

Education Scrutiny Committee
Meeting to be held on 15 July 2014

Electoral Division affected: None

Lancashire Learning Excellence

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Executive Summary

The purpose of this report is to provide Education Scrutiny with an update around the "school facing" traded services which are delivered by the County Council to education providers within Lancashire and beyond the County. Lancashire has a long history of delivering high quality services to support schools and other educational providers in delivering to children and young people.

The 2011 Education White Paper "The importance of teaching" stressed that Local Authorities should develop a new relationship with their schools around delivering services. Lancashire undertook a major review with all school partners across the Autumn of 2011 and Spring 2012 focussing of the types of traded services which were valued and which schools wanted the County Council to deliver. That consultation led to a refinement in the services that we offer through Lancashire Learning Excellence and the way in which services are presented through the schools portal.

This report will focus on traded services delivered under the Lancashire learning Excellence "umbrella" as well as those delivered by the Schools Human Resources Service. Traded services are a key aspect of the support given to schools within the county to improve outcomes for children and young people.

Recommendation

Education Scrutiny is asked to consider and comment on this report and to receive further updates as appropriate.

Background and Advice

Lancashire Learning Excellence

Lancashire Learning Excellence (LLE) is the name given to a family of services from within CYP Directorate that trade with schools and other education providers. The overriding principle is that the development of Lancashire Learning Excellence

should, even from the early stages, be focused on reducing bureaucracy, increasing efficiency and finding savings, which will benefit schools in Lancashire.

A report commissioned by Lancashire County Council and undertaken by Graham Talbot of Graham Talbot Associates Ltd, an independent consultancy set the context for the development of Lancashire Learning Excellence. The report lists various options for Lancashire County Council to configure its school improvement services through a traded arrangement with schools and other settings.

A presentation to headteachers at the Executive Director's Conference in January 2013 raised important questions both from the headteachers and from staff. The feedback from this conference and other conversations with schools resulted in a decision to make any change to the current traded arrangements only after further consultation.

A 'slow burn' introduction was agreed to ensure that schools and other potential customers were not alarmed or concerned by what might appear to be a major change, particularly as their only experience of change akin to this has not been a wholly positive one. Since 2013 schools have received updates on LLE development through officers attending Lancashire Association of Secondary School Headteachers and Primary Headteachers in Lancashire. County Union Secretaries have also been updated on progress.

Governance Arrangements

Lancashire Learning Excellence is managed through a management board supported by a Partnership Board capable of reflecting the views of Lancashire schools as core users of the service.

Lancashire Learning Excellence Board

Chair Mike Hart (*Director CYP*)

Bob Stott (*Director CYP*)

Andrew Good (*Head of Finance (CYP)*)

Jonathan Hewitt (*Head of Quality and Continuous Improvement*)

Stan Johnson (*Head of Development and Innovation*)

Sally Riley (*Head of Inclusion and Disability Services*)

Lancashire Learning Excellence Partnership Board

Alison Callon (*Clitheroe Pendle Primary School*);

Sue Conron (*Duke Street Nursery School, Chorley*)

Suzanne Fish (*Lytham St Annes Mayfield Primary School*);

Ann Gray (*Bishop Martin Church of England Primary School, Skelmersdale*)

Sue Kitto (*Holly Grove School, Burnley*);

Christopher Riding (*All Hallows Catholic High School, Penwortham, Preston*);

Ruth Ross (*St Mary's Catholic Primary School, Cloughton-on-Brock*);

LA Officers: Mike Hart (Chair); Jonathan Hewitt; Stan Johnson; Bob Stott
Services within the Lancashire Learning excellence Family:

The services currently operating within the group are:

- Quality and Continuous Improvement (QCI), School Improvement
- Governor Services
- Lancashire Professional Development Service (Learning Excellence)
- Lancashire Music Service
- Inclusion and Disability Support Services (DSS) Traded Service
- Graduate Teacher Programme (School Salaried Direct)
- Lancashire Outdoor Education Service
- Lancashire Teaching Agency (Supply Agency)

Services being included in the Lancashire Learning Excellence family must meet stringent tests on their ability to achieve full cost recovery. Where the whole team is effectively 'traded' this is a relatively simple application of unit cost analysis (including all on costs) and effective pricing of services. Where services are 'part traded' this is a more complex and the teams joining LLE with a variety of income streams may require additional support to establish the relationships between activity and funding streams. Although the commercial performance against key performance indicators for each service will be undertaken by the central team through their monitoring and evaluation role the responsibility for performance and for meeting financial targets will remain with the service manager.

It is a key principle that the services should meet an agreed set of quality standards. These standards are (draft).

- All goods and services are quality assured to meet the individual school's changing needs and the standards of the relevant regulatory/ governing bodies
- All services are delivered by teams who are competent, fully trained and have the required current qualifications, knowledge and experience linked to their area of work.
- Schools will be offered flexibility and choice to provide the right level of service at the right time.
- Services will listen to schools and respond quickly and effectively to feedback
- There will be consultation on service development and improvement ensuring that Lancashire LE continues to develop and provide services and products that meet the needs and expectations of schools
- All data and information collected will be managed in accordance to Data Protection and Information Security Legislation:

Work has also been undertaken to establish the rights of the user in terms of customer expectation and quality assurance. The following is a 'working draft ':

Services within Lancashire Learning Excellence have agreed to endeavour to meet the highest service standards. If a service fails to meet these standards then individual schools can raise the issue with any visiting LCC officer, or by email or phone.* The Business support unit of Lancashire Learning Excellence will pass on any complaints to the service provider with the expectation that the service concerned will contact the school and resolve the issue within a period of 10 working days. Should the issue remain unresolved then the Lancashire Learning Excellence Board will have the authority to reimburse the school an agreed portion of any fees*

paid or service level agreement contract costs commensurate with the level of failure of service should the complaint be upheld.

Delivery of traded services outside Lancashire

Changes in government's attitude to the role of Local Authorities in school improvement set the scene for the trading of services both within and outside the local authority footprint. Lancashire Professional Development Service (LPDS) has established trading in cities such as Leeds, Liverpool, London, Manchester and Birmingham. The demand for advisory services and governors' support services beyond the Lancashire borders remains untested, although some provision has been provided by direct request. There are plans to expand into these markets in order to complement the current portfolio of 'externally' traded services and to supplement income from Lancashire schools where capacity exists and where the needs of Lancashire schools are not compromised. Traded services delivered outside Lancashire are charged at a higher level than those to county schools.

Successful arrangements has been sustained with Wigan schools (The Forward Together Alliance) and Salford Local Authority for the provision of professional development courses and consultancy. In other local authorities such as Sefton, Bolton and Knowsley, groups of schools have commissioned curriculum based consultancy or training courses.

External programmes of course delivery and consultancy continue in London, Liverpool, Leeds and Manchester although this is not part of any arrangement with the local authority. In addition exploratory programmes have been undertaken in Nottingham and Durham. These have not been established as future centres and a limited range of provision has been offered.

Services such as LPDS have secured national and regional contracts to provide curriculum support to schools (eg The Literacy team were DfE recognised providers of phonics training and LPDS are preferred providers for some school clusters and academy chains). Such contracts enhance the reputation of the service and place it in the national context. This might be of significant importance if the DfE choose to regulate or license school improvement providers. It is therefore important that Lancashire Learning Excellence seeks such contracts particularly when Lancashire schools can be the beneficiaries (eg Phonics training).

A recent visit by the DfE to review the quality of support provided for schools in preparation for the new National Curriculum described Lancashire's provision to be "... *at the forefront of curriculum implementation*" and "*The materials/resources and events that your department have developed/organised/co-ordinated are of the best I have seen.*". The officer concluded "*The schools in Lancashire should be very proud and lucky to have such a strong support network in your staff, I can confirm that other if not most LA's do not compare.*"

Centralised business and administrative support

The provision of business support and the administration of training and consultancy for the Lancashire Learning Excellence family are, for the most part, undertaken by the team within LPDS. This has been expanded to develop additional capacity and to provide service expertise with the addition of two posts (3 staff) from Inclusion and Disability Support Service (Traded) business support officers. It is intended that service knowledge and expertise is protected and grown within this team to ensure that the customer experience is positive and relationships with schools are enhanced. As a measure of the business support team's efficiency drive it has reduced the total number within the team to 11 from over 30 posts in the original set up of the business support for each of the individual services.

The Centre for Learning Excellence (Woodlands) accommodates the central support teams. The current layout provides office accommodation and small ICT training suites. The co-location of those business support officers who support traded activity continues to generate efficiency across the team whilst retaining specialist support to schools seeking help on course and consultancy commissioning.

The aim is that this team becomes 'self-sufficient' covering its costs from income generated through charging services for support.

Development and Innovation

Traded Activity 2013/14

Lancashire Professional Development Service

Total Course Bookings	25111
Total Course Attendance (All groups)	22700
Total Course LPDS	11039
Total Events Planned (All Groups)	1357
Number of Events Planned LPDS only	820

LPDS Consultancies 2013/2014

Consultancy bookings (All Groups)	1755
Consultancy bookings (LPDS)	1233

Inclusion & Disability Support Service (Traded)

IDSS Academic Year 2013/2014

Specialist Teaching	375 schools
Counselling Service	35 Schools
Educational Psychology	105 Schools

Lancashire Music Service

Number of Specialist teachers	140+
Pupils taught per week (Approx)	16,000
Pupils attending Music Centres (12 centres)	900 per week
Access to live music performance in school	20,000 pupils
Individual Pupil Achievement	
Arts Award	300 pupils

Associated Board of the Royal Schools of Music - Music Medals	600 pupils
Graded Certificate Practical Examination	79 pupils
On line study	
Number of active licensed schools	416 schools
Individual teacher accounts within those schools	910 teachers
Teachers' usage	284,578 page views
Teacher' time on line	94,560 minutes
Pupils' usage	344,375 page views
Pupils' time on line	556,080 minutes
Average time on line per pupil	35 minutes
Schools with pupils signed up for <i>Music World</i> Program	369 schools
Pupils completing <i>Music World</i> Program	5750 pupils
Advanced Performance	
Students auditioned and accessing County Bands or Orchestras.	270 pupils
County Ensembles	2 Orchestras 2 Concert Bands 1 Brass Bands 2 Jazz Orchestras
Instruments on loan to schools	20,000

Lancashire Outdoor Education Service

	BH	TW	HL	WH	TOTAL
Schools Booking Residential Stays	64	77	84	83	308
Residential Guests	1905	2054	2799	2000	8758
Number of Day Visits	59	60	70	113	302
Day -Visit Pupils	2525	1109	2171	2700	8505
Total Schools	115	96	154	196	561
Total Pupils	4430	3163	4970	4700	17263
Inset Days	196				196
Conference Days	117	1	18		136
Conference/ inset Guests	2546	112	256		2914
Lancashire Break Time Visits					46
Lancashire Break Time Guests					486

Lancashire Governor Services

Number of Governors in Lancashire	9000+
% of LCC Maintained Schools using Clerking/Governing Body Adviser Services	84%
% of LCC Maintained Schools Governor Services to support their own clerk/GB Adviser	11%
% of LCC Maintained schools buying Governor Services	95%
% of Academies using Clerking/Governing Body Adviser Services	58%

% of Academies using Governor Services to support own clerk/GB Adviser	8%
% of Academies buying Governor Services	66%
Number of meetings facilitated across all schools	3350

Initial Teacher Training (Schools Direct salaried)

Trainees	Current	12/13
Primary	26	22
Secondary	27	51

NQT Steering Group

Schools buying LCC as the Appropriate Body	
LCC Schools	
Academies	14
Independent Schools	9
FE Colleges	2
NQTs	
Total NQTs Registered	498
NQTs Requiring Additional Support	59
NQTs supported by LPDS	16
NQT supported within own school provision	22
NQTs now passed having had support	6
NQTs resigned or ending short-term contracts	15

Woodlands Conferencing

Woodlands footfall 2013/14 was **68,900**.

Footfall 12/13			
Total Footfall	60,626	Total Bookings	2720
External	4,355		174
Edge Hill University	5,141		277
LCC Conferences	18,384		357
Schools (CPD)	10,934		473
LCC Meetings	21,812		1439

Quality and Continuous Improvement (QCI)

Schools that purchase the School Service Guarantee	
Primary	
	482
LCC (maintained)	472
Academies (in Lancashire)	7
External	3
Secondary	
	67
LCC (maintained)	61
Academies (in Lancashire)	6
Special schools	
LCC (maintained)	26

LTA

2013/14 Schools Using LTA	
Primary	205
Secondary	26
Special	16
TOTAL	247

Number of Teacher Days	22,215
Support Staff Days	16,618

Outcomes

The information set out below shows that key outcomes in Lancashire schools are better than the national average in most areas and compare well with similar local authorities. The quality of provision in schools across Lancashire is also improving well and is better than that found nationally and amongst most statistical neighbours. Clearly, this success is due to the hard work undertaken by governors, head teachers and their teaching staff in classrooms all over the County. Nevertheless feedback from schools and Ofsted reports indicate that the support given to schools by LA traded services is highly valued and helps contribute to these outcomes.

Key messages

- There is an improving trend in achievement in Lancashire with better than average attainment at all Key Stages except Key Stage 1
- There is an improving trend in achievement in the achievement of FSM pupils but KS4 performance remains below average for this group of pupils
- The proportion of good or better schools is above average with a better rate of improvement in Lancashire than that found nationally
- Support for schools is based on a traded model of school improvement where around 99% of primary schools and over 80% of Secondary schools buy in
- There is very strong school to school support across Lancashire with around 24 National Leaders in Education (NLE), over 40 Local Leaders in Education (LLE) and 9 Teaching School Alliances
- There is a strong track record of school improvement for schools requiring special support through support, challenge and intervention

Outcomes

Early Years Foundation Stage: Good performance

Overall

- 59% reached a good level of development
- 7% above national average
- Top quartile statistical neighbours

FSM

- 40% reached a good level of development
- 4% above national average

Key Stage 1: Key area for improvement

Overall

- Improving performance in Reading Writing and Maths but remained just below national average for all pupils
- 3rd Quartile of statistical neighbours

FSM

- Improving performance in Reading Writing and Maths but remained below national average for FSM pupils

Key Stage 2: Good performance

Overall

- Improving performance with 77% reaching level 4+ in reading, writing and maths combined
- 1% above national average
- Consistently above national average in recent years
- 2nd quartile statistical neighbours

FSM

- Improving performance with 60% reaching L4+ in reading, writing and maths combined
- In line with national average
- Consistently in line with national average in recent years

Key Stage 4: Good performance overall but FSM is key area for improvement

Overall

- Improving performance with 60% gaining 5+ A*-C GCSEs including English and maths
- Slightly above national average (0.4%)
- Consistently above national average in recent years
- 2nd quartile statistical neighbours

FSM

- Improving performance with 36% gaining 5+ A*-C GCSEs including English and maths
- Below national average (0.4%)
- Consistently below national average in recent years

School performance

Nursery schools

- All nursery schools in Lancashire are good or better
- This is above the national average

Primary schools

- 86% of primary schools are good or better rising from 69% in 2012
- This is above the national average of 80%
- Lancashire is in the top quartile compared with statistical neighbours
- There is a strong track record of improvement over the past 2 years (Lancs +17% good; Eng +11% good)
- Under 1% of schools are in an OfSTED category of concern
- The proportion of schools below the Floor Standard has reduced and is currently below average
- 72% of primary schools judged grade 3 in 2012 are now good or better (105 schools)

Special Schools

- 93% of special schools are good or better rising from 83% in 2012
- This is above the national average of 87%
- Lancashire is in the second quartile compared with statistical neighbours
- There is a strong track record of improvement over the past 2 years (Lancs +10% good; Eng +6% good)

Secondary schools

- 73% of secondary schools are good or better rising from 61% in 2012
- This is above the national average of 71%
- Lancashire is in the 2nd quartile compared with statistical neighbours
- There is a strong track record of improvement over the past 2 years (Lancs +12% good; Eng +6% good)
- Just over 9% of schools is in a category of concern including 2 academies in Special Measures
- The proportion of schools below the Floor Standard has reduced but is currently above average.

Nearly 40% of secondary schools judged grade 3 in 2012 are now good or better (12 schools)

Schools HR Team

The Schools' HR Team is currently a centrally-funded Service, delivered free to maintained schools. The Service is currently available to academies, and to schools outside the LCC boundary on a traded basis.

The Team work in partnership with Schools and Centrally Managed Services to provide a HR consultancy service to assist headteachers, other School Leaders and Governing Bodies in meeting their legal obligations, to support them in managing HR issues in an effective and professional manner, and to enable the Local Authority's responsibilities as an Employer to be met.

This is achieved through the following activities:-

- The provision of model policies, procedures and guidance covering a wide range of HR/employee relations matters, available on the Schools Portal;
- The provision of advice relating to the application and interpretation of employment law, in a manner which safeguards the interests and equality of opportunity of all stakeholders;
- The facilitation of harmonious and productive relationships with the trade unions;
- Prompt intervention in conjunction with colleagues from the Quality & Continuous Improvement team in situations where Schools and Services are in or at risk of entering an Ofsted category;
- Evaluation of the impact of Government and Local Authority policy changes upon Schools and Services, and the provision of support in bringing about change;
- The provision of expert advice and assistance on individual complex casework matters involving the following:
 - Discipline and dismissal
 - Competence and capability
 - Grievance/Bullying and Harassment
 - Sickness Absence Management
 - Pay and Performance Management
 - Pensions
 - Safeguarding/Child Protection
 - Redundancy, management of staffing, re-organisations (including closure/ Academy conversion), workforce planning
 - Trade union relations and dispute
 - Recruitment and selection

Whilst the core service is not currently a traded service, certain aspects of the Team's work is delivered on a costed basis, including:

- The provision of a suite of training courses for School leaders, covering a range of HR issues
- Mediation service, to resolve conflict and disputes
- Undertaking investigations on behalf of the Headteacher/Governing Body, where required, when the involvement of the Headteacher/Governing Body could be seen as biased/tainted

Performance data – casework

The Team record casework once there is a need for more than basic intervention and the case becomes a more significant piece of work. The average number of live cases open at any one time is approximately 220.

The number of cases opened during the Financial Year 2013-14 is as follows:

Type of case	Number
Disciplinary	152
Absence	233
Grievance	71
Restructure	86
B&H	9
Capability	58
ET claims	10
TOTAL	619

The number of schools involved in these cases was 312. This does not take account of schools that contact the Schools HR Team regularly for general advice about a casework matter. Nor does it take account of cases that were opened prior to this financial year, but required continued intervention during the financial year. Whilst there are schools that never make contact with the Schools HR Team, this number is in the minority.

Performance data – training

Over the academic year 2013-14, 753 delegates attended a training course delivered by the Team. This figure excludes any briefings that the Team deliver that do not result in income, including the Chairs of Governors annual conference, Governor training and induction briefings for new Headteachers.

Future delivery of Schools HR Team Service

With effect from 1 April 2015, it is proposed that the Schools HR Team will be delivered on a traded basis, whereby schools will have to purchase a Service Level Agreement in order to receive the Service. Schools have not yet been consulted on this proposal. The consultation process is expected to take place during the Autumn term, during which time the service offer will be finalised, together with a costed model.

Consultations: N/A

Implications:

Risk management

This report is for information and there are no risk management implications.

Local Government (Access to Information) Act 1985

List of Background Papers

Paper	Date	Contact/Directorate/Tel
N/A		
Reason for inclusion in Part II, if appropriate		
N/A		