

# **WIRRAL COUNCIL**

**SCHOOLS FORUM – Date 22<sup>nd</sup> November 2022**

**REPORT OF THE DIRECTOR FOR CHILDREN, FAMILIES AND EDUCATION**

**DE-DELEGATED BUDGET FOR SCHOOL IMPROVEMENT AND**

**BEHAVIOUR SUPPORT UPDATE**

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## **1.0 EXECUTIVE SUMMARY**

- 1.1 The purpose of this report is to provide an update to Forum on the services delivered from the Behaviour Support and School Improvement functions funded by de-delegated school budgets.
- 1.2 For the financial year the following breakdown highlights the funds that are allocated to the de-delegated budgets for schools' improvement and behaviour support.

School improvement - £149,600  
Behaviour support - £139,300

- 1.3 The local authority has a responsibility to have regard to the Schools Causing Concern statutory guidance. This guidance is clear, local authorities must exercise its education functions with a view to promoting high standards.
- 1.4 The local authority launched a new school improvement strategy, this is now being embedded across Wirral schools with increased capacity within the school improvement team, external school assurance professionals and thematic CPD based on the key areas of need from the analysis of key stage outcomes.
- 1.5 In relation to behaviour support the local authority now has increased capacity with a newly appointed senior officer of alternative provision and exclusions. In addition, the local authority has appointed additional inclusion strategy managers and inclusion officers to support schools.

## **2.0 BACKGROUND**

- 2.1 The local authority has several statutory duties and must exercise its function in these areas. In relation to oversight of Standard Assessment Tests.
- 2.1.1 Moderating of the teacher assessments carried out at the end of key stage 1 and 2 by schools in at least 25% of maintained schools each school year and ensure that every school will be subject to moderation at least once every four years.
- 2.1.2 Appointing a person to complete the assessment moderations who has recent experience of provision of the National Curriculum in primary schools.

- 2.1.3 Monitor the administration of the phonics screening check in accordance with Key stage 2 tests and phonics screening check.
- 2.2 The local authority has responsibility to support higher standards of education across the school it maintains. In addition, the local authority should work in partnership with the Regional Schools Commissioner to share any concerns they may have in relation to a local academy. To support this the local authority is embedding the school improvement strategy approved by committee last year.
- 2.3 The Strategy sets out a vision for school improvement to: raise aspirations and improve outcomes for all children in Wirral. It aligned to the proposed Wirral Plan 2026 and the priority to secure brighter futures for all regardless of their background.
- 2.4 The Head of School Effectiveness now has the support of three additional officers as Senior Schools advisors. They will support schools in relation to strategic objectives regarding improvement areas. In addition, they will be the main link between the schools and the commissioned School Assurance Professional and any CPD opportunities that are available to the school.
- 2.5 The school improvement team have commissioned CPD for Early Years, English and Maths to support primary schools for the remainder of the academic year. The training will be led by educational professionals who have a background of expertise in the given area.
- 2.6 A key cornerstone of the school improvement strategy is the support of a school assurance professionals to quality assure the current position of our maintained schools. This will be facilitated by education professional with the relevant experience to articulate with schools leaders and governors areas each school should be developing during the current academic year. This offer will be free for all maintained schools, academies can access this support, but this will have a cost associated.
- 2.7 The behaviour support service has increased significantly since the start of the academic year. Catherine Kerr in the role as Head of Inclusion is overseeing support for schools within this area.
- 2.8 The service are developing and implementing effective strategies to increase school's capacity to include young people experiencing difficulties with their emotional well-being and behaviour regulation with clear referral routes into the team Supporting the development of outreach delivered by specialist provision in partnership with SEND Team.
- 2.9 The service are developing LA wide training to educational professionals to support in managing young people with behavioral difficulties, for example Team Teach, of which the whole team are now qualified in delivering training to schools.
- 2.10 The inclusion team are working on three footprint model which aligns to the same clusters as the Senior School Advisors to allow collaboration between school improvement and inclusion. Each of the three groups now has an Inclusion Strategy Manager and an inclusion officer. The team are supported by a behaviour and exclusion officer.

2.11 In addition, the Senior Officer for exclusions and alternative provision will lead on the development of Alternative Provision linked to the Wirral Guild with strengthened Quality Assurance and challenge and will be the point of contact with Progress Schools – The LA commissioned provision for permanently excluded young people and those suffering significant trauma.

2.12 The inclusion team are also developing refreshed guidance on managed moves and personalised, blended curriculum.

### **3.0 RECOMMENDATIONS**

3.1 Endorse the developments in relation to the strategic use of de-delegated budgets to support school improvement and behaviour support.

3.2 Receive a further update in relation to de-delegated budgets in six months.

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