

# School Effectiveness Impact Evaluation 2015

1. Raise standards, close achievement gaps, remove barriers to learning to secure the best possible outcomes for Ealing children and young people
2. Build capacity for sustainable improvement by developing infrastructure, leadership and school to school partnerships

<b>Report title</b>	<b>School Workforce Development</b>
<b>Lead</b>	<b>Therese McNulty</b>
<b>Key objectives 2014-2015</b>	<p>Build capacity for sustainable improvement. 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 leadership at all levels; increased satisfaction rates</li> <li>• Support and broker effective school to school support where appropriate 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/job roles</li> </ul>
<b>Impact Evaluation 2015</b>	
<p><b>Continued Support for the Workforce Buy Back</b></p> <p>In 2014/15 schools continued to benefit from two workforce development service level agreements (SLAs):</p> <ul style="list-style-type: none"> <li>• Workforce development support which consists of up to two days bespoke support; and</li> <li>• School business manager (SBM) membership package.</li> </ul> <p>School also had the option to purchase additional days on a pay as you go (PAYG) basis. In 2014/15 there was a small increase in the number of schools buying one or both workforce SLAs. School workforce maintained the same number of schools, though there were some changes to the schools purchasing. The SBM network membership increased by 7 schools to 45. Overall 61% of schools bought one or both services. Overall the service met income generation targets and generated additional income (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 2015/16 with 49 (54%) schools buying one or both options. This number is set to rise throughout the year with PAYG and new SBMs being appointed to vacant posts and electing to join the network.</p> <p><b>What Schools Say - Workforce Satisfaction Survey March and July 2015</b></p> <p>Overall 100% of schools who responded to the 2015 survey (40% return rate) rated the quality of support, training, and communication and difference the service made to their work in schools as good or outstanding. One school questioned the overall value for money which we will address. Comments included: <i>'Made me look afar and outside'</i>; <i>'Used skills, knowledge and experience in helping to organise the school's office structure'</i>; <i>'Excellent advice over the years; Offered a lot of good and useful information on structuring the senior team particularly helping me to devise the AHT JD.</i> Our mid-year survey showed 100% satisfaction with the service provided.</p> <p><b>Workforce Development Bespoke Support 2014/15</b></p> <p>27 schools purchased this SLA in 2014/15 with an additional three schools using PAYG. 20 schools have purchased for 2015/16 with 10 electing for a 2year plus option.</p> <p>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 :</p> <ul style="list-style-type: none"> <li>• 13 schools with reviewing staffing structures/ staff roles and future development needs for individuals (teaching, leadership and support staff)</li> <li>• 9 schools - review of roles including support with job descriptions/getting ready to recruit</li> <li>• 3 schools - coaching/mentoring training or one to sessions</li> <li>• 4 teacher appraisal/2 support staff appraisal training sessions – to review process and impact</li> <li>• 3 team building training sessions with some review of practices after a specified time</li> </ul>	

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- 2 effective customer service training sessions
- 1 admin audit; 1 difficult conversation training; 1 dealing with change training and 1 SMSA audit

A new area this year was the request from schools for coaching and mentoring support, either for individuals to resolve issues of confidence and leadership or teams and developing a coaching culture in their schools. This is something we expect will be an area of need and will progress further in 2015/16 through the SLA but also as part of the central training offer with new courses being commissioned.

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 2014/15**

The SBM membership increased from 38 in 2013/14 to 45 in 2014/15. This has continued for 2015/16 with 39 schools having purchased membership and a separate high school SBM group reaching out to all 14 schools with an average attendance of 30 SBMs at the primary and special schools meetings and between 5 to 7 SBMs at the high schools meetings.

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 SBM conference. Evaluations from 67% of members show: *'The network meetings help me to gain all the skills and knowledge that SBMs require'*, *'The SBM network meetings ... enable me to work collaboratively with colleagues across the borough and beyond. It is an invaluable source of skills, and knowledge across all aspects of school management, enabling savings of huge amounts of time and resources'*, *'It has made a big difference to my professional development and confidence'* (SBM survey, December 2014).

In addition to the twice termly meetings schools benefited from:

- Six strategic finance courses specially commissioned to meet school needs/demand. These were attended by 72 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., NAHT and WWP training Ltd. New training providers were also engaged to support identified needs – Chartered Institute of Public Finance and Accountancy (CIPFA); National Association of School Business Managers (NASBM) and Grebot Donnelly (marketing and communications). The 2014/15 analysis of CPD said that the SBM programme area was performing significantly better than others
- 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 (March 2015) with 35 exhibitor companies. This was attended by 97 SBMs from Ealing and a number of other local authorities (Hounslow, Hammersmith Tri-borough and Brent. This is an increase on last years' attendance of 85. 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 ( 57% delegates) included: *'The event was extremely well-run. The speakers were engaging and the exhibitors were relevant'*, *'I found the whole day to be of great value to both myself and what I can bring back to school'*, *'I really enjoyed the SBM conference and gained a lot of information about new suppliers and businesses'*, *'Overall a great networking and information gathering event'*, *'The topics and presentations were all relevant to my work'*.
- Additional money as a result of a successful buy back was used to support the accredited CIPFA Level 4 Diploma in Management Practice (Financial Skills) and performance coaching for school business managers

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- CIPFA - 18 SBMs have participated on this new programme. Feedback shows it has significantly benefited schools by increasing the financial knowledge of their SBMs. 10 schools are being part funded with a firm commitment to give back time to the LA in order to support other schools so increasing capacity within the LA to support schools with this role. Already one SBM has worked with a primary school to successfully recruit a SBM (new role to the school) It is anticipated that there will be a Cohort 2 for CIPFA in the autumn 2015 and some of those who have completed the programme already will support the new cohort with their learning.
- Performance coaching - the programme has resulted in a number of benefits to date. Those new to or less skilled SBM have clearer sense of what they need to achieve but more importantly how to progress and as a result are more confident and proactive SBMs

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.

## Central Training

In addition to the network meetings and strategic finance training as outlined above, we have run and/or commissioned 13 other training events on workforce related issue with 107 leaders and managers attending. The courses have covered topics such as, Excel, appraisal training, influencing and negotiation skills, managing change and dealing with difficult conversations. To accompany the appraisal training support materials were provided with HT guidance and teacher/HT checklist updated and revised on EGfL.

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 fallen from 17 (2013/14) to 9 in 2014/15. 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. If numbers allow we hope to run a level 3 administration programme, level 4 CSBM and level 5 DSBM. 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 and approximately 50 schools currently belong to the group across all phases. Attendance during 2014/5 was 19 Site managers in autumn 2014, 23 site managers in spring term and 27 Site managers attended in the summer term, showing a continued increase in attendance and popularity of the meetings for premises staff. This has been an increase since 2013/14 where 31 schools attended one or more sessions with an average of 20 attending regularly. It has enabled us together with the local authority premises team to source appropriate training and resources for their identified meet needs
- 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 13 schools attended 2014/15). 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
- We have continued to lead the [Workforce Steering Group](#), This group has provided a strong platform for sharing information, raising concerns and communicating more widely with primary and special schools on workforce issues. In 2014/15 the group provided guidance and support in the following areas: DBS, allegations against professionals, SBM, premises and draft clerks JDs, OHU, pay and appraisal info and an NQT agreement with unions. The future of the group needs to be decided as a result of the Schools' Forum decision for more of the DSG funding from 2016 to be used on universal governance support. This was also supported by feedback from discussions with HTs on this group and quadrants
- We have continued to develop guidance and information to support schools. In 2014/15 we have

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developed SBM, premises generic JDs and updated and revised appraisal information all on [www.egfl.org.uk](http://www.egfl.org.uk)

- Negotiated a 20% discounted rate with The Key for school leaders (sixth year with prices held). 50 schools took up the offer with 27 taking up 25% discount if they also purchased the Key for school governors.

### 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 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 2015-2016 (this should feed KPIs and success measures in Securing Good...Moving to Outstanding)***

- Build capacity for sustainable improvements - 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)
- 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 leaders and leadership development for teams and individuals

For detailed actions and success criteria see 2015/16 draft team plan



Workforce team plan  
2015-2016.docx

Please note Schools Forum agreed in January 2015 to fund workforce and governance (universal for all schools) for one year 2015/16 with a mandate to review the service so that there is more of a focus on governance. The action plan will be revised accordingly for 2016+ depending on decisions made