

APPENDIX C

Central Bedfordshire Children's Trust Commissioning Group



Commissioning Brief

Project Title: Re-commissioning School Support and School Improvement Services

Background

Outcomes at the end of the Early Years Foundation Stage and Key Stage 1 are above those of statistical neighbours and the national average, but other local authorities have performed better year on year than Central Bedfordshire and are closing the gap.

At Key Stage 2, the percentage of pupils achieving level 4+ in English and Mathematics combined declined in 2009. Outcomes are in line with national averages but below the performance of statistical neighbours. The percentage of pupils making two levels of progress from Key Stage 1 to Key Stage 2 in English and in Mathematics has declined and is below the 2008 national averages.

At Key Stage 4, provisional data for 2009 indicates that 49.8% of pupils achieved 5 A*-C grades including English and Mathematics, a drop compared with the previous year. Whilst there has been an upward trend in improvement, standards are still below those of our statistical neighbours.

No schools in Central Bedfordshire are in special measures or have a notice to improve, but only 45% of upper and middle schools are judged to be good or better by Ofsted, and just 42% of school sixth forms are rated good or better.

The DCSF intends to stop providing or funding the provision of school improvement support; instead schools will choose and pay for providers, guided by their SIPs. From April 2011 National Strategies funding will be delegated to schools. Subject to the passage of legislation, the commissioning of school support will be managed through accredited providers, school and cluster led commissioning and strong schools and leaders taking system leadership roles. There is a need, therefore to review existing approaches to school improvement and support within the local authority.

Objectives

- To raise standards and improve pupil progress;
- To improve continuity of provision 3-19;
- To reflect the principles of the 21st Century Schools White Paper
- To embrace new models of leadership

Duration

Phase 1: January 2010 to July 2011

Phase 2: September 2011 to July 2012

Phase 3: September 2012 to July 2013

Project Scope

- Preparation of Project Initiation Document.
- Reviewing existing local authority school improvement functions to identify those which must be delivered centrally and those which can be delivered more effectively by, for example, delegating resources to trusts, partnerships or groups of schools.
- Identifying school trusts, clusters and other groupings of schools able to take responsibility for delivering a service or services across a partnership, wider area or the whole Authority as part of Phase 1.
- Identifying where support is needed to develop robust school partnership arrangements where formal partnership arrangements do not currently exist or are not mature enough to take forward the challenges in the 21st Century Schools White Paper.
- Planning for new models of leadership of schools and groups of schools.
- Options appraisal to determine the best delivery model(s), including an assessment of the current capacity of the external market to deliver school improvement services instead of, or alongside, other delivery models.
- Ensuring value for money.

Project Outcomes

- First stages of analysis and action to be delivered through a school improvement and school support programme plan.
- New model for delivering school improvement and support services agreed by the Council and schools.
- Implementation plan September 2010 to July 2013.
- All schools in formal partnerships by March 2011.
- Improved standards:
 - Increased percentage of upper schools judged as good from 50% to 80% by 2011.
 - Increased percentage of middle/primary schools judged as good from 43% to 72% by 2011.
 - Increase to 80% Ofsted judgements on effective leadership and management in schools and/or schools' capacity for sustained improvement.
 - At least 86% of young people achieve 2 levels of progress Key Stage 1-2 in English (NI 93).
 - At least 89% of young people achieve 2 levels of progress Key Stage 1-2 in Maths (NI 94).
 - 82% of young people achieve level 4 or above in English and Maths at Key Stage 2 (NI 73).

- 56% of young people achieve 5 or more A*-C grades at GCSE or equivalent inc. English and Maths (NI 75).

Project Board

The Children's Trust Commissioning Group will act as the Project Board

Project Team

The programme will be managed by the Enjoy and Achieve delivery group of the Children's Trust. The programme will be managed by the chair of this group, who will establish and convene any necessary working groups.

Project Assurance and Reporting

Project assurance is independent of the Project Manager and managed by the Commissioning Group. Progress will be reported on a quarterly basis to the Commissioning Group.