

EDUCATION & LEARNING

REPORT OF THE INTERIM DIRECTOR OF CHILDREN AND YOUNG PEOPLE'S FUTURES

RECOMMENDATION: DEF agree the following the de-delegation proposal for maintained primary and maintained secondary schools: That School Improvement to be provided by DCC at an estimated cost of £640,000 (£18.82 per pupil) during the 2023-24 financial year, as set out in 4.3.

1. School Attendance

- 1.1. The Working Together to Improve School Attendance guidance was published in May 2022. <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>
- 1.2. A model policy for schools has been drafted and will be made available to support schools in meeting the requirements of the new guidance.
- 1.3. A charter for other agencies and partners to sign has been created to support the service with “making attendance everyone’s business.” Partner agencies from health and the police have been very supportive.
- 1.4. The DFE has provided all Local Authorities with an Attendance Advisor to support them with the implementation of the guidance and to enable best practice to be shared. Initial meetings have taken place with our advisor and there will be further follow up meetings and visits during the Spring and Summer Term.
- 1.5. Current attendance figures remain low nationally and across Devon. Towards the end of the Autumn Term, schools were seeing high levels of pupil and staff absence due to winter illnesses. Primary Absence for the Autumn Term is 6%, Secondary Absence 11% and combined is 8%.


2. Communication with schools

- 2.1. The Education and Learning Team are going to be running a series of drop-in sessions for school leaders over the Spring and Summer Terms. These will provide the opportunity for school leaders to raise queries, seek answers to questions and receive information about developments within the service.
- 2.2. Each week a School Leadership Update is sent to all schools. These updates include information from a wide range of children’s services, as well as information from the Education and Learning Teams. From the start of the Autumn Term, each newsletter will also show the weekly figures for attendance, suspensions, exclusions, EHE and EHCP requests to enable schools to see how we are performing as a collective. An example of this report is below, although future reports will also include figures for disadvantaged pupils. These reports do not include statistics for pupils in specialist settings or alternative provision.



Headline Statistics - Academic Year to 18/12/2022

	14/11/2022 20/11/2022	21/11/2022 27/11/2023	28/11/2022 04/12/2023	05/12/2022 11/12/2022	12/12/2022- 18/12/2022 *	5 Week Trend	Academic Year to Date (Devon)
Attendance - Student Absence**							
Student Absence (Total)	7%	9%	9%	12%	17%		8%
Student Absence (Primary)	6%	7%	7%	10%	13%		6%
Student Absence (Secondary)	10%	12%	13%	17%	22%		11%
SEN (K)	11%	13%	13%	16%	21%		11%
SEN (E)	14%	16%	16%	19%	24%		14%
Attendance - Persistent Absence**							
Persistent Absence (Total)***	18%	19%	20%	21%	24%		24%
Persistent Absence (Primary)	15%	15%	16%	16%	19%		19%
Persistent Absence (Secondary)	24%	24%	26%	28%	32%		32%
Exclusions							
Permanent	8	5	2	7	3		87

Suspensions (Students)	318	333	299	235	189		2062
EHE							
Number of Electively Home Registered Students	1836	1866	1866	1883	1896		2146
SEN							
EHCP Assessment Requests Received	51	49	59	53	86		716

* Previous Week attendance, PEx and Suspension data is subject to change as attendance registers are updated and supplied to the LA

** Data includes state funded, Primary, Secondary and All Through schools for NCY 0-11 (Secondary +All-Through combined for Secondary figures) *** Persistent Absence = 10% or higher absence for a minimum of 20 sessions in current academic year

3. Educational Psychology Service (EPS)

- 3.1. The SEND Improvement Board agreed that the EPS would extend the pause in trading with schools and settings until the 20.02.23. This will enable a further 205 EP statutory assessments to be completed for children who have been waiting for this support.
- 3.2. During this period of paused traded work, as well as completing statutory assessments, the EPS has been reviewing their service and considering how they can best support schools and reach a greater number of children. The team have designed a new service and from April 2023, the EPS will launch their new traded offer called "Psychology Works". This service will move away from conducting lengthy assessments for a small number of children and instead, provide schools and settings with consultations for more children. They will work with schools and settings to find practical solutions to supporting children with special educational needs in mainstream settings. Following this planning session, the school/parent/EP will deliver the interventions and then the EPS will visit once again to review impact and, if necessary, provide further support.

4. School Effectiveness Service

- 4.1. The school improvement (SI) monitoring and brokering grant has been allocated to local authorities since September 2017 to allow them to continue to monitor performance of maintained schools, broker school improvement provision, and intervene as appropriate.
- 4.2. On 11 January 2022, the Government announced in their consultation response, ['Reforming how local authority school improvement functions are funded'](#), that in future these functions will be funded from maintained school budgets, with the grant to be reduced by 50% in 2022 to 2023 ahead of full removal in 2023 to 2024.

- 4.3. In October, the LA consulted maintained schools on the funding of the school effectiveness service from April 2023. Further information about how this service will function has been provided in the paper below:

Proposed School Effectiveness Offer from April 2023

Report considered at SFG on 6 January 2023

Recommendation: DEF to specifically agree the following the de-delegation proposal for maintained primary and maintained secondary schools: That School Improvement to be provided by DCC at an estimated cost of £640,000 (£18.82 per pupil) during the 2023-24 financial year.

Vote: Maintained primary representatives

Vote: Maintained secondary representatives

The support schools will be in receipt of is below (Appendix A) and includes the baseline elements (SEND, Safeguarding, leadership and management), and additional support/intervention for those schools where data and analysis indicates that they are at risk of a less than good Ofsted judgement. **There needs to be an understanding by schools that statutory legislation sets out that intervention in schools is in inverse proportion to indicators of success.**

The school effectiveness offer post April 2024 is also attached. This is based upon schools not having money taken from their budgets but purchasing the non-statutory aspects from the DCC School Effectiveness Team. (Appendix B)

Statutory Functions within the remit of the school effectiveness team (see School's Causing Concern guidance 22)

School Improvement

- A local authority must exercise its education functions with a view to promoting high standards.
- Local authorities should act as champions of high standards of education across maintained schools in their area, and in doing so should: Understand the performance of maintained schools in their area, using data as a starting point to identify any school that is underperforming, while working with them to explore ways to support progress;
- Work closely with the relevant RD, diocese and other local partners to ensure maintained schools receive the support they need to improve;
- Where underperformance has been recognised in a maintained school, proactively work with the relevant RD, combining local and regional expertise to ensure the right approach, including sending warning notices, and using intervention powers where this will improve leadership and standards; and
- Encourage good and outstanding maintained schools to take responsibility for their own improvement; support other maintained schools; and enable other maintained schools to access the support they need to improve.

SEND

- Local authorities must keep their educational and training provision and social care provision for children and young people with SEN or disabilities under review
- Where, in fulfilling its statutory duties to keep special educational provision under review or to secure provision in an EHC plan, a local authority identifies concerns over the standards, management or governance, or safety of a maintained school or academy, they should raise them with the maintaining LA or the RD.

Safeguarding

- Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area, regardless of the types of educational settings they attend.
- Local authorities need to work in partnership with all schools (including independent schools), appropriate religious bodies and further education and sixth form colleges in their area
- Where a local authority has a concern about safeguarding at a maintained school, the authority can use its intervention powers as set out in this guidance

Key activities currently undertaken by the School Effectiveness Team in order to meet these statutory responsibilities:

- Monitoring and evaluation of the performance of all maintained schools, including leadership and management, quality of education, provision and outcomes for SEND pupils, disadvantaged pupils and other vulnerable groups, safeguarding of all pupils.
- Ensuring effective leadership and sustainable capacity in schools through:
 - Supporting the appointment of effective headteachers, acting headteachers and executive headteachers.
 - Advising, brokering and signing off management partnerships and SLAs with capacity-giving MATs and federations as appropriate
 - Advising and supporting due diligence processes to secure effective conversion into strong Multi Academy Trusts
 - Working with schools and Ofsted inspectors during school inspection support school leaders and inform inspectors.

JULIAN WOOSTER

Interim Director for Children and Young People's Futures

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Appendix A - School Improvement Offer from April 23 to April 24

- **Section 1** is the baseline statutory monitoring function of the LA
- **Section 2** is additional work to secure improvement in line with the role of the LA in 'promoting high standards of achievement'

Activity	Which Schools	Number of days per school	Total days
School visits to undertake monitoring and evaluation of core statutory functions in line with the Ofsted framework, with full report	All maintained schools	According to current risk analysis: Schools where risk analysis indicates they are likely to be judged good at next inspection 1 visit = 1 day (1 advisor)	64
		Schools at risk of a Requires Improvement at next inspection 2 visits = 2 days (1 advisor)	158
		Schools at risk of an inadequate judgement 3 visits = 3 days (1 advisor)	32
Preparation and written report	All maintained schools	0.75 day per school visit	191
Monitoring and Evaluation of schools' provision and outcomes for SEND pupils, attendance, safeguarding culture and practice – broker further support	All schools (maintained schools (included in work above)	163 224 academies (29 MATs)	50

<ul style="list-style-type: none"> • Risk analysis of all schools and brokering of school improvement work • Analysis of strength and weakness across Devon schools 	All maintained schools	0.5 days per week per school area	146.5
QA of school improvement work delivered	All maintained schools	Unattached advisors to shadow and monitor quality and consistency	52
Securing leadership (headteacher recruitment, acting headships, Management Partnership,	All maintained schools according to need	On average 0.5 days per week per school area advisor	146.5
SLAs and due diligence prior to academisation)			
Ofsted Inspection (liaison with inspector, attendance at feedback)	All maintained schools	1 day of support based on an inspection in every school once in three years	50
Total			890

Section 2. Additional support to deliver school improvement according to risk analysis and monitoring visits (intervention in proportion to success)

- **Schools at risk of inadequate**
- **Schools with a breakdown in leadership and management or critical capacity**

157 additional days above and beyond this core statutory offer will be used to deliver tangible improvements in schools that are identified through risk analysis and monitoring work. This will be delivered through advising, coaching, modelling and supporting leaders to deliver effective strategies which have positive impact on provision and outcomes for all pupils including SEND and disadvantaged pupils. This includes:

- Support to develop SEND leadership and bottom 20%, reading across the school etc.
- Support for improved provision and outcomes for disadvantaged pupils
- Evaluation of quality of education through a 'deep dive' approach, curriculum areas; advice on improvement and signpost to good practice
- Support for SEF and SIP writing
- Coaching for effective leadership - HTs and senior leaders and SENCo
- Coaching and modelling for effective middle leadership – subject and phase leaders
- Support for effective staffing and restructure
- Support to evaluate impact through pupil voice
- Supporting brokerage of appropriate support from other services and schools as appropriate

Appendix B

School Improvement offer from April 2024

The Local Authority will remain responsible for all the activities in Section 1 of the previous offer in line with statutory responsibilities.

Additional support for improvement in schools in **Section 2** will continue be signposted, brokered or directly provided by the School Effectiveness Team, however schools will decide which improvement services they wish to purchase and from whom, and this will be paid for separately by schools according to need. The impact of the school improvement service obtained by the school will continue to be monitored through the remaining statutory duties and the team will continue to offer a range of relevant and high quality purchased services to schools to support improvement.

Profile of The School Effectiveness Team

Alice McShane

Alice has worked in education for 35 years, as a science specialist and Deputy Principal in the secondary sector. She has held a number of leadership roles, including Head of Sixth Form, Head of careers and Head of Science and the school where she served as Deputy Principal moved to from inadequate to good during her tenure.

She has led the School Effectiveness Team for two and a half years, with expertise in areas including strategic planning, recruitment and performance management, HR, school partnerships and governance, She has also led and delivered leadership training for the National College, which including coaching and mentoring leaders to deliver effective change.

Brad Murray

Brad has worked in education for 35 years. He has extensive experience including as a senior leader and headteacher. He started his career working in schools in London and has been the headteacher of two schools, a Church of England primary school and a large junior school.

As the headteacher of both schools he led rapid improvement. He was appointed to improve the junior school as it had previously been judged to be inadequate. Both schools had successful inspections during his headship and in both his leadership and management were judged to be outstanding by Ofsted.

Alongside his role as education adviser in Devon, Brad also works as an Ofsted inspector.

Julie Stevens

Julie has a broad experience as an educationalist. She has worked as both a school leader in the primary sector, and as a school improvement leader.

She has worked as a literacy consultant, a school improvement senior manager in Essex County Council leading a team of advisors, and as a successful deputy headteacher of a large primary school. Julie has a proven track record and expertise in early years and PSHE and has had demonstrable impact in leading and developing both English and PE. She is a trained moderator for KS1 and KS2

Helen Eversett

Helen has a variety of leadership experience, including Assistant Headteacher and Headteacher. She is registered as a national expert by the DfE in relation to provision and achievement for disadvantaged pupils, and is also registered as a national expert on small schools. Helen has previous experience as a successful SENCo, leader of mathematics in schools and as a mathematics advisor for Devon County Council. Her subject leadership experience also includes English, Geography, Science, DT and Art. Helen is also a trained moderator for KS1 and KS2 and has led and delivered the ECT induction programme across the county.

Jo Dymond

Jo has taught across all primary ages, leading RE, Collective Worship, English, Phonics. She also worked as an English advisor for DCC as part of the Primary National Literacy Strategy for 9 years. She has also supported the Local Authority as a temporary headteacher and executive headteacher, leading schools in very challenging circumstances and securing rapid improvement, including taking a school from inadequate to good with outstanding in some areas.

Jo also has experience of leading schools through SIAMs including one from inadequate to good within 18 months and is also an accredited moderator for KS2, an expert SATS marker and continues to work for the DfE to develop national tests.

Katherine Powell

Katherine brings a diverse background to the advisor role. Her experience ranges from senior leadership roles in contextually different schools, school improvement and advisory work alongside school inspection.

Katherine's experience has been across schools facing challenging circumstances and she has taken the strategic lead on several different aspects including curriculum, CPD, teaching and learning, appraisal, quality assurance, research and SEND.

Katherine has served as one of Her Majesty's Inspectors and continues to serve as part of the inspection workforce as an Ofsted Inspector. She has worked as an independent advisor with a range of institutions, MATs and organisations, both locally, nationally and overseas.

Whilst she began her career as a secondary specialist, serving as an effective Deputy Principal in a large secondary school, her advisory and inspection work has meant she has worked cross-phase from foundation to post 16.

Tina Jackson

As a headteacher, Tina has led both large urban and small rural schools, including leading and overseeing the amalgamation of an infant and junior school. She has taught pupils from EYFS to year 6 and led English and mathematics and has also held the role of SENCo.

Tina has worked as a school improvement advisor beyond Devon and brings a wealth of experience and skills. As a result of her track record in school improvement as a headteacher, she has been appointed as a temporary headteacher in several schools at the request of local authorities in order to secure rapid change. She has had demonstrable impact in these schools including moving one school from inadequate to good during her temporary role.

Feedback on School Effectiveness Team:

*Julie Stevens - I just wanted to say thank you for your support through the inspection. I appreciate your honesty, kindness and clear thinking especially once my brain turned to mush!
All of the staff speak so highly of you and your real passion for our school.*

*Helen Eversett - yesterday has given us renewed focus and helped us realign our short and medium term goals.
Once again thank you for your time working with us – we really valued your visit.*

Amanda Burrows (left the team in June) - I just wanted to say an enormous thank you for the great session. We all agree it helped to ground our thinking about SEND provision in our settings and we have all taken away from the session things that will hopefully have a huge impact on the leadership of SEND within our schools. I look forward to working with you again in the future.

Brad Murray - Thank you for your time on Tuesday. I feel the process of reviews is greatly supporting our school leadership at all levels and helping us to continually review our systems and processes.

Brad Murray - I would like to send you my personal thanks for all the help you provided to the Governing Board during the difficult task of recruiting a new headteacher for NPPS. It was a very a taxing job, especially with a Board consisting of very new and inexperienced members. None of us had been through a such a process before and your advice etc. was extremely helpful in appointing the person we believe to be the appropriate new headteacher to take the whole school through the next phase of its life.

Kath Powell - Just to say a big thank you for today. We can build our action plans for the areas discussed over Xmas and then crack on in January!

Helen Eversett - Thank you for your visit yesterday, there has been a really positive buzz amongst the subject leaders about next steps and building on what they are currently doing.

Julie Stevens - This term has been very hard for me as you both know. I want to thank you for being there for me and for listening. Not just listening but hearing me and finding a way forward to try and enable me to continue in the role I have.

As always so useful to meet with you and gain great support and actions that build on and improve our learning for our children.

Kath Powell - Thank you, Katherine. Your observations were much appreciated and have reinforced what we already knew. It has poked a few cages and will potentially help us reset on a few things. It has caused much debate which is positive in itself.

Julie Stevens - your curriculum support has been invaluable and I'm so pleased we managed to implement your actions before Ofsted arrived!

Jo Dymond - Your support throughout this time has been invaluable and exemplary. The Board, and all those serving on the Panel, have benefited enormously from your experience, expertise and wise words. I would also like to thank you personally for all your extremely prompt responses to my

queries and for guiding me through, which was at times, a complicated and sometimes frustrating process. I am eternally grateful to you for going above and beyond what anyone could reasonably expect of their Advisor - thank you.

Jo Dymond - Thank you for all the support you have given me Jo, you have been the inspiration for me considering this role as you tread the balance of support and challenge so well, which I think must not be easy for everyone.

Alice McShane - following very difficult leadership/relationship discussions, I just wanted to thank you so much for the support you have given us this term, it is very much appreciated.

Brad Murray - Thank you so much for your email and the never ending support you have given us and me over the last four years, it has really helped to drive things forward.

Thank you for the visit note and for your time last week - everyone involved found the day hugely useful and supportive.

Alice McShane - Now that I can relax a bit I wanted to say thanks to you all for the support, advice, kindness and tolerance you've given us over the past few months. It has made a difficult task much easier and allowed us to run a competent and credible process to a good conclusion.

It has been a pleasure to work with you all, in slightly different ways and your professionalism, commitment and attention to detail is very clear.

Tina Jackson (new to the team) – thank you for your support and for making this happen, I really appreciate your clarity of thought and steerage.