

WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM 16th JANUARY 2024

Appendix 2 – Additional information requested regarding de-delegated budgets

1. Behaviour support service

- A toolkit of resources, support services, training, coaching and referral pathways.
- A checklist of activities, support and routes for children and young people with SEMH or behavioural needs.
- Developing relationships with schools to support inclusive practice and policy.
- Supporting schools with classroom management, behaviour management and quality first teaching.
- Co-production with LA and regional support services, developing shared guidance on Managed Moves and At Risk of Permanent exclusion and support with personalised and blended curriculum packages.

- 1.1 The Inclusion Team began supporting schools across the borough in June 2022. Since the introduction of the referral system in October 2022, below is a breakdown of referrals where schools have been supported with specific pupils;

Academic year 22-23 – 130 referrals

Academic year 23-24 so far – 90 referrals

Inclusion officers and strategy managers will work with schools to offer pupil specific support and guidance. In addition, they will support schools to work with other support services where appropriate.

- 1.2 As a proactive measure, a regular weekly Inclusion Drop-in service was introduced in April 2023. This was after satellite provisions were set-up in a primary and secondary setting and were successful. Feedback from staff, parents and young people was positive and therefore, this service has been rolled out for all schools to access. Currently, we have a provision where 6 schools can access this service weekly. To date, 35 schools sought advice through via the Inclusion Drop-in service. Advice has been offered regarding individual cases, classroom strategies and whole-setting approaches.
- 1.3 To support schools with training 6 members of the Inclusion Team became Intermediate Team Teach Trainers in November 2022. During the academic year 22-23, 104 members of Wirral's school staff have completed positive de-escalation training under the Team Teach banner. During the autumn term 23-24, 96 schools colleagues have had level 1 and level 2 Team Teach training.

- 1.4 The inclusion team also has registered restorative justice trainers. These staff members can facilitate restorative justice both one and three-day training courses, as well as support schools with restorative justice conferences and reintegration meetings. Wirral LA is in a leading position as it is currently able to offer training across the region and has successfully delivered RJ training to Safer School Police Officers in the summer term.

2 School Improvement Services

2.1 Headline data for key stages across Wirral

Early years Good Level of Development (GLD) – The Wirral figure has increased in 2023 to 65.2% from 62.9% an increase of 2.3% - the gap to national is 2% based on the national figure of 67.2%. The gap has narrowed by 0.3%.

Year 1 phonics on Wirral has increased in 2023 to 79.1% from 77.3% an increase of 1.4% - the Wirral is above the national figure by 0.1%, the gap has reduced by 1.7% - this is due to the national figure increasing by 3.4%.

Key stage 1 RWM combined – The Wirral figure has increased in 2023 to 51.8% from 48.7% an increase of 3.1%. the gap to national is 4.2% based on the national figure of 56%. The gap has narrowed by 0.4%.

Key stage 2 RWM combined – The Wirral figure has increased in 2023 to 55.7% from 52.3% an increase of 3.4%. the gap to national is 3.9% based on the national figure of 59.6%. The gap has narrowed by 2.5%. It is worth noting when compared to national and North West figures for RWM combined is the smallest gap when looking at the last 5 reporting year.

Key stage 4 – The Wirral figure for progress 8 has decreased in 2023 to -0.1 from 0.0 a decrease of 0.1. The gap to national is 0.1 based on the national figure of 0. The gap to nation is now 0.1, last year the Wirral had no gap.

- 2.2 The 2023-2024 CPD offer from Wirral LA has been the most comprehensive offer for several years. It has included elements that are directly relevant to classroom practitioners as well as to leaders and has had a broad remit from classroom practice to subject leadership to subject-specific foci as well as leadership and wellbeing elements.

Over 70 schools responded to the offer and all schools and schools who did not respond to the offer were personally contacted and supported. There was a different pricing structure for academies to that for maintained schools. Schools with challenging budgets positions were supported so that their staff were able to access core CPD on offer including English and Maths training.

Where possible, when facilitators and venues were sourced in-house, we made the training free to maintained schools. The CPD offer was benchmarked against competitors. We felt that, with the support of Schools' Forum, it was important to ensure that the cost of the offer was reflective of the financial situations faced by schools but also meant that we were able to offer presenters and facilitators of the highest quality. The costs paid by schools generally represented the habitation

costs for the courses. Where costs were incurred, the best possible rate was negotiated with the conference space provider

Over the course of the 2023-2024 academic year there will have been 85 sessions offered to school staff. During those sessions, there will be over 2500 individual attendees at Wirral's CPD sessions this year. This is a fantastic uptake and a great achievement, given the starting point of the programme. The most popular sessions were for EYFS practitioners and for Maths. Additionally, 49 schools signed up for moderation opportunities at KS1 and KS2 which will be facilitated by our own moderation teams.

In addition to this offer, we have also started to develop a small (but increasing) number of Sharing Good Practice sessions for schools to both host and be part of. They have proved very popular, and we continue to encourage schools to celebrate their good practice and share these successes with their colleagues across the borough. This, along with our plans for CPD in 2024-2025 will hopefully continue to develop a self-sustaining, self-supporting system and will continue to see improvements in accountability measures at both KS2 and KS4.

Feedback for the offer is wholly positive. Feedback suggests that schools appreciated the early publication of the offer and were grateful for the individualised CPD booking list before the summer holidays. Incidental conversations with colleagues have suggested that they are pleased with the broad remit of the training offer and the opportunity to train individual teachers as well as middle & senior leaders.

Reminders were sent out, including a calendar, early in Autumn Term. Feedback systems using QR codes have not worked well and capturing this effectively is at the forefront of consideration for the 2024-2025 programme.

- 2.3 The QA visits from the School Assurance Professionals have been embedded during 2023-24 adjusting the SAP programme having taken into account any feedback from the previous year.

All maintained schools will have a scheduled visit during this academic year, planned to accommodate proximity to a due Ofsted inspection, any previous SAP visit or a recent Ofsted inspection during 2023. Headteachers were contacted in advance with the agenda and an agreed timetable of the day. The focus for this annual visit for Primary Schools was on mathematics, because of concerns over LA outcomes, and history, although some schools chose a different foundation subject if their SIP or recent Ofsted inspection had included monitoring of this subject. The focus for Special schools was bespoke to their needs talking advice from a SEN expert and with a view to recent National and Ofsted reports.

During the autumn term 2023 there were 19 schools who had a SAP visit and there are 30 visits planned for the spring term and 19 for the summer term. The visits have been overwhelmingly well received, some schools have enjoyed follow up visits according to their banding and some headteachers have requested additional SAP days following their visit.

A few of the positive messages are shown below;

'Also, we had our SAP visit yesterday with xxx and just wanted to let you know that it was such a positive experience. She is so knowledgeable, very thorough but understood our context, we would love to keep her as our SAP if possible, I feel she can really support us on our journey to outstanding.'

'Just wanted to share some feedback following our SAP and SIP visits last week. xxx worked in the school on Monday as part of our involvement in the EY project and xxx was with us at the Primary school on Tuesday'

'Both SAPs were excellent and brought a high level of challenge whilst remaining supportive.'

This Quality Assurance programme now ensures that the LA fulfils its statutory duty and has an expert report at least annually on all-maintained schools in Wirral.

- 2.4 The schools in Bands 3 or 4 have been offered additional training and had resources provided for this academic year which are being supplemented as the programme develops.

This includes;

- Question Level Analysis of Key Stage 2 SATs from 2023 (DAISI) to understand what the KS2 assessments are telling the school and to inform future curriculum planning.
- CPD on self evaluation, action planning and school improvement (22 Sep 23)
- CPD on Monitoring and schedules (4 Dec 23)
- DAISI, assessment and intervention (2 Feb 24)

Schools in Bands 3 and 4 have received a range of CPD and in-school bespoke support to aid their improvement journey. This has been noted both by headteachers and Ofsted inspectors.

- 2.5 Several Specialist Leaders in English, Mathematics and Early Years have worked with experts and had extensive bespoke CPD to enable them to support other colleagues in Wirral schools. They have begun to support specific areas of the curriculum in settings other than their own, have grown in expertise and confidence and will contribute to developing a self-sustaining, self-supporting system. The opportunity to become a specialist leader will be offered again in the spring term as has been requested.