

## Wirral Minority Ethnic Achievement Service (MEAS)

The English as an Additional Language Service is provided centrally at a cost of £286,400. This enables the MEAS Service to provide support for a wide variety of needs in schools. The service provides flexible support, builds capacity in schools and runs a central training programme.

Since September 2011 MEAS :-

- has worked with 99 different Wirral Schools
- 64 schools have sent staff on central training
- MEAs TAs have trained support staff in 55 schools

Feedback on MEAS training and support is very positive. In 2011-12 97% of people attending MEAS training sessions thought they were Good or Better. 100% of school staff supported by MEAS agreed that this support had a positive impact on their work with EAL pupils.

## The Wirral Minority Ethnic Achievement Service Offer

Key elements of the Wirral MEAS offer include:

1. Assessment of newly arrived pupils who are learning English as an Additional Language (EAL).
2. Advice and support for schools and settings on meeting the needs of EAL/BME pupils provided by a team of expert staff, including Consultants and TAs who can train and support school staff and bilingual staff working with children and families.
3. EAL Primary and Secondary support networks for school staff.
4. EAL, BME, Race and cultural awareness training provided centrally by specialist staff.
5. Bespoke support for schools: whole school CPD, staff meetings, facilitating and supporting multi cultural activities eg Tales in tents events.
6. Resources to support EAL learners.
7. Support for EAL HUB schools, to share good practice, provide advice for other schools and contribute to training programmes.
8. Services provided by MEAS in partnership: Collaboration with a range of partners to run cultural events to engage different communities, training and supporting bilingual volunteers.

These are currently provided by entitlement to all maintained schools and are charged to Academies.

**Questions** - What is your view about the best way to provide future support for EAL?

12. A central support service is continued.
13. Schools purchase a central service through EQ.
14. Schools purchase their own services .

## Schools Library Service

### The Schools' Library Service offers support for education in schools by:

**Making** available good quality learning resources across the curriculum for Foundation Stage and Key Stages 1, 2 and 3. These resources are delivered to and collected from schools by courier, and include artefacts (historical ,multicultural and scientific), books (fiction ,non fiction poetry plays), posters , fine art prints, CDs, DVDs and Whiteboard Active material.

**Encouraging** wider reading for study and enjoyment by the provision of a well-selected range of fiction, non fiction, poetry, plays and picture books.

Also by working closely with the young peoples department of the Public Library Service to provide special promotional events such as the author visits organised as part of the Wirral Paper Back of the Year competition.

**Providing** guidance and practical help in the organization, development and use of school libraries and information resources. This includes pre- and post-Ofsted assessments, training for pupils in information literacy and training for staff and volunteers involved in running school libraries including advice on automated library management systems.

**SLS** provides a service to all LEA primary, primary special and secondary special schools. Funding was delegated to secondary schools some years ago. This consultation is seeking the views of primary schools

The service is estimated to cost £202,100 in 2012-13.

### By using Wirral SLS Schools can

- Save time and money
- Respond quickly to curriculum demands
- Develop pupils' information literacy
- Develop a love of reading for pleasure
- Improve the quality of school resources
- Have access to over 160,000 items available at SLS
- Have access to special artefact collections eg multicultural collections
- Gain access to specialist advice and training

### Spring term 2012

SLS provided resources on request to 86 primary schools, 7 special schools and 4 secondary schools.

28,395 items were issued for this term.

**Question** - What is your view about the best way to provide the SLS in the future?

15. A central service is continued and funded centrally
16. Schools purchase a central service separately
17. Schools purchase their own services

## Advanced Skills Teachers

Advanced Skills Teachers (ASTs) were introduced by the government in 1998 to help schools attract and retain excellent classroom teachers and to increase staff motivation, raise pupils' achievement levels and broaden the skills and knowledge base of schools. ASTs are required to undertake a range of additional duties, over and above their own teaching and other responsibilities, to help raise the quality of teaching and the standards of attainment in their own school and in other 'outreach' schools. ASTs are paid on a separate spine which mirrors the first 18 points of the Leadership spine. Around 20% (an average of one day per week) of their time should be given to 'outreach' work and a payment for supply costs has been included in the funding to schools.

ASTs are teachers who, as a result of external assessment, have been recognised for the high quality of their classroom practice. This was managed by CEA and is now run by Babcocks. The first Wirral ASTs were appointed following "Creative Partnerships" involvement in Wirral schools.

For the additional payment and increased non-contact time AST's are given, they are expected to share their experience and expertise with other staff within their own school and from others including Primary Schools. Among the activities they would be expected to undertake during their non-contact time are the following: producing high quality teaching resources; disseminating materials relating to best practice and research; providing model lessons to whole classes or targeted groups, with staff observing; supporting subject leaders on matters of curriculum or management; observing lessons and offering advice on planning, teaching and assessment; assisting teachers experiencing difficulties; participating as coaches/mentors eg for NQTs; supporting professional development.

The following activities illustrate some outreach undertaken by ASTs during this academic year:

- "Momentum" project which involves 6 secondary and 8 primary schools. The outcome will be a performance at the Floral Pavilion
- Subject Leader Network meetings for secondary subject departments involving HODs and subject teachers
- Cross curricular activities focussing on Olympics 2012, mostly for primary schools.
- "Arts in the Park"
- Holocaust Memorial Day and International Links Projects
- Support for schools to achieve "Artsmark"
- Representation at Exam Board meetings
- Support for secondary GCSE science requirements
- Support for primary mathematics, science and DT

During the spring term 2012, as well as Subject Leader Networks, ASTs worked in 11 Secondary, 10 Primary and 1 Special school.

## Current Position

From 1<sup>st</sup> September there will be 10.5 secondary based ASTs and 2 primary based ASTs. The schools that have ASTs are:

SCHOOL	No Of ASTs	Funding Allocated 2012/13
Bebington High Sports College	1.5	£27,000
Pensby High School for Girls	1	£18,000
South Wirral High School	5	£78,900
West Kirby Grammar School	2	£32,400
Town Lane Infant School	1	£10,500
Hoylake Holy Trinity	-	No costs this year as the AST is fulfilling other duties.
4 ASTs are leaving on 31.08.12		£27,500 (5/12 costs)
The Local Authority coordinates the ASTs and their professional development		£10,000.

## Funding Arrangements

There is a Central Schools Budget of £317,300 for 2012/13.

The Government's paper "School Funding Reform Next Steps Toward A Fairer System" makes it clear that a top slicing arrangement for AST funding will not be possible in the future. Therefore the arrangements for funding a possible future service will have to be revised.

There are three possible alternatives:

1. Delegate the funding to schools and include the AST service in the EQ Standard Package for secondary schools and/or primary schools and special schools.
2. Delegate the funding to schools and provide an AST service as an Additional Service. (This would be administratively very difficult and therefore costly.)
3. Delegate all the AST funding and not provide a service.

## Questions

15. Do you wish to retain the services of Advanced Skills Teachers for Wirral schools?
16. Would you be prepared to use some delegated funding to buy back via EQ?
17. If the answer to 1 is yes would schools want EQ to manage a restructuring exercise to ensure curriculum coverage?  
(Results would be consulted on prior to any action, no new ASTs would be appointed without an external assessment process.)
18. If the answer to 1 is yes please rank the following preferences for AST support.
  - Subject Leader Networks
  - Co-coaching to improve classroom practice including planning, teaching and assessment at all Key Stages
  - Supporting Senior Leadership Teams in identifying vulnerable and underachieving groups for targeted support
  - Organising and leading major events across the Authority, eg Holocaust day, Arts in the Park, Momentum
19. If the answer to 1 is no what transition arrangements need to be put in place and how should this be phased in?

## Wirral City Learning Centres

The three City Learning Centres (CLC's) were established ten years ago to provide enhanced ICT based learning across the whole curriculum for pupils and teachers and to provide access to education for the wider community. There are 3 CLCs:

Discovery based at Ridgeway High School  
 The Learning Lighthouse based at Wallasey School  
 West Wirral Works based at Hilbre High School

This funding consultation document contains a brief overview. A supplementary document was sent to all Headteachers and Clerks to Governors providing details of how the CLCs have developed and how they can provide your school with a wealth of expertise, opportunity and equipment. Before you return your Funding consultation please read, at least, the first page of the supplementary document.

### The CLCs provide the following services:

- Wirral CLCs support the latest pedagogical thinking
- The services provide learning opportunities and equipment that are outside most schools budgets
- The services provide centrally available expertise
- Provision is made for teachers and students to try technology prior to purchase for their schools
- Wirral schools benefit from a wide range of imaginative, cross curricular workshops & specialist project support
- Users of Wirral CLCs benefit from extended schools support
- Centres for Continuing Professional Development (CPD) - learning from experience
- Enable innovation and research & development

These services are provided in a variety of ways. Teachers and classes visit the centres and engage in learning organised and led by CLC staff. Teachers and classes also visit and use the facilities without the support of CLC staff. The CLC staff provide outreach work for staff and pupils. Staff training and advice is provided both at school or at the CLC. Schools can borrow individual or class sets of equipment, preventing expensive items being purchased and underutilised by schools. Pupils can also send their designs to the CLCs and have their product remotely manufactured.

Questions to consider:

### General questions:

- Is the development of skills in using a wide range of cutting edge technologies important to the young people of Wirral?
- Is the development of skills in using a wide range of cutting edge technologies important to the young people of your school?

### School Development/Improvement planning

- Are the services provided by CLCs taken into consideration when school development/improvement plans are written?
- Are the services provided by CLCs taken into consideration when subject or curriculum area development/improvement plans are written?
- Secondary schools – do you know what experience your pupils have from using the CLCs at their primary schools?

**If the CLCs remain open:**

- If you feel you currently do not make effective use of the services, how do you plan to do so in the future?

**If the CLCs close:**

- Do you have the expertise and infrastructure to collaborate with other schools to provide opportunities for the pupils in your community to use and develop skills in using equipment of the same quality?
- How will you as a school keep up with cutting edge technological development and maintain the experience and development of skills in using these technologies if the CLCs close, especially under the current financial pressures?

Three recommendations are required from the School Forum and your opinion is being sought on these –

**Recommendation 1** relates to the funds continuing to be held centrally as a combined budget. This means that the Schools Forum can decide to ask the Local Authority to hold and manage these funds centrally and to continue the services provided. Please indicate your opinion on the form at the end of this document. If this is the recommendation of the Schools Forum, then Recommendations 2 and 3 do not need to be considered.

**Recommendation 2** relates to the mechanism by which the CLCs funds are delegated to schools

**Model 1 – delegation based on current usage and pupil numbers**

Current usage is shown in the table below:

Primary schools – 59.7%  
 Secondary schools – 37.9%  
 Special Schools – 2.4%

Based on the pupil numbers the £814,700 less PFI costs paid from the Schools Budget of £73,400 would be delegated as follows:

School	Total Share of £	Number of pupils in sector	Per pupil value
Primary	59.7% = £42,556	24,000	£18.44
Secondary	37.9% = £280,952	22,000	£12.77
Special	2.4% = £17,791	980	£18.15

**Model 2 – delegation based on pupil numbers only**

School	Total Share of £	Number of pupils in sector	Per pupil value
Primary	£378,720	24,000	£15.78
Secondary	£347,160	22,000	£15.78
Special	£17,791	980	£15.78

**Recommendation 3** relates to the continued service provided by CLCs if budgets are delegated

**Option 1** - CLC funding is delegated to all schools and **Schools agree to contribute all of the delegated funds to continue the services provided** for between 1 and 3 years. Schools would be responsible for planning their programmes and for making bookings. Wirral schools would get first preference for the use of the CLCs. However, if the capacity allowed, schools from other areas or other users could use the facilities, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

**Option 2 – Full Traded Service** - CLC funding is delegated to all schools and the school chooses to use the funding delegated for CLCs to buy back services as part of a traded services arrangement.

The CLCs will develop a Traded Services arrangement for schools to access the services provided.

Any funds contributed by schools to a traded service would be held and managed by the CLCs. A Service Level Agreement (SLA) is created and schools choose whether to buy this service or not.

School costs would be directly linked to the actual usage a school makes of the CLC. For this to apply each service provided by the CLC would be costed and schools would plan the services they require annually or over a longer period, preferably on a 3 year contract. Dependent on the services required, bespoke packages could be arranged for schools. This is a similar model to the current way that the EQ traded service is organised. For the financial year 2013-2014 and beyond schools would be required to indicate their level of commitment by 1 January.

Wirral schools would get first preference for the purchase of the service. However, if the capacity allowed schools from other areas or other users could use the CLCs, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

If option 2 is chosen and the funding response will clearly not generate enough funds to sustain the 3 City Learning Centres then closing some or all CLCs may result.

In the first instance all equipment and staff from the CLC(s) closing would be transferred to an open CLC(s). A restructuring of the service would then be undertaken to identify appropriate levels of staffing based on the potential funding.

The arrangement for usage would be the same as other Service Level Agreements – if a school does not purchase the SLA, they either do not get access to the service or will be required to pay at a premium level if capacity allows.

If the capacity allowed, schools from other areas or other users could purchase the traded service or use the CLCs at a premium rate, provided all appropriate checks and safeguards were in place and a fair costing model was implemented.

**Option 3** – The school chooses not to use any of their delegated funds for CLCs.

The CLCs will close due to insufficient funding. The PFI costs would continue to be met by Wirral Council for the appropriate buildings.

<p><b>Question 20</b> Should the funds for City Learning Centres be used as a combined budget for CLCs and be held and managed centrally by the Local Authority?</p>	<p>Yes / No</p>
<p><b>Question 21</b> Model for delegation of funds if combined budget not chosen</p>	<p>Please indicate the preference for your school with a 'Y'</p>
<p><u>Model 1</u> – Model 1 – delegation based on current usage and pupil numbers</p>	
<p><u>Model 2</u> – delegation based on pupil numbers only</p>	
<p><b>Question 22</b> Options if combined budget is not chosen</p>	<p>Please indicate the preference for your school with a 'Y'</p>
<p><u>Option 1</u> – The school agrees to contribute all of the funding delegated for CLCs to maintain the CLC service.</p>	
<p><u>Option 2</u> – The school will choose to use the funding delegated for CLCs to buy back services as part of a traded services arrangement.</p>	
<p><u>Option 3</u> – The school will not contribute any of the funding delegated for CLCs to maintain any level of CLC service.</p>	