

withdraw from the provision of CPD and for this to be provided by other third parties or through school-to-school support (eg Teaching Schools).

Shropshire Council continues to have specific statutory responsibilities for all pupils within the county regardless of whether they attend an LA maintained school or an academy. The conversion of LA Maintained schools to Academies will not therefore reduce the responsibility of Shropshire Council to ensure sufficiency of places, and promote high standards and ensure the welfare of pupils through an effective programme of monitoring, challenge support and intervention.

These statutory roles, responsibilities and practices include:

- Whole school monitoring, challenge, support and, where necessary, intervention to secure school improvement of **LA maintained schools**. This includes issuing pre-warning or formal warning notices to secure rapid and sustained school improvement where schools do not have the capacity to become good or where they are vulnerable to requiring special measures
- Monitoring of the performance of academies through the implementation of a revised Shropshire Protocol, to identify strengths and priorities for improvement, and notification of concerns to the Regional Schools Commissioner.
- Brokering of interim leadership arrangements to secure school improvement and sustain good / better provision and outcomes for pupils in LA maintained schools
- Monitoring safeguarding and investigating safeguarding complaints in maintained schools and academies
- Implementation of statutory assessment and moderation activities
- Provision for consultation with schools leaders - currently undertaken through meetings of the Central Policy Groups (CPGs) and Maintained Schools Forum.
- Provision to ensure that school leaders are well-informed of current developments and have access to Headteacher briefings and workshops including those to address priorities for improvement including raising the achievement of disadvantaged pupils, narrowing the gaps and improving leadership and management.

When withdrawing from non-statutory provision the Education Improvement Service recognises the importance of ensuring that schools have access to high quality CPD especially for curriculum subjects. Therefore, the Education Improvement Service has built on the relationship that already existed

between Shropshire Council and University Centre Shrewsbury (UCS) and has developed a partnership that allows UCS to deliver a high quality CPD programme to Shropshire Schools at zero cost to Shropshire Council.

c) Creation of a more flexible workforce.

Prior to the restructure in 2018 the Education Improvement Service used a small pool of associate headteachers. These were typically headteachers working in Shropshire schools who were used by the service to carry out a small number of monitoring visits to schools. Following the restructure the size of the associate headteacher team has been expanded to 12. This work is funded through the de-delegation of £100,000 (2019-20) from maintained schools. The use of associate headteachers provides a flexible and cost effective approach that can be modified as and when there are changes to funding or an increase in academies in Shropshire.

2. Recommendations

Members of the People Overview Committee are asked to consider the strengths and priorities of the Education Improvement Service and make any further recommendations to regarding the effectiveness of the provision.

REPORT

3. Impact Statement

The impact of the restructure can be measured in 4 key ways:

a) Performance of statutory responsibilities

The models for meeting statutory requirements are set out in the School Performance Monitoring (SPM) policy and Shropshire's Academy Protocol. Specifically:

- SPM requires that schools are judged to require low, medium or high support and have a number of visits dependent on their level of support.
- Academies are visited annually.

Current provision has ensured that the Education Improvement team has the capacity to carry out the number of school visits required and does so with appropriately skilled and qualified staff.

Additionally, capacity allows the fulfilment of other statutory duties including investigating safeguarding complaints and ensuring that schools carry out all necessary risk assessments for off-site visits.

The current structure is allowing the Education Improvement Service to know Shropshire schools well and enable detailed conversations with agencies such as Ofsted, regional schools commissioner's office etc.

b) Ofsted outcomes

In December 2018 Ofsted reported that 85% of schools nationally were good or better¹. This can be broken down into 87% of primary schools being good or better and 75% of secondary schools being good or better.

Shropshire outcomes remain higher than the national statistics (see appendix 2) with 88% of Shropshire schools being good or better as of 01/07/19.

There has been a slight fall in the proportion of good or better schools in Shropshire with the overall percentage falling from 89% at the end of 2017/18 to the current 88%. This still remain above the national average.

Analysis of the breakdown of inspections that have taken place since September 2018 (see appendix 2, table 2) shows that 89% maintained schools inspected since September 2018 were rated good or better. During the same period 56% of academies inspected achieved good or better. This indicates that the slight fall in Ofsted outcomes is unrelated to the changes in the Education Improvement Service.

c) Education outcomes

It is too early to draw any conclusions on whether the restructure and more specifically the removal of any CPD offer will have an impact on outcomes. The service retains the capability to identify educational priorities and take action. In some cases this action will be by local authority staff but in other cases action is limited to brokering third party support.

d) Access to CPD

Prior to September 2018 the Education Improvement Service ran a detailed programme of CPD for schools. The programme is now run by University Centre Shrewsbury (UCS). UCS employ a CPD programme co-ordinator who was previously employed by Shropshire Council. The CPD programme offered to schools can be found at

¹https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/790329/State_funded_schools_inspections_and_outcomes_as_at_31_December_2018_1.pdf

<https://www.shropshirelg.net/training-and-development/cpd-transition/welcome-to-the-homepage-of-the-ucs-cpd-hub/>

The CPD offer from UCS is:

- based on the 2017/18 model offered by Shropshire Council
- based on a self service model that has payment at the point of booking which leads to cost efficiencies
- delivered in a modern building with up-to-date technologies and therefore provides a better customer experience
- delivered by subject experts from a range of external providers
- due to be shaped in future years by a cpd board
- able to utilise wider expertise from the UCS staffing especially within the Education faculty

The restructure of the Education Improvement Service has had limited impact upon the service.

4. Risk Assessment and Opportunities Appraisal

The restructure has created a flexible workforce that focuses on statutory duties. There are 4 key risks:

1. If de-delegation from maintained schools does not continue then the requirements of School Performance Monitoring (SPM) cannot be fulfilled without another funding stream being identified.
2. If the number of maintained schools that require high or medium support increases significantly then the Education Improvement Service does not have the capacity to meet that need.
3. There is a national trend of an increased level of complaints and concerns particularly safeguarding concerns referred through Ofsted. The current structure has capacity to investigate such concerns at the current level but a continued rise in Ofsted safeguarding referrals may lead to a lack of capacity.
4. The local authority has reduced control over the quantity and quality of the CPD offered to schools.

5. Financial Implications

There are no financial implications

List of Background Papers (This MUST be completed for all reports, but does not include items containing exempt or confidential information)

None

Cabinet Member (Portfolio Holder)

Ed Potter

Local Member

Appendices

1. Staffing structures pre and post restructure.
2. Ofsted outcome summary

Appendix 1: Staffing structures pre and post restructure

Pre-restructure staffing (31/8/2018):

Position	FTE
Commissioner for Education Improvement and Efficiency	1.0
Principal Education Improvement Adviser	1.0
Education Improvement Advisers (Core division)	6.5
Education Improvement Advisers (Commissioned / Traded division)	3.4
Education Officer (CPD co-ordinator)	0.8
Quality Improvement and Learning Co-ordinator (Early Years)	1.0
Early Years Safeguarding Development Officer	1.0
Safeguarding Officers	1.5
Outdoor Education Officer	0.8
Forest Schools Officer	0.5
Total	17.5

Post-restructure staffing (1/5/2019):

Position	FTE
Principal Education Improvement Adviser	1.0
Education Improvement Advisers including: <ul style="list-style-type: none"> • Early Years EIA • Assessment and Moderation EIA 	3.6
Outdoor education officer	0.6
Quality Improvement and Learning Co-ordinator (Early Years)	1.0
Early Years Safeguarding Development Officer	1.0
Safeguarding Officers	1.8
Total	9.0

Appendix 2: Ofsted outcomes

Table 1: Overall inspection outcomes for Shropshire schools (as of 1/7/2019)²

All schools	
% good or better	88%
Primary Schools	
% good or better	88%
Secondary schools (including Woodlands)	
% good or better	85%
Special and PRUs	
% good or better	100%

Table 2: Inspections since September 2018 (as of 1/7/2019)

All schools	
Total number of schools inspections:	27
% of inspected schools achieving good or better	78%
Academies	
Total number of academies* inspected	9
% of inspected schools achieving good or better	56%
Maintained schools	
Total number of maintained* schools inspected	18
% of inspected schools achieving good or better	89%

*status at time of inspection

² Academy grades recorded as grade of previous establishment if not inspected as an academy.