

SCHOOLS FORUM – 23 APRIL 2015

Title of paper:	ENHANCING CAPACITY
Director(s)/ Corporate Director(s):	Alison Michalska, Corporate Director for Children and Adults
Report author(s) and contact details:	P A and S A Fielding, Joint Directors of Education 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Other colleagues who have provided input:	Sarah Molyneux Legal Service Manager and Solicitor 01158 764 335 sarah.molyneux@nottinghamcity.gov.uk Ceri Walters, Acting Head of Departmental Financial Support 01158 764 128 ceri.walters@nottinghamcity.gov.uk
Proposal	
<p>Funding restrictions dictate that our Consultant Support Team (specialising in Early Years Foundation Stage (EYFS), Primary, Secondary and support roles) now operates on a traded service basis.</p> <p>In order to complement the School Advisory Team with the intellectual capacity and expertise of the Consultant Support Team it is necessary to fund 1 post within the team from the Statutory School Reserve (SSR). This will release a resource from operating on a traded activity basis to focus on developing city wide, cross phase projects funding c. 200 days of activity to develop and enhance the effectiveness of all schools.</p> <p>This proposal requires funding of £0.061m from the SSR in 2015/16.</p>	
Recommendation(s):	
1	Agree to assign £0.061m from the SSR in 2015/16 to support specific work required to enhance and deepen the support and challenge we can provide in relation to securing improvements in the effectiveness of our city schools and academies.

1. REASONS FOR RECOMMENDATIONS

- 1.1 To commit £0.059m within the SSR in order to ensure the Consultant Support Team is able to complement the work of the School Advisory Team making full and effective use of existing and expertise within the city.

2. BACKGROUND (INCLUDING OUTCOMES OF CONSULTATION)

- 2.1 The fund will not be spent on compliance with bureaucratic initiatives but on working directly with school and academy leaders and teachers to develop effective practice. The team will work across EYFS to Key Stage (KS) 4 and with schools and academies. It will not simply focus on those that are vulnerable but also those that are good and outstanding. This is about protecting and deploying a high quality service that has evolved on our doorstep, is committed to city children and has much to offer at a time when we have much to gain.

Our School Improvement Service Core Offer has been designed primarily to enable us to *know our schools and academies* within the City. From this informed basis, we are able to develop improvement plans and broker support appropriate to individual need. The depth and extent of this support is determined by the budget restrictions within which it operates and whilst it can be a provider, it will inevitably have to commission and broker support.

2.3 However, we do not simply want to focus on *knowing our schools and academies* and commission work to a third party; we want to be in a position to commission our Consultant Support Team with its contextual knowledge and expertise. Our expectation is that it will provide a strategic response to city wide need, in a timely fashion, from a team our schools and academies know and own and that has a track record of bringing about rapid change.

2.4 What will the Local Authority Consultant Support Team provide?

In addition to its statutory responsibility for Statutory KS1 and KS2 SATS Assessment, Moderation/statutory phonic screening test checks and work it carries out on a traded basis the funding will support a post within this team, preventing them from having to focus on trading their activity and complementing the work and findings of the School Advisory Team by:

- delivering bespoke and central support and development for individual schools and academies needs. This will centre on securing improvements in teaching, learning and leadership.
- Evaluating and driving core intervention activities for all schools and academies to enable them to become and sustain good or better provision e.g. those that focus on disadvantaged groups – Free School Meals, Children Looked After, English as an Additional Language
- Supporting a strategic approach to curriculum development by leading those activities influencing schools and academies citywide e.g.
 - 1) The EYFS Baseline assessment
 - 2) Assessment without levels (core and foundation subjects)-tracking, moderation, exemplars.
 - 3) Phonics screening-evaluation, advice and training.
 - 4) KS 2 - 3 transition projects.

2.5.1 They will also;

- keep school leaders up to date with current thinking and advice;
- search out and engage in innovative practice (local and national) e.g. Department for Education pilot projects;
- monitor the horizon for local/national change, challenge and initiatives.

3. OTHER OPTIONS CONSIDERED IN MAKING RECOMMENDATIONS

3.1 No other options are available to fund this activity.

4. OUTCOMES/DELIVERABLES

4.1 All tasks and activities undertaken will have clear outcome and impact measures. These will be agreed with individual schools and academies, the Local Authority, Teaching School Alliance's, Multi Academy Trust's and other partnership arrangements dependent on circumstances.

5. FINANCIAL IMPLICATIONS (INCLUDING VALUE FOR MONEY/VAT)

- 5.1 This report seeks approval to allocate £0.061m within the SSR to support the cost of a resource within the Consultant Support Team, preventing them from having to trade for 2015/16 and focus on city wide projects.
- 5.2 Use of the reserve has to align to the Schools and Early Years Finance Regulations 2014 and the categories of expenditure.

6. RISK MANAGEMENT ISSUES (INCLUDING LEGAL IMPLICATIONS AND CRIME AND DISORDER ACT IMPLICATIONS)

- 6.1 The current law in force in this area is the School and Early Years Finance (England) Regulations 2014. Spend from the SSR needs to align with the requirements of the Regulations as noted in section 5.2.

7. HR ISSUES

- 7.1 Not applicable

8. EQUALITY IMPACT ASSESSMENT

- 8.1 An EIA is not needed as the report does not contain proposals or financial decisions.

9. LIST OF BACKGROUND PAPERS OTHER THAN PUBLISHED WORKS OR THOSE DISCLOSING CONFIDENTIAL OR EXEMPT INFORMATION

- 9.1 None.

10. PUBLISHED DOCUMENTS REFERRED TO IN COMPILING THIS REPORT

- 10.1 DfE - Schools and Early Years Financial Regulations 2014.