70	68%	75%	82%	90%
Priority 8b	Percentage of secondary schools judged by OFSTED as providing a consistently good or outstanding quality of teaching at last inspection	67.7	73	67	77%	81%	85%	90%

SECTION G: ACTIVITY REQUIRING SUPPORT FROM OTHER DIVISIONS/SERVICES

(For example Property, ICT, Business Strategy, Human Resources, Finance & Procurement, Planning & Environment, Public Health, Service Improvement, Commercial Services, Governance & Law, Customer Relationships, Communications & Community Engagement or other Divisions/Services)

ACTIVITY DETAILS	EXPECTED IMPACT	EXPECTED DATE
Working with colleagues in FSC to embed district based working	Achievement of identified priorities (Link to actions: 4, 10)	April 2014
Managers receiving support from the finance team to help embed collaborative planning work	The team is able to meet its financial responsibilities (General – no specific links)	Ongoing
HR supporting recruitment exercises in respect of Headteacher appointments	More substantive Headteachers in post resulting in improved standard in Kent schools (Link: underpins all priorities & therefore actions)	Ongoing

<p>Governance & law providing help & advice with regards to Freedom of Information (FOI) requests</p>	<p>The team is able to respond appropriately & in a timely fashion to FOI requests (General – no specific links)</p>	<p>Ongoing</p>
<p>Communications & Community: receiving support from the Digital Services team with regards to publishing of information on the web, ebulletin etc; receiving support from the Press Officer with regards to press enquiries.</p>	<p>Improved communication & information sharing (Link to actions: 2, 5) & the team is able to respond appropriately & in a timely fashion to press enquiries (General – no specific links)</p>	<p>Ongoing</p>
<p>ICT: receiving ongoing support from ISG with regards to the teams IT requirements.</p>	<p>The team has the necessary equipment to enable them to carry out their work (Link: underpins all actions)</p>	<p>Ongoing</p>

DRAFT