

**School Effectiveness Impact Evaluation 2016**  
**Achieving Excellence Together**

<b>Report title</b>	<b>School Workforce Development</b>
<b>Lead</b>	<b>Alison Bennett</b>
<b>Key objectives 2014-2015</b>	<p>Promote Educational excellence through providing, brokering and commissioning high quality educational services. Continue to:</p> <ul style="list-style-type: none"> <li>• Provide a high quality bespoke support and training as part of the service level agreements (SLAs); these are highly rated and have measurable impact on professional development/school improvement</li> <li>• Expert advice, guidance and training, from or commissioned by the team, continues to support income generation</li> <li>• Source, direct and deliver high quality programmes/networks for the central training programme including accredited/certified locally delivered leadership programmes – these support the development of system leadership at all levels; increased satisfaction rates</li> <li>• Support and broker effective school to school support where appropriate</li> <li>• Continue to develop guidance, information and tools to support schools with National and local changes that impact on the workforce and/or to improve clarity and skills of leadership and working practices</li> </ul>
<b>Impact Evaluation 2016</b>	
<p><b>Key Strands</b>  <b>Quality and impact of guidance and training</b>  <b>Development of system leaders</b>  <b>Quality and impact of restructures and review of working practices</b>  <b>Quality of bespoke support</b></p> <p><b>Continued Support for the Workforce Buy Back</b>  In 2015/16 schools continued to benefit from two workforce development service level agreements (SLAs):</p> <ul style="list-style-type: none"> <li>• Workforce development support (SWD) which consists of two or three days bespoke support; and</li> <li>• School business manager (SBM) membership package (SBMM)</li> </ul> <p>School also had the option to purchase additional days on a pay as you go (PAYG) basis. In 2015/16 there were 22 schools purchasing the SWD and 43 Schools buying SBMM, one school rejoined the group after 1 year absence from the SBMM, 2 schools created new SBM roles and joined the membership and one school converted to academy status and left .</p> <p>School workforce buybacks have continued to support 100% of the Special Schools through SLA's and 47 Primary Schools through one or more of the Workforce SLA's in 2015/6 which equates to 72% of primary schools accessing support through one or both of the options. Overall the service met and exceeded income generation targets (excluding salaries). This has been re-invested to support schools with additional support and training as detailed later in this report. There is continued support for the buy backs for 2016/17 with 50 schools signed up for 1 or more of the options and this includes 1 High School that has purchased for the first time. This number is likely to increase throughout the 2016/7 year with PAYG and new SBMs being appointed to new posts and electing to join the network. Projected income for buybacks for 16/17 is currently estimated at £69,150 SBMM and £28,250SWD</p> <p><b>What Schools Say - Workforce Satisfaction Survey March and July 2016</b>  7 schools responded to the March Survey. 100 % responded that the support they received had resulted in a positive impact on their school. 100% of those who responded would recommend our buyback service to another school. The key areas identified as areas of impact were; increased staff professional development 57.1%, increased leadership development 71.4% , increased skill level and/or knowledge 42.9%; raising pupil outcomes 28.6%.. 10 schools responded to the July 2016 survey. All 10 schools rated the quality of communication and the response to requests as outstanding or good, 8 schools rated the quality of support, training, and communication and difference the service made to their work in schools as good or outstanding. 8 Schools also felt that the work of workforce support helped in better outcomes for young people, as this helped allow Senior Leader focus on teaching and learning. Two school's questioned the overall cost of the support via the buybacks, comments were <i>a bit</i></p>	

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*pricey but worth it. Other Comments included: 'The team are easily accessible, friendly and quick to gather and forward information; Any time we have contacted them they have been knowledgeable and provided sound advice. Professional and knowledgeable; provided me with a range of viable staffing structure/ scenarios and general support about a wide range of issues; Very supportive but also constructively challenging. Very good opportunity to reflect on and review possible staffing structures, wealth of experience, personable, used time well, written communications before and after good.*

#### **Workforce Development Bespoke Support 2015/16**

22 schools purchased this SLA in 2015/16 with a small number opting for PAYG. 19 schools have purchased for 2016/17 with 13 electing for a 2 year option. 1 additional school has already opted for PAYG for 2016/7.

Dealing with bespoke school issues means we can share our knowledge more widely with other schools in similar circumstances or to those who need particular support. E.g. School- to-school support from an experienced SBM to support a school recruit a new SBM (new post to school) and identify an induction process. Popular areas continued to be :

- 6 schools with reviewing staffing structures/ staff roles and future development needs for individuals (teaching, leadership and support staff)
- 4 schools - review of roles including support with job descriptions/getting ready to recruit
- 2 schools - coaching/mentoring training or one to one sessions
- 2 teacher appraisal – to review process and impact
- 2 schools TA review of working practice and appraisals
- 3 School supporting admin team working effectively
- 2 schools recruitment of a new SBM
- 3 school supporting new SBM in role

Working with schools through the SLA has enabled us to continue to challenge and influence leaders to set and achieve high expectations and to establish clarity and develop future capacity. Continuing to work with two associates has enabled us to meet a wider variety of school needs in addition to increasing capacity. We will continue to work with our associates in order to meet developing and changing school needs and explore new avenues in order to continue to build a bigger source of associates/trainers with a wide range of expertise.

#### **School Business Manager (SBM) Membership 2015/16**

The SBM membership has increased significantly from 38 schools in 2013 to 43 in 2015/6 and will rise to 44 in 2016/7. A number of other schools are all currently looking at roles and possible recruitment of an SBM which will see this number potentially rise in future years if schools remain outside of a MAT. Average attendance at network meetings for Primary and Special is 25 Schools per meeting. A separate high school SBM group also meets reaching out to all 15 schools with an average attendance of between 5 to 7 SBMs at the high schools meetings. This includes the new free school Ealing Fields High School and has brokered new relationship with High School SBM's, especially Brentside High and Northolt High (new SBMs to their Schools and the network group). The High Schools continue to wish to collaborate and work further with each other and the primary schools.

Continued support for the SBM network as part of the buyback reflects the strategic value placed on this role by schools. The SBM membership network has continued to raise the profile of SBMs in Ealing and but also further afield – as seen by the continued attendance of multiple boroughs at the SBM annual conference. Evaluations from 19 SBM members feedback highlighted the meetings enabled : *Increase skill level and/or knowledge ,Saved the school money ,various professional development opportunities through the forum ; valuable to create links with other SBM's; informative sharing; and felt that they were lucky to have meetings specifically for SBMs- as other boroughs do not have networks* (SBM survey, December 2015). In the 2015/6 CPD Evaluation survey 100% of SBM's surveyed said that they would recommend the group to other SBM's and 94 % rated the session useful.

In addition to the twice termly meetings schools benefited from accredited courses that a range from Level 3 to Level 5 to support those in leadership roles in finance and leadership of administrative functions.

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Level 3 course 9 people just completed all successfully passing the qualification, evaluations 8 excellent 1 good with comments - *Giving confidence to do the role/more time to step back and think before I act/developing a more adaptable approach /learning about motivational styles off leadership /being reflective /learning to delegate.* 100% of delegates rated the course useful, fully met objectives, and would recommend to others.

Level 4 course CIPFA currently running and will complete shortly, 13 SBMs enrolled including 8 SBMs from Hammersmith and Fulham and 2 from Brent; Level 4 SBM currently running 16 people enrolled including 2 people from Hammersmith and Fulham Schools 100% have rated the course as useful and 100% would recommend to others; Level 5 SBM course currently running 9 people enrolled including 1 school from Hammersmith and Fulham, 100% would recommend to other SBMs. In total 47 people have had access to accredited courses and Ealing has been able to accept delegates from other boroughs which has enabled us to run cost effective courses but in addition enabled schools to collaborate across boroughs and share best practice. In 2016/7 another cohort of 12 will embark on the Level 3 programme to support their development in leadership and management in schools.

A further **103** people have been on other 1 day or half day programmes including two courses on Marketing . Marketing, Communicating Excellence Masterclass & Marketing, Raising your profile and developing your website and online presence were attended by 30 senior leaders with 100% feedback on course objectives/usefulness and 100% would recommend to others. These courses run by Grebot Donnelly were commissioned after a number of requests for support on this area. A two day Coaching Course delivered by Anglia Ruskin University was attended by 13 senior leaders to enable senior leaders to develop this area within their school. Two strategic finance courses, Introduction to income generation and successfully writing funding applications and External Funding were commissioned to meet school needs/demand and were attended by a total of 26 senior leaders. The team collaborated with and commissioned, as appropriate, specialist providers to run the training e.g. Inspire Leadership and Management Training Consultancy Ltd., Chartered Institute of Public Finance and Accountancy (CIPFA); National Association of School Business Managers (NASBM) and Grebot Donnelly (marketing and communications. New training providers were also engaged to support identified needs which included Anglia Ruskin University, Pebble and Babcock). The 2015/16 analysis overall of Workforce CPD training at the EEC 100% said they would recommend the courses to others. 98% of respondents rated the training excellent /very good, with 97% saying the courses met the objectives, 96% felt the course would make a difference in the workplace.

- The suite of financial training has provided additional income to an already robust SLA. More importantly it has built the knowledge, skills and confidence of participants to become more expert in the skills required to be effective SBMs and in the strategic management of school finances. This will ensure solvency, probity, that statutory duties are met and financial resources are managed effectively
- A successful SBM conference (June 2016) with 35 exhibitor companies. This was attended by 95 SBMs from Ealing and 5 other local authorities (Hounslow, Hammersmith Tri-borough and Brent. This maintained the number that attended last year which in challenging budget times was very positive. In addition to the conference being a superb opportunity to raise SBMs aspirations and skills, attracting an increasing number of leaders from other authorities has continued to enhance Ealing's reputation in relation to the strategic use and development of SBMs. Comments from the conference evaluations 58 responded to the survey. *"The event was extremely informative, well organised and the speakers were inspiring. The conference is an invaluable opportunity to network with professionals who understand the SBM role. It is also an excellent forum to clarify, discuss and debate the impact of educational policy and what it means for schools. This was my first SBM conference and I would definitely recommend it to other SBMs."* *A lot of work went into this and I really appreciate it as many of the SBMs do not feel recognised/worthy sometimes, this day was for us and I felt spoilt!! "I found the whole day incredibly useful. This is my first conference and everyone was friendly and made me feel very welcome.; Overall an excellent day, thoroughly well put together"*

High levels of engagement in the networks, briefings and training has led to an improved awareness of local and national priorities, improved opportunities for sharing good practice and capacity building. The network groups will continue to support the practical as well as the development of these groups as strategic leaders in our schools.

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#### Central Training

In addition to the network meetings and strategic finance training/marketing and coaching as outlined above, we have run and/or commissioned 7 other training events on workforce related issue with 46 leaders and managers attending. The courses have covered topics such as appraisal skills for teachers and support staff and Building Health and Resilience in pupils and staff. Training has been rated in the CPD 2015/6 survey as 100% overall usefulness and meeting objectives, 100% rated potential for making a difference in the workplace and 100% would recommend to others

For 2015/16 we have developed the training offered in response to what schools tell us they need and evaluation responses given that overall our average attendance at training has risen from 9 in 2014/15 to 14 in 2015/6 for specialist non accredited courses , this is significant as we have been focusing on core courses and have reduced the number on offer to ensure that we are focussed on those courses most needed/relevant. We have also taken on board the request from Schools' Forum to place more emphasis on the DSG funding being used on governance. We will also where possible continue to source accredited/ certified courses an plan to run Level 3 (already confirmed cohort of 12 will run) and Level 6 courses in 2016/7 as well as look at the new schemes such as apprenticeships for SBM roles (2017) and offer a variety core programme of courses aimed at all levels . The aim is for all courses to support leaders to be more effective and confident in aspects of their role and to this end we will continue to work with our trainers, to better ensure participants feel the courses can make a difference to them in the work place.

#### Other Areas

- The site managers' termly network meeting has continued to develop. All schools are invited to join the group across all phases. Attendance during 2015/6 was 25 site managers in autumn 2015, 18 site managers in spring term and 24 site managers attended in the summer term, showing a continued commitment to attendance and the popularity of the meetings for premises staff. In addition 6 Site Managers have accessed Level 3 accredited training in leading and Management in 2016. It has enabled us together with the local authority H & S team to source appropriate information, briefing and resources for their identified meet needs including Counter Terrorism, Prevent and H & S Compliance.
- High schools SBM network - In addition to the SBM membership, a SBM termly group for high school SBMs has continued to sustain its popularity. 10 Schools (71%) have joined as members with on average between 5 and 7 SBMs attending each session (ten out of 14 schools attended 2015/16). High school SBMs are able to share best and next practice in a forum which is tailored to their needs. An area for development that they have identified is a desire to work more collaboratively with each other but also with the primary schools to support each other in sharing job roles and expertise
- Negotiated a 20% discounted rate with The Key for school leaders (seventh year with prices held). 56 schools took up the offer which is an increase from 50 schools last year.
- CCG steering group member to set up an offer of emotional health and wellbeing support to teachers at all levels through psychotherapeutic group sessions as a pilot scheme to schools

#### Overall

- All schools who buy back have access to high quality bespoke support. These are highly rated and schools evaluations show they do make a difference to school effectiveness.
- We have a wide ranging and flexible approach to providing the support to schools. We commission and broker external support as required but equally the expertise of our team and the relationship we have built with schools is the key to success in this area.

#### Priorities for 2016-2017

##### Key 3 Priorities

- Build capacity for sustainable improvements /increase in buyback - both for workforce and SBM buybacks
- Continue to provide and as appropriate develop high quality information, guidance, training and support to schools on leadership/workforce development issues Workforce (as paid for from DSG 20%)
  1. commission and facilitate central training
  2. develop and revise EGFL guidance/templates i.e. New SBM & TA Professional TA standards
  3. communicate key local and national changes

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4. Projects - wellbeing, pilot project with CCG to offer emotional health and wellbeing support to teachers at all levels
  5. Increase collaboration with the Teaching Alliances to increase the number of SBM SLE's to continue to develop school to school support
- As part of School Effectiveness team plans and as directed by the School Improvement Strategy Group provide support/advice as appropriate for recruitment and retention of teachers and senior leaders and leadership development for teams and individuals

For detailed actions and success criteria see 2016/17 team plan



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