

# Working together for Every Learner

3rd edition – May 2006



## Foreword

In September 2004 we re-launched *Working together for Every Learner* - our information document on the Local Authority's services relating to schools. The publication of weighty ring-bound folders is no longer appropriate to the electronic environment in which we now operate. Therefore we published our revised *Working together for Every Learner* on the Essex InfoLink Website. 18 months on, much more has changed and it is timely to produce an updated edition.

One thing that has not changed is our commitment, as a local authority, to raising achievement and widening participation in education at all levels; improving outcomes for children and young people; and promoting a socially and educationally inclusive society. Our key priorities for children are set out in the *Children & Young People's Plan*, was finalised in April 2006.

The Council has various roles in relation to children and education 0–19, and these are set out in Section 2. In all of these roles, our aim is to work with schools, educational settings and all agencies to produce the most positive outcomes for our children and young people.

We hope that the contents of our revised *Working together for Every Learner* will help all our partners to understand how we will work with you for the benefit of learners in Essex.

**Liz Railton**  
**Director for Children's Services**

**Carey Bennet**  
**Service Director for Schools**

**Clair Pyper**  
**Service Director for Children and Young People**

May 2006

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# Section 1: The structure of Children's Services in Essex

## a) The structure of services for children and schools

Since September 2003, there have been two main service groups for children's care and education in Essex, overseen by the Children's Services Director, **Liz Railton**.

- **The Schools Service** – whose emphasis is principally on the delivery of universal education services, school improvement and early years. The Service Director is **Carey Bennet**.
- **The Children and Young People's Service** – whose emphasis is principally on tailored services for individual children and families – children's social work, special educational needs, pupil support and education welfare, and youth work. The Service Director is **Clair Pyper**.

These two service groups work in collaboration across the many interlinked aspects of the agenda for schools and children. In addition they work with the range of services to schools provided from other parts of the Council, such as human resources, insurance services, procurement, adult education, libraries, transport, legal services and others.

The Director for Children's Services has the following key role:

- professional responsibility and accountability for the effectiveness, availability and value for money of the local authority children's services;
- leadership both within the local authority to secure and sustain the necessary changes to culture and practice, and beyond it so that services improve outcomes for all and are organised around children and young people's needs; and
- building and sustaining effective partnerships with and between those local and out-of-area bodies, including the private, voluntary and community sectors, who also provide children's services in order to focus resources (financial, human, physical or any other resources) jointly on improving outcomes for children and young people, particularly in safeguarding and promoting the welfare of children.

**The Schools Service** has the following broad functions:

- to share in the leadership of the local education community, with a range of partners, to support learning;
- to prioritise and enable school improvement;
- to plan for, and provide or secure the infra-structure of a high-quality universal schools system;
- to promote and enable partnership and collaboration.

**The Children and Young People's Service** has the following broad functions:

- to protect children at risk from harm;
- to look after children in public care;
- to ensure that children with special needs receive appropriate education and support;
- to ensure children attend school or receive appropriate tuition;
- to provide effective Youth Services;
- to work with young people who have committed offences or are at risk of offending.

## **b) Cabinet responsibilities**

The Cabinet in Essex is made up of ten members of the administration:

- Councillor Stephen Castle is the Cabinet Member for Education, Leisure and Thames Gateway, overseeing policies relating broadly to schools and the Schools Service;
- Councillor Tracey Chapman is the Cabinet Member for Children and Families, overseeing policies relating principally to targeted and specialist services for children and their families, as well as community safety and emergency planning;
- The Leader of the Council, Lord Hanningfield, takes overall responsibility as Lead Member for Children's Services.

## **c) The Education Management Team**

This cross-service management team includes:

- Service Director for Schools (Chair) – Carey Bennet;
- The Service Director for Children and Young People – Clair Pyper;
- Head of School Improvement and Advisory Services – Roger Abo Henriksen;
- Head of Planning and Access Services – Nigel Hunt;
- Business Services Manager – Henry Swan;
- Head of SEN and Pupil Support Services – Carmel Littleton;
- Education Information Manager – Martin Fee;
- Head of Schools-Related Partnerships – Jo Smith;
- Senior Finance Officer – Jim MacDonald;
- Review and Development Manager – John Durrant;
- Strategic HR Manager – Bob Whiting.

The Education Management Team meets to plan for, and ensure, coherence of policy development and delivery on schools related issues and early years education and care.

#### **d) The Children’s Services Authority senior managers group**

On a regular basis all the senior managers from Children and Young People’s Service, the Schools Service and other schools-related services meet in order to ensure effective communications, opportunities for cross-service policy and practice development, and drive for integration.

## Section 2: The role of the local authority in relation to schools and early years education

### a) The changing role of the local authority

There continues to be national debate about the role that local authorities should play in relation to schools and school provision. As at April 2006, Essex County Council remains responsible for securing:

- strategic management and planning of educational provision;
- school improvement, early intervention and tackling failure;
- special educational needs;
- education welfare and education of excluded pupils and other pupils unable to attend school;
- child protection;
- early years and childcare;
- admissions and school transport;
- youth services;
- provision for looked after children.

However, the local authority's role is changing, with emphasis placed on:

- being the champion of children, young people and their families;
- planning, commissioning and quality assuring services for children and young people;
- providing leadership and direction for children's services particularly bringing together statutory and non statutory partners in order to provide for children's needs across all the localities in the county, and to improve outcomes;
- promoting and enabling collaboration, e.g. for extended services, 14-19 provision and school improvement.

## **b) The partnership between schools and the Council as Children's Services Authority**

The following values underpin a constructive partnership between the local authority and its schools:

- we share the mutual priority of raising achievement for all learners;
- we wish to focus our partnership activities on school improvement and education innovation to raise achievement, promote social inclusion and improve outcomes for all children and young people;
- we will jointly develop ways of sharing the good practice and expertise that resides in schools for the wider benefit of pupils across Essex;
- we will seek solutions to the many routine 'business' issues and the tensions which sometimes arise, in a spirit of partnership and joint problem-solving;
- we will be open and transparent, and continuously work to improve our communications and consultative arrangements;
- we value and promote self-managing schools in a culture of collaboration and mutual support.

## **c) Wider partnerships to support children**

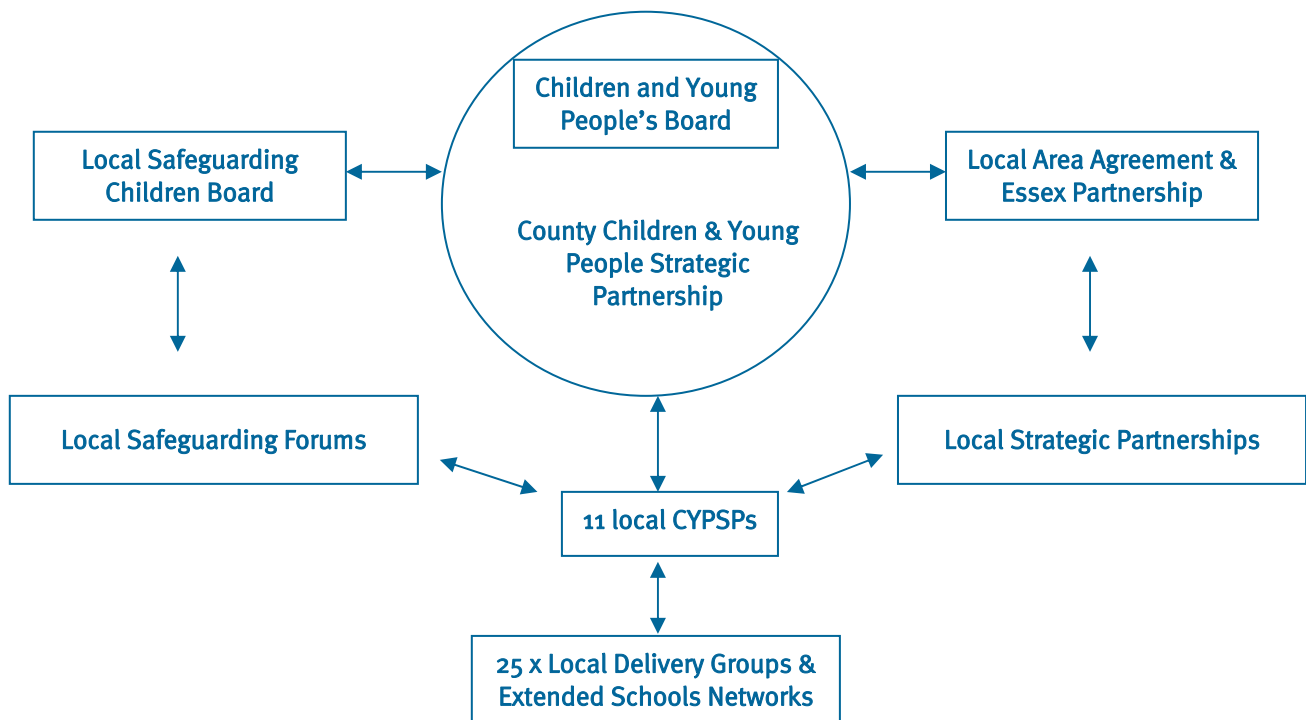
The publication of *Every Child Matters* in 2003 signalled significant changes in the structures and responsibilities of local authorities in relation to services for children. The Children Act (2004) introduced the "Children's Services Authority" in place of the "Local Education Authority" and "Social Services".

Since that time, Essex has established its Children's Trust Approach as described below:

Our children's trust approach is being put in place to help us achieve our vision and oversee the delivery of the priorities in the Children and Young People's Plan and in the Children and Young People's Block of the Local Area Agreement. The children's trust approach consists of a single county wide partnership board reporting into the Essex Partnership, 11 local children and young people's strategic partnerships (CYPSPs) and 25 local delivery groups of schools. Individual agencies are responsible for collaborating through the children's trust arrangements to help deliver the priorities in this Plan. We are developing a wider range of stakeholder

participation going well beyond partners with a duty to co-operate and with particular emphasis on schools, the voluntary sector and children and young people. We intend to engage the business community in future phases of our work. The local CYPSPs are also linked to local strategic partnerships and we are working to improve the strength of this link, particularly in the light of the Local Area Agreement (LAA).

### Children's Trust Approach



The Local Safeguarding Children Board and the associated local safeguarding forums are linked with our children's trust approach although they sit outside the formal framework as required by national guidance. These safeguarding bodies complement the strategic partnership network for children and young people and protocols are being developed to promote co-ordinated working.

These overall arrangements enable us to work at a local level with the diverse communities of Essex whilst ensuring that every part of Essex fulfils our cross cutting vision.

The approach includes the countywide Children & Young People's Strategic Partnership (CYPSP); the 11 local CYPSPs; and the 25 Local Delivery Groups of schools, working to a single Children & Young People's Plan (see d below). This covers the 29 statutory agencies with a

duty to cooperate in order to promote children's achievement, well-being and safety, as well as voluntary agencies and other non-statutory partners.

## **d) Essex County Council priorities for children and young people**

The political administration in Essex has set out its key priorities and pledges to citizens in Essex, which include:

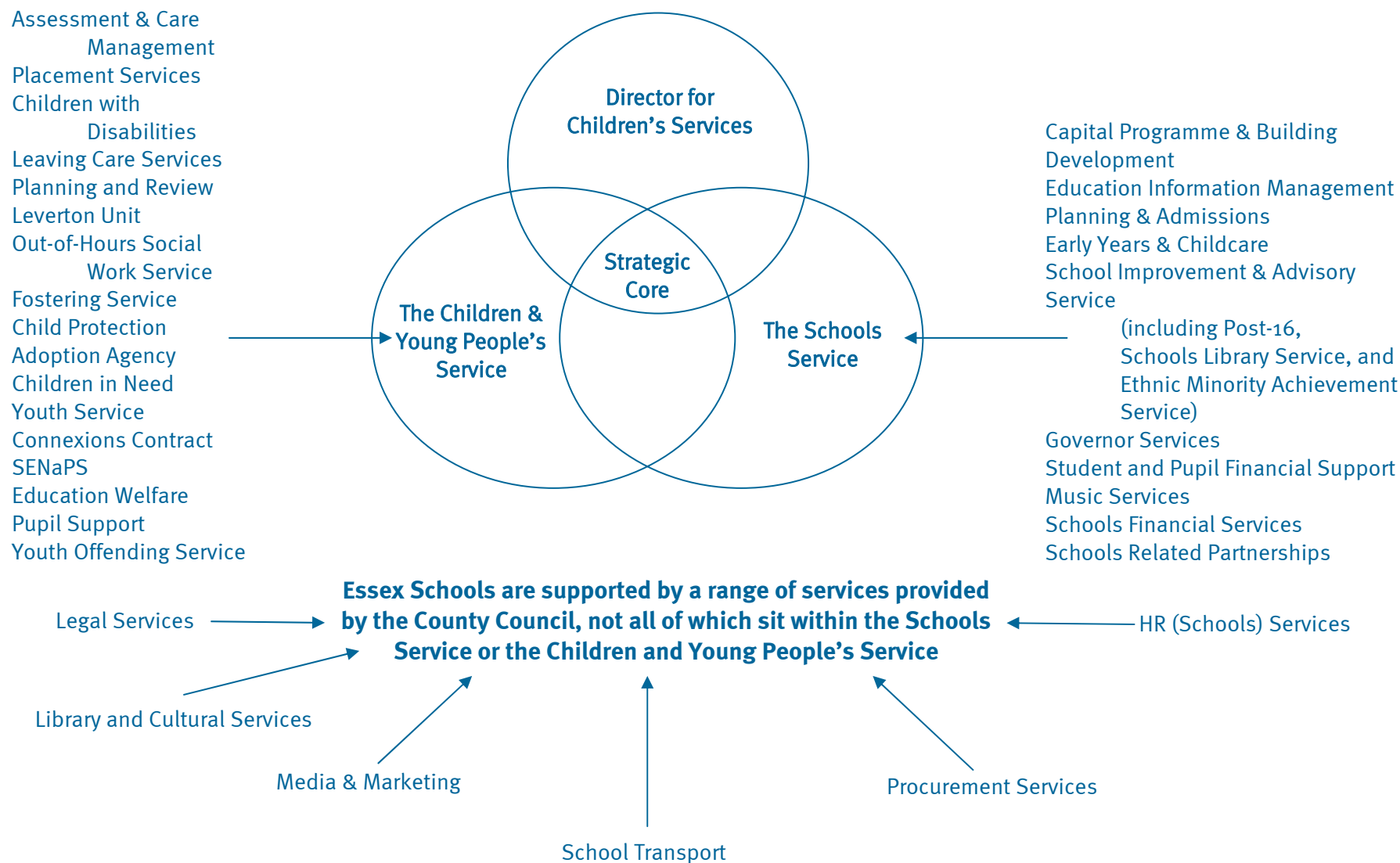
- listening to our customers, and giving them choice and control;
- increase the number of young people using youth services across the local authority and voluntary sector;
- ensure the welfare of children and young people is safeguarded and promoted;
- improve the stability of placements for children looked after;
- improve the educational achievement of looked after children entered for GCSEs and vocational qualifications;
- raise the achievement levels of children and young people with learning difficulties and disabilities;
- raise standards and attainment in schools;
- increase choice in school admissions.

In addition to the above priorities, our first statutory **Children and Young People's Plan** was published by April 2006 and also includes the following priorities relating to children and young people:

- reduce the percentage of obese children who are between the ages of 5 and 10 years;
- reduce the percentage of pregnancies under 18 years of age compared with 1998;
- reduce substance misuse;
- improve children's mental health and emotional well-being;
- keep children and young people safe where they are caught up in domestic violence or exposed to alcohol or substance misuse;

- reduce the number of children and young people who have been the victims of crime and antisocial behaviour e.g. bullying;
- raise educational attainment;
- raise the achievement levels of children and young people with learning difficulties and disabilities;
- increase the confidence and community participation of children and young people through positive play, leisure, cultural, recreational, volunteering and community activities;
- reduce offending by increasing positive attitudes and behaviours amongst offenders and those at risk of offending;
- increase the number of young people who take a job or stay on in full-time education or in training at 16 to 18;
- increase the percentage of young people leaving care who have accommodation that meets their particular needs.

# The structure of Children's Services in Essex



## Section 3: Key partnerships

### a) Consultation and partnership with schools

Our consultative and partnership arrangements with headteachers, governors and trade unions play a significant role in the development of policy and practice within Essex. These are effected through regular meetings as well as other forms of communication.

Our meetings with headteachers and governors are not only an important part of the communications processes but are vital in securing input of expertise and co-development of our services. The Schools Service leads the liaison with schools on behalf of the Director for Children's Services and the Children and Young People's Service.

### b) Meetings

There is a schedule of termly meetings with headteachers associations, including:

➤ Executive Committees of the headteacher associations:

ASHE Executive (Association of Secondary Headteachers in Essex) – once termly  
EPHA Executive (Essex Primary Headteachers Association) – once termly  
ASESME Executive (Association of Special Education Senior Managers in Essex)  
– once termly;

➤ ASHE and Partners Collaborative (APC) Board meeting - twice termly (see p12);

➤ All headteachers:

Primary: Once termly but held in four locations  
Secondary: Once termly  
Special: Once termly.

These meetings are attended by the Service Director for Schools, the Head of School Improvement and Advisory Services, the Education Information Manager, and other County Council officers as required. The Service Director for Children and Young People and the Head of SEN and Pupil Support Services will attend meetings of special schools headteachers and others for issues relating to inclusion and children.

The dates, venues and agendas for these meetings are posted on the Essex Schools InfoLink site under the separate headteacher association quick links on the home page:

<http://esi@essexcc.gov.uk>. Agendas appear at least five working days before the meetings take place.

Hard To Place Panels of local secondary headteachers have been created almost Countywide. These Panels help secure the successful reintegration of secondary aged permanently excluded pupils, pupils with Special Educational Needs and other 'hard to place pupils'.

### **Meetings with Governors**

- There is a termly meeting with the Essex Schools Governors Association (ESGA) and senior officers of the County Council.
- Governor Services organises a termly schedule of Governor Liaison meetings in locations across the county. These meetings afford the opportunity to discuss local and national initiatives from a governance perspective. Meetings are attended by the Head of Governor Services, other County Council officers as appropriate and members of the ESGA Executive.
- The Governance Consultative Group includes governors, headteachers and representatives from the dioceses. Its remit is the development of services and support for governors to meet the challenge of local and national initiatives.

### **Meetings with unions**

- The teacher unions meet with the County Council at regular Joint Consultative Committee (JCC) meetings, where council officers are invited to respond/advise on a range of issues. There is also the Schools Service Health & Safety Committee, on which teaching and non-teaching staff in community and voluntary controlled schools are represented by the unions.

### **The Schools Partnership Board**

- The Schools Partnership Board was formally established in Autumn 2003. It consists of representatives from ASHE, EPHA, ASESME, ESGA, trade unions, senior officers and elected Members. Its role is to influence key strategic decisions relating to schools and the children's agenda, and to promote the improvement of service delivery. It is chaired by the Cabinet Member for Education, Councillor Stephen Castle, and attended by the Cabinet Member for Children and Young People, Councillor Mrs Tracey Chapman.

### Other consultative, advisory and working groups

- In addition to the meetings above there is also a range of consultative and advisory groups which enable headteachers and others to steer and influence the development of policy and practice in specific areas; these include, for example, the Extended Schools Steering Group, Education Performance Data Steering Groups and the ICT in Schools Group (see appendix B).
- Where headteacher/governor representation on a group is sought by the LA, the agreed protocol is that this will be negotiated with the relevant headteacher association executive or with the Essex School Governors Association. The association then nominates the required number of representatives to the committee or working group.

The principles of partnership working which underpin our liaison with schools are encouraging headteachers to seek more pro-active ways of engaging in work with the council. An example of this is the **ASHE and Partners Collaborative (APC)** established in 2003-04 to create an alliance of secondary headteachers and LA officers with DfES, LSC and Eastern Leadership Centre, to ensure effective sharing of expertise and good practice across schools and to shape school improvement policy and initiatives with Essex (see Appendix B for APC Committees).

One of the APC's objectives is to actively engage headteachers in providing support to colleagues both through direct mentoring and through the delivery of appropriate staff development.

### c) Formal local partnerships

In addition to working closely with schools, effective delivery of education within the communities of Essex requires positive and proactive partnership with a large number of agencies, organisations and stakeholders within and beyond the County Council.

Our formal local partnerships include:

- **The Schools Forum** - a statutory body with representatives from all types of maintained schools and the diocesan authorities, whose role is to advise the council on matters relating to school funding and contracts;
- **The School Organisation Committee** is responsible for taking major decisions about the planning of school places and school organisation. Representatives of the County

Council, schools, the Church of England and Catholic Dioceses and the LSC sit on the committee;

- **The Admissions Forum** - for consultation and discussion of issues arising from proposed admission arrangements and for reaching a local consensus on contentious admission issues;
- **The Early Years Development and Childcare Partnership** - for planning, coordinating and supporting nursery education and childcare in Essex, and providing information to parents and carers. The partnership includes representatives of the County Council, the Pre-School Learning Alliance, 4 Children, the National Childminding Association and the Day Nursery association;
- **The County Children and Young Peoples' Strategic Partnership (CYPSP)** - the key partnership group that brings together all the public and voluntary agencies in Essex that have an interest in children to deliver the five outcomes put forward in *Every child matters* – keeping safe, being healthy, enjoying and achieving, making a positive contribution to society, achieving economic well-being. The County CYPSP includes children and young people representatives, schools and colleges, the Essex Local Safeguarding Children Board, EST Connexions, Early Years Partnership, Police, YOT, Children's Fund Essex district and borough councils, primary care trusts and the strategic health authority, the Learning and Skills Council, and voluntary and community organisations.
- **The Essex Local Safeguarding Board** which is chaired by the Director for Children's Services (Essex CC), is a multi-agency forum to promote children's welfare and protection from abuse.

Other local partnerships and organisations with whom we work closely and/or are members include:

- **Connexions** - offering a range of guidance and support for 13-19 year olds to ensure that youngsters achieve their potential and to smooth the transition to adult life;
- **The Essex Learning and Skills Council** which has the responsibility for the planning and funding of all post-16 and adult education and training;
- **The Youth Offending Team** - an inter-agency group which works with vulnerable young people and supporting agencies to reduce offending by children and young people aged 10-17;

- **The Essex Drugs Action Team** - an inter-agency group involved in leading the fight against substance and alcohol misuse by driving the agendas of prevention, treatment and enforcement;
- **Dioceses** – C of E Diocese, Chelmsford and RC Diocese, Brentwood;
- Each of the **Local Strategic Partnerships (LSPs)** led by the district and borough councils to promote the social, economic and environmental well-being of the communities they serve;
- Each local **Children and Young People’s Strategic Partnership (CYPSP)** in which all the agencies that work with, or provide services for, young people in each district or borough work together to ensure more effective planning and provision of services for young people.

## d) National and regional partners

We have also established very strong and positive relationships with national and regional partners including:

- Arts Council East;
- Department for Education and Skills – DfES;
- Department of Culture, Media and Sport – DCMS;
- East of England Development Agency – EEDA;
- Eastern Leadership Centre (ELC);
- General Teaching Council – GTC;
- Government Office Go-EAST;
- National College for School Leadership – NCSL;
- National Remodelling Team – NRT;
- Office of the Deputy Prime Minister– ODPM;
- Policy Authority;
- Prime Minister’s Delivery Unit – PMDU;
- Strategic Health Authority and PCTs;

- Teacher Training Agency – TTA;
- The voluntary sector.

## Section 4: Key strategic plans

The Council's Corporate Plan is its overarching strategic plan, setting out its intentions and aspirations across all of its areas of responsibility.

**The key priorities for children and young people are to:**

- improve services
- community leadership
- improve the image of Essex
- ensure value for money

Beneath the overarching strategic plan, services are commissioned to respond to the Council's vision, aims and objectives. This will be delivered through the Children and Young Peoples Plan and Local Area Agreements.

Through the Children's Trust arrangements the County Council and its partners have identified a range of cross-cutting priorities. These priorities are:

### **Be healthy**

- Reduce the percentage of obese children under 11 years of age.
- Reduce the percentage of pregnancies under 18 years of age compared with 1998.
- Reduce substance misuse with particular reference to:
  - a) smoking: at 11 and 15 years of age;
  - b) alcohol;
    - (i) reduction in the number of traders who are willing to supply alcohol to young people in Essex;
    - (ii) reduction in the percentage of young people on the books of the Essex Youth Offending Service who have re-offended with an offence relating to drugs or alcohol;

c) drugs: of the young people receiving a service from the Leaving and After Care Service, the percentage who are misusing drugs and/or alcohol.

- Improve children's mental health and emotional well-being.

### **Stay Safe**

- Children and young people are kept safe where they are caught up in domestic violence or exposed to alcoholic or substance misuse.
- Reduce the number of children under 16 years of age injured or killed in road traffic accidents.
- Reduce the number of children and young people who have been victims of crime and antisocial behaviour.

### **Enjoy and Achieve**

Raise educational attainment:

- a) Reduce the number of primary schools in a cohort which do not meet floor targets for pupils achieving Level 4 at Key Stage 2 by improving attainment of all pupils in the target schools at Key Stage 2 in:
  - (i) English; and
  - (ii) Mathematics.
- b) Improve attainment at secondary level by improving the performance of under performing schools;
- c) Raise the achievement of looked after children by:
  - (i) reducing the percentage of schools sessions missed;
  - (ii) improving Key Stage 2 attainment at Level 4 for English, mathematics and science; and
  - (iii) improving Key Stage 4 attainment 5 grades A\*-G GCSE or equivalent.
- d) Reduce the differences between boys' and girls' attainment.

Raise the achievement levels of children and young people with learning difficulties.

### **Make a positive contribution**

Increase positive attitudes and behaviours amongst offenders or risk of offending:

- a) Reduce the number of young people 14-17 exhibiting persistent/entrenched harmful behaviour including offending, and raise their aspirations;
- b) Reduce the level of offending or antisocial behaviour by increasing early intervention and intensive targeting to children and young people aged 8-13 who are most at risk of such activity.

Increase the confidence and community participation of children and young people through positive leisure, cultural, recreational, volunteering and community activities.

### **Achieve economic well-being**

Increase the number and percentage of young people who take a job or stay on in full-time education or in training at 16 to 19:

- a) reduce the NEET group by reducing the proportion of students in Year 11 who leave school without entering full-time education, employment or training;
- b) increase the number and percentage of 16-19 year olds who receive training in employment, including through the 'Jobs with Training' initiative and the national roll-out of National Employer Training Programme (NETP);
- c) increase the levels of participation and attainment in science, technology, engineering and mathematics of 14-19 year olds.

Increase the percentage of young people leaving care who have accommodation that meets their particular needs.

## Section 5: The monitor, challenge and support role of the LA

### a) School Development Adviser role (SDAs - Primary and Special) and School Improvement Partners (SIPs - Secondary)

- Every Essex school has a link Senior Adviser for School Development (SDA) or SIP whose role is to monitor and challenge appropriately the performance of schools. Each school and PRU is allocated three days of SDA time and five days of SIPs time for this purpose and this time is used to:
  - advise the school on the setting of its statutory targets;
  - analyse and summarise schools' pupil performance data and to alert the LEA and school where there are concerns (see Schools Causing Concern triggers);
  - engage with the school in validating each school's self-evaluation procedures and the completion of the self evaluation form (SEF);
  - make the link with schools between data analysis, self-evaluation and the school improvement plan;
  - agree with the school a summary profile;
  - Secondary SIPs advise Governing Bodies in setting HT performance targets.
- Core time is allocated to SDAs to support governors through the headteacher appointment process, to monitor the NQT induction process and to support headteacher induction.
- Additional SDA time is allocated to schools in inverse proportion to their success. In primary schools there are four categories of support and intervention. Categories 1 and 2 are schools on the Schools Causing Concern Register; Category 3 schools receive additional support through, for example, the Leadership Programme; and Category 4 is all other schools. Additional SDA time may be allocated where a school's targets are significantly below those suggested by the Fischer Family Trust data or the LA transition matrices, where leadership is unsatisfactory, where teaching and learning are unsatisfactory or where pupils are underperforming. The LA strives to intervene early

enough with schools before weaknesses undermine parents' confidence in the school (see also Section 6: Schools Causing Concern).

- The role of monitoring, challenge and support requires the LA to have recourse to a relatively small core of high quality advisory and other professional staff. These colleagues engage at a high level with senior school staff and governors on leadership and management issues, sometimes in very difficult situations. Their work is augmented by the commission of headteachers and other school-based staff, for example in working across schools in Excellence Clusters and the Leadership Programme.
- SDAs and SIPs work is organised and co-ordinated in localities/areas by Area Senior Advisers.

## **b) SENaPSS. Special Educational Needs (SENaPS) and Pupil Support Service**

A central role of SENaPSS is to carry out statutory responsibilities on behalf of children with special educational needs. It also ensures inclusive practice is promoted and monitored in schools. The service provides professional support, advice and training to schools through its Educational Psychologists, Specialist Teachers, Behaviour Support Team, Pupil Support Service and Educational Welfare Officers.

These services aim to ensure quality intervention for children and young people with special educational needs and/or disabilities and therefore raise achievement and increase social inclusion. This is achieved by

- supporting school improvement and raising achievement;
- developing quality provision for pupils with SEN in mainstream schools and special schools;
- increasing inclusion and access – educating as many pupils as possible; alongside their peers in mainstream schools, local to their own homes and increasing their chances of being included in society with access to social and work opportunities as adults;
- carrying out the LA statutory duties in relation to the identification and assessment of SEN efficiently and to a high quality;

- fair and effective use of resources – supporting the development and operation of funding systems that ensure fair and equitable access, target needs effectively and support prevention rather than remediation;
- working in partnership with parents / carers and other partner agencies.

### **Educational Psychologists (EPs)**

The Psychology Service is a statutory service working in partnership across agencies to promote the inclusion and well being of all children and young people, especially those who are vulnerable or who have complex or acute needs. Educational Psychologists contribute to the statutory assessment of children with SEN, and their subsequent annual reviews. They provide every school community in Essex with an annual programme of support which includes consultation with school staff and parents / carers, training programmes and individual work with children and young people.

The Psychology Service is committed to applying effective models of psychology to promote positive change and to contribute to positive teaching, learning and care environments. Educational Psychologists particularly focus their work on achievement and well-being for all children and promoting children’s opportunities to participate in the services that are available locally.

In addition, the Psychology Service also has targeted and specialist functions. These functions are aimed at improving the lives of those children and young people who are vulnerable in the community. This work may include assessment, problem-solving and making a contribution as part of a multi-agency assessment or as a member of a Team Around the Child.

Vulnerable groups of young people include:

- children achieving in the lower 20% of the population, including those with disability/SEN;
- looked-after children, who are living in foster homes or residential care placements;
- children who have been excluded from school or are unable to attend school for medical reasons;
- children whose mental health is a cause for concern.

## **Specialist Teacher Team**

Specialist teachers aim to improve the performance of children with a statement of special educational needs. They can also provide assessment, advice and support for children on Essex School Based Approaches. The Specialist Teacher Team provides an annual programme of training and support for teachers and teaching assistants. Specialist Teachers have a diverse range of specialist skills and experience and are able to make a unique and broad contribution in supporting schools to include children and young people with special educational needs.

## **The Behaviour Support Service**

The Behaviour Support Service has a remit to address issues relating to the emotional and behavioural difficulties of children and young people in schools by helping schools to develop effective policies and practices and by supporting schools in the management of pupils' behaviour. The role of the Behaviour Support Service is to promote inclusion and sustainable inclusive practices through service activities which aim to skill and empower individuals operating in a range of systems and contexts.

## **The Pupil Support Service encompasses the following:**

- Central Team – County Hall;
- Integrated Support Service (PRUs);
- Traveller Education Service;
- Home Education Service.

The Central Team provides advice and guidance to parents/carers, schools and governing bodies on exclusion procedures. Pupil Support is represented at governing body meetings and Independent Appeal Panel hearings in respect of excluded pupils.

Officers work closely with Integrated Support, schools and parents to reintegrate excluded pupils into school at the appropriate time.

The Integrated Support Service meets the LA's responsibility under Section 19 of the Education Act 1996 to 'make arrangements for the provision of suitable education for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them.'

The Traveller Education Service works to increase the capacity of schools to provide equality of educational support for Traveller pupils.

The Home Education Service provides a monitoring and advisory service in respect of pupils for whom parents/carers elect to provide education at home.

### **Education Welfare Service (EWS)**

The Education Welfare Service seeks to work with schools to improve attendance both at whole school level and in undertaking individual casework with pupils. It aims to work in a preventative way to promote positive attendance and behaviour amongst pupils through a whole school approach. It encourages schools to establish early intervention / first day contact procedures with parents / carers of absentees and to develop attendance policies in order that pupil attendance is maintained at an optimal level

The Education Welfare Service offers schools training and guidance on attendance, attendance regulations and practice, education safeguarding issues and physical contact and intervention.

## **c) Provision and effective use of data**

Quality performance data is provided by the LA to all schools including:

- interactive value-added reports on CD ROM, showing pupil progress in each school through each key stage compared with schools nationally;
- key data reports for each school, showing comparative budget, surplus places, attendance, exclusions, progress of the lowest 20% pupil performance, quality of teaching, learning and leadership against other Essex schools;
- Fischer Family Trust data suggesting targets for each school, and value-added data at each key stage, shared with all other Essex schools.

Training is available to schools on the use of this data for analysis, particularly to headteachers, senior staff, managers and governors (see Appendix A for further detail on the data provided).

- SENaPS monitors schools' evaluation of the quality and effectiveness of SEN provision. They report on:

- pupils' progress and achievement;
- personal development and well being;
- the views of learners;
- the views of parents /carers; and
- the views of other stakeholders.

The use of public funds in meeting this provision is monitored annually through the SEN Evaluation and Development Plan.

- The collective performance of schools, groups of pupils and localities within the LA, in comparison with our statistical neighbours, is monitored and reported to elected Members through:
  - cabinet meetings;
  - meetings of the Members' Policy Development Group;
  - an annual performance report produced for Members;
  - the process of agreeing the Children and Young People's Plan (replacing the Education Development Plan and other plans).

## **d) Continuing professional development**

- **Support for teaching and support staff**  
As part of its traded services the School Improvement & Advisory Service (SIAS) offers a wide range of Professional Learning and Development opportunities to schools. Details are identified in the Directory sent to all schools annually and are available on line at the Essex Grid for Learning site: <http://www.e-gfl.org/cpd>.
- **The induction and mentoring of new headteachers**  
The induction and mentoring of headteachers new to Essex or in their first year of headship is undertaken primarily by the National College for School Leadership (NCSL) with additional support provided by SIAS.
- **The Human Resource Service** offers school staff access to a comprehensive programme of courses within the Council.

- **Professional Development Centres**

SIAS operates four professional development centres across the county in Harlow (West Area), Wickford (South), Colchester (East) and Great Baddow (Central). These centres are used to run courses, hold meetings and as bases for curriculum teams. Details can be found in the CPD directory under ‘venues’.

- **Special Educational Needs and Pupil Support Service**

SENaPSS also offers a range of CPD opportunities to schools. Details are available on the Essex Schools Infolink/service Areas/Training or via

<http://lsntiidev/schools/serviceareas/schoolimproveadvise/senaps/home>.

- **Training for Governors**

A portfolio of training is provided by Governor Services for governors and clerks to governing bodies. The programme includes courses, conferences and briefing sessions, together with school or cluster-based training.

Details are available on [www.e-gfl.org/cpd](http://www.e-gfl.org/cpd) and click on ‘governors’.

## e) Promoting collaboration and sharing best practice

The LA is determined to make effective use of the expertise that exists within its schools, for the benefit of other schools and children within the wider *Every Child Matters* agenda. To this end, the LA supports a number of initiatives including:

- the Forum for Learning and Research Enquiry (FLARE) initiative which aims to turn every Essex school into a research-engaged school; the FLARE website is [www.essexflare.org](http://www.essexflare.org);
- the Essex Grid for Learning ([www.e-gfl.org](http://www.e-gfl.org)) which has won national awards as a vehicle for sharing best practice and resource materials between schools;
- the ASHE and Partners Collaborative (APC) which provides a forum whereby the LA and secondary headteachers share information and best practice and shape school improvement policy and strategies in partnership with the DfES, NCSL and LSC;
- SEN Clusters, through which schools share good practice and problem-solve around SEN issues, supported by SENaPSS staff;
- the Inclusion Project, through which schools work in collaboration to shape and develop inclusive practices;

- Inclusion Networks, which offer opportunities to share and disseminate good practice;
- the networking of Advanced Skills Teachers (ASTs) with subject advisers, and the deployment of ASTs, particularly to support developments in schools causing concern (see section 6- Schools Causing Concern). ASTs are an extremely valuable resource and Essex has more of them than any other LEA;
- the networking of Specialist, Leading Edge and Training Schools;
- work with a range of collaboratives and consortiums including Excellence Clusters, to develop and disseminate good practice;
- networking of schools in the National Leadership Programme including the newly formed Primary Strategy Learning Networks.

## Section 6: Schools causing concern

Most schools are able to develop as successful and improving organisations with relatively little external help. There are, however, a small number of schools which experience difficulties at some time and become a cause for concern.

The Local Authority (LA) uses the monitoring data described in section 5b above to anticipate where there might be cause for concern. The LA supports, challenges, monitors and intervenes in these schools within the guidance set out in the document DfES/1549/2005: Schools Causing Concern and the LEA/Schools Code of Practice 2001.

The LA's objective is to reach the position where there are no schools requiring special measures or issued with a notice to improve in Essex.

### a) Levels of concern

A register is maintained by the LA of primary, secondary and special schools causing concern. This is not a public document and is held on restricted access within the LA. There are two levels of concern on the register:

- **Level One**
  - Schools which have been placed in an OFSTED category or have been issued with a formal warning;
  - Schools which have been identified by the LA as requiring intervention following an analysis of the monitoring data;
  - Schools where a major unpredictable event has occurred.
- **Level Two**
  - Schools identified by the LA as being in need of additional differentiated support following an analysis of monitoring data.

The full range of triggers used by the LA to challenge a school's leadership to improve the quality of education provided is set out at the end of this section.

## **b) Local Authority intervention in schools causing concern**

In order to agree the level of support and the anticipated time the school will need to improve, discussions are held with a school's headteacher and chair of governors. From this point the LA works with the school to support improvement with the aim to exit as soon as a school is judged to have the capacity to improve without intervention.

- Primary and special schools causing most concern, including those put into special measures, are allocated an additional School Development Adviser (SDA), equivalent to a maximum of one day per week, to cover all intervention activities. Other service areas allocate additional resources in line with identified areas of need. The SDA's link is maintained throughout the period of intervention and into the exit strategy and ensures there is a well-informed and seamless return to the normal pattern of monitoring and delivery of other services;
- In secondary schools an LA Intensive Support Adviser (ISA) works alongside the school's School Improvement Partner (SIP) to provide additional capacity for intervention and challenge. Other service areas allocate additional resources in line with identified areas of need. Time from the ISA, and other services, is reduced and finally withdrawn as part of the exit strategy;
- Where appropriate, a support governor is placed on the governing body to secure more effective strategic direction.

LA staff are brought together and form a support team for each school. They work with a school and its governors to draw up an action plan which shows how priorities for improvement will be addressed. Taking account of the actions proposed in the school's improvement plan, the LA complies a Statement of Action for special measures and those issued with a notice to improve, which give details to Ofsted of the support to be provided. For other schools there is an LA support plan which sets out action to be taken by all service areas.

Termly cross-service meetings monitor progress of both the school and the LA action plans. Teams are led by the SDA in primary and special schools, and by the ISA in secondary schools, and report to the Schools Causing Concern (SCC) Steering Group.

The following actions are considered where the situation warrants:

- **For all Level One schools:**
  - Consider Fresh Start - should the school be closed and reopened with new staff?;
  - Where a school fails to demonstrate improvement in the first year of intervention, consider issuing a warning notice;
  - Consider amalgamation or federation - is there an opportunity to join a school causing concern with another more successful school?;
  - Establish with a school's chair of governors and headteacher a view of the quality of the school's leadership and capacity for improvement. Where necessary, immediately start competency procedures and see the process through to ensure the best possible educational provision for all pupils;
  - Ensure that the LA staff working with a school are the most appropriate for the situation the school is in.
- **For schools in special measures or with a notice to improve:**
  - Consider withdrawal of the delegated budget and its direct management by the LA;
  - Assess the scope for closure or federation, including an examination of the number of surplus places in better-performing local schools;
  - Consider whether the LA intends to use its powers to appoint additional governors;
  - Consider whether the LA intends to replace the governing body with an Interim Executive Board;
  - Consider inviting proposals for the provision of additional support and consultative advice from an external partner.
- **For Level Two schools:**
  - The focus for additional support from SDAs, National Strategy Consultants, Consultant Leaders or cross-service support from other service areas (for example in SEN, behaviour support and attendance) is identified through the annual run of Key Data analysis and moderation of the school's self evaluation judgements.

## **c) Monitoring and evaluation of school improvement**

The LA works with schools to monitor and evaluate the implementation of their action plan.

The LA also has systems in place to monitor and evaluate the impact of its own work regularly and to inform future strategy.

## **d) Expected improvement**

Outcomes of monitoring and evaluation are shared with staff and governors. If insufficient progress is made against the action plan, a re-negotiated action plan will be drawn up by the school with LA guidance, and the LA intervenes to safeguard the quality of educational provision.

- **Level One schools**
  - Schools requiring special measures are expected to make significant progress in addressing the key issues within six months, and to have been removed from special measures within two years. Where a school fails to improve in the first year, the LA will reconsider implementing any of its statutory powers of intervention, including consultation on closure;
  - Schools with a notice to improve are expected to have shown significant progress against the key issues within six months, and to be successfully re-inspected after a year;
  - LA-identified schools are expected to demonstrate significant improvement within one year.

Once a school is no longer experiencing difficulty, the detail of the exit plan will be agreed, including a reduction in the level of intervention over time, leading to a return to the normal pattern of monitoring visits.

- **Level Two schools**
  - Once the school can demonstrate improvement, it returns to the normal cycle of support; or
  - If the school makes insufficient progress, it is moved to Level One.

## **e) Schools Causing Concern Steering Group, and communication with Members**

Senior officers from across relevant service areas meet termly as the Schools Causing Concern Steering Group to evaluate the progress of schools causing concern, and from their findings, further develop strategic approaches to school improvement. The outcomes from that group are reported confidentially to the Cabinet Member for Education and an annual overview is presented to the Policy and Development Group of the County Council (though individual schools are not discussed in this forum). Members use their knowledge of schools causing concern to direct resources and allocate funding.

## Section 7: Education funding and services for schools

### a) The Schools Budget and the L(E)A Budget

#### Introduction

*Note: Although the term ‘Local Education Authority’ (LEA) is gradually being replaced by ‘Local Authority’ (LA), the term ‘LEA’ is still in use in this context, pending changes to legislation.*

Under the provisions of the School Standards and Framework Act 1998, Local Authorities determine for themselves the size of their LEA Budget. The School Finance (England) Regulations 2006 have introduced the Dedicated Schools Grant to fund schools. The local authority retains the responsibility (in consultation with the Schools Forum) for the allocation of the Schools Budget, which it may “top up” from its own resources. The Secretary of State prescribes the categories of expenditure which fall within the two budgets, and also defines those activities where a local education authority may centrally retain and manage funding in support of schools. The balance of the Schools Budget, after deduction of centrally retained funds, is then delegated to schools through formulae developed by the LA in consultation with schools and the Schools Forum in accordance with requirements laid down by the Secretary of State.

In Essex there are separate formulae for mainstream (Primary and Secondary) schools and Special Schools. The financial controls within which delegation to schools operate are set out in a Scheme for Financing Schools, prepared in accordance with the Schools Standards and Framework Act. The local authority may vary the Scheme and formulae, following consultation with the Schools Forum and, if necessary all schools. If agreement to such variations cannot be reached then the proposals may be referred to the Secretary of State. Application of the formulae produces a budget share for each school for the forthcoming financial year; individual school governing bodies then determine how their budget share is to be spent.

- **The Schools Budget**

The Schools Budget predominantly covers activities financed from the resources managed by schools. It also includes a number of activities where resources are retained, at least initially in some cases, and managed centrally by the County Council; these include Early Years

Provision and specialist support for pupils with and without SEN statements, fees for pupils with SEN who are educated at Independent special schools, and inter-authority recoupment.

➤ Resources managed by schools.

The formula for financing mainstream (primary and secondary) schools was first developed and applied with effect from the 1990-91 financial year. It has, over time, evolved to reflect changes in both statutory requirements and the outcomes of regular formula reviews undertaken in consultation with schools. This has ensured that as far as possible, the allocation methodologies have remained appropriate and responsive to the changing needs and requirements of schools.

Currently the formula allocates over 85% of the total resource available on the basis of pupil numbers. The remaining 15% recognises issues which impact differentially on schools, and allocations are made through a number of targeted allowances (for example Curriculum Protection, Rent and Rates, the Social Factor and Repairs and Maintenance). The formula also includes, from 2004-5, a factor to reflect the Government's minimum per pupil funding guarantee. Pupil numbers used for resource allocation are those for the January immediately preceding the start of the new financial year, adjusted for Easter intakes in infant and primary schools where appropriate. From 2006-07 the local authority will be required to issue multi-year budgets.

The formula for financing special schools has developed along similar lines to that for mainstream schools, albeit that the principal basis for resource allocation is the number and nature of pupil places provided in special schools.

➤ Resources managed by the Council

The resources managed by the Council cover support for Early Years Education and pupils with SEN, other services and functions relating to individual pupils (for example, behaviour support, education out of school, free school meals eligibility and school admissions), licences/subscriptions, school forums, miscellaneous activities and other activities financed from the non-devolved element of the Standards Fund and other specific grants. The overall level of resource for these centrally managed services is subject to a limit determined by the Secretary of State. LEAs wishing to exceed this limit must consult with the Schools Forum and make application to the Secretary of State.

- **The 'LEA' Budget**

The LEA budget comprises the overall management of the Council's responsibilities in relation to education and includes:

- activities financed from the non-devolved element of the Standards Fund and other specific grants;
- the Education Psychology Service - assessments and statementing;
- local authority functions in relation to child protection;
- the preparation and review of Behaviour Support Plans;
- Health Service and Parent Partnerships;
- the provision of an 'education infrastructure' of school places, buildings and facilities consistent with the requirement to ensure that children can take up a place at school and to ensure that pupils attend school, the major component of which is the provision of home to school transport.

Full details of School and LEA budgets can be found in the statutory Section 52 Education Budget Statement issued each year by the Council.

## **b) Traded and statutory/strategic services**

### **Introduction**

Essex County Council provides a range of services to schools, the community, individual learners, and their parents/carers. Approximately 90% of all expenditure on schools in Essex is delegated directly to schools.

In relation to schools there is a clear and well-established distinction between 'traded' and 'non-traded' LA services:

- **Traded services** are those school support services which schools can choose to buy from budgets which are delegated directly to schools;
- **Statutory/strategic services** are provided to the school, to individual learners, their parents/carers, or to the community, or where the LA is fulfilling its statutory responsibilities.

Many of the Council's services to schools operate in a "mixed economy", which means that they meet statutory/regulatory functions and also offer additional services which schools can purchase (the 'traded' services). For example, the School Improvement & Advisory Service (SIAS) is responsible for delivering the LA's statutory programme of school improvement which is not traded (that is, monitoring, challenge and intervention, and delivering many of the ongoing Education Development Plan (EDP) activities). In addition, SIAS offers a large range of traded CPD and consultancy services which schools can purchase.

Recent independent research shows that not only do Essex schools value these services, but that traded services provided by the Council are amongst the best value nationally.

Information about Essex County Council's traded and statutory/strategic services can be found on the Essex Infolink. In addition, the County Council has produced a *Services to Support Schools* booklet which clearly identifies all traded services to schools.

- **Traded services**

Below are the services which schools can purchase from Essex County Council to support various aspects of management:

- Contract Management;
- Country Parks;
- Financial Advice;
- Governor Support;
- Health and Safety;
- Heritage Education;
- HR Consultancy;
- Legal Advice;
- Lifelong Learning and Skills;
- Music;
- Occupational Health;
- Payroll;
- Professional Learning and Development;

- Risk and Insurance;
- School Libraries;
- Target Tracker;
- Youth Service.

- **Statutory/strategic services**

Although they are numerous, the statutory/strategic services account for a relatively small proportion of total expenditure on schools. Below is a list of a number of the statutory/strategic services provided by the Council.

- Admissions;
- Arranging key meetings for Headteachers and the LA;
- Behaviour support;
- Co-ordination of strategic partnerships (such as the Early Years Childcare Development Plan, Education Action Zones, Excellence Clusters and Connexions);
- Data services (management of data and statistics);
- Early years and childcare;
- Education of children outside school (for example, because of exclusion, refusal, sickness or pregnancy);
- Education welfare and attendance;
- Educational psychology;
- Financial support for pupils and students;
- Governor support: governor recruitment, information provision and support for governing bodies experiencing difficulties;
- Grants and awards for higher education;
- Handling parental concerns and complaints about schools;
- Home education;
- Home-to-school transport;

- ICT (central infrastructure services);
- Information provision (Essex Schools Infolink website; other content on the Council's website);
- Management of the Capital Programme;
- Monitoring of school financial management;
- Post-16 liaison;
- School Improvement (the LA's core programme of monitoring, evaluation and intervention, set out in this document and also in the Essex Education Development Plan);
- School places;
- Services for young people;
- Strategic management of SEN, formal assessment and statements;
- Traveller education;

## Section 8: Communications with schools

Essex County Council seeks to develop a culture of communication with schools that is open and transparent, responsive, timely and relevant. It should:

- focus on what headteachers, other staff and governors need to know and do, and the degree of urgency with which they need to act/respond; and
- contribute to the reduction of bureaucratic burdens on schools.

Under the general ‘Communications with schools’ heading, we include:

- meetings with headteachers, governors and wider groupings (as described in section 3);
- electronic communications: telephone, email, internet, fax, SMS (text messaging);
- paper communications – where necessary and appropriate.

### a) Electronic communications

- **Websites**

The County Council has three websites that are of particular relevance to schools:

- The **Essex Schools Infolink (ESI)** at <http://esi.essexcc.gov.uk> is an internet site which serves as the Council’s primary vehicle for communicating urgent and important information to schools. It includes an Advice & Guidance reference section on a range of issues;
- The **County Council’s corporate website** at [www.essexcc.gov.uk](http://www.essexcc.gov.uk) is the main portal for the general public to gain access to information about education and other services in Essex, and through which they can also access the Essex Schools Infolink;
- There is also the **Essex Grid for Learning** site at [www.e-gfl.org.uk](http://www.e-gfl.org.uk) which is managed by the School Improvement & Advisory Service and is a resource for teachers and pupils with a range of curriculum materials and other useful information. It is also the means by which the LA manages ICT Standards Fund grants via special log-in areas.

The Schools Service is developing the headteacher association web pages to enhance communications between users and we are also liaising with the ASHE and Partners

Collaborative (APC) over the relationship between the new APC website and the LEA's [www.e-gfl.org](http://www.e-gfl.org) and Essex Schools Infolink sites to ensure that they develop as complementary sources of information. Recent developments such as this extend the range of websites entirely or partly created to serve Essex Schools. The APC website address is [www.apcessex.org](http://www.apcessex.org). We will ensure that these complementary sources of information are appropriately linked and that any duplication is helpful rather than superfluous.

The Essex Schools Infolink was refreshed in February 2006 to make it more user-friendly. This involved giving the site a 'cleaner', less cluttered appearance, and implementing a new search engine.

An e-community for governors and clerks is available on the Governors' website at <http://www.essexcc.gov.uk> (click on 'Learning', then 'School Governors' from the home page).

- **Secure area of the Essex Schools Infolink**

The Essex Schools Infolink (ESI) includes a secure area, access to which is by confidential password supplied by the Education Information Management Service.

Headteachers can nominate themselves and/or other staff to be authorised password holders. For further information about passwords, click on the ESI site link: <http://esi.essexcc.gov.uk>, then on the Secure Area log-in icon on the home page.

- **Newsline for Schools**

The Education Information Management Service operates the Newsline for Schools service through the Essex Schools Infolink (ESI). As items are received for publication, they are posted on the Newslines section of the ESI, accessible via the home page at <http://esi.essexcc.gov.uk>. Once a month, all the relevant items from the previous month are collated and published online as that month's Newsline for Schools. Currently, a paper copy is sent to every headteacher and separately to every chair of governors.

The Newsline for Schools is one of the Council's primary means of communication with schools and it is essential that schools have a mechanism for checking the website at least once daily and alerting staff internally of items as appropriate. In urgent situations, or where, for example, a deadline for response is required, an email may also be sent to the relevant schools to flag the information on the website.

- **Gateways**

Gateways, the newsletter for governors and clerks, is published twice termly. It is distributed to all Essex governors and is also available on the governors' home-page at [www.essexcc.gov.uk/governors](http://www.essexcc.gov.uk/governors).

- **email**

The schools email infrastructure is complex, owing to the historical development of autonomy as to how schools deploy their funding for ICT, and is under review.

Emails to and from Council services and individual schools are used as a normal means of communication. The Schools Service also has the facility to send emails on behalf of all County Council services to all schools, or to groups of schools, for example 'All primary schools'. This is normally carried out by the Education Information Management Service and it enables the LA to monitor the content and frequency of such messages. At the same time, by reporting to BT (the Council's strategic partner for ICT) any error messages received, the Council can monitor and help resolve email problems at the school end, although these sometimes need to be referred to the school's software provider, depending on the nature of the problem.

Where schools experience a problem with their email or internet connection, the BT Service Management Centre on 0800 032 9700 will advise and liaise with Capita and RM where appropriate to help resolve the issue.

- **Electronic data transfer**

The LA is increasingly moving towards collection of data via the DfES secure 'S2S' (school to school) website at [www.teachernet.gov.uk](http://www.teachernet.gov.uk). Currently the annual Schools Census is the largest data collection exercise carried out via the secure website.

- **Fax**

Faxes to individual schools are also used frequently. The fax is also a useful means of communicating with large groups of schools in the event of an emergency, such as the outbreak of a computer virus, when it is not possible to rely on email and the internet to convey advice and updates. As appropriate, the Schools Service will liaise with BT on the best way of communicating to schools in such circumstances, and this may involve backing up a fax or email message with a telephone call, depending on the nature of the problem. See also 'Critical incidents and temporary school closure' below.

## **b) Paper communications**

As mentioned above, some electronically available communications are also produced as paper copies – such as “Gateways” for governors, SENCO news, INSX, ‘Newline for schools’, as are other pamphlets and larger guidance documents.

However, in keeping with government intentions we are striving to reduce the amount of paper communications with schools and to encourage the more regular use of electronic media.

Individual paper correspondence with headteachers continues but increasingly heads and others in schools prefer to use email.

## **c) The reduction of the bureaucratic burden on schools**

In its communications with schools, the County Council is committed to the principles of the national Implementation Review Unit’s work on reducing bureaucracy in schools. We are able to support this process in a number of ways, for example:

- by facilitating ready access to information and action prompts for headteachers and others in a prioritised way;
- by setting standards for, and monitoring, the flow of information – particularly hard copy – into schools (the ‘gatekeeping’ function);
- by controlling the amount of unsolicited commercial material that is sent to schools via the County Council;
- by auditing requests for data across the Council and eliminating unnecessary duplication of requests;
- by developing alerts systems within the Newline system and elsewhere so that urgent and key issues are flagged clearly for the attention of headteachers and others;
- by implementing the recommendations of the Governance Information Audit in our communications with governing bodies.

We can also support schools in managing the various communications channels through training and workshop activity, which is offered from time to time according to capacity and need.

## **d) Critical incidents and temporary school closure**

The Council has a set procedure for schools to notify it of critical incidents and situations where, for example, a temporary school closure is necessary or unavoidable. The procedure is posted on the Essex Schools Infolink (ESI) <http://esi.essexcc.gov.uk> under 'Advice and Guidance'.

During inclement weather, about which there is separate full guidance on the ESI in the Advice & Guidance section ('Temporary school closure'), schools need to notify local radio stations of temporary closures as a priority, and then inform the County Council of the reasons and anticipated re-opening date via the Contact Centre on 0845 603 7627 so that we can respond to calls about the closure.

# Appendix A

## a) Essex Local Authority Performance Data Framework

### Overview

The LA Performance Data Framework sets out the principles and good practice of using a range of school and pupil performance data to ensure that all schools receive a comprehensive range of quality performance data which they can use to support school self-evaluation and raise standards.

The LA has worked in partnership with the Primary and Secondary Performance Data Consultative Groups to ensure that the Framework fully addresses the needs of colleagues in schools and across LA services.

### Background

Schools already have a considerable amount of helpful performance data on their pupils in their own Management Information Systems. However, they also require timely externally provided comparative data to:

- inform their curriculum planning and pupil target setting;
- evaluate their strengths and weaknesses;
- raise expectations and change learning and teaching;
- identify where improvement has taken place and where performance is better than expected.

### The LA Framework

The Framework is a set of good practice principles for the provision of performance data to schools, and covers:

- use of data, and data analysis, by schools;
- data techniques to be used;
- presentation of performance data;
- access and delivery.

These principles are illustrated with examples as set out in the 'Route Cards' created in partnership with the Primary and Secondary Performance Data Consultative Groups.

**There are three significant proposed outcomes:**

Firstly, the Framework should establish consistency in using performance data in and across schools. Secondly, it should raise the overall quality of the data schools receive through the emphasis on ease of data interpretation and analysis. Thirdly, schools will know the range and quality of data they might expect to receive and when.

In addition the Framework:

- provides the basis on which the LA can ensure that all their schools receive performance data that compares schools and pupils against the national data made available in the Autumn Package, in addition to our own locally provided supplementary analysis;
- includes a timetable, planner, route cards and a mixture of interactive on-line systems, on-line paper files, and printed performance packs;
- aims to reduce duplication of data provided to schools; and
- clarifies respective roles and responsibilities to ensure that all schools receive a minimum agreed level of high quality data against which to set performance, curricular and learning targets.

**Use of data, and data analysis by schools**

Performance data to schools must be for the purposes of:

- reviewing achievement: data should inform a process of annual review, looking at how the school and its pupils have achieved compared to national standards and those in similar schools. This process should lead to a focus on individual departments and teaching groups;
- supporting target setting and enhancing teaching and learning; data should enable schools to examine the progress pupils have made and their strengths and weaknesses in ways which inform future teaching and learning and individual targets;
- informing future curriculum planning, including school target setting: data should be part of a process of future planning where the school analyses its strengths and

weaknesses in achievement and progress, identifies effective practice and develops its objectives and requirements in the School Improvement/Development Plan.

The LA provides advice to schools and a range of training, which is set out in the CPD directory of training and consultancy, to ensure that schools are able to develop the competencies of their staff in the use of the data they have to inform learning and teaching in the classroom. There are additional training sessions for new and acting headteachers in each area of Essex.

Advisers and SDAs are well informed and competent in the use of data, and use it in challenging and supportive discussions with schools, particularly to set aspirational targets.

## **b) Performance data for primary and secondary schools: How data provided by the LA supplements national data**

### **National publications**

#### **The PANDA**

- benchmarks the school's performance against all schools;
- shows trends in performance and compares these with the national trend including Contextual Value Added (CVA);
- compares boys' and girls' performance as well as groups of learners such as ethnicity;
- at KS4, compares GCSE results in each subject with national results and with other subjects in the school.

#### **Pupil Achievement Tracker (PAT)**

This DfES software presents graphically the progress made by groups of pupils, comparing this with similar pupils nationally. It is a powerful diagnostic tool and can also be used to set targets. However, it has so far been found to be difficult and complicated to use in isolation. The LA will be providing training for senior managers on the combined use of PAT and Target Tracker. PAT:

- provides graphs of average progress from one key stage to the next with which to compare individual and groups of pupils' progress;
- provides chances graphs and conversion rates that can be used to set pupils' targets;

- provides the full set of benchmark tables that are used in PANDAs such as performance of schools in the top 25% and 50%.

## LA publications

### LA value-added publications

These use the national progress information and apply it to each school's data.

- For primary schools the added value analysis calculates the progress made from KS1 to Yr 4 and KS1 to KS2 (overall and in each subject) by different groups of pupils including:

- boys and girls
- pupils of differing prior attainment.

For Infant and Primary schools, the LA has provided each school with a progress report showing how groups of children have progressed from the outcomes measured using the Foundation Stage Profile to the outcomes at the end of Key Stage One.

- For secondary schools the added value analysis calculates the progress made from KS2 to KS3, KS2 to KS4 and KS3 to KS4 (overall and in each subject) by different groups of pupils, including:

- boys and girls
- pupils of differing prior attainment
- pupils from different ethnic backgrounds.

For both primary and secondary schools it is therefore possible to diagnose subjects and groups of pupils where progress is strong or weak, in order to plan improvements.

- Schools with **sixth forms** also receive a report on value added in each subject from GCSE to A level.

## Fischer Family Trust

The LA provides a copy of the School's Fischer Family Trust (FT) Exception Report: Summary School Performance and Value Added, a copy of FFT Pupil Level Data and Target Setting Sheets. Using a large database of national results and contextual information, it projects individual targets for each pupil at the end of each key stage according to their prior

attainment. The school is offered a range of targets for each pupil – from the least challenging to the most challenging – and is able to select the most suitable.

In addition, each **primary** school is given a value-added score from KS1 to KS2, and each **secondary** school is given a value-added score from KS2 to KS4 and from KS3 to KS4.

### **LA key data**

This provides a strategic management summary of the essential contextual and performance data on each school. Data is drawn from a range of sources, including the PANDA, admissions and financial data, OFSTED inspection and the key judgements agreed using the Summary Profile. Its primary purpose is to identify which schools may require support or intervention from the LA. It includes a “one-page summary” of data from different sources which is sent to all schools as part of the key data.

## Schedule of publications for secondary schools

Publication	Focus	What it shows	Level of data	What it's for
LA value added (CD-Rom) October half term	Progress KS2 to KS4 Progress KS3 to KS4	Progress of groups of pupils	Individual pupils; groups of pupils; subjects	Diagnosis of strengths and weaknesses
Fischer Family Trust October	Progress KS2 to KS4 Progress KS3 to KS4	School targets and pupil targets based on pupils' prior attainment Value-added	Pupil-level data	Target setting
LA post-16 value added January	Progress GCSE to A-level	Progress of groups of pupils	School Subject	Comparison with other Essex schools
LA value added (KS3) November	Progress KS2 to KS3	Progress of groups of pupils	Individual pupils; groups of pupils; subjects	
LA key data January	Key contextual and performance data	Budget, SEN, attainment, leadership and management, teaching	School	Identification of school's need for support

## Schedule of publications for primary schools

Publication	Focus	What it shows	Level of data	What it's for
LA value-added reports October/ November	Progress: FSP to KS1 KS1 to Year 4 KS1 to KS2	Progress of groups of pupils, particularly boys and girls	Individual pupils; groups of pupils; subjects	Diagnosis of strengths and weaknesses
Transition matrices incorporating conversion rates September	KS1 to KS2 FSP to Y2	Proportion of pupils expected to gain a NC level given their prior attainment. Conversion rates using prior attainment, compared with District and Essex	School, level	Setting targets for individual, groups and whole school
Fischer Family Trust Sept/October	School and pupil-level targets Exceptions Report Progress KS1 to KS2	School targets and pupil targets based on pupils' prior attainment Value-added data Trends in performance	School, Group and Pupil-level data	Target setting Comparing pupil progress across schools through a key stage
LA key data January	Key contextual and performance data	Budget, SEN, attainment, leadership and management, teaching	School	Identification of school's need for support

# Appendix B

## Consultative groups

### Statutory and Quasi-Statutory Groups

Group title	Chair
Admissions Forum	Cllr Jeremy Lucas
Central Safety Advisory Panel	Cllr Morris
Early Years Development & Childcare Partnership	Eric Hardy
Essex safeguarding children board	Liz Railton
Post 16 Transport Group	Peter Wright
School Organisation Committee	vacant
School Year Advisory Group	Martin Fee
Schools Forum	Terry Creissen
Schools Service Health & Safety Committee	Martin Fee
Standards Fund Consultation Group	Martin Fee
Standing Advisory Council on Religious Education (SACRE)	Rev Canon Peter Hartley

### Ongoing business liaison groups

#### *Headteacher Meetings*

- ASESME
- ASHE
- EPHA

Carey Bennet

- Primary Heads' Termly Meeting (x4)
- Secondary Heads' Termly Meeting
- Special Schools Heads' Meeting

### *Governors*

- |                               |               |
|-------------------------------|---------------|
| • ESGA Executive Meeting      | Carey Bennet  |
| • Governor consultative group | Olive Newland |
| • Termly liaison group (x5)   | Olive Newland |

### *Unions*

- |   |              |
|---|--------------|
| County secretaries                          | Bob Whiting  |
| Joint consultative committee (non-teachers) | Bob Whiting  |
| Joint consultative committee (teachers)     | Bob Whiting  |
| Workforce agreement consultation group      | Phil Roberts |

### **Policy & practice developmental groups**

- |  |                     |
|--|---------------------|
| ASHE and partners collaborative board          | Richard Thomas      |
| ASHE Schools Funding Group                     | Ted Rowley          |
| School improvement and best practice committee | Graham Handscomb    |
| Schools Partnership Board                      | Cllr Stephen Castle |

### **14-19**

- |   |               |
|---|---------------|
| 14-19 Pan Essex Strategic Group               | Linda Bostock |
| 14-19 Senior policy group (Essex only)        | Carey Bennet  |
| Post 16 Officer/Headteacher/LSC working group | Peter Wright  |

***SEN***

Community Learning in Partnership	Carmel Littleton
Corporate learning Network	Phil Ward
SEN EDP Group	Phil Ward

***Social Inclusion / ECM***

Children & Young People's Partnership board	Cllr Tracey Chapman
Children & Young People's Stakeholder Forum	Liz Railton
Countywide CYPSP Executive	Liz Railton
Essex and Southend Healthy Schools' Partnership	Nick Boddington
Extended Schools Strategy Group	Jo Smith

***School Improvement Groups***

Arts education strategy group	Mike Cundy
Education performance data steering group	Roger Abo Henriksen
Essex PE and Sports Development (Education) Strategy Group	Graham Handscomb
Forum for Learning and Research Enquiry	Graham Handscomb
Foundation Stage Moderation group	
ICT in Schools Group	Anthony Burdis
Languages Strategy Group	John Oakshott
Workforce reform steering group	Roger Abo Henriksen

***Teacher/staff recruitment and retention***

Appropriate body advisory panel	Paul Hughes
Final decision making panel	Marianne Gentilli

*School Building and Capital Development*

AMP Consultative Group

Ken Dobson