

For general release

Meeting: Children, Families and Schools Sub Committee
Date: Monday, 26 January 2003
Report of: Director, Children, Families and Schools
Subject: The Department for Education and Skills Compact agreement
Wards affected: All

1. Purpose of the Report

- 1.1 The report is to inform members of the proposed Compact agreement with the Department for Education and Skills (DfES).

2. Recommendations

- 2.1 That the Compact agreement be approved.

3. Information/Background

- 3.1 In July 2003 the DfES announced their intention to enter into Compact agreements with LEA. A Compact is a non statutory agreement between Local Authorities and the DfES to work in partnership to achieve better educational outcomes for children and young people in the short and medium term. A Compact is negotiated individually with each LEA and is based on an identification of shared priorities. The rationale for this arrangement is to provide a focus for support, as well as to record and acknowledge the assistance provided by the DfES to each LEA to help them to achieve their targets. The Compact takes full account of existing Plans, particularly the Education Development Plan.

- 3.2 A copy of the proposed Compact is attached in the appendix.

4.0 Consultation

- 4.1 The DfES launched the Compact agreement at a series of conferences in September. Since then discussions have taken place with Vivienne Bartlett our DfES Adviser as to the content of the Brighton and Hove Compact. Consultation has also taken place with headteachers and LEA Officers as to what they want in the Compact.
- 4.2 An early draft of the Compact was presented to CFS Sub Committee in the autumn 2003.
- 4.3 Following consultation two additional priorities have been added to the Compact Point 7 Improve the learning environment for pupils and Point 8 Ensure sufficient resources for schools.

5. Conclusion

- 5.1 The Compact has helped to formalise the support provided by the DfES. It is also a written record of agreed priorities, as well as enabling the progress and support to be readily monitored at the termly meetings with the DfES Adviser.

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Financial implications

There are no additional financial implications as the report confirms existing work that is taking place. All costs of the Compact agreement are met from within the Children, Families and Schools budget.

Finance Officer consulted: Paul Brinkhurst Date: 13th January 2004

Legal implications

It is not a legal requirement to have a Compact agreement with the DfES.

Legal Officer consulted: Natasha Watson

Corporate/Citywide implications None	Risk assessment None.
Sustainability implications None.	Equalities implications None
Implications for the prevention of crime and disorder None.	

Background papers [Part 1 reports only]

1. The Education Development Plan 2002-07
2. The Education Development Action Plan 2003-04

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BRIGHTON AND HOVE CITY COUNCIL

**CHILDREN, FAMILIES AND SCHOOLS COMPACT WITH THE
DEPARTMENT FOR EDUCATION AND SKILLS (DfES)**

Introduction

The Compact agreement is welcomed by Brighton and Hove as being an opportunity to focus action and support on priority areas for school improvement in partnership with the DfES.

We share a vision of an education system in which every child:

- a) is accorded equal worth
- b) enjoys learning
- c) is equipped with the learning and skills they need for life; and
- d) achieve their full potential.

LEA and DfES share responsibility to work together across all the areas set out in the agenda for 2003/04 as set out in the Statement of Intent signed by the Secretary of State for Education and Skills and the Chair of the Local Government Association.

Following discussion with the DfES, LEA officers and headteachers the following key priorities have been identified.

The key priorities for the Compact April 2003 to March 2005 are:

1. Broaden the primary curriculum and continue progress with the early years and the primary strategy
2. Continue to raise standards at Key Stage 3
3. Develop and improve provision for 14-19
4. Provide an inclusive education service and further develop joint working across CFS
5. Establish the Children's Trust
6. Develop workforce reforms including the remodelling agenda in schools
7. Improve the learning environment for pupils
8. Ensure sufficient resources for schools

Priorities in the Education Development Plan 2002-07

1. Raise attainment in early years towards the early learning goals and in primary education especially in literacy and numeracy
2. Raising attainment in Key Stage 3
3. Raising attainment in Key Stage 4
4. Narrowing attainment gaps and tackling underachievement
5. Support for schools causing concern
6. Recruitment and retention

7. Raising attainment through partnership working

Points 1 to 4 above are integral to our Education Development Plan (EDP) and are detailed in our annual Action Plan. Point 4 is part of the actions to achieve Priorities 4 and 7 of the EDP. These actions have not been repeated but are referenced through to the EDP with where relevant a list of key issues.

1. Broaden the primary curriculum and continue progress with the early years and the primary strategy.

Outcomes:

- Reduce the number of schools below the floor target
- Improve attainment in KS1
- Improve early learning attainment
- Meet EDP KS2 targets

LEA Action:

- Continue the progress started on broadening the primary curriculum particularly with regard to creativity, assessment for learning and modern foreign languages.
- Meet the actions under Priority 1 of the EDP which is focused on raising attainment in Early Years towards the early learning goals and in primary education especially in literacy and numeracy.
- Implement the primary strategy
- Focused work to deliver foundation stage curriculum
- Focused support for underachieving groups

DfES Action:

- Allocation of funding through the Key Stage 2 Strategy and specific funding support for Behaviour Management, Excellence Cluster, MfL Pathfinder.
- Professional leadership and support provided through the Regional Development links
- Termly meetings for the Primary Strategy
- Advice, support and dissemination of good practice
- Support for the MfL Pathfinder
- Involvement in intensive support pilot

2. Continue to improve standards at Key Stage 3

Outcomes:

- Meet KS3 EDP targets
- Achieve level 4 to 5 conversion as a minimum

LEA Action:

Meet the actions under Priority 2 of the EDP which is focused on raising attainment in Key Stage 3.

- Each school to have allotted consultant days according to need in the subject
- Agreement for improvement plans drawn up with each department
- Support plans to include KS3 targeted work
- Focused support for underachieving groups
- All schools identify lower attaining pupils and have intervention plans in place
- Training and development on intervention material
- Monitoring of progress to be reported to KS3 Manager
- Work with schools to improve value added in core subjects.

DfES Action:

- Support the strategy for teaching and learning through KS3 materials and focused RD work with consultants on Year 9 intervention.
- Provide ongoing support for Key Stage 3 Consultants
- Hold termly meetings with the Key Stage 3 Strategy Manager to review progress
- Develop and trial new materials for Key Stage 3
- Consider Regional Developments to reflect particular needs and support these needs with specific funding packages eg. Excellence Cluster Support and LIG.
- Discuss and progress the LIG developments
- Provide RD advice for focussed support to meet the floor targets
- Monitor and review the Excellence Cluster outcomes for the gifted and talented

3. Develop and improve provision for 14-19

Outcomes:

- Improve attainment at KS4 to meet the targets
- Increase the range of vocational/specialist options and progress curriculum developments 14-19
- Focused support for category 2 schools
- Focused support for underachieving groups, particularly girls at GCSE

LEA Action:

Meet the actions under Priority 3 of the EDP which is focused on raising attainment in Key Stage 4 and includes developments in 14-19 provision.

- Detailed analysis of results by school and actions agreed through School Self Evaluation
- Rigorous target setting with schools
- Identification of lower attaining groups and support to improve attainment
- Build on teaching and learning approaches from KS3

DfES Action:

- Discuss and progress the LIG developments in eligible schools
- Monitor and review the progress of the Excellence Cluster
- Specialist schools team to provide strategic advice and support at for LEA level specialist planning, and to provide advice and support to facilitate bids for specialist school status through the Specialist Schools Trust
- Advice and encouragement for networking of school/college link courses to support the vocational curriculum

- Provide support and advice for curriculum flexibility
- Network innovative ideas and practice including showcase the work of the 14-19 pathfinders
- Develop means of joining capital for 14-19 projects and be open to a request for discussion about individual sites.
- Advise on the development of joint governance of 14-19 provision

4. Provide an inclusive education service and further develop joint working across CFS

Outcomes:

- Assessment for learning in place
- Improved analysis and targeted intervention about the attainment of different groups of pupils
- Support inclusion, and in particular support for underachieving groups
- Partnership working to improve educational outcomes

LEA Action:

Meet the actions under Priority 4 (Narrowing the attainment gaps and tackling underachievement) and 7 (Raising attainment through partnership working) of the EDP.

- Support the inclusion of all pupils in the city especially those from vulnerable groups
- Provide focused support for underachieving groups such as pupils with EAL, looked after children
- Carry out a review of SEN Services and prepare an action plan to take forward service developments/improvements with the aim of providing improved value for money in SEN and the ability to meet a wider range of needs.
- Continue to develop the work of the extended schools, full service school, and specific projects for joint working such as On-Track.
- Partnership working to improve educational outcomes

DfES Action:

- Provide general advice and guidance on inclusion and good practice information which is accessible through the website <http://www.standards.dfes.gov.uk/lea/capacitybuilding/bestpractice>
- Challenge and support meeting the EDP and LPSA Targets
- Support the Behaviour and Attendance Strands of the Key Stage 3 and Primary Strategies
- Provide advice and support through Regional Developments
- Provide guidance on statutory duties
- Provide advice and support through GOSE
- Advice and support to identify issues on attendance, EOTAS and SEN.
- Share and develop good practice around improving the underachievement of particular groups, including Looked After Children
- Review the Pupil Achievement Tracker system to identify ways of enabling closer analysis and targeting at school level of underachieving

5. Establish the Children's Trust

Outcomes:

- Children's Trust in place

LEA Action:

- Implement the proposals in the Children's Trust application

DfES Action:

- Develop the Children's Trust network
- Provide support through the Regional Co-ordinators
- Access to advice and guidance on Section 31 arrangements and legislative changes
- Support for the vulnerable children grant
- Funding through the Children's Fund and the Extended Schools work
- Provide greater flexibility around the funding streams for Sure Start
- Explore pilot projects with Connexions to get the Children's Trust structure and governance into a Children's Trust Board
- Continue discussions towards the rationalisation of targets to create fewer targets that are more complementary across services and are focused on core outcomes in the longer term but it is unlikely that it will deliver in the timeframe for the first set compact.
- Facilitate links across social care at neighbourhood level through neighbourhood renewal projects

6. Develop workforce reforms including the remodelling agenda in schools

Outcomes

- Remodelling agenda on schedule and the School Workforce Reforms implemented
- Workforce reforms implemented across CFS and the Children's Trust

LEA Action:

- Develop joint training and development opportunities for staff across Children, Families and Schools and the Children's Trust.
- Contribute to the DfES workforce policy development particularly in the light of the Green Paper proposals.
- Hold joint discussion with DfES on the school workforce and Children and Families Directorate about an integrated children's workforce.
 - Develop new roles/job descriptions and as part of a pilot to create an integrated children's workforce.
- Support remodelling in schools, including using the Early Adopter Schools to spread and develop good practice.
- Access NRT training, advice, dissemination of interesting practice, tailoring support to suit needs.
- Ensure effective use of Standards Fund grant 508c to help develop capacity to support schools in remodelling their workforce, including the recruitment of a consultant to lead on the remodelling agenda.
- Use opportunities through discussion and input at DfES seminars to inform policy development.

- Explore and support the development of training materials for new roles and models.
- Develop small scale pilot work to support development of joint roles.
- Investigate with the DfES the possibility of funding a pilot project as part of the extended school work.

DfES Action:

- Provide training for remodelling champions to help them to deliver change management
- Arrange a meeting with Brighton and Hove representatives to discuss the workforce development plans identified in the LEA Actions above in addition to providing advice through DfES policy development events and discussion.
- Provide an officer to attend one local workforce development partnership group meeting, to inform the above meeting, and take actions forward as appropriate.
- In support of our ongoing Green Paper commitments, DfES will work with other agencies to enable workforce development to take place.
- Link Brighton and Hove work, as with other LEAs, into the new Workforce Unit and Skills Council, once established.

7. Improve the learning environment for pupils

Outcomes:

- Improved school buildings and sites making them fit for the 21st century and beyond.
- School accommodation that meets the needs of the curriculum and provides a stimulating environment for pupils

LEA Action:

- Work through the various schemes making use of and accessing all available capital streams for building, developing and improving school sites making them fit for the 21st century and beyond.
- Make imaginative use of the school premises to serve the local community.
- Encourage innovation in the effective use of the school sites to provide a stimulating and motivating environment.
- Ensure that there is appropriate accommodation for curriculum developments such as in ICT provision and for the MFL Pathfinder.

DfES Action:

- Develop examples of good practice of how schools have overcome the particular challenges in premises which have architectural merit including listed buildings.
- Ensure that the Building Schools for the Future agenda allows for the development of extended schools, and provide advice to Brighton and Hove officers about building this aspect into the places.

8. Ensure sufficient resources for schools

Outcomes:

- Funding for schools is included as a central aspect of all developments

LEA Action:

- To ensure that funds are equitably distributed and target need effectively.
- To ensure that the maximum proportion of passported funds go to schools and front line services.
- To ensure that any new initiatives have sufficient funding for implementation
- To ensure that the Schools Forum engages effectively with Headteachers, Governors and other stakeholders.

DfES Action:

- To review the funding arrangements for schools to ensure that the implications and impact of new initiatives and changes are considered holistically.
- Recognise the specific budgetary problems of floor authorities, including Brighton and Hove, and bear in mind floor authority issues when putting communications to Ministers. .
- SDA will advise Brighton and Hove as to appropriate policy teams for advice and guidance on initiative support.