

Education Improvement Partnership – A Paper for Schools Forum

The purpose of this document is to inform Schools Forum of the considerable achievements secured by the Education Improvement Partnership this last year. This has been produced by EIP in response to a request from the last School Forum meeting, at which the following was requested in the minutes: *A presentation on the Education Improvement Partnership, what it does and which schools contribute*

Philosophy of EIP

The acknowledgement that more can be achieved through collaborative work continues to be the key principal that governs the EIP and contributes to its success.

Headteachers and senior leaders continue to appreciate the quality of the delivery. More importantly they also continue to acknowledge that depending on the needs of other colleagues they may not achieve 'value for money' as an individual school. The needs of the partnership of schools continue to drive them.

This year even more staff from North Tyneside have been involved, either as participants or leaders in the work of EIP; in many of these cases this work has contributed to real impact. However, the EIP Executive is not complacent. Its members recognise the pressures that such activities may come under as budgets diminish. In addition the important work of supporting the most vulnerable young people continues.

EIP is funded in part by a contribution from Schools Forum (£100,398) but this is supplemented by contributions from **11 High Schools and the 4 Middle Schools** (contributions vary according to a formula based on size and their previous use of the PALS service) (2015/16 contributions of £270,695 in addition to the £100,398)

Some of the services provided by EIP include (among others) a contribution to Cost of Core Team (School Support Team), contributions to Placement Provision, support for core subjects of English, Maths and Science, support for other subjects such as MFL and Humanities. Important work on Behaviour and Inclusion has also occurred through the work of EIP and its members, as has Leadership Development of staff at all levels. Some vital work in the areas of Work Experience/IAG and support for the Lead SENCO initiative have also been supported and provided by EIP.

Successes and achievements

Post 16 achievement

The work of the School Improvement Officer – Post 16 is, along with Heads of Sixth Form and teaching staff, gaining real traction as results are improving at key stage 5 year-on-year. Historically, achievement at this key stage has been low overall when compared to that nationally, but improvements over the past 4 years now place North Tyneside in-line with those national averages. However, there is still work to do as we strive for outcomes which are higher, consistently, than those achieved across the country. Post 16 networks have never been stronger and there is now far greater rigour and consistency around all aspects of post 16 leadership, management, accountability and improvement planning.

Senior Leadership Development

An extensive programme is provided which has included the following:

Middle Leadership Development - Four afternoon sessions have been co-ordinated by and delivered by staff from two schools. Last year these sessions were attended by 17 delegates from 4 schools.

The course, held in twilight sessions, provided participants with the opportunity to engage with colleagues at a similar stage of their career to explore some of the challenges facing middle leaders today and to provide advice and support around some of the key aspects of the role. Evaluations were very positive – 100% good or better, 76% excellent.

Aspiring Senior Leadership Development - Three sessions have been delivered by several staff from one of our schools – aimed at those beginning to think about Senior Leadership Team roles in the next couple of years. The aim is to develop an understanding of what senior leadership involves and to help delegates put themselves in a position where they are ready for that role. Attended by 10 staff from 6 schools last year.

Getting Ready for your Next Promotion - Four whole days for current Assistant Headteachers who are considering going for their next promotion in the near future. The days were spent in four different secondary schools. Eight attendees over the last two years and very positive evaluations (and several successful in getting a promotion).

Breakfast meetings for deputy heads and senior assistant heads - Four breakfast meetings for senior staff in schools to share good practice. These sessions were facilitated by two different North Tyneside Headteachers each time – each meeting had a specific focus (curriculum, assessment, IT and More Able) and one session had an external speaker. The sessions were attended by 22 staff from 14 schools.

Improving support for management of challenging behaviours

EIP has continued to support the review of the behaviour services in order to reduce the number of pupils in alternative education. However following extensive and far-reaching consultation the view of the headteachers is that a significant change to current arrangements is not required. Overall they are satisfied with the arrangements that are in place and judge them to be fit for purpose.

One Headteacher on behalf of EIP has supported several secondary and middle schools to improve or enhance their strategies to manage challenging behaviours in the classroom. The training sessions which have been delivered have been very well received and the good practice disseminated.

Governance and oversight of the work of the School Support Team (SST)

The school support team support execute the inclusive policies and practices agreed through the Local Authority and Education Improvement Partnership and wider school estate for pupils at risk of exclusion. The team aim to prevent exclusions, reduce absences from school and support educational achievement. This may often include cross border working with our respective neighbours. They enable young people and/or schools to access alternate education placements. This can occur when young people and/or schools believe that the current education placement is no longer able to support the young persons learning outcomes. The team also supports the transition of the young person from the current educational provision to an alternative school/college. Following transfer, the young person may continue in the new alternative provision or indeed at times, request a return to their original school following a trial period.

Supporting the work of the Fair Access process

The school support team also support negotiations in relation to managed moves and hard to place pupils through the Fair Access protocol as agreed with schools. This involves supporting the transition of young people from one school to another when a school is no longer able to meet the young persons learning outcomes and the young person has demonstrated a significant level of challenge to the operational running of the school such that the school is no longer willing / able to meet the needs of the child. The secondary support team hear the views of the young person and parents and provide support to schools and work with parents on all matters in relation to the development and

implementation of Pastoral Support Programmes (PSP), Individual Education Plans (IEP), use of Parenting Contracts and appropriate support/referral routes for pupils with SEN. The secondary support team ensure that the views of a range of Secondary Headteachers are heard during the Fair Access process.

PALS

PALS is meeting the needs that schools are presenting to them and achieves excellent outcomes for young people. Ofsted (2014) stated 'students at PALS make outstanding progress in their studies'. Arrangements for students at PALS remain flexible to respond to support maximising achievement. All learning is completed in a small group setting. Groups rarely are higher than 4 or 5 students. All learning in those groups is personalised to the students' needs and Achievement Plan. All pupils attending PALS do so full time. Students are expected to complete two days on a vocational placement (WBL). The two days pupils attend WBL placements form part of their statutory education and, as such, are subject to the same high expectations. PALS staff have experience and high quality training in key areas that support breaking down barriers to achievement for PALS students – key barriers students face at PALS are substance mis-use, attachment issues and low aspirations. PALS works with a range of outside agencies to ensure students have access to a range of supporting services.

PALS is preparing the young people well for adulthood. A good % of PALS students secure a September post 16 destination. PALS is working with Barnardos in a pilot post 16 transition project and is attempting to create more accessible and more appropriate vocational placements for students with work readiness and resilience at its heart.