

COMMITTEE: CHILDREN AND YOUNG PEOPLE SCRUTINY

DATE: 22ND MARCH 2007

SUBJECT: REVIEW OF LEADERSHIP INCENTIVE GRANT (LIG)

REPORT BY: CORPORATE DIRECTOR, CHILDREN AND YOUNG PEOPLE

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IMPLICATIONS:

LEGAL	✓	COMMUNITY SAFETY
EQUALITIES		ENVIRONMENT
FINANCIAL	✓	CONSULTATIONS
STAFFING		OTHER

WARDS AFFECTED: ALL

PURPOSE

1. To inform Scrutiny of the purpose of the Leadership Incentive Grant (LIG) and how it has impacted on Luton schools since its introduction in 2003.

RECOMMENDATION(S)

2. **CHILDREN AND YOUNG PEOPLE Scrutiny Committee is recommended to note the contents of the report.**

BACKGROUND

3. The government made LIG available to some Local Authorities in 2003. Eligibility was determined by a combination of deprivation and attainment factors similar to those used to identify LAs' eligibility for Excellence in Cities or Excellence Cluster funding. The overall purpose of the grant was to raise standards in secondary schools by developing leadership at all levels but particularly at senior and middle levels. Three stated objectives were to:
 - develop senior leadership capacity through a range of professional development opportunities;
 - transform middle management especially subject leaders;
 - re-design core systems, such as the use of data.In addition, an explicit purpose of the grant is to remove barriers to leadership improvement. In other words, in certain circumstances governors can use the grant to fund compromise agreements with underperforming senior leaders.
4. The initiative was built on the premise that leadership is enhanced if organisations work closely together and the condition of the grant was the publication of a Leadership Collaborative Plan.
5. LAs were required to agree with schools the composition and shape of each LIG Collaborative. Typically these comprised all schools in a LA or small groups reflecting partnerships already in existence. Luton chose the former.
6. Each eligible LA received funding equivalent to £125,000 per school per year for 3 years. In Luton the total was £4.5 million. The government required the distribution of the grant to be locally determined, based on the LIG Collaborative plan/s. In other words the needs and circumstances of each school and/or group of schools should be taken into account, as well as the gap between the strongest and weakest schools. It was intended that this analysis might result in differential distribution. Alternatively it was deemed legitimate for the grant to be distributed equally between schools as long as the plan demonstrated a commitment of all partners to support the weakest school/s. Luton chose the latter.
7. LAs were granted additional funding to appoint a LIG consultant for each Collaborative to facilitate the planning process, challenge the schools to address the most important areas and set improvement targets, provide direct support and broker external support if appropriate. Another important part of the consultant's role was to ensure robust self-evaluation and peer review.

8. In 2005 the government announced an extension to LIG into the financial years 2006/07 and 2007/08. The overall grant was decreased with an obligation on LAs to passport funding against a Free School Meals (FSM) formula.
9. LIG is not earmarked funding and therefore schools can self determine its use.
10. Before there was evidence of LIG impacting on leadership and standards in all schools Luton underwent an area wide inspection of its 14-19 provision in February/March 2004. The outcome of this inspection was very negative and focused schools and post 16 providers on the need to:
 - o develop strategic leadership and management
 - o improve the quality of teaching and learning
 - o create curriculum pathways to meet the needs of all 14-19 learners in LutonA pragmatic decision was taken to combine many of the actions and targets of the LIG plan and the Excellence in Cities plan with the post-inspection action plan. In addition, a decision was taken at the end of the 2004 school year to merge the EiC Partnership and the LIG Collaborative into one overarching group: the 11-19 Achievement Strategy Group, whose responsibility it was to maintain oversight of all strategic developments affecting the education of young people in this age group in Luton.

REPORT

11. The LA, the headteachers and other key partners have carried out a series of evaluations of the impact of LIG under the headings of *Leadership; Attainment; Teaching & Learning; Collaboration; Transformation*
12. *Leadership* has been judged to be satisfactory with evidence of robust self-evaluation overall. This formed a firm base on which to build the self-evaluation process expected under the current Ofsted inspection framework (there has been a good match between HMI/Ofsted findings and school self-evaluation). Actions and outcomes supporting the development of self-evaluation include:
 - o A training course for middle managers run by the Leading Edge School
 - o Bespoke work with senior leadership teams and middle managers in some schools (in particular, schools facing challenging circumstances).
 - o Increasing use of self evaluation by heads of department.
 - o Up to date completion of the ASPIRe document for each school
 - o Peer reviews completed, leading to revised actions plans for Key Stage 3 intervention

- Partnership working by the Leading Edge school to share and embed proven and successful self-evaluation systems with schools in special measures
 - A range of in-school developments to self evaluation processes that are cast in School Improvement Plans
13. *Attainment* has improved overall with value added significantly higher than expected in the majority of schools. Actions and outcomes supporting the rise in standards include:
- Closer analysis by schools and LA and greater coordination of Key Stage 3 intervention strategies.
 - Schools' analysis more focused on individuals and groups than in previous years.
 - In-year monitoring (tracking) shows heightened awareness of progress of individuals and more use and focused analysis of mock GCSE and Key Stage 3 SATs.
 - More robust intervention programmes, in conjunction with the work of secondary strategy consultants.
 - Schools are more skilled at shaping contracts with LA and external consultants.
 - Assessment for Learning (AfL) is now a key focus for most schools
14. *Teaching & Learning* have improved in terms of classroom practice and pupils' ability and willingness to learn. Actions and outcomes supporting the improvements include:
- Inspections of schools have identified improvements in teaching since previous inspections.
 - There has been a close correlation between the school's view of the quality of teaching and learning and that of inspectors
 - HMI monitoring visits to schools in special measures have identified improvement in teaching and learning.
 - LA monitoring of schools causing concern have identified improvements in teaching and learning.
 - All schools now have an accurate picture of strengths and weaknesses in teaching and learning on which to focus action for improvement
 - Eight schools are involved in tangible departmental partnerships in subjects such as science, mathematics and modern foreign languages.
 - Schools are involved in professional development programmes in effective teaching and learning and in improving the quality of teaching and learning run by the Leading Edge School.
 - Support for improving teaching and learning in 5 schools is supported by Beacon College outreach activities.
15. Improvement in *Collaboration* is most marked in the leadership of the 14-19 curriculum and in the recruitment and retention of teachers. Actions and outcomes supporting the improvement include:

- Establishment of the 11-19 group involving Headteachers, College Principals, LA, LSC, DfES. Action sub groups also set up
 - 11-19 Strategy drafted for consultation and adoption from March 2005
 - Curriculum map; joint prospectus. Agreement on phased development
 - Secondment of secondary HT to prepare ground for developments
 - Vision prepared containing concept of 'Campus Luton'
 - One consortium formed to deliver a collaborative vocational programme from September 2005. Others have formed since
 - Curriculum deputies' group to assumed responsibility for strategic development of the Work Related Curriculum.
 - Networks formed to support teachers delivering Vocational GCSEs.
 - A marketing pack has been trialled for headteacher recruitment.
 - Luton recruitment and retention allowance for heads and deputies in challenging schools progressed.
 - Work progressed on the secondary pool (adverts/interviews/opportunities to visit schools)
 - Some shared appointments between schools.
 - Research undertaken into why teachers leave Luton.
 - Recruitment drive to Canada very successful (over 20 recruited). Future visits planned to Canada and Australia.
 - Support staff development work taking place eg. Higher Level Teaching Assistant (HLTA) accreditation through University of Luton.
16. Actions and outcomes supporting *Transformation* include:
- Intervention plans for each school are published, shared with the LA Strategy Team and core Curriculum Network Groups
 - Collaboratives share plans to identify and benefit from mutual help
 - Numerical targets are set for intervention groups in each school, based on individual pupil targets. Extension of this approach to Key Stage 4.
 - Existing curriculum network (all schools) strengthened to focus on intervention and accelerating pupil progress.
 - The Chiltern Training Group (CTG) and Luton Curriculum Network (LCN) Deputies' Group now have clear reporting and accountability lines. Key agenda items focus on intervention strategies and methods of accelerating progress.
 - Targeted training/development provided for and by Deputies and subject leaders relates directly to pupil achievement.
 - Support from Leading Edge School for Halyard High School while in Special Measures.
 - Support from Beacon School Heads of Department for colleagues in other high schools in aspects of departmental management; for example science and English as an Additional Language (EAL).
 - Links to explore innovative approaches in teaching and learning in maths, PE and Sc between two schools.
 - Linking of schools to support vocational learning.

FINANCIAL IMPLICATIONS

17. There are no financial implications contained within this report. The Children and Learning Finance Manager has seen and cleared this report, 12th March 2007.

LEGAL IMPLICATIONS

18. There are no legal implications contained within this report, and this has been agreed with the relevant solicitor in Legal Services on 12 March 2007.

PROPOSAL/OPTION

19. Scrutiny Committee is asked to note the content of the report and the actions of schools and the School Improvement Service to develop leadership and raise standards.
20. In addition to this report, there will be a verbal report based on recent discussions in schools on:
- Increased expertise of senior and middle leaders
 - Collaborative leadership opportunities
 - Removing barriers to effective leadership

LIST OF BACKGROUND PAPERS

LOCAL GOVERNMENT ACT 1972, SECTION 100D

There are no background papers relating to this report.