

AGENDA FOR

CABINET

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To: All Members of Cabinet

Councillors: R Shori (Leader and Cabinet Member for Business Engagement and Regeneration (Chair)), A Simpson (Deputy Leader and Cabinet Member Health and Wellbeing), S Briggs (Cabinet Member for Children and Families), J Kelly (Cabinet Member Corporate Affairs and Regulatory Services), E O'Brien (Cabinet Member Finance and Housing), A Quinn (Cabinet Member for Environment) and T Tariq (Cabinet Member for Communities)

Dear Member/Colleague

Cabinet

You are invited to attend a meeting of the Cabinet which will be held as follows:-

Date:	Wednesday, 5 September 2018
Place:	Meeting Rooms A&B - Bury Town Hall
Time:	6.00 pm
Briefing Facilities:	If Opposition Members and Co-opted Members require briefing on any particular item on the Agenda, the appropriate Director/Senior Officer originating the related report should be contacted.
Notes:	

AGENDA

1 APOLOGIES FOR ABSENCE

2 DECLARATIONS OF INTEREST

Members of Cabinet are asked to consider whether they have an interest in any of the matters of the Agenda, and if so, to formally declare that interest.

3 PUBLIC QUESTION TIME

Questions are invited from members of the public present at the meeting about the work of the Council and the Council's services.

Approximately 30 minutes will be set aside for Public Question Time, if required.

4 MINUTES *(Pages 1 - 4)*

Minutes from the last meeting are attached.

5 CARE ACT 2014 - OPERATIONAL POLICIES *(Pages 5 - 14)*

A report from the Deputy Leader of the Council, Councillor Simpson is attached.

6 THE CHANGING EDUCATION LANDSCAPE *(Pages 15 - 86)*

A report from the Cabinet Member for Children and Families, Councillor Briggs is attached.

7 URGENT BUSINESS

Any other business which by reason of special circumstances the Chair agrees may be considered as a matter of urgency.

8 EXCLUSION OF PRESS AND PUBLIC

To consider passing the appropriate resolution under Section 100 (A)(4), Schedule 12(A) of the Local Government Act 1972, that the press and public be excluded from the meeting for the reason that the following business involves the disclosure of exempt information as detailed against the item.

9 SIX TOWN HOUSING CONTRACT EXTENSION *(Pages 87 - 92)*

A report from the Cabinet Member for Finance and Housing is attached.

Minutes of:	THE CABINET
Date of Meeting:	25 th July 2018
Present:	Councillor R Shori (in the Chair) Councillors K S Briggs, E O Brien, A Quinn and T Tariq
Apologies:	Councillor J Kelly, A Simpson & T Pickstone
Also in attendance:	Representing Councillor T Pickstone, Councillor S Wright
Public attendance:	4 members of the public were in attendance.

CA.95 DECLARATIONS OF INTEREST

Councillor S Wright declared a personal interest in all items under consideration as his partner works at a Bury school. Councillor S Wright declared a further personal interest in item CA.103 as a member of the Six Town Housing Board.

CA.96 PUBLIC QUESTION TIME

A period of thirty minutes was allocated for any members of the public present at the meeting to ask questions about the work or performance of the Council or Council services.

No questions were received.

CA.97 MINUTES

Delegated decision:

That the minutes of the meeting held on 27th June 2018 be approved and signed by the Chair as a correct record.

It was agreed that further to the published agenda, the agenda items would be re-arranged, therefore, the Corporate Finance Monitoring Report and the Bury Brownfield Land Statement would be considered prior to the Corporate Performance Report.

CA.98 CORPORATE FINANCE MONITORING REPORT

The Cabinet Member for Finance and Housing submitted a report setting out details of the Council's financial position for the period April 2018 to June 2018 and projects the estimated outturn at the end of 2018-19. The report also includes Prudential Indicators in accordance with the CIPFA's Prudential Code.

Delegated decisions:

Members agreed to note the financial position of the Council as at 30 June 2018.

Reason for the decision:

The report has been prepared in accordance with all relevant Codes of Practice. Successful budget monitoring provides early warning of potential major overspends or underspends against budgets which Members need to be aware of. This report draws attention to the fact that, based on the most prudent of forecasts, several budget hotspots exist which will need remedial action.

CA.99 BURY BROWNFIELD LAND STATEMENT

The Cabinet Member for Finance and Housing presented a report reaffirming the Council's commitment to bring forward new developments on brownfield land to help deliver regeneration within the Borough and to reduce the amount of greenfield land that is required to meet the long term development needs. The statement underlies the importance that the Council continues to give to the delivery of brownfield land and sets out the Council's commitment to using its powers and influence to bring back vacant brownfield sites into a viable use.

Delegated decisions:

That members approve the updated Brownfield Land Statement.

Reason for the decision:

The statement establishes a framework to bring forward the development of brownfield sites and is critical to the Council's growth and aspirations and to address the challenge of self-financing in future years.

Other options considered and rejected:

That members approve the brownfield land statement subject to revisions – Members to specify the nature of any revisions to be sort.

CA.100 CORPORATE PERFORMANCE REPORT

The Leader submitted a report setting out details of the Council's performance in line with the single outcomes framework for Team Bury. This report compliments the regular finance and risk monitoring reports that Members receive. This performance update includes indicators from the GM framework.

Delegated decision:

Members agreed to note the report.

Reason for the decision:

A robust performance management framework is essential if the Council is to measure the effectiveness and value for money of the services it delivers.

CA.101 FOR INFORMATION MINUTES OF THE ASSOCIATION OF GREATER MANCHESTER AUTHORITIES / GREATER MANCHESTER COMBINED AUTHORITY

CA.102 EXCLUSION OF PRESS AND PUBLIC

Delegated decision:

That in accordance with Section 100(A)(4) of the Local Government Act 1972, the press and public be excluded from the meeting during consideration of the following item of business as it involved the likely disclosure of exempt information as detailed in the conditions of category 3.

CA.103 HOUSING REVIEW REPORT

The Cabinet Member for Finance and Housing provided details of a recently commissioned report conducted by Savills Housing Consultancy to undertake an independent review of all housing services and functions provided by the Council and Six Town Housing.

The work was commissioned primarily due to the imminent expiry of the Council's contract with its Arms' Length Management Organisation (ALMO), Six Town Housing, and was carried out between December 2017 and May 2018.

The review was seen as an opportunity to identify more efficient and effective means of service delivery responding to the current and future budget and demand pressures facing both the Council and Six Town Housing.

Delegated decision:

Members agreed to support the progression of the implementation of the recommendations made by Savills Housing Consultancy.

Reason for the decision:

Failure to act promptly will result in the Council not delivering its growth delivery plan or the corporate priorities.

Other options considered and rejected:

Option 1 – retain the status quo between the Council and Six Town Housing. The Council would continue to deliver the services it currently does, with the housing management contract between the Council and Six Town Housing being reviewed and extended.

COUNCILLOR R SHORI

Chair

(Note: The meeting started at 6.15pm and ended at 6.45pm.)

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REPORT FOR DECISION



DECISION OF:	CABINET
DATE:	5th September 2018
SUBJECT:	CARE ACT 2014 – OPERATIONAL POLICIES
REPORT FROM:	THE DEPUTY LEADER – CABINET PORTFOLIO HOLDER HEALTH AND WELLBEING – CLLR ANDREA SIMPSON
CONTACT OFFICER:	Shirley Allen
TYPE OF DECISION:	CABINET – KEY DECISION
FREEDOM OF INFORMATION/STATUS:	This paper is within the public domain
SUMMARY:	<p>The Care Act 2014 is the biggest change to English adult social care law in over 60 years, reforming the law relating to care and support for customers and carers. The Care Act became effective from 1st April 2015 and replaces a number of different pieces of legislation with a single modern law and a new legal framework that affects how Councils support people with care and support needs and carers.</p> <p>The Care Act introduced a number of significant changes to how care is charged for, who may have to contribute and how much people will have to pay towards their care.</p> <p>As a result of the implementation of the Care Act, Bury Council have reviewed and refreshed the following key operational policies and produced an internal staff Personal Budget guidance document.</p> <ul style="list-style-type: none"> ● Assessment and Eligibility Policy ● Charging and Financial Assessment Policy ● Personal Budget Policy <ul style="list-style-type: none"> ● The Residential Care Top Up Policy is a new policy that has been developed as a result of the legislation and will require processes and

pathways to be established prior to implementation.

- Personal Budget Policy Staff Guidance (for internal use only)

Key Policy Changes

- To introduce a national eligibility criteria which will apply to all councils in England.
- Replacement care is a significant part of the Act, this has now to be incorporated into the customers support plan and financially assessed accordingly.
- People who only receive a Day Service will now be asked to pay a charge but will have the opportunity to have a financial assessment of their ability to pay.
- To remove from the calculation an allowance of the amount between the Disability Living Allowance (DLA) higher/middle rate where night sitting services are not received.
- The charge and financial assessment will be worked out against 100% of the value of the personal budget package.
- People who receive more than one carer at the same time may now be required to pay an increase in charges.
- In relation to residential care top up charges- a person (third party) agreeing to pay the extra amount will have to sign a legal agreement with the Council, agreeing to meet the extra costs and agreeing to provide details of their personal information.

A small additional resource will be needed to implement the changes to the financial assessment process, this has been agreed on a temporary basis in the first instance, to ensure that a digital approach is embedded.

Work is underway to develop the pathways and processes required for implementation, and it is expected that this will be completed by January 2019.

On completion of this development work the policies, processes and pathways will be published and implemented.

	<p>when local authorities are fulfilling their social care functions; including duties to promote the wellbeing of individuals and promote integration between health and social care services.</p> <p>As these carry the prospect of significantly more people qualifying for financial assistance and arranging care for those with eligible needs (even if they will not be receiving any financial support); these policies are therefore essential to professional, quality delivery of assessment, support, information and advice for those working with adults who have social care needs and to ensure legal compliance with the Care Act.</p> <p>In considering these policies the Council must have "due regard" to the public sector equality duty and equality impact assessments have been carried out and are attached to this report for consideration.</p>
Wards Affected:	All
Scrutiny Interest:	Yes but is scheduled to take place after Cabinet approval.

TRACKING/PROCESS

DIRECTOR: Julie Gonda

Chief Executive/ Strategic Leadership Team	Cabinet Member/Chair	Ward Members	Partners
26 th February 2018/ 3 rd September 2018	2 nd March 2018		
Scrutiny Committee	Committee	Council	
October 2018			

1.0 BACKGROUND

1.1 The Care Act 2014 is the biggest change to English adult social care law in over 60 years, reforming the law relating to care and support for customers and carers. The Care Act became effective from 1st April 2015 and replaces a number of different pieces of legislation with a single modern law and a new legal framework that affects how Councils support people with care and support needs and carers.

- 1.2 The Care Act introduced a number of significant changes to how care is charged for, who may have to contribute and how much people will have to pay towards their care. The changes identified in section three are not optional and must be implemented in law.
- 1.3 As a result of the implementation of the Care Act, Bury Council have reviewed and refreshed the following key operational policies and produced an internal staff Personal Budget guidance document.
- Assessment and Eligibility Policy
 - Charging and Financial Assessment Policy
 - Personal Budget Policy
 - The Residential Care Top Up Policy is a new policy that has been developed as a result of the legislation and will require processes and pathways to be established prior to implementation.
 - Personal Budget Policy Staff Guidance (for internal use only)
- 1.4 There will be a staff and budget resource requirement to implement the changes, this amounts to £ 46,284 and will be funded temporarily, in the first instance for 12 months from obtaining policy approval.
- 1.5 Work is underway to develop the pathways and processes required for implementation, and it is expected this will be completed by January 2019.

2.0 ISSUES

2.1 Changes as a result of the implementation of the Care Act

- 2.1.1 The key changes will have an impact both in terms of Council and customer resources, the implications for council resources have now been scoped, all of the changes and their possible impact are provided in full detail below;

2.2 Assessment and Eligibility Policy

- 2.2.1 To introduce a national eligibility criteria which will apply to all councils in England. This will bring consistency as everybody will be subject to the same determination wherever they live in England.
- 2.2.2 All carers to be offered an assessment and the development of a national eligibility criteria for carers which will apply to all councils in England. Although Bury has always undertaken carers assessments, some councils do not.
- 2.2.3 Specialist assessments must be provided for people with autism and adults who are deaf blind. This now applies across England. Bury is already doing this.
- 2.2.4 Council has to ensure there is an appropriate individual who can facilitate involvement in the assessment process for people who would have substantial difficulty, if no suitable individual is available the Council must facilitate access to an independent advocate. There is an advocacy service in place for Bury which can also be accessed by carers in their own right.
- 2.2.5 Replacement care is a significant part of the Act, which removes the ability to have services delivered to a customer on the basis of a carers' assessment.

This has now to be incorporated into the customers support plan and financially assessed accordingly.

- 2.2.6 This will impact upon all current carers who have replacement care on their support plans although in most cases this will be transferred to the cared for support plan with no changes to services or additional payments. If a cared for person has been financially assessed and has reached the maximum contribution they can pay towards services there will be no additional payments.

2.3. **Charging and Financial Assessment Policy**

- 2.3.1 Social Care services are not free and the Government expects councils to charge and collect income to help provide these services. Social Care Services might include, for example, care at home, day services, or residential care services. The Council has to make sure that it follows the rules that the Government has set in the Care Act 2014.
- 2.3.2 People who only receive a Day Service will now be asked to pay a charge but will have the opportunity to have a financial assessment of their ability to pay. Some people will already be paying their individual maximum amount if they are receiving other services and have already had a financial assessment. Therefore they will pay no more. Some people will already be receiving services with no charge because of the result of their financial assessment. This will not change.
- 2.3.3 To remove from the calculation an allowance of the amount between the Disability Living Allowance (DLA) higher/middle rate where night sitting services are not received. This allowance will now be removed from the financial assessment and this may increase charges for some people.
- 2.3.4 The charge and financial assessment will be worked out against 100% of the value of the personal budget package. People whose elements of the support plan are not personal care will now be charged, previously these non - personal care elements were left out of the financial calculations.
- 2.3.5 Charges will be for the total time for all carers required to carry out the task. People who receive more than one carer at the same time may now be required to pay an increase in charges, people with only one carer or who already pay the maximum financially assessed amount will not be affected.

2.4 **Residential Care Top Up Policy**

- 2.4.1 The person (third party) agreeing to pay the extra amount will have to sign a legal agreement with the Council, agreeing to meet the extra costs and agreeing to provide details of their personal information. This will affect people who have agreed to meet the extra costs on behalf of a resident in a care home, that charges more than the agreed rate, where previously the person contracted directly with the care home but will now contract with the Council.
- 2.4.2 The person (third party) must provide financial details to confirm they have;
- 2.4.3 At least 3 year's worth of savings to cover the extra costs, or they have;

2.4.4 Enough weekly income above this weekly expenditure to meet the extra costs. This calculation and the process are new and pathways and procedures will need to be developed once the policies are approved.

2.4.5 To introduce a way of calculating that the person (first party) living in the care home can pay this extra cost themselves, this is usually only when they have a house to sell. Checks will need to be made that there is enough capital within the property to offset the additional costs for at least 3 years.

2.5 **Personal Budget Policy**

2.5.1 Clarifies the amounts allowed to be spent from the personal budget to purchase services needed, the budget will be generated using a series of established fees and will apply to all people who receive direct payments. This makes sure it is fair and consistent approach compared with those people who chose to have their services provided to them by the Council. Further details are contained in the appendices of the Personal Budget Policy.

2.5.2 If a person chooses a service at a higher rate it must be identified who will be willing and able to meet the additional costs. This will apply to all people receiving direct payments who choose services higher than standard rate. This makes sure it is a fair and consistent approach compared with those people who choose to have their services provided to them by the Council.

2.6 **The Engagement Process**

2.6.1 A steering group was set up to look at how Bury Council could communicate these impending changes to as many people as possible in Bury, including current customers, providers and the wider general public.

2.6.2 The engagement exercise began in the second week of September 2017 and ran until the 18th of January 2018.

2.7 **The following engagement methods were used;**

2.7.1 An engagement booklet was produced with details of the process, all of the changes, how people could let us know about any particular issues, details of a number of public drop in sessions and where further information could be found. The engagement booklet was designed to allow people to contact us to let us know their thoughts and was designed so that it could be folded up and sealed and returned postage paid to the Council.

2.7.2 5000 hard copies of the engagement booklet were designed and printed and 4500 were distributed to various sources.

2.7.3 Hard copies of the engagement booklet were sent through the post to current customers and carers, or their nominated representatives, where we had the information on our systems.

2.7.4 Hard copies were also made available at all libraries, the Town Hall, Knowsley Place, Whittaker Street and Humphrey House reception areas, Connect and Direct Hub and the Carers Centre on Silver Street.

2.7.5 Hard copies were also provided to social care assessment staff. Social care assessment staff were provided with information about the engagement

process at least two weeks before commencement so that they would be able to respond to any issues that arose as part of their day to day duties.

- 2.7.6 The engagement booklet, draft copies of the four policies and the Care Act guidance were available to read or download on the Bury Directory.
 - 2.7.7 Comments could also be provided on line through survey monkey, the link to the survey was widely advertised amongst partners and all council staff and via social media by the Social Development Team.
 - 2.7.8 A designated telephone line was provided and advertised widely so that people could contact the Council if they had any queries, wanted copies of the draft policies, or needed the information in a different format. A number of people used this method to find out how the changes in policies would affect them personally.
 - 2.7.9 A number of public drop in sessions, one in each township, were held where people could drop in and find out more. Most of the people attending the drop ins wanted to know how the changes would impact upon them personally.
 - 2.7.102 Appropriate staff also attended a number of targeted forums where the changes were discussed in detail. One coffee morning at the Carers Centre where over 50 carers attended, one session at the Carers Forum at which over 40 people were in attendance, two provider forums.
 - 2.7.11 Officers also attended other forums that were already booked and initiated discussions around the changes.
 - 2.7.12 All Bury Council staff with internet access were sent an electronic copy of all of the engagement information and given the opportunity to feed back any comments.
 - 2.7.13 Electronic information was sent to all care at home, residential and nursing and supported living providers registered with Bury Council, to Bury Clinical Commissioning Group for distribution to their staff, Bury Dementia Action Alliance members and to the local Dementia Champions network.
- 2.8 Numbers of people engaged with over the period;**
- 2.8.1 45 people attended drop in sessions set up at Radcliffe Library, Elms Community Centre, Ramsbottom Centre, Elton Community Centre, The Mosses Centre and the Green Room Textile Hall.
 - 2.8.2 2 provider forums were held at which 60 representatives from various providers attended.
 - 2.8.3 Over 110 people attended the two carers events.
 - 2.8.4 The dedicated phone line received 34 calls and 40 responses were received back from either online survey monkey or hard copies sent pre - paid back to the Council.
 - 2.8.5 The Bury Directory received 447 views between 1st September to 31st December 2017 which was up by 200.65% on the site average

2.9 Feedback Received

2.9.1 The majority of people who contacted the Council or attended an event wanted to know how the changes would affect them personally. Where this was the case officers contacted them personally and discussed these issues in private.

2.9.2 The most common themes;

- People's concerns about Residential Care Top Ups and the financial checks that would be required to check sustainability.
- A number of people wanted to let us know that they were currently being charged a top up by care homes for their relatives.
- Just to note that at every session, excepting the provider forums we received comments/complaints about this.

2.9.3 Other common themes that were discussed were;

- Charges for day care, charges for 2 carers and replacement care.
- A number of people were concerned about the changes to DLA and PIP and how this may result in them having to pay more for services.

2.10 Equality and Diversity

2.10.1 The Care Act 2014 was brought into legislation in order to offer clearer more equitable access to social care and services. Many of the changes to policies will ensure that customers for whom the Council commissions services will be treated equally to those for whom the Council provides a personal budget to buy their own services as the funding available to a customer will be formulated from the same fee baselines as detailed in the Charging and Financial Assessment Policy appendices.

2.10.2 In relation to the Assessment and Eligibility process all cared for customers and carers will be subject to the same eligibility criteria across England no matter where they live.

2.10.3 In relation to the Residential Care Top Up policy this is expected to ensure that all customers are treated fairly in relation to additional charges set by Residential Care Homes and that there is a transparent system in place so that customers who choose to have an enhanced service from a provider know exactly what they are being charged extra for. All EIAs are included in the background papers for further information.

2.11 Risk

2.11.1 The full financial implications of the legislative changes have not yet been fully scoped. Each customer is treated individually under the personalisation agenda and as such will have to be individually assessed to assess personal impact. There are a number of variations to be assessed including type and complexity of services provided and personal income that will be subject to financial assessment.

3.0 CONCLUSION

- 3.1 Work is underway to develop the pathways and processes required for implementation, and it is expected that this will be completed by January 2019.
- 3.2 On completion of this development work the policies, processes and pathways will be published and implemented.

List of Background Papers:-

1. Policies for Approval



Eligibility and Assessment Policy



Charging and Financial Assessment Policy



Personal Budget Policy - Staff Guidance



Personal Budget Policy v0.13 May 2018



Residential Care Top Up policy v0.7 M

2. Equality Impact Assessments



Equality Analysis - Charging and Financial Assessment



EA - Equality Analysis Form Care



Equality Analysis Residential Care Top Up



EA - Equality Analysis Form Personal Budget

3. Link to the Care Act 2014 Guidance

<https://www.gov.uk/government/publications/care-act-statutory-guidance>

4. Care Act Engagement Booklet



40087 Bury Council questionnaire booklet

Contact Details:-

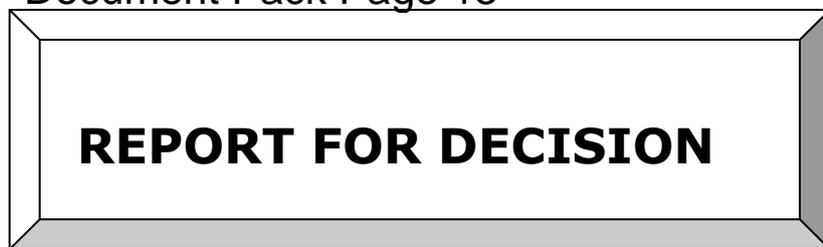
Shirley Allen

Project Lead

Communities and Wellbeing - Strategic Development Unit

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DECISION OF:	Cabinet
DATE:	27 June 2018
SUBJECT:	The Changing Educational Landscape
REPORT FROM:	Councillor Sharon Briggs Cabinet Member For Children And Families
CONTACT OFFICER:	Paul Cooke Interim Assistant Director (Learning)
TYPE OF DECISION:	Non Executive
FREEDOM OF INFORMATION/STATUS:	Open
SUMMARY:	<p>The purpose of the report is to describe the changing context of the educational landscape, with the evolving role of schools and the local authority in an increasingly school-led model of school improvement.</p> <p>The report sets out the model of governance adopted at a strategic level in respect of the school-led system, describing how this brings together all key stakeholders to contribute to school improvement across the borough, and, on the development of alternative forms of governance at school level, and a set of principles that all schools will be expected to commit too in the interests of the local system.</p> <p>In order to fulfil its role as a key partner in the school-led system, the report describes the role of the local authority in the system.</p> <p>Cabinet is asked to consider requirements for performance monitoring through appropriate scrutiny and overview arrangements.</p>

Scrutiny Committee	Cabinet/Committee	Council	

1.0 Background

- 1.1 The Education Act 2010 'The Importance of Teaching' laid out the Government's ambition for a self-improving education system, with an expectation that schools be actively involved in school to school support.
- 1.2 The Government published its Education White Paper, 'Education Excellence Everywhere', in March 2016, building on the ambitions of the 2010 Act. This set out a range of measures on which the Government was consulting, including:
 - 1.2.1 A proposal to remove some of the statutory powers of local authorities in respect of school improvement;
 - 1.2.2 An expectation that school improvement would be increasingly led by schools themselves, with an increasing role for teaching schools;
 - 1.2.3 The introduction of a national funding formula for schools, providing greater equity in how schools are funded, but importantly, with all schools being funded directly by Government, rather than the funding being routed through local authorities, as at present.
 - 1.2.4 The expectation that all schools to convert to become Academies by 2022.
- 1.3 Much has changed since the publication of the White Paper, and the Government is no longer planning to bring forward specific legislative changes that would have been required to implement the White Paper proposals in full. However, a number of key elements in the White Paper have continued to be developed and implemented and these are fundamentally changing the educational landscape, affecting all schools and all local authorities.
- 1.4 This report sets out how the Local Authority, working with all key stakeholders, is developing a response that is appropriate to Bury.
- 1.5 The key elements of the school-led system going forward are:
 - 1.5.1 School improvement is increasingly school led, with peer challenge and school to school support being central.
 - 1.5.2 Intervention and support to schools requiring such support is increasingly provided through teaching schools.
 - 1.5.3 Resources for school improvement activity will be directed through teaching schools and/or national support schools, and use of funding will be determined largely by schools rather than the Local Authority.

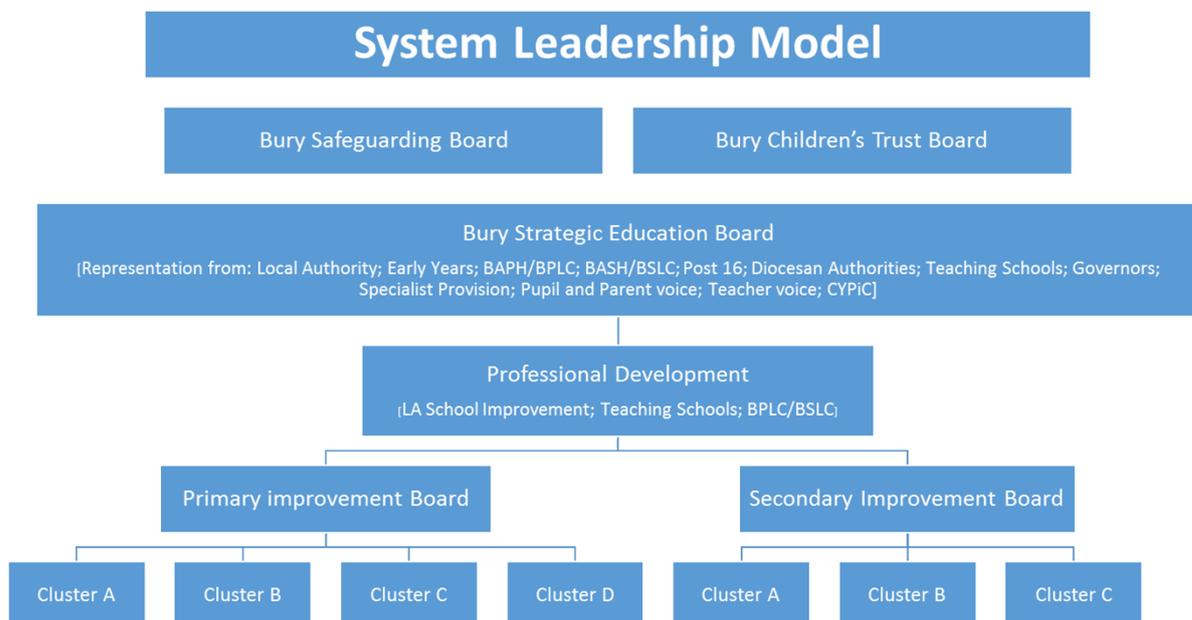
- 1.5.4 The Local Authority role will increasingly be a facilitation one, and focus on the quality assurance of the school to school support and intervention. The Local Authority does however remain statutorily responsible for overall performance of Bury schools, and specifically in relation to schools causing concern.
- 1.6 Whilst the Government has subsequently confirmed that it would not require all schools to become Academies, it continues to reiterate its ambition that, over time, all schools will convert to Academy status.
- 1.7 With the Education & Adoption Act 2016, measures were introduced enabling the Regional Schools Commissioner to intervene in poorly performing schools, requiring a school to convert to become an Academy, under the leadership of a sponsoring school. Schools that are eligible for such intervention are:
- 1.7.1 Schools deemed inadequate by Ofsted;
- 1.7.2 Schools meeting the 'coasting' definition;
- 1.7.3 Schools that fail to comply with a warning notice issued either by the local authority or the Regional Schools Commissioner.
- 1.8 In addition, good and outstanding schools can still choose to convert to become an Academy and, it is clear that some schools have, and are continuing to explore Academy status, and the establishment of Multi Academy Trust arrangements.
- 1.9 The school led system must be able to relate to the increasing autonomy provided to, and expected of schools, and the diversity of school provision that this creates.
- 1.10 For Academies, accountability for performance rests with the Regional Schools Commissioner and not the local authority. However, the Local Authority is ultimately held to account by Ofsted for the performance of all schools in its area. It is essential that the local system is able to provide the Council with the assurance about performance and, for this reason the Education Strategy contained at Appendix One is a key tool in setting out the shared aims and objectives of all stakeholders going forward.
- 1.11 It is essential that the evolving school led model builds on the strengths of the existing arrangements, whilst recognising that the local authority role is changing, increasingly taking a facilitation and quality assurance role, rather than being the primary provider of school improvement activity.
- 1.12 The system also need to recognise the growth in the number of Academies which creates an increasingly diverse and autonomous school system of which Academies will be just one type of school, that also includes existing Voluntary Aided, Voluntary Controlled, Foundation, and Community Maintained Schools.
- 1.13 The Local Authority has for many years functioned effectively with an element of school diversity, with a large number of Voluntary Aided and Voluntary Controlled schools. But, to ensure the ongoing strength of the 'family of schools' it is essential that the local authority has a clear position with regards

new and emerging forms of governance and leadership, which might include schools working more collaboratively in groups and clusters, and schools establishing both informal, and more formally structured partnerships or federations with each other, but which might also involve Academy conversion.

- 1.14 Throughout this period of change, many schools are looking to the local authority not just for guidance and support with the transition and/or conversion process, but to continue to play an active role in shaping the future model of school provision across Bury.
- 1.15 The school-led model described below has been developed with all key stakeholders to provide a coherent and accountable arrangement for strategic leadership of this increasingly diverse school system across Bury.

2.0 The school-led model of school improvement

- 2.1 Key to the success of the school led model is strong and effective governance, with clear accountability at all levels, and that adequately involves all key stakeholders. The model set out below was established in shadow form in 2017/18, with all elements of the system now in place.
- 2.2 It is important to recognise that this model is not a Council imposed system, but a product of all stakeholders working together to develop something that meets their collective needs. The Council role is to facilitate the development of the model.
- 2.3 This model is illustrated below:



- 2.4 The Strategic Education Board brings together the key stakeholders to provide strategic leadership across the system, and holds the different parts of the system to account for performance. Whilst the immediate focus of the Board is in relation to school performance, over time it will assume a broader role to also provide strategic direction in relation to school organisation, SEN, inclusion and safeguarding.
- 2.5 The role of the Board is:
 - 2.5.1 To provide strategic direction for education from 0-25 in Bury
 - 2.5.2 To create a vision for all education in Bury
 - 2.5.3 To ensure that the vision for all Bury children to be the best that they can be is achieved
 - 2.5.4 To have up to three strategic priorities to focus the work of the Board
 - 2.5.5 To ensure the voice of the whole system is represented
 - 2.5.6 To be open and transparent, ensuring two way communications with representative groups at all times
- 2.6 Sitting below the Board are a number of groups:
 - 2.6.1 The professional development group brings together the key providers of school improvement support to enable a coherent response to both the strategic direction, as provided by the Strategic Education Board, and also respond to the emerging needs identified by the Primary and Secondary School Improvement Boards.
 - 2.6.2 The Primary Improvement Board and Secondary Improvement Board provide a mechanism to look across all clusters in the relevant phase, identifying common issues, linking these to the strategic direction from the Board, and brokering or commissioning intervention and support where appropriate at a phase level.
 - 2.6.3 The clusters have been designed to include a cross section of schools with a range of characteristics to ensure that there is sufficient capacity and strength within each cluster to enable the constituent schools to support each other. Each cluster is led by one or two head teachers. The role of the cluster is to provide a mechanism for schools to work together, identifying strengths and areas of concern, and providing support and intervention from within the cluster, enabling schools to support each other, or brokering that support from elsewhere.
- 2.7 In order to provide the Council with assurance about the effectiveness of the local system on an ongoing basis, it is proposed to present an annual report to the appropriate Scrutiny and Overview Panel of the Council, setting out the priorities and ambitions, and performance against these. The Education

Strategy contained at Appendix One provides an overview of this for the period 2018 - 2020.

3.0 Models of school governance

- 3.1 Given the increasing autonomy provided to schools there are an increasing number of schools exploring alternative models of leadership and governance, including academy status, and it is evident that a number of schools are looking to come together to form multi academy trusts (MATs), as the next step in their development.
- 3.2 Whilst the Council accepts that this may be regarded as the best option for some schools, it will not suit all schools, and the Local Authority would want this development to happen in a way which preserves the best of what Bury has to offer, and to reflect the principles which have led to our inclusive and successful system.
- 3.3 Set out below is a set of principles that should underpin the development of new forms of leadership and governance in schools across the Borough, and which schools would be expected to commit too in the interests of the wider 'family of schools'.
- 3.4 These principles provide a framework to be used to engage in open and transparent conversation with schools, when considering alternative forms of governance.
 - Schools should consider how proposed changes might impact on other local schools, to ensure they do not have an adverse impact overall;
 - Schools should provide an explicit and unambiguous commitment to inclusion of all children in their area, especially those with special educational needs and/or disabilities, and those with challenging behaviours;
 - Schools should provide a clear commitment to making or procuring high quality alternative provision for any children who need it;
 - Schools should agree to maintain fair and transparent admission arrangements which include highest priority for children with SEND and those in public care;
 - There should be a clear commitment from any schools entering into alternative governance arrangements, to support each other and other schools causing concern in the area, via the school led model;
 - Schools should be able to demonstrate how the formation of different forms of governance will enhance the capacity for self-improvement within the system and help develop effective teaching and leadership for the future;
 - There should be a clear plan for how the alternative school model will be led, governed and resourced which demonstrates good value for money and transparency over the use of public funds;

- Where schools enter into partnership or collaborative arrangements with schools outside of Bury, particularly where the Regional Schools Commissioner identifies a sponsor in respect of a school that is eligible for intervention, it is important that there is a continuing commitment to ensuring strong local support for Bury schools;
- Schools are actively encouraged to demonstrate that local people form the majority of each level of governance within the model adopted, and that the local authority and parents of children, elected by their peers, should be represented at all appropriate levels of governance.

4.0 Conclusion

- 4.1 The educational landscape is changing rapidly and the local authority role is becoming increasingly a facilitation role, working within a diverse and autonomous school system.
- 4.2 It is important that systems and processes recognise this changing landscape, particularly in order to preserve the strengths of existing arrangements.
- 4.3 The school led model has been designed by all stakeholders, taking into account what works well in Bury, and good practice elsewhere, and provides strong foundations to govern at a time of significant change.
- 4.4 The principles set out in paragraph 3.4 recognises the reality of the changing landscape that will inevitably see different forms of school governance and leadership, and provides clarity to inform consideration of different arrangements by schools, their Governing Bodies/Boards, and enable open discussion about such arrangements between schools and the local authority.
- 4.5 Cabinet is asked to note the Council's role as a key partner in the school led model, and the intention to bring an annual report on school performance to the appropriate Overview and Scrutiny Panel of the Council as part of its role in those arrangements.

List of Background Papers:-

Appendix One – Education Strategy 2018 – 2020
Bury Education Improvement Toolkit

Contact Details:-

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0161 253 5674

Our ambition is for all Bury's children and young people¹ to have access to quality learning, make excellent progress and to be supported effectively throughout their learning journey.

Bury Council, early years providers, schools, colleges and other partners will work together supporting and challenging each other to drive improvements, check on success and build resilience across the partnership.

Key facts:

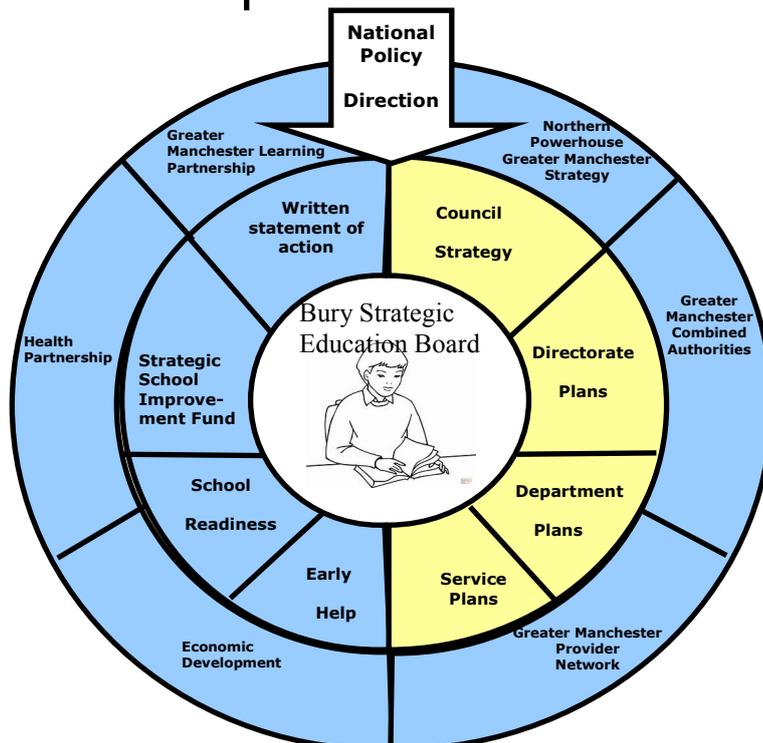
- 45,130 children and young people aged 0-18 live in Bury and this is expected to rise by 6% by 2026
- 122 languages are spoken
- 4,859 school aged children have special educational needs and/or disabilities
- 15% of school aged children are entitled to free school meals
- xxx children under 5 use the Children's Centres across the five hubs
- There are xx childcare settings, 86 schools and two post-16 providers within Bury
- There are xxx children and young people in the care of Bury
- 94% of school leavers eligible for pupil premium are in education, employment or training
- 82% of Bury schools are judged good or outstanding
- The percentage of children and young people attaining the expected standard aged 5, 6, 7 and 16 was below the national average
- Exclusions from secondary schools are xx% above the national average
- Educational progress outcomes for children in care and those with special educational needs and/ or disabilities are lower than the national average

Our three Strategic Priorities

<p>1. Inclusion</p> <p>Person-centred and inclusive learning opportunities are accessible for all</p>	<p>2. Achievement</p> <p>Rates of progress in learning improve for all, especially the most vulnerable</p>	<p>3. Transition</p> <p>Effective transition at key points leads to successful, sustained engagement in learning and positive progression</p>
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What we want to achieve

- Inclusive policy and practice in all schools reflects agreed expectations
- Early and accurate identification of barriers to learning, including social and emotional mental health needs
- Learning provision matches the needs of all children and young people
- Integrated services work collaboratively to promote inclusion
- Inclusion needs, at a range of levels, are met through partnership working
- No permanent exclusions
- Clear pathways to specialist services
- Sufficient, high quality early years provision up to age 5
- Improved number of children who are school ready at age 5
- Improved progress at age 16 so that more pupils are well prepared for post-16 education
- An autonomous school-led system with greater capacity to lead improvements together
- A good level of achievement for disadvantaged children and young people, especially those with special educational needs and/ or disabilities and those in care
- Curriculum provision includes a range of pathways which match the needs and aspirations of young people in our secondary schools & colleges
- Transitions within the early years and into primary are effective by ensuring children and their families are well supported and ready for school
- Primary/secondary transition is effective, supported by a mutual understanding of curricular expectations
- Young people have the skills and knowledge required to make well informed choices on leaving school
- Young people with special educational needs and/or disabilities, in care or care leavers are in sustained education, employment or training
- Young people are prepared for working life
- Effective transition pathways are in place for young people with special educational needs and/or disabilities; including preparation for adulthood



¹ For the purposes of this strategy, Bury's children and young people are defined as 0–18 years and 0–25 years for young people with special educational needs and/or disabilities

The first year ...

What we are going to do in 2018/19		How we will measure success
Inclusion	1.1 Increase the take up of 30 hours two year-old funding	1a)
	1.2 Deliver a pilot school readiness project and submit an application for a strategic school improvement fund to build on this work	1b) 71% of children attain a good level of development; gap to national for lowest 20% narrows to 1%
	1.2 Develop the inclusion partnerships as agents for change	1c) No increase to permanent and fixed term exclusion rates 1d) Services are aligned against the geographical inclusion partnerships 1e) Increased range of alternative provision planned and/ or in place
Achievement	2.1 Develop and improve pathways for physical activity and for speech, language and communication	2a) 2b)
	2.2 Deliver the strategic school improvement fund project 'Reducing barriers to accessing learning for disadvantaged pupils'	2c) 83% of pupils reach the expected standard in the Year 1 phonics screening check; gap to national for free school meals narrows to 9% and gap between EAL children and other narrows to XX% 2d) Analyses of impact of pupil premium strategies are sharper recording impact against measurable success criteria
	2.3 Develop and implement a two year strategy for improving progress in mathematics across secondary schools	2e) Strategy is developed in partnership and actions agreed with measurable success criteria
	2.4 Further develop the school-led system to drive school-wide improvements; particularly in schools causing concern	2f) Analysis of borough-wide performance informs strategic planning 2g) School to school support plans for all schools of concern are quality assured as fit for purpose
Transition	3.1 Deliver the strategic school improvements fund project Strand 3	3a) Greater understanding of primary and secondary curricular expectations; mapping tool for English developed
	3.2 Further develop progression pathways including post-16 apprenticeships, traineeships and supported internships for vulnerable young people	3b) Xx% disadvantaged young people are in education, employment and training 3c) Attainment gap for young people on free school meals and their peers narrows to XX (Level 3???)
	3.3. Ensure information, advice and guidance (IAG) is accessible and available for vulnerable young people entering education, employment and training and that IAG is a priority for schools and colleges	3d) Information about post-16 and post 18 pathways is provided through a range of channels. 3e) Schools and colleges meet the expectations within the Careers statutory guidance as a minimum

¹ For the purposes of this strategy, Bury's children and young people are defined as 0–18 years and 0–25 years for young people with special educational needs and/or disabilities

Bury Education Improvement Toolkit

September 2017 - ?

Our Vision: To drive improvements in education through partnership and collaboration so that all children in Bury achieve their potential.



Bury
COUNCIL



When you see this icon, click on it to return to the beginning of this document.

Bury Education Improvement Toolkit

Welcome to the Bury Education Improvement Toolkit.

Enclosed is everything you may need to understand and participate in improving education within your own setting.



Strategy

[Bury Education System Leadership Strategy](#)
[Bury Education System Leadership Model](#)



Understanding the Data

[An introduction to the Pupil Performance Data Team](#)
[Timeline of data – Year](#)
[Examples of data annotated with explanations](#)
The portal information



Roles and Responsibilities

[The role of the strategic board](#)
[The role of Bury Education CPD](#)
[The role of the improvement boards](#)
[The role of the clusters](#)
[The role of the cluster leads](#)
The role of Governors
[Bury Governors Association](#)



Monitoring the Impact

[Table of Support](#)
[School Effectiveness Partner \(SEP\) Support](#)



Relevant Documents

[Cluster Lead Contact Details](#)
[Secondary Cluster Lead Contact Details](#)
[Guidance to System-Led Model Cluster Leads on School-to-School Support](#)
[School-Led System Support Plan](#)
[Guidance to Governing Bodies / Boards on Additional Payments for Staff](#)
[School-to-School Support Log](#)
[Facilitating the Sharing of Good Practice](#)

Strategy



- [Bury Education System Leadership Strategy](#)
- [Bury Education System Leadership Model](#)

Experiment with different approaches in disciplined and informed processes and to learn from the outcomes, including the mistakes. - *What does a system leader do? A discussion tool by Perrie Ballantyne, David Jackson and Julie Temperley with Ann Lieberman*



Bury Education System Leadership Strategy



“The aim is to creating a self-improving school system” – Robert Hill, for National College

The Context:

Bury Council in partnership with all education settings in the Borough have spent a year exploring a practical and locally beneficial solution to a system led approach, building upon an already strong moral purpose and partnerships as part of the Bury Family of schools model.



Reasons why our system model was developed:

- Policy drivers: The 2010 Education Act ‘The Importance of Teaching’, set the initial direction for a self-improving education system, expecting schools to be actively involved in school to school support. The 2016 White Paper ‘Education Excellence Everywhere’, demonstrates a continuing policy drive in this direction.
- The changing role of the Council in relation to school improvement seeing a reduction in the Education Support Grant limiting financial capacity of the council to provide all the wider support mechanisms for schools.
- The plateau and potential decline in standards with even more challenging accountability measures being placed upon schools. Existing system led models demonstrate an accelerated improvement trajectory achieved by harnessing all the expertise within the system.

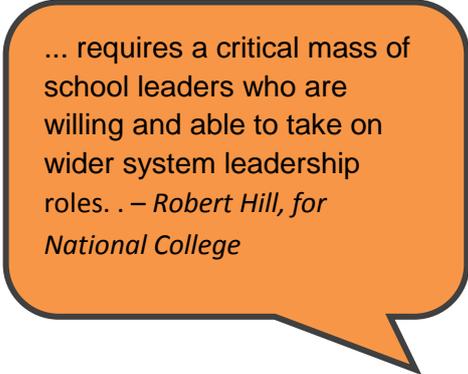
Expected benefits the system led model will bring:

- A strong, proactive, local approach to ensure Bury is well placed to respond to the national changing landscape;
- A systematic way to self-improve, share good practice and raise standards for all;
- A strategic way to develop a relationship with key regional, sub-regional and national agencies ensuring we are future focused and outward looking;
- A locally agreed strategic direction and best use of available resources ensuring improved CPD and appropriate brokering of support;
- An outward looking network of educational system leaders and key stakeholders to ensure the best for Bury children and young people;
- A national reputation for leaders of excellence, attracting new teachers to the borough.

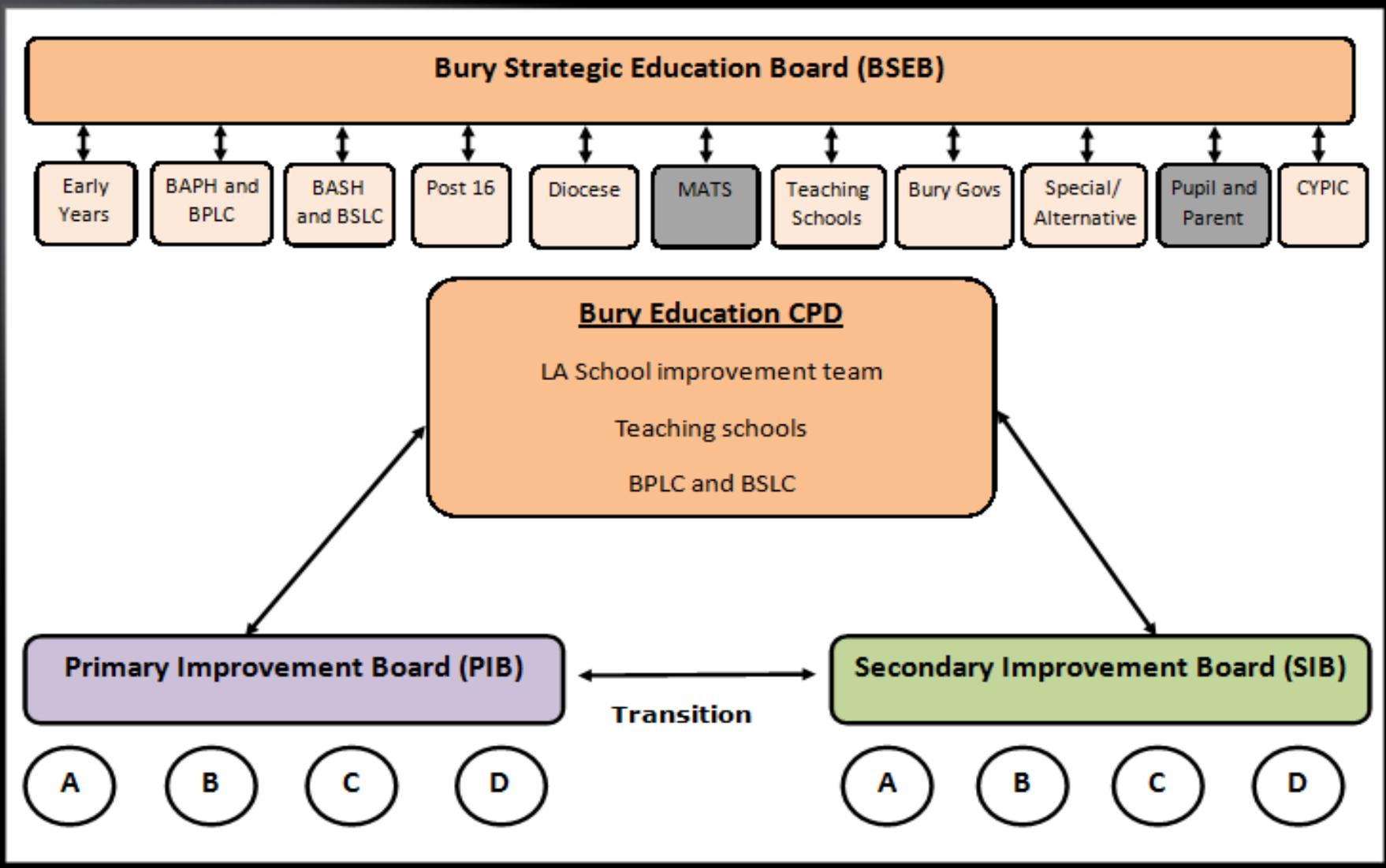


The Principles of our System Leadership Model:

- Transparency and trust;
- A clear focus on agreed strategic priorities and system-led needs;
- Representing the whole education life course;
- Rigorous processes and protocols, including data sharing;
- Building capacity in our system by training school leaders and developing, and further accrediting, system leaders (NLE, SLE, NLG, LLE);
- Creating an ability to shape future leadership potential and succession planning



... requires a critical mass of school leaders who are willing and able to take on wider system leadership roles. . – *Robert Hill, for National College*



Understanding the Data



- [An introduction to the Pupil Performance Data Team](#)
- [Timeline of data – Year](#)
- [Examples of data annotated with explanations](#)
- [The portal](#)



An Introduction to the Pupil Performance Data Team:



The Pupil Performance Data Team is situated at 3 Knowsley Place and provides:

- Statistical Test and Teacher Assessment results data to schools, services (such as EYFS, CYPIC, Directorate, Governors), NWDT, Anglican, Diocese and Clusters
- Collection of statutory results from primary schools, data cleaning and sending of data to the DfE
- Advice and support to schools in relation to the Assessment and Reporting Arrangements of all key stages, including the consideration and approval of Access Arrangements for end of Key Stage SATs
- Production of individual pupil reports for parents
- Collection of non-statutory data for inclusion in assessment booklets
- Production of individual school's assessment booklets (Primary, Secondary & LA)
- Developmental work on Cluster/MATs Booklets
- Collection of moderation results from schools and admin support at meetings/audit panels.
- Transference of Key Stage 2 results to High Schools
- Support for schools in the use of FFT Aspire and Target Tracker
- Pupil tracking support for assessment purposes.

2017 Key Stage 2 RWM Combined 2% above National ☆

2017 Year 1 Phonics same as National at 81% ☆

Year 1 Phonics improved by 11% since 2015 ☆

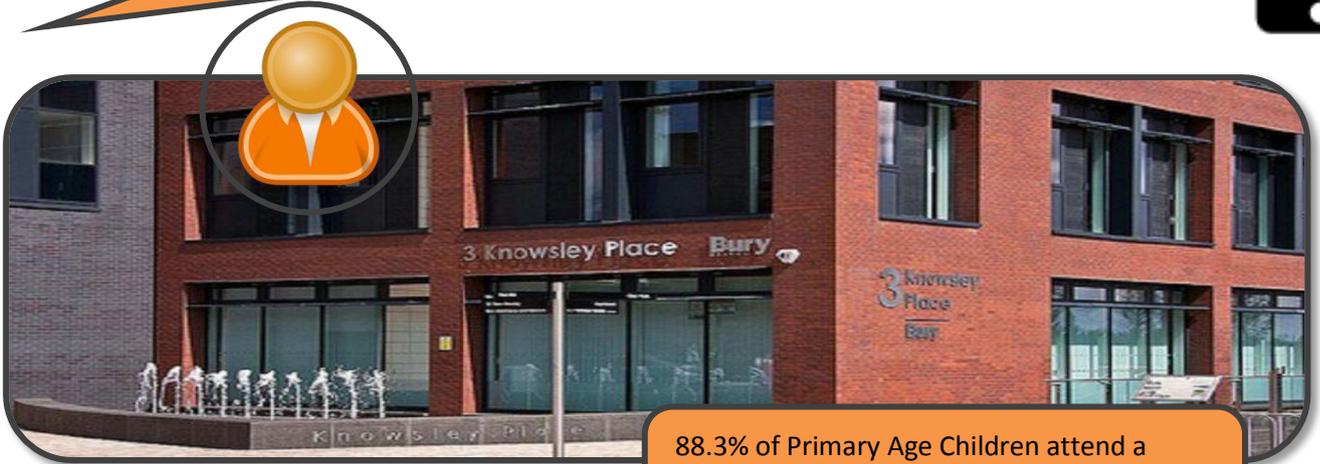
Did you know, we also provide:

- Administrative support for the School Improvement Service, including trade services monitoring and accounting.
- Statutory monitoring of the Newly Qualified Teacher (NQT) quality assurance process.



The objective of the service is to provide accurate results data to the DfE on behalf of Bury primary schools, and to create statistical data analysis, including trends, in one booklet to help the system make informed decisions about the improvement of schools.

The Team:



88.3% of Primary Age Children attend a Good or Outstanding School in Bury, compared to 77% nationally!

Pupil Performance Data Manager (Full Time)

They manage the Pupil Performance Data Team, and is responsible for all pupil performance data collections across all phases, ensuring the LA statutory functions in relation to the collections and analysis of pupil performance data are carried out in line with DfE regulations. Responsible for the management of Service Level Agreements with schools, the production of individual schools' assessment booklets, and other statistical analyses. Also develops new systems, spreadsheets, databases and reports for the communication of statistical data to inform schools, the directorate and services of how they are performing.

76.2% of Secondary Age Children attend a Good or Outstanding School in Bury, compared to 59% nationally!



Pupil Performance Data Officer (Full Time) – Pupil Performance Data Officer (Full Time)

This is the lead person for the management and co-ordination of BSIS Admin Team activity. She manages the collection of pupil performance data for all phases across schools and the production of individual schools' assessment booklets, and other statistical analyses of national curriculum data, annually. Ensures all DfE deadlines are met in relation to pupil level data and National College of Teaching and Leadership Induction data returns.

66 Primary Schools: 19 CE, 9 RC, 2 Methodist, 2 Jewish, 24 Community, 7 Academies, 1 Nursery and 2 Special



Admin Officers (2xPart Time 1 Role FTE)

They provide administrative and data support to the Pupil Performance Data Manager/Officer and the Bury School Improvement Service. They are involved with statutory data collection and the administrative element of Newly Qualified Teacher Induction. Responsible for updating Excel spreadsheets and Access database queries used to produce some of the pages in the Assessment Booklets under the instruction of the Pupil Performance Data Manager and Officer.

16 Secondary Schools: 1CE, 2 RC, 1 Jewish, 8 Community, 1 Academy and 3 Special



Time Line of Data Year:

Month	Activity	Audience
Sept	Primary school assessment booklets	School /SEPs
	Target Setting booklets	School /SEPs
	KS2 SFR Provisional National/LA Results	Internal Reports
	Phonics/KS1 Provisional National/LA Results	Internal Reports
Oct	KS4 SFR Provisional National/LA Results	Internal Reports
	FFT Primary KS1/KS2 Data Dashboards (unvalidated)	School / SEPs
	EYFS SFR Provisional National/LA Results	Internal Reports
	FFT KS1/KS2 Governor Dashboards	School / SEPs
	RAISEonline Summary Report Primary (unvalidated)	School / SEPs
	GCSE Download - unamended data	LA
	Ofsted Primary Dashboard (unvalidated)	School / SEPs
Nov	Nursery/Reception On Entry Collection/analysis	School
	EYFS Provisional National additional tables	Internal Reports
	High School Assessment Booklets	School / SEPs
	High School Target Setting Booklets	School / SEPs
	RAISEonline Summary Report High School (unvalidated)	School / SEPs
	Ofsted High School Dashboard (unvalidated)	School / SEPs
	GCSE download - amended data	All
	FFT Secondary Dashboard (unvalidated)	School / SEPs
Dec	KS2 Performance Tables & revised SFR	Internal Reports
Jan	GCSE Performance Tables & revised SFR	Internal Reports
	Primary Self Evaluation Matrix updated	School / SEPs

...Continued on next page



Feb	High School Self Evaluation Matrix updated	School / SEPs
	RAISEonline Summary Report Primary School (Validated)	School / SEPs
	Ofsted Primary Dashboards (Validated)	School / SEPs
March	RAISEonline Summary Report High School (Validated)	School / SEPs
	Ofsted High School Dashboard (Validated)	School / SEPs
	Bury Grammar Nursery Mid Data Collection	School / LA
May	KS2 Test Week	School / LA
June	Phonics Tests Week	School / LA
	Nursery Collection	School / LA
	EYFS Collection	School / LA
	KS1 Collection	School / LA
	KS2 Collection	School / LA
	Year 1, 3, 4 and 5 Collection	School / LA
	Primary Reports to school	School / LA
July	Phonics Test Collection	School / LA
	KS2 Download	All
	KS2 Reports and Results Overview to school	School / LA
	Transfer to High School Data	School / LA

Contact Information:

Alison Foreman – Pupil Performance Data Manager
 0161 253 7412
 a.foreman@bury.gov.uk



Previous years' combined attainment is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

National and Northwest data provided for comparison.

Reading, Writing and Maths Combined										Key Stage 2	
	% achieving Expected Standard					% achieving Higher Standard					
	2016	2017	2018	2019		2016	2017	2018	2019		
England State Funded*	53	61			↑	5	9			↑	
North West	53	60			↑	5				↓	
BURY LA	55	63									
DfE No. School											
	64	76			↑	5	10			↑	
	28	54			↑	0	0			↓	
	37	44			↓	4	2			↓	
	84	83			↓	13	23			↑	
	71	70			↓	3	6			↑	
	65	72			↑	6	12			↑	
	53	68			↑	8	10			↑	
	7	31			↓	0	0			↓	
	65	63			↓	9	3			↓	
	56	71			↑	3	23			↓	
	71	69			↓	3	9			↑	
	59	69			↑	15	3			↓	
	64	64			↑	14	0			↓	
	65	78			↑	5	24			↑	
	37	64			↓	6	6			↑	
	60	47			↓	7	7			↓	
	70	87			↑	10				↓	
					↓					↓	
CLUSTER	55	65.8			↑	6	8.8			↑	

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

- 2017 Data obtained from NCER
 - * 2016 & national data is from Performance Tables



Averaged Cluster performance compared with national and showing trends over time.

Key Stage 2 Reading, Writing and Maths Combined



Previous years' Phonics performance is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

Year 1 Phonics

All Pupils % working at the required level

	2013	2014	2015	2016	2017	+ / -	
England State Funded*	69	74	77	81	81	0	→
North West	69	74	76	80	80	0	→
BURY LA	66	66	71	82	81	-1	→
DfE No School							
	50	72	57	76	82.2	7	↑
	67	72	70	75	64.4	-10	↓
	36	59	71	83	78.6	-4	↓
	83	75	100	97	90.3	-6	↓
	66	77	70	77	84.8	8	↑
	77	62	88	82	82.5	0	→
	76	78	83	87	93.3	6	↑
	0	17	57	70	60	-10	↓
	87	62	83	77	92.9	16	↑
	48	64	63	83	79.5	-3	↓
	82	81	77	83	82.9	0	→
	89	95	64	80	79.4	-1	→
	83	62	88	81	100	19	↑
	67	77	82	87	93	6	↑
	72	71	72	78	73.1	-5	↓
	69	80	77	85	66.7	-18	↓
	87	80	87	87	86.7	0	→
0	0						
0	0						
CLUSTER	68	72	75	81	81	0	→

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

'Spark lines' show schools' Phonics trend over time. Trend for cluster is also shown.

Averaged Phonics performance for the cluster is shown.

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Year 1 Phonics

- 2017 Data obtained from NCER
- * 2016 & national data is from SFR / NCER NEXUS



Previous years' GLD performance is included for viewing overall trend.

Provisional data for current year is drawn from DfE data feed.

Previous years' Average Point Score performance is included for viewing overall trend.

Red / Amber / Green shading illustrates where performance appears to be (using the Bury RAG measures) above, below or 'in-line' with national averages.

'Spark lines' show schools' GLD and Average Points Score trend over time. Trend for cluster is also shown.

Averaged Average Points Score for the cluster is shown.

Early Years Foundation Stage Profile													
	% achieving a Good level of development					Average Point Score							
	2014	2015	2016	2017	+/-		2014	2015	2016	2017	+/-		
England State Funded*	60	66.0	69	71	2	↑	33.8	34.3	34.7	34.4	-0.1	→	
North West	58	64.0	67	68	1	↑	33.2	33.8	34.0	34	0	→	
BURY LA	56.4	66.0	69	69	0	→	31.4	33.5	34.8	34.8	0.0	→	
DfE No	School												
		55.1	59.6	60.9	68.2	7	↑	31.4	33.3	34.3	35.6	1.3	↑
		37.8	35.1	62.1	60.0	-2	↓	26.3	30.2	32.6	31.6	-1.0	↓
		31.0	33.6	62.1	78.2	16	↑	26.1	28.1	33.7	33.3	-0.4	→
		73.3	66.7	68.8	64.3	-5	↓	36.6	34.9	36.7	37.7	1.1	↑
		72.3	80.3	78.8	72.1	-7	↓	33.0	33.3	35.7	34.0	-1.8	↓
		69.7	67.9	82.9	74.4	-9	↓	33.4	35.1	37.4	38.2	0.8	↓
		75.1	83.3	88.9	78.7	-10	↓	35.0	40.2	44.9	42.4	-2.5	↓
		36.7	60.0	53.3	60.0	7	↑	27.1	30.6	29.9	31.2	1.3	↑
		57.7	77.3	80.0	78.6	-1	↓	31.4	36.7	36.4	37.4	1.0	→
		40.0	48.6	40.0	51.4	11	↑	26.9	31.1	30.1	30.1	0.0	→
		85.7	79.5	82.1	82.2	0	→	35.1	37.1	39.6	38.5	-1.1	↓
		65.7	77.1	77.1	61.1	-16	↓	34.9	35.3	35.7	33.6	-2.1	↓
		81.3	81.3	80.0	80.0	0	→	33.8	35.4	35.5	36.5	1.0	↑
		57.6	68.3	79.7	85.0	5	↑	31.3	32.1	36.2	37.3	1.1	↑
		46.0	62.2	61.2	60.0	-1	↓	30.1	34.0	31.0	30.8	-0.2	→
		61.5	83.3	80.0	62.5	-18	↓	38.5	36.2	36.5	36.1	-0.3	→
		70.0	73.3	80.0	80.0	0	→	33.8	35.2	35.5	35.8	0.3	→
CLUSTE 1		60.4	68.0	71.0	71.0	0.0	→	31.9	33.6	35.3	35.3	0.0	→

- 2017 Data obtained from NCER
- * 2016 & national data - SFR / NCER NEXUS

Averaged GLD performance for the cluster is shown.

A trend arrow indicates where a schools performance in this subject has improved or worsened.

Early Years Foundation Stage Profile (GLD and Average Points Score)



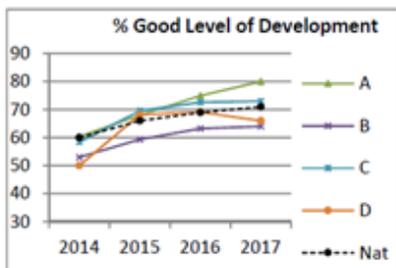
Tables compare Clusters' data for outcomes at end of each Key Stage and for Phonics.

Four year data shown to see improvement / regression

Primary Headline Data

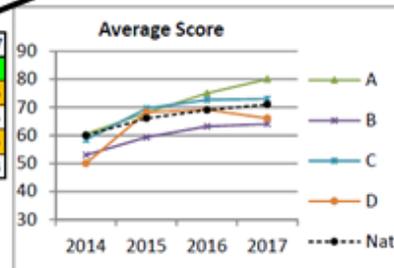
EYFS Good Level of Development

Cluster	2014	2015	2016	2017
A	60.4	68	75	80
B	53	59.3	63.2	64
C	58.4	69.6	72.6	73
D	50	68.2	69.1	66
Nat	60	66	69	71



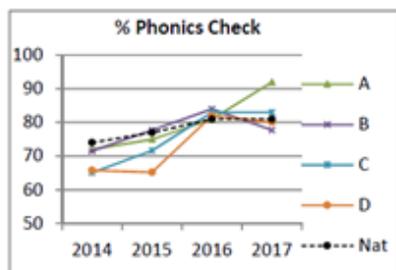
EYFS Average Points Score

Cluster	2014	2015	2016	2017
A	31.9	33.6	35.4	37
B	31	32.3	33.6	33.6
C	32.1	35	35.7	36.5
D	31.3	33.1	33.8	33.5
Nat	33.8	34.3	34.5	34.4



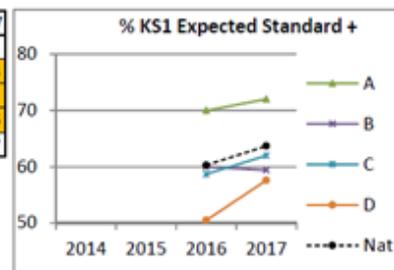
Phonics Check

Cluster	2014	2015	2016	2017
A	72	75	81	92
B	71.5	77.7	84	77.7
C	65.1	71.6	83	83
D	65.8	65.2	82	80
Nat	74	77	81	81



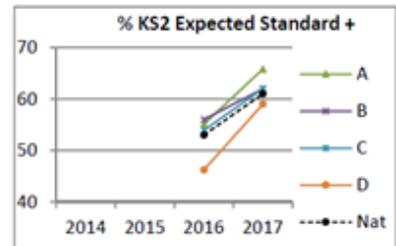
KS1 RWM EXS+

Cluster	2014	2015	2016	2017
A			70	72
B			60	59.4
C			58.7	62
D			50.5	57.6
Nat			60.3	63.7



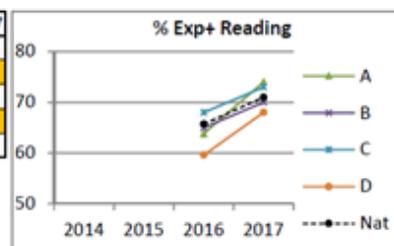
KS2 RWM EXS+

Cluster	2014	2015	2016	2017
A			55.1	65.8
B			56	62
C			53.9	62
D			46.2	59
Nat			53	61



Reading

Cluster	2014	2015	2016	2017
A			63.8	74
B			65	70
C			68	73
D			59.6	68
Nat			65.7	71



Tables colour-coded to show proximity to National

'Spark Lines' illustrate trend over time for each Cluster.

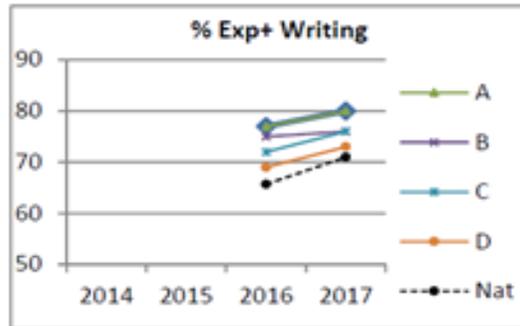
Primary Cluster Headlines Comparison Over Time



Two years' data shown due to change of assessment in 2016

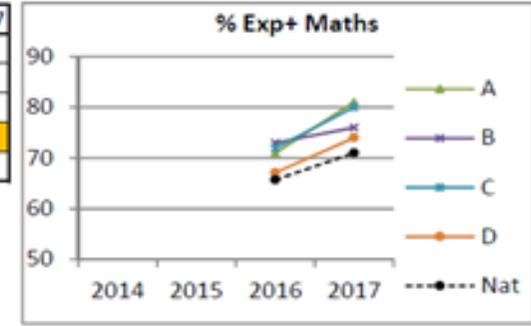
Writing

Cluster	2014	2015	2016	2017
A			77	80
B			75	76
C			72	76
D			69	73
Nat			74	76



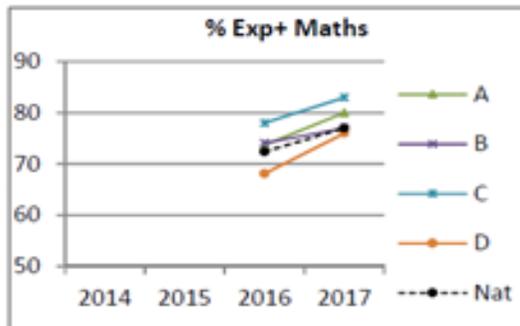
Maths

Cluster	2014	2015	2016	2017
A			71	81
B			73	76
C			72	80
D			67.1	74
Nat			69.7	75



GPS

Cluster	2014	2015	2016	2017
A			73.7	80
B			74.1	77
C			78	83
D			68.1	76
Nat			72.4	77



Primary Cluster Headlines Comparison Over Time



The Portal

SELF EVALUATION – Website Audit, Non-Negotiables, School Improvement Checklist

OFSTED – News, Current Handbook, Updates, Commonalities powerpoint

HR – Hyperlinked contacts, blank proformas, guidance notes, recruitment guidance

DFE – News, updates, contacts

NQTs – Training, dates, hyperlinked contacts, forms

BUILDINGS – hyperlinked contact details, blank proformas

SEND – hyperlinked contacts, code of practice, CYPiC details, Additional Needs,

SEPs – SLA, Pen Portraits, Agendas

ASSESSMENT – booklets, dashboards, statistical first release, moderation advice, moderation training, ARAs, whatever replaces Raise

TEACHING SCHOOLS – contacts and links to websites

CLUSTERS – contacts Leads and SLTs, dates, data

NCTL – links and contacts

BPLC / BSLC – links and contacts

LA SERVICES – SLAs and contacts for; Cleaning/Caretaking, Security, Admissions, Asset Management, Catering,

GOVERNOR SERVICES – contacts, dates, key information, news, updates

HEALTH & SAFETY – policies, risk assessments, updates

Roles and Responsibilities



This section covers:

- [The role of the strategic board](#)
- [The role of Bury Education CPD](#)
- [The role of the improvement boards](#)
- [The role of the clusters](#)
- [The role of the cluster lead's](#)
- The Role of Governors





The Role of the Bury Strategic Education Board (BSEB)



Strategic Vision 0-25 years



Agreed Aims:

- To strategically steer the direction of Education 0-25 years in Bury;
- To create a vision for all education in Bury;
- To ensure our vision, for “all Bury children to be the best that they can be” is achieved;
- To have up to 3 annual strategic priorities to focus work;
- To ensure the voice of the whole system is represented;
- To be open and transparent, ensuring two-way communication with represented groups at all times.

Membership = one vote for each member

Membership is organised to represent the whole education system 0-25 including all elements of different governance models, to ensure clear lines of communication. Each member is expected to discuss the role of the board, its planned priorities and any proposed actions with the group they are representing.

All members agree that the role of the Board is significant and will do their very best to attend all meetings and undertake agreed functions and actions. Where a representative cannot attend a meeting, another representative, approved by the LA and the represented group, may deputise on an interim basis.

All members undertake open and honest dialogue and act with transparency. All members act with integrity and rigour, respecting confidentiality and ensure that the Board and the LA are not brought into disrepute.

Any formal reporting takes into account the requirements of the Freedom of Information Act.

The BSEB in partnership with the Local Authority will:

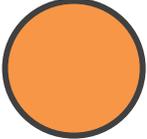
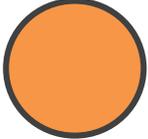
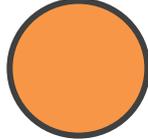
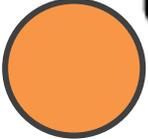
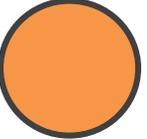
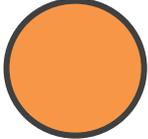
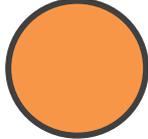
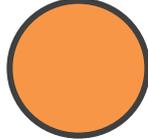
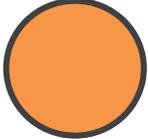
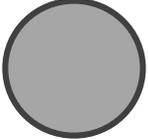
- a) Develop, through partnership, a vision for education in Bury that all stakeholders can buy into;
- b) Focus on local and national changes to ensure we are in line with the ever-changing education landscape; and ideally ensure we are always ahead of the curve;
- c) Recognise and begin to solve problems that affect the whole system of education in Bury.
- d) Oversee the impact made by the Education Improvement Boards, monitoring the Schools Causing Concern agenda;
- e) Engage all stakeholder groups in the board's strategic priorities and direction.
- f) Ensure LA funding is used effectively by:
 - i) Approving the method for allocating the LA funding based on the suggestions offered by the clusters;
 - ii) Prioritising allocation of funds towards Schools Causing Concern;

- iii) Reviewing reports from clusters;
- iv) Approving the use of the funds allocated by the LA and held by the Board.

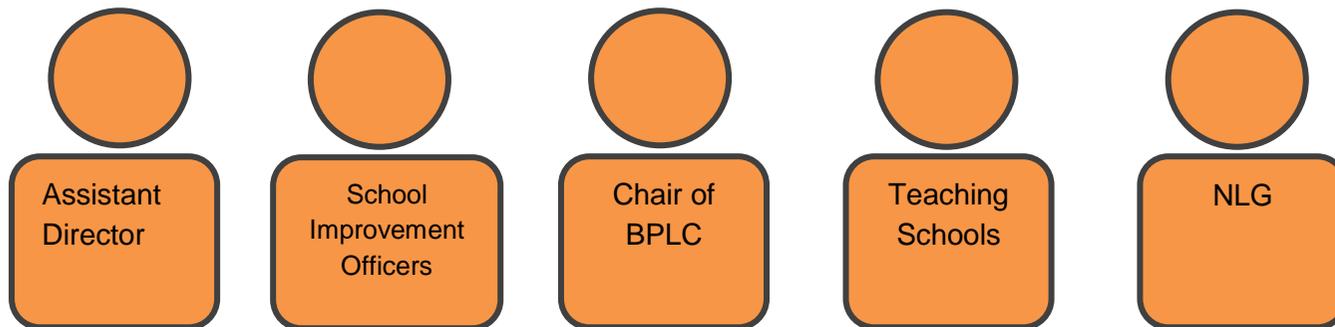




Bury Strategic Education Board (BSEB) Membership (to be reviewed annually):

 Paul Cooke 	 Kath Perry (BAPH)	 Brian Duffy (BASH)	 David Frost	 Geraldine Woodwood	 Brian Duffy	 Sue Reynolds
Chair – Assistant Director of Education and Learning	Bury Association of Primary Headteachers	Bury Association of Secondary Headteachers	Post 16 Representative	Bury Primary Learning Collaborative	Bury Secondary Learning Collaborative	Early Years
 Elaine Parkinson	 Helen Chadwick	 Richard Ainsworth	 TBC – Attending in September	 Each Trust represented in turn	 TBC	 Currently Vacant
Teaching Schools	Special and Alternative Provision Cluster	Bury Governors' Association	Dioceses	Multi-Academy Trusts	Children and Young People in Care	Parents and Young People

Bury Education CPD Membership:





The Role of the Education Improvement Boards

Primary Improvement Board (PIB)
Secondary Improvement Board (SIB)

Agreed Aims:

- To support education improvements in the Primary and Secondary Sectors.
- To support the Schools Causing Concern agenda through a system-led peer model;
- To share good practice;
- To work closely with the Bury Strategic Education Board (BSEB) to inform and deliver the strategic vision for education in Bury;
- To inform the CPD Group of support/development needs;
- To be open and transparent and ensure effective communication with the clusters and BSEB.



Membership = one vote for each Cluster and one vote for the LA
Membership is organised to represent all schools via their designated cluster.

Each member is expected to discuss the role of the board, its planned priorities and any proposed actions with the Cluster they are representing.

Chaired by the Assistant Director for Learning and Culture and made up of the leads of the clusters (in the case of the Primary Board, due to the larger numbers, it has been agreed that more than one lead may attend) supported by the LA School Improvement Officers.

The lead(s) of each cluster will have been selected by their cluster using approved eligibility criteria for selection. This process is reviewed and agreed annually.

All leads of clusters agree that the role of the Board is significant and will do their very best to attend all meetings and undertake all agreed functions and actions. Where a Cluster Lead cannot attend a meeting, another Headteacher, approved by the LA and the Cluster, may deputise on an interim basis.

All members undertake open and honest dialogue and act with transparency

All members act with integrity and rigour, respecting confidentiality and ensure that the Board and the LA are not brought into disrepute.

Any formal reporting takes into account the requirements of the Freedom of Information Act.

System leaders are adaptable and pragmatic... System leaders are reflective and self-aware... They are advocates and role models and are recognisably educational leaders – leaders of their profession – as well as of their own institution. - *What does a system leader do? A discussion tool by Perrie Ballantyne, David Jackson and Julie Temperley with Ann Lieberman*



The role of the Education Improvement Boards (Primary and Secondary)
The Education Improvement Board in partnership with the LA will:



1. Provide support, challenge and evaluation in relation to Education Improvement by:

- a) Designing and reviewing, annually, the methods and timescales by which vulnerable schools (including schools causing concern) are identified and evaluated by determining and agreeing a local categorisation criteria to be approved by the BSEB each year;
- b) Evaluating the outcomes of all schools using analysis provided by the LA, in a timely manner, in order to undertake identifying schools which are vulnerable or at risk of being vulnerable;
- c) Ensuring appropriate support is made available to those schools identified as being in need/vulnerable;
- d) Reviewing and reporting on the collective progress of the agreed targets for improvement in vulnerable schools;
- e) Evaluating and disseminating good practice across all clusters;
- f) Supporting the development of the Bury education strategy by providing cluster information, to facilitate reporting to DfE, Elected Members and Governors on the progress of schools and the Bury Strategic Education Board (BSEB) on a termly basis.

2. Oversee the effectiveness of all clusters by:

- a) Approving the accuracy of the list of schools identified as in need of support according to the agreed categorisation criteria.
- b) Ensuring vulnerable schools are in receipt of appropriate levels of quality support and are making good progress through evaluation of impact of support, including the use of LA funding
- c) Utilising national, LA data, non-statutory school performance predictions, progress reports from each Cluster and, where appropriate, external reports (e.g. Ofsted) to demonstrate that schools deemed vulnerable, or at risk of being vulnerable, have made quantifiable improvements and are no longer at risk;
- d) Identifying the positive and, where appropriate, the negative impact of actions agreed by the clusters in supporting vulnerable schools.

3. Ensure each cluster has established and maintains an approved constitution (terms of reference, remit, code of conduct) by:

- a) Reviewing and approving the constitutions annually;
- b) Ensuring there is parity of expectation and operation within each cluster whilst accepting variations that meet local needs.

4. Provide peer mentoring, challenge and evaluation for leads in each of the clusters by:

- a) Providing advice and guidance to support each lead to provide effective leadership of the cluster;
- b) Using exemplars of effective leadership practice to strengthen the leadership capacity of the Board.

5. Ensure LA funding is used effectively by:

- a) Approving the method for allocating the LA funding based on the suggestions offered by the clusters;
- b) Prioritising allocation of funds towards Schools Causing Concern;
- c) Reviewing reports from clusters;
- d) Approving the use of the funds allocated by the LA and held by the Bury Strategic Education Board.



6. Disseminate the profile of success of each Cluster to support the development of good practice across the Borough by:

- a) Identifying and reporting on an annual basis, to all schools and relevant bodies, the actions and interventions, including examples of CPD, that were most effective in raising standards in both vulnerable schools and in those where practice is good or better.

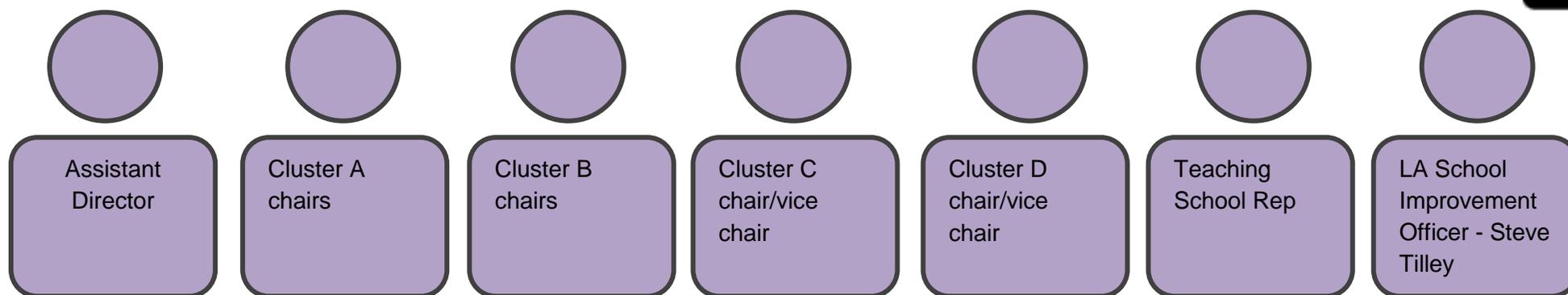
Indicators to support the Education Improvement Boards in evaluating their effectiveness

1. All schools deemed vulnerable by the categorisation process can evidence tangible improvements against targets for example are no longer in danger of falling below floor standards.
2. All schools judged by Ofsted to Requires Improvement, have serious Weaknesses or require Special Measures are in receipt of appropriate interventions.
3. All schools deemed vulnerable and in receipt of support can evidence the impact of cluster support and intervention, where appropriate.
4. All leads of clusters can evidence effective leadership and management through improving standards and the sharing of good practice across the clusters.
5. All members of the Board agree that they have been in receipt of high quality, and timely, information and support from the LA in order to fulfil the terms of the formal agreements.
6. The Board is in a position to be able to identify and 'where possible' procure cross-borough CPD as identified from cluster feedback and performance analysis.
7. The Board provides value for money in that the number of schools found vulnerable and at risk of underperforming is reducing.



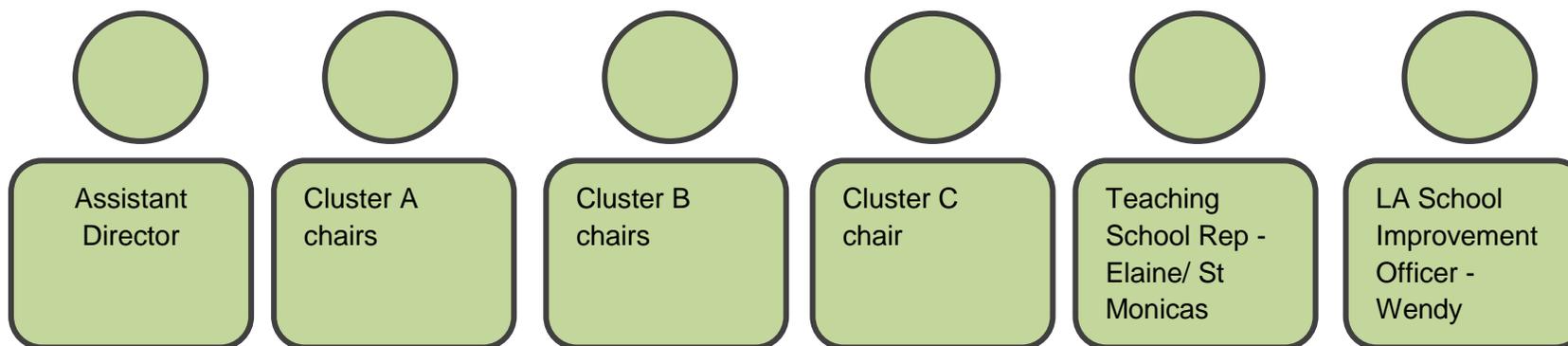
Primary Education Board

Membership:



Secondary Education Board

Membership:



The role of the Education Clusters Primary and Secondary



Agreed Aims:

- To support education improvements in the Primary, Secondary and Post-16 sectors;
- To support the Schools Causing Concern agenda through a system-led peer model;
- To identify cluster-wide needs and innovation;
- To understand the strengths and weaknesses within each cluster;
- To share good practice;
- To work closely with the Bury Strategic Education Board (BSEB) to inform and uphold the strategic vision for education in Bury;
- To work closely with the Education Improvement Boards to ensure all skills are utilised in providing support for vulnerable schools;
- To inform the CPD Group of support/development needs;
- To be open and transparent, ensuring effective communication within the clusters and with the Education Improvement Boards and BSEB.



Membership = one vote for each school in the cluster

The clusters in partnership with the LA will:

- 1. Support the self-improvement of the whole cluster so that all children achieve their best educational outcomes by:**
 - a) Establishing, maintaining and reviewing a constitution (remit, terms of reference and code of conduct);
 - b) Promoting the work of the cluster to all schools and governing bodies, encouraging attendance and participation;
 - c) Ensuring concise and efficient reporting to the cluster, the Education Improvement Board and governing bodies on progress made by individual schools and by the schools in the cluster;
 - d) **Agreeing to the sharing of non-statutory school performance predictions in order to identify schools at risk of becoming vulnerable;**
 - e) Collectively evaluating and reporting on the strengths and weaknesses of all schools within the cluster, based on the data and information provided by the Education Improvement Boards, with confidence, rigour and sensitivity so that schools in need are identified, prioritised, their areas for development verified and they obtain the additional support necessary for them to make improvements
 - f) Identifying clear examples of good practice across the cluster (provided by schools within/outside the cluster, Teaching Schools, regionally, sub-regionally, nationally or indeed commercial companies, if appropriate) and enabling the dissemination of good practice to all schools in the borough;
 - g) Providing feedback on the quality of the support from the Board and on the effectiveness of the Bury Education System Leadership Strategy.



- 2. Work together to pool cluster resources and share expertise in order to improve the practice of all schools within the cluster by:**
 - a) Using the cluster allocated resources to improve the practice of all schools through a shared project;
 - b) Ensuring allocated Schools Causing Concern funds are processed according to need in agreement with all schools in the cluster as directed by the Education Improvement Boards.

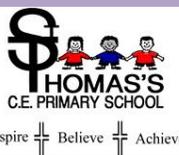
- 3. Work collaboratively to prevent schools in the cluster from falling below floor standards or being graded as inadequate by Ofsted by:**
 - a) Working collectively to apply the categorisation process effectively so that vulnerable schools or those in danger of becoming vulnerable are identified and supported;
 - b) Producing a position statement and action plan for each School Causing Concern that provides support of sufficient quality to address the areas for improvement and building in sustainability;
 - c) Determining the ability to respond to supporting schools in need based on capacity within the cluster or, if necessary, utilising the funding available to procure the support from other sources;
 - d) Ensuring support for vulnerable schools is implemented effectively;
 - e) Monitoring the impact of the support for each School Causing Concern on a termly basis and reporting back to the Education Improvement Board.

- 4. Focus primarily on improving standards of teaching and learning and leadership and management by:**
 - a) Identifying and sharing good practice from individual schools and clusters across the borough;
 - b) Arranging and evaluating CPD to raise standards of teaching and learning, leadership and management, and feed back to the Education Improvement Board on the quality in order to inform all schools.

Primary School Clusters

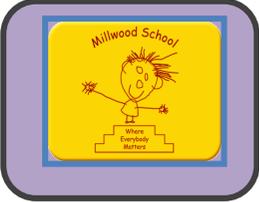
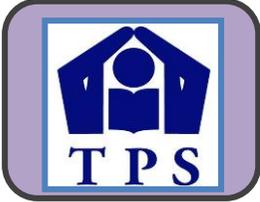
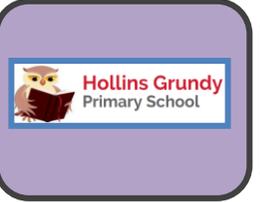
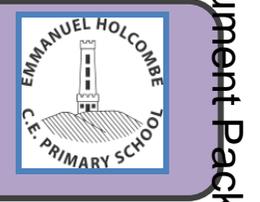
Cluster A = 17 schools, Peter Hudson/ Tracey Bevan

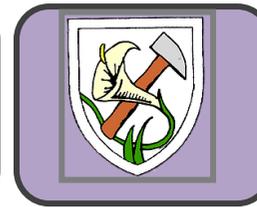
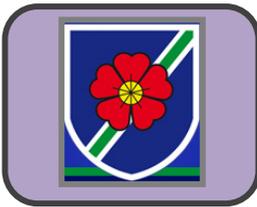
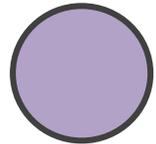
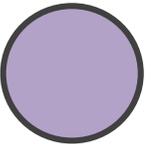
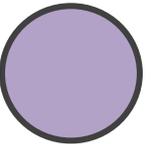
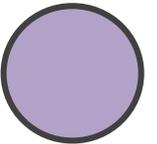
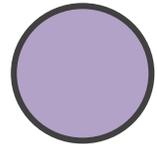
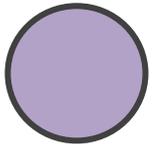
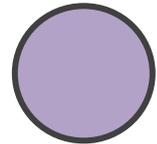
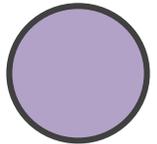


							
Our Lady of Lourdes Primary	Sedgley Park Primary School	Guardian Angels RC Primary	Higher Lane NLE School	St Mary's, Hawkshaw	Holly Mount Primary School	St Thomas's NLE Primary School	Sunny Bank Primary School
							
							
East Ward Primary School	St Margaret's Primary School	Gorsefield Primary School	Chesham Primary School	St. Andrew's, Ramsbottom	St Mary's, Radcliffe	Holcombe Brook Primary School	Holy Trinity Primary School

Cluster B = 19 schools - Chris Ashley / Steve Ollis



							
Hoyle Nursery School	Millwood School	St Mary's, Prestwich School	Tottington Primary School	Hollins Grundy School	St. John with St. Mark CE School	Wesley Methodist	Emmanuel Holcombe
							
Radcliffe Hall CE/ Methodist Primary		The Ark Primary		Chapel Field Primary			
							
Mersey Drive Primary School	St. Peter's CE Primary School	Peel Brow Primary School	Unsworth Primary School	Christ Church Ainsworth	Fairfield Primary School	Yesoiday Hatorah	Park View School



Old Hall Primary School

Elton Primary School

Greenmount Primary School

Our Lady of Grace School

Lowercroft Primary School

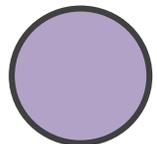
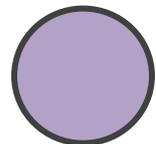
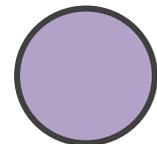
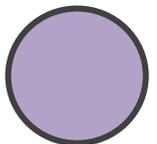
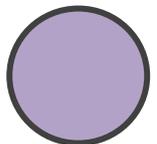
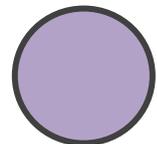
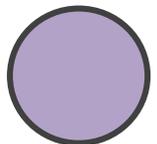
St. Bernadette's RC School

St. Joseph's RC School

Hazlehurst Primary School



Springside Primary School



Christ Church, Walshaw NLE

Radcliffe Primary School

Greenhill Primary School

St Michael's Primary School

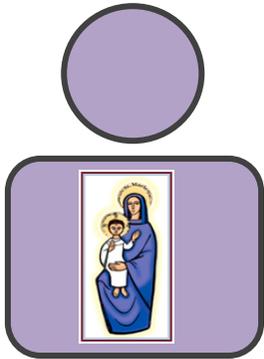
St Stephen's Primary School

St Luke's CE Primary School

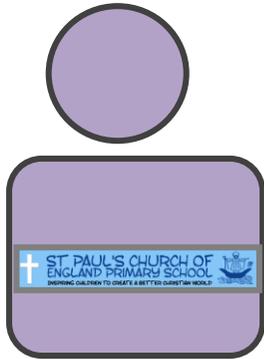
St. John's CE Primary School

Chantlers Pre-School

Cluster D = 13 schools - Liz Connolly/ Paul Lord



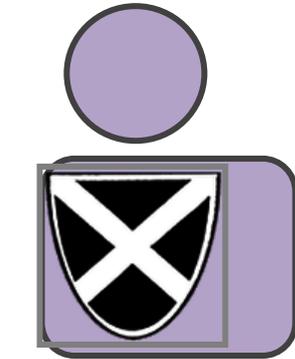
St Marie's Primary School



St. Paul's Primary School



Cams Lane Primary School



St Andrew's CE, Radcliffe



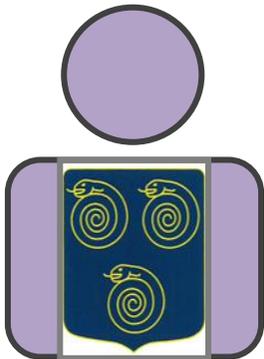
Butterstile Primary School



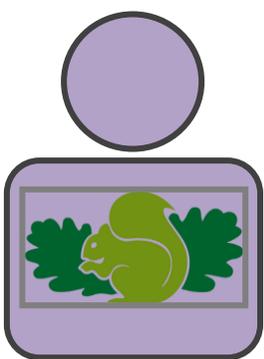
Heaton Park Primary School



St. Joseph & St. Bede RC Primary



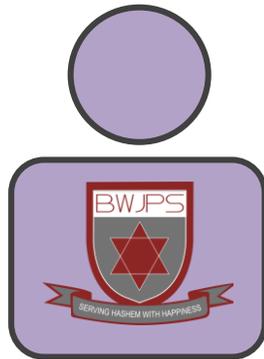
St. Hilda's CE Primary School



Woodbank Primary School



All Saints C.E Primary School



Bury and Whitefield Jewish



Ribble Drive Primary School

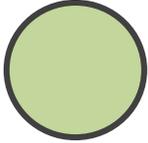


Whitefield Primary School

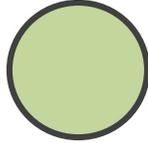
Secondary School Clusters



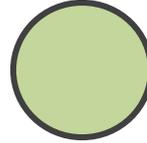
Cluster A = 5 schools – Jonathan Duffy



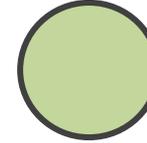
St Gabriel's High School



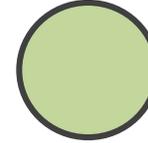
Elms Bank High School



Elton High School

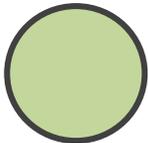


Prestwich Arts College

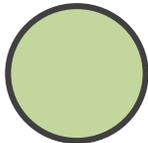


Bury Church High School

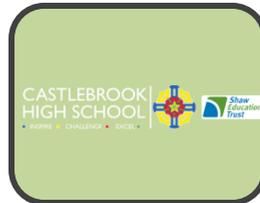
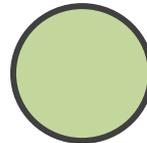
Cluster B = 5 schools - Chris Bell



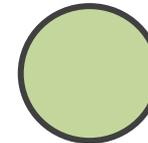
Parrenthorn High School



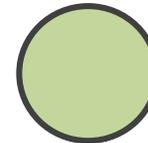
Tottington High School



Castlebrook High School

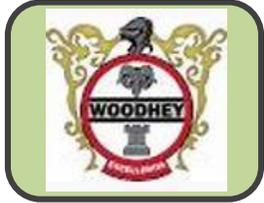
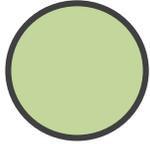


Spring Lane School

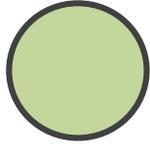


Derby High School

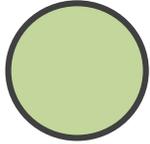
Cluster C = 5 schools – Brian Roadnight



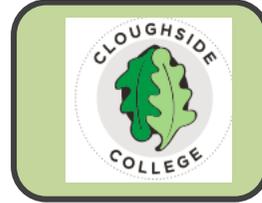
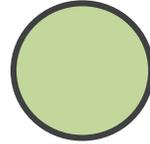
Woodhey High School



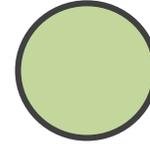
St Monica's RC HS



Broad Oak HS



Cloughside



Mesivta



Philips HS





Role of the Cluster Leads

There will be an agreed payment to the school where the cluster lead(s) is/are employed to make some compensation for administration of cluster meetings, attending Education Improvement Board meetings, initial meetings with schools, preparation of Education Improvement Board, action plans, position statements, commissioning support, evaluation of the progress and outcomes and reporting to the board and LA. The amount to be determined by the Bury Strategic Education Board (BSEB) annually.

Agreed Principles



1. All leads must meet the agreed eligibility criteria (See eligibility criteria);
2. The school where the lead(s) is/are employed should be able to demonstrate the capacity to accommodate the freeing up of a senior leader, such that taking on the responsibility would not cause the school to be weakened or vulnerable;
3. Permission should be sought from the school's Governing Body for the person undertaking the role;
4. The lead(s) can commission out any part of the role from within the cluster, within the school, or externally, except for being on the Education Improvement Board, as long as the cluster grants permission. This could include diagnoses of barriers to improvement in a vulnerable school, provision of support to vulnerable schools, evaluation of impact of progress made in vulnerable schools and the verification of good practice in schools;
5. The lead(s) would remain responsible for ensuring that the provision of support, monitoring of progress and evaluation of impact in vulnerable schools were being undertaken effectively;
6. There must be a clear declaration of any personal or pecuniary interest by all leads.
7. Leads should be in post for a minimum of two years in the first instance

The Cluster Lead will:

- Be an effective member of the Improvement Board and represent all views of their cluster by:
1. Calling and leading cluster meetings, producing and disseminating accurate minutes to be shared with the LA;
 2. Being accountable for the deployment and effective use of the budget allocation and resources;
 3. Monitoring and reporting on the performance/effectiveness of the cluster;
 4. Ensuring vulnerable schools are identified, appropriately supported and progress monitored;
 5. Ensuring effective communication with schools in the cluster and the Improvement Board;
 6. Ensuring confidentiality.

Draft Eligibility Criteria for Primary Cluster Chair/s

A minimum of 3 years experience as a headteacher

1. Ofsted good or outstanding for Overall Effectiveness (while in post as Headteacher in either current or previous school)
2. LA Category 3 –self improving school (maintained schools only)
3. Pupil progress for KS2 reading and mathematics scores are above the coasting progress measure 2016 and above national averages in 2015(except Special Schools)
- 5a. Evidence of successful collaborative working with other schools

or



5b.Evidence of successful school improvement work beyond own school

Note: In order to build capacity, Headteachers who are National Leaders of Education and / or members of the Strategic Education Board should not be eligible as Cluster Leads.

Draft Eligibility Criteria for Primary Cluster Vice Chair/s

Each cluster may wish to appoint two, or three, Vice Chairs based on criteria 3 and 4 above.

Note: Taking on the role of Vice Chair does not automatically mean that the person would step up to Chair when the role became vacant.

Draft Eligibility Criteria for Secondary Cluster Chair/s

1. A minimum of **2** years experience as a headteacher
2. Ofsted good or outstanding for Overall Effectiveness (while in post as Headteacher in either current or previous school)
3. LA Category 3 –self improving school (maintained schools only)
4. Pupil progress above coasting measure for 2016 and value added not significantly negative in 2015
- 5a.Evidence of successful collaborative working with other schools
or
- 5b.Evidence of successful school improvement work beyond own school

Note: In order to build capacity, Headteachers who are National Leaders of Education and / or members of the Strategic Education Board should not be eligible as Cluster Leads.

Draft Eligibility Criteria for Secondary Cluster Vice Chair/s

Each cluster may wish to appoint one or more Vice Chairs based on criteria 3 and 4 above.

Note: Taking on the role of Vice Chair does not automatically mean that the person would step up to Chair when the role became vacant.

- The role of Governors - Roles and Responsibilities of Governors to be outlined here.

- Bury Governors Association and Governance Development

Overview

The Bury Governor Association (BGA) is a forum for governors to get together to keep up to date with national and local issues through invited speakers. Bury Governance Development (BGD), which operates as a committee of the BGA, oversees the identification, collation, analysis and commissioning of training and development to meet the needs of governors.

What the Service Provides

BGA

- Termly meetings with guest speakers to discuss current topics
- Affiliation to the National Governance Association (NGA)
- Networking opportunities to discuss issues and share good practice
- Representation within the local election system ensuring governor voices are heard

BGD

- Organisation of development and training for school governors
- Organisation/brokering and commissioning of external training development and training
- Organisation of an annual conference in Bury
- Recording and reporting governor attendance at BGD training events
- Access to the NGA Learning Link on-line training service

Benefits to Your School

- Gives governors opportunities to widen their awareness of the national and local education landscape
- Develop governance capability through access to CPD, training and networking
- Evidence of collaboration with other schools to develop governance

Costs

Membership of BGA is £90 for each school for the year

Membership of BGD is £660 for primary schools and £960 for secondary schools

Joint membership of the BGA and BGD is £700 for primary schools and £1000 for secondary schools

Monitoring the Impact



- [Table of Support](#)
- [School Effectiveness Partner \(SEP\) Support](#)



Table of Support



Process for Evaluating of the Impact of the Bury Education Improvement Strategy in targeted support schools



Primary
Cluster Support
 Access to School Effectiveness Partner (5 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.

Secondary
Cluster Support
 Access to School Effectiveness Partner (5 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.



Primary
Cluster Support
 Access to School Effectiveness Partner (up to 10 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.
 LA Monitoring Team activity.

Secondary
Cluster Support
 Access to School Effectiveness Partner (up to 10 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.
 LA Monitoring Team activity.



Primary
Cluster Support
 Access to School Effectiveness Partner (up to 20 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.
 LA Monitoring Team activity.
 Termly review meeting with all partners.

Secondary
Cluster Support
 Access to School Effectiveness Partner (up to 20 days)
 Brokerage / signposting as required through Teaching School Alliances, BPLC and the wider marketplace.
 LA Monitoring Team activity.
 Termly review meeting with all partners.



School Effectiveness Partner (SEP) Support

Category 3
Self-Improving



- Schools pay for SEP days on a pay-as-you-go basis.
- Choice of following SEP Agenda or choosing own self-evaluation validation activities.
- Choice of buying in SEP to undertake other school improvement activities.
- SEP reports written in negotiated format.
- Option to have SEP act as 'External Advisor' for HT Performance Management.

Category 2A & 2B
Intervention



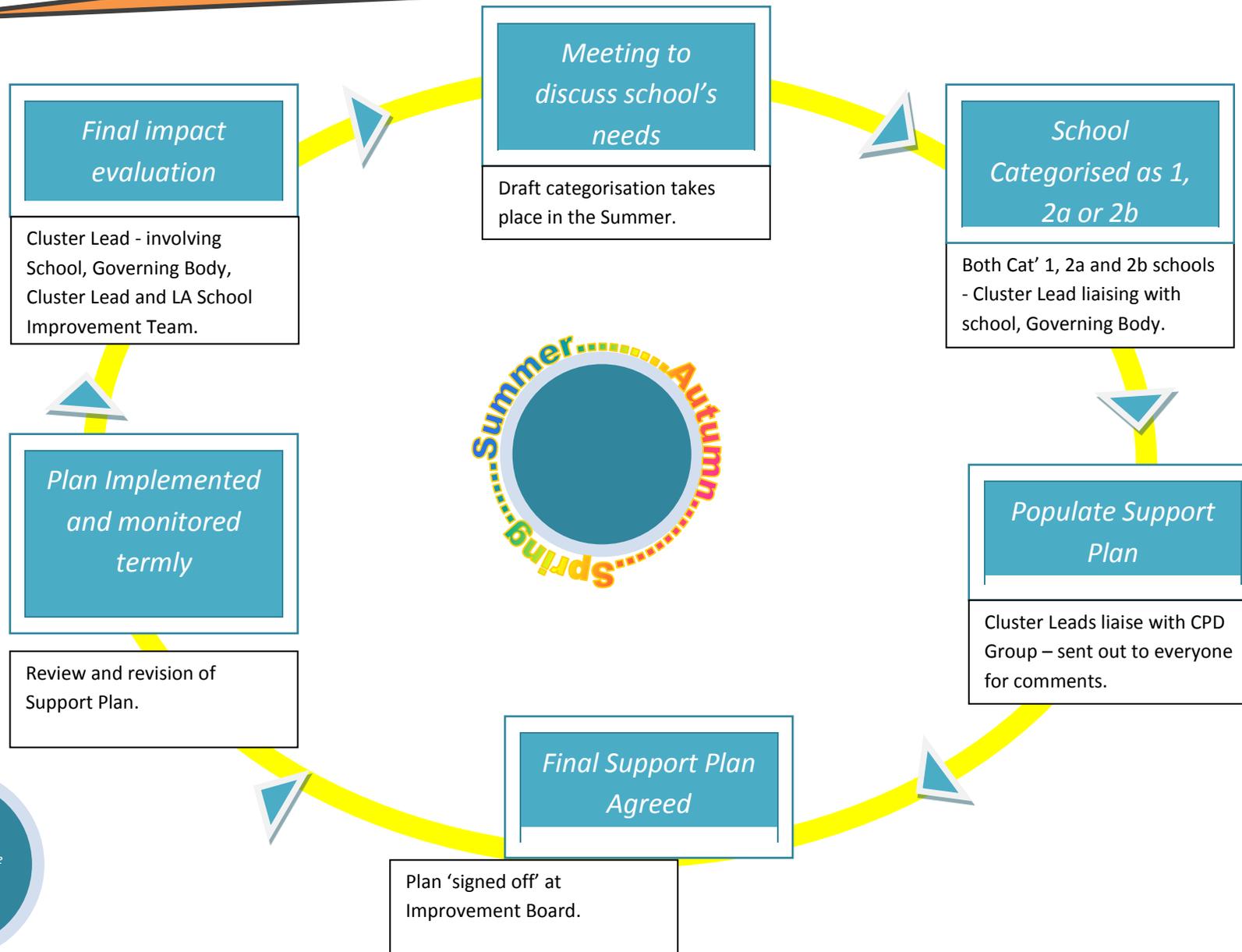
- Schools given between 5 and 10 SEP days.
- Meetings follow SEP Agenda validating school's self-evaluation in the 6 Ofsted areas, including an evaluative summary critiquing the school's work.
- Support for HT and Leaders through Learning Walks, Data Analysis, Book Scrutinies etc.
- SEP can act as 'External Advisor' for HT Performance Management.
- Attendance at Team Around the School Meetings (if applicable).

Category 1
Intensive



- Schools given up to 20 SEP days.
- Meetings follow SEP Agenda validating and supporting school's self-evaluation in the 6 Ofsted areas, including an evaluative summary critiquing the school's work.
- Support for HT and Leaders through Learning Walks, Data Analysis, Book Scrutinies etc.
- SEP can act as 'External Advisor' for HT Performance Management.
- Attendance at Team Around the School Meetings.
- Additional support activities agreed with LA.

Process for Supporting Category 1, 2a and 2b Schools



If the supported school does not accept support the Cluster Lead can 'pass them back' to the LA.

The LA may issue a 'Note of Concern' or 'Statutory Warning Notice' - this will be discussed with the Cluster Lead.

Relevant Documents



- [Cluster Lead Contact Details](#)
- [Secondary Cluster Lead Contact Details](#)
- [Guidance to System-Led Model Cluster Leads on School-to-School Support](#)
- [School-Led System Support Plan](#)
- [Guidance to Governing Bodies / Boards on Additional Payments for Staff](#)
- [School-to-School Support Log](#)
- [Facilitating the Sharing of Good Practice](#)





School Categorisation Process

Principle

Criteria have been based on factual information (data, key government measures, Ofsted judgements) to avoid any subjectivity. Criteria have been shaped by the DfE Schools Causing Concern document which outlines the LA's role.

School performance is reviewed (at least) three times a year; in the early Autumn, Spring and Summer terms.

Autumn



- School performance is reviewed using the Bury School Assessment Booklet. Schools showing performance (progress and attainment) significantly below national levels are highlighted for further consideration. Schools demonstrating a declining trend over time are also highlighted*. This information is used in conjunction with the school's Ofsted rating, and any warning notices the school may have been subject to, to consider the level of intervention needed by the school
- **We have always looked at more than one year and for trends over time, not just the most recent year but this may have implications for early intervention.*

Spring



- School performance is reviewed using ASP and IDSR and looking specifically at the performance of groups (disadvantaged, EAL, gender, SEND) in comparison to national 'All' children. At this point school's whose data may not have indicated inclusion in the plan in the Autumn would be considered.

Summer



- A further review of school performance is undertaken, this time using the validated IDSR, with particular reference to the strengths and weaknesses highlighted on the first page. Any significant weaknesses are explored through the contents of the dashboard booklet, and cross referenced with ASP and the Assessment Booklet.

Additional notes

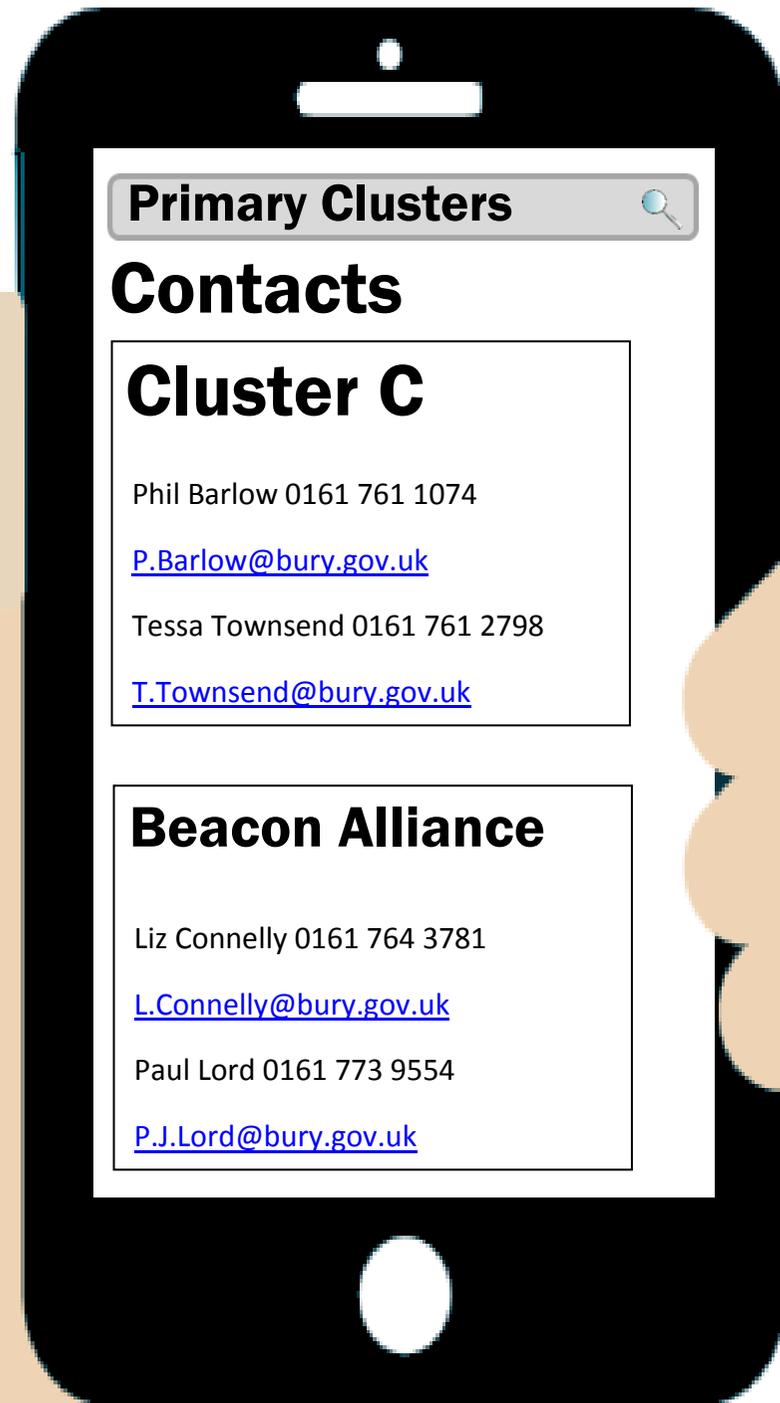
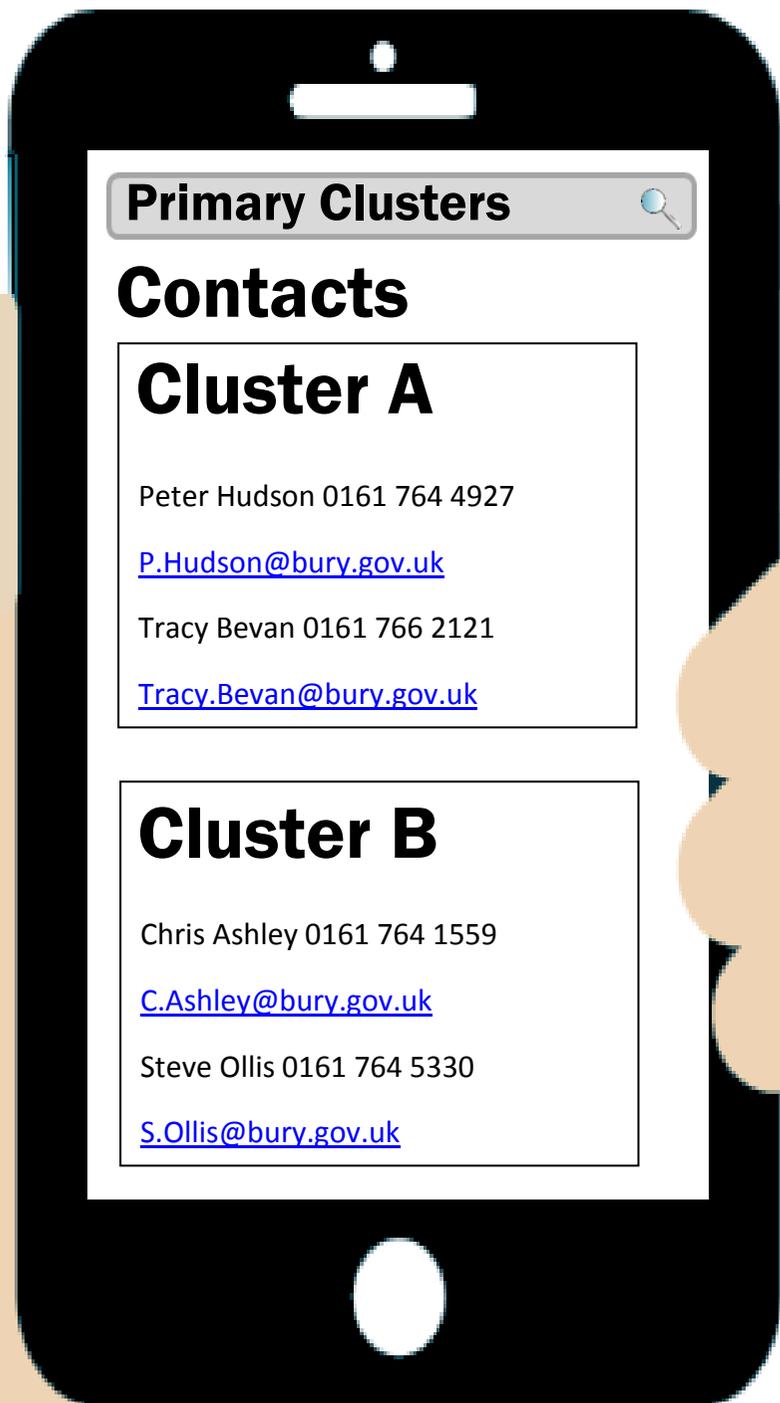
1. We have had to adapt to the new assessment measures for 2016 and the latest criteria haven't been sent out to schools, although we have discussed them at the School Improvement Partnership Board.
2. When we had more categories we used to include schools with new heads but we have addressed this in a different way over the last few years.

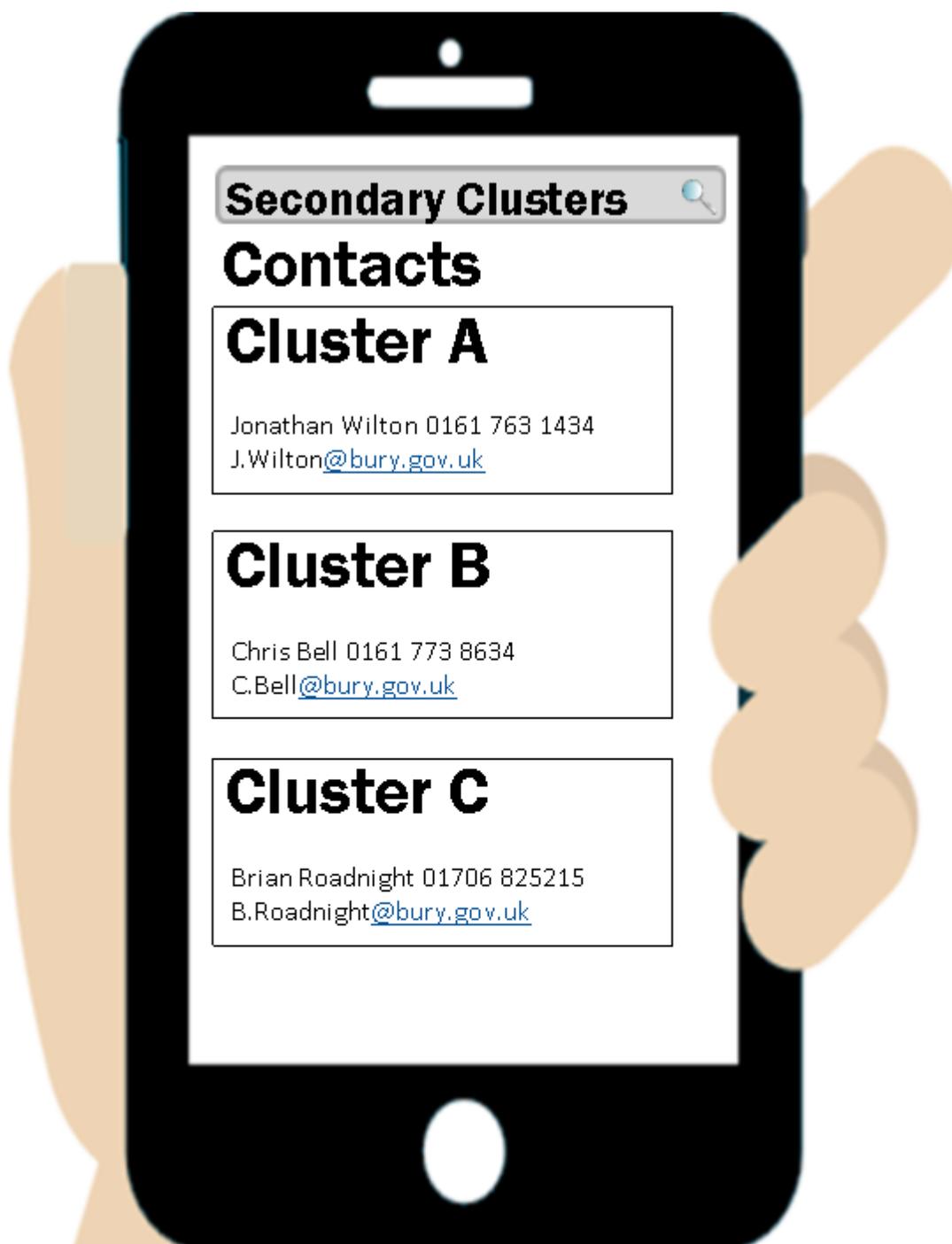
Category		Characteristics	LA Provision (direct/ brokered)
1. Intensive Statutory Intervention (High) (up to 20 days)	1	<ul style="list-style-type: none"> Special Measures Serious Weaknesses Subject to a formal warning notice for standards 	Access to a School Effectiveness Partner LA Monitoring Team Termly review meetings with all partners e.g. school, LA, Diocese Brokerage/ signposting as required through: <ul style="list-style-type: none"> Primary/ Secondary Learning Collaborative Teaching School Alliances The wider Market Place Maximum number of days per year = 20 days*
	2A	<ul style="list-style-type: none"> Schools judged to Require Improvement Below floor in last three years Schools meeting the coasting school criteria in all in 2015, 2016 and 2017 Subject to a note of concern from the LA 	Access to a School Effectiveness Partner LA Monitoring Team activity Brokerage/ signposting as required through: <ul style="list-style-type: none"> Primary/ Secondary Learning Collaborative Teaching School Alliances The wider Market Place Number of days per year = 5 – 10 days*
Schools ‘at risk’ (Medium/ low) (5 – 10 days)	2B	<ul style="list-style-type: none"> Below the attainment floor standard in two of the last three years, including 2017 (primary only) Below one of the progress floor standard indicators in two of the last three years, including 2017 Declining trends in end of Key Stage data (3 years) Pupil premium attainment in-school gaps are wide in 2014 and 2015, and attainment is flagged pink/red in 2016 RAISEonline (primary - reading, writing and mathematics combined), (secondary - Attainment 8/ 5+A-C including English and mathematics) Progress of sizeable vulnerable group/s below National Average in two of the last three years, including 2017 Below the progress criteria for coasting schools in 2016 and 2017 	
3. Prevention Self-improving Schools	3	Note: Some Category 3 primary schools are accessing LA led projects to improve outcomes in phonics and mathematics at Key Stage 1.	School Effectiveness Partner offer of challenge and support through a Traded Service.

Schools can and will move between categories as required. A full review of categories will take place twice a year, however we will respond to needs as they arise between reviews.

* The number of days relates to School Effectiveness Partner days and do not include additional agreed activity e.g. school to school support. For category 1 & 2 schools the number of days allocated will depend on individual school needs.

Subject to discussion / review





Secondary Clusters 

Contacts

Cluster A

Jonathan Wilton 0161 763 1434
J.Wilton@bury.gov.uk

Cluster B

Chris Bell 0161 773 8634
C.Bell@bury.gov.uk

Cluster C

Brian Roadnight 01706 825215
B.Roadnight@bury.gov.uk

Guidance to system-led model cluster leads on school to school support

1. Planning school to school support

Please utilise the agreed planning format:

School-Led System Support Plan
Challenging and supporting the school to improve

Supported School:					Cluster Lead:		
Dates:					Funding Amount and Source:		
School Improvement Plan Priorities	1. 2. 3. 4.				Priorities for Support	1. 2. 3. 4.	
Activity	Support Priority (No.)	Intended Impact	Who is Involved	When	Cost	Monitoring Activity and Who	Progress Towards Intended Impact

Plans should:

- Be needs-led
- Link explicitly to the school improvement plan priorities
- Focus on school to school support e.g. practitioner level, leadership coaching etc.
- Identify the system leaders - initially from within the cluster then across clusters and finally from the Education CPD Board (BPLC, BSLC, Teaching Schools)
- Be costed against the Greater Manchester Learning Partnership recommended system leader rates (rates should be applied against the role undertaken rather than the member of staff having the official badge) – see below

- Have the vast majority of funding identified to release system leaders to support and will be payable to their schools
- Have limited funding assigned to resources and/ or supply cover
- Included monitoring against the intended impact from the outset; this could be through various activities undertaken by one, or more, system leader.

Role (or equivalent)	Daily Rate – February 2017 (£)
Executive Headteacher	550
National Leader of Education (NLE)	500
Local Leader of Education (LLE)	450
Specialist Leader of Education (Leadership Spine)	400
Specialist Leader of Education (SLE)	350
Subject Leader (not SLE)	250
Teachers	200
Support Staff	125 (Bury not GMLP)

2. Recording school to school support

System leaders will need to provide evidence of their work in order to draw down the funding. As a minimum this would be on receipt of the support log:

School to School Support Log

Supported School			Supporting School					
Date	No. hrs total	Support Person	No. hrs in school	Contact Name	Focus of the School to School Support	Agreed Actions and next steps	Date of next visit	Cost

For significant pieces of work the system leader should complete and return a visit report using the visit proforma below:

**School to School Support
Reporting Proforma**

Supported School:	
Supporting School:	
Date/s:	
Total Time Spent:	
Focus for Visit	
Priority from School to School Support Action Plan	
Summary	
Next Steps for the School	
Date of Next Visit:	
Focus for Next Visit:	
Completed by:	
Date:	

3. Monitoring the effectiveness of school to school support

Interim Review 1	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Interim Review 2	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Final Review	
Date:	
Personnel:	
Actual impact:	

Plans should formally be reviewed on a termly basis and progress with implementation of the plan recorded briefly on the support plan.

The plan is a working document. Support needs may change and additional needs may need to be included.

4. Approving support plans, associated funding and monitoring impact

The Strategic Education Board has the role to approve plans and the level of funding requested for maintained schools. Evaluating progress will also be undertaken through the Board.

Guidance to Governing Bodies/Boards:**Additional Payments for staff involved in school to school support work****1. Background**

Increasingly, school staff are involved in providing challenge and support in other schools as part of collaborative school improvement working. We have been asked to provide guidance on how additional work/ responsibility could be recognised in relation to school staff, at all levels, working with other schools.

This guidance from Children’s Services Human Resources indicates a preferred method for recognising teaching staff’s involvement. The decision as to if, and when, it is appropriate to award additional payments is entirely a governing body/ board decision.

For Bury schools, we have adopted the system leader rates recommended by the Greater Manchester Learning Partnership in funding school to school support activity. This is based on a daily rate relating to the role of the member of staff. This funding is paid to the member of staff’s school and it would be from this funding that any additional payments would then be paid by the school.

2. System Leader Rates (payable to the school)

Role (or equivalent)	Daily Rate – February 2017 (£)
Executive Headteacher	550
National Leader of Education (NLE)	500
Local Leader of Education (LLE)	450
Specialist Leader of Education (Leadership Spine)	400
Specialist Leader of Education (SLE)	350
Subject Leader (not SLE)	250
Teachers	200

Note: The member of staff does not need to be officially registered as an NLE, LLE or SLE if the role fulfilled is equivalent.

This daily rate will cover any back-fill and would, if appropriate, for example if the task involves wider preparation and activity to their substantive role, cover any additional payments

3. Additional Payments (advice from Human Resources)

Additional payments should usually only be considered where an individual is fulfilling a system leader role outside their own school commensurate with that role. For example, someone eligible for the leadership additional payment should be undertaking a significant leadership role; this could include conducting an audit, working to develop the capacity of other leaders or monitoring impact. The teacher additional payment would, for example, usually be for a practitioner working to develop the professional practice of others.

We would not usually expect additional payment to be made for attendance at meetings or briefings.

Governors may wish to refer to:

- School teachers' pay and conditions document (Currently 2017)
- National standards of excellence for headteachers (January 2015)

Payments are split into those within the school day and a payment for work undertaken outside usual hours. There are two levels of additional payments:

a) Within the school day

Payments within the school day	Daily rate (£)	28% Estimated on-costs (£)	Total (£)
Teachers on leadership spine	66.80	18.70	85.50
Teachers <u>not</u> on leadership spine	57.68	16.15	73.83

b) Outside usual hours

Governing Bodies/ Boards should consider limiting the number of 'out of hours' payments that can be made. This is to recognise both the extent of the funding received by the school and the work: life balance of members of staff undertaking school to school working.

Payments outside the school day	Hourly rate (£)	28% Estimated on-costs (£)	Total (£)
Teachers on leadership spine	40.38	11.31	51.69
Teachers <u>not</u> on leadership spine	34.03	9.53	43.56

Staff eligible for additional payments should complete a 'Claim for Additional Payments' form which should be signed by the headteacher or, in the case of the headteacher being the claimant, signed by the Chair of the Governing Body/ Board.

Facilitating the sharing of good practice in school improvement

In order to share good practice and areas of expertise within the cluster it would be helpful if each school could complete at least one of these proformas outlining an area of school improvement that could be shared with other schools

School:	Completed by:
<i>Priority: Please include how and why this was identified</i>	
Brief outline of the actions taken:	
<i>Impact: What difference did it make?</i>	
How has/ will improvement be sustained?	
How could you support other schools to learning from your school improvement work? <i>You may wish to reference specific expertise within school.</i>	

School to School Support Log

Supported School					Supporting School			
Date	No. hrs total	Support Person	No. hrs in school	Contact Name	Focus of the School to School Support	Agreed Actions and next steps	Date of next visit	Cost

School-Led System Support Plan

Challenging and supporting the school to improve

Supported School:				Cluster Lead:			
Dates:				Funding Amount and Source:			
School Improvement Plan Priorities	1. 2. 3. 4.			Priorities for Support	1. 2. 3. 4.		
Activity	Support Priority (No.)	Intended Impact	Who is Involved	When	Cost	Monitoring Activity and Who	Progress Towards Intended Impact

Interim Review 1	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Interim Review 2	
Date:	
Personnel:	
Outcomes:	
Points to be addressed:	
Final Review	
Date:	
Personnel:	
Actual impact:	



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