

department for

**education and skills**

creating opportunity, releasing potential, achieving excellence

*Local Government Association*

## Supporting Transformation in Partnership: A Statement of Intent for partnership working

1. This Statement comprises an agreement between Local Authorities\* and the Department for Education and Skills (DfES) to work in partnership to achieve better educational outcomes for children and young people in the short and medium term.
2. We share a vision of an education system in which every child:
  - a. is accorded equal worth;
  - b. enjoys learning;
  - c. is equipped with the learning and skills they need for life; and
  - d. achieves their full potential.
3. Underpinning this vision is a commitment to high standards for all that can best be realised through a partnership in which local authorities and the DfES support and respect each others' contribution and work together to meet key educational aims. This work operates within a context of shared responsibilities across the full range of central and local government services, but focuses specifically on the learning and development of children and young people.\*

4. Local authorities are democratically accountable and that gives them a distinctive leadership role in the local community to set a vision for education and to bring together different partners to achieve change and improvement. National government is also democratically accountable and sets a framework to be interpreted locally in ways which raise educational standards. The common goal is to improve the quality of teaching and learning throughout the system, by building capacity and providing flexibility at the front line, backed by an intelligent accountability framework and by targeted intervention to deal with underperformance.

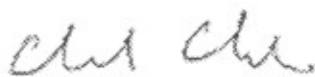
. This partnership agrees to focus on:

- providing high quality early education and childcare for more children;
- continuing the progress already made in primary education;
- transforming secondary education;
- developing a flexible and challenging 14-19 phase of education; and
- transforming the school workforce, and in particular freeing teachers to focus on their professional responsibilities.

The focus of this partnership is on improving education for children of school age. In the future, the Statement could be extended to reflect the role of the LEA in life-long learning.

To implement the Statement of Intent nationally, DfES will: consider whether the Code of Practice on LEA School relations and other guidelines/regulations on LEA powers and duties could benefit from review; work towards improving communications, recognising the valuable role which local authorities can fulfil in local leadership and in the formation of national policy; give priority to working proactively with LEAs to ensure that all of the funding arrangements for 2004-05 are implemented effectively; and support and develop future planning arrangements, involving the introduction of a Single Education Plan for all local authorities by 2006.

8. To implement the Statement of Intent locally, each local education authority and the DfES will agree a compact, setting out at a strategic level which of the areas in Annex to this Statement are of greatest short to medium term importance within that authority. There will be an annual discussion of the agenda, and agreement by each of the signatories to the Statement to a revised Annex.
9. The focus is on partnership and developing the relationship between Local Authorities and DfES. The compact will not be a statutory requirement, and will be delivered within available resources.
10. On behalf of DfES and LGA, we commit to partnership working between central and local government focused on a shared vision and jointly agreed agenda.



**CHARLES CLARKE**  
Secretary of State for Education  
and Skills



**SIR JEREMY BEECHAM**  
Chair of the Local Government  
Association

## Agenda for the academic year 2003/04.

1. The areas below are particularly important in: fulfilling our shared vision for a primary sector where high standards are obtained through a rich and varied curriculum; creating a coherent picture of secondary transformation; and improving performance and attainment for children at all key stages:
  - a. a continued focus on support for schools in setting appropriately challenging targets and achieving high standards;
  - b. action to improve performance in literacy and numeracy at key stage 2;
  - c. improved delivery of KS3;
  - d. tackling school underperformance at all key stages, including narrowing attainment gaps and exceeding floor targets;
  - e. removing barriers to achievement by improving standards of behaviour, improving attendance and tackling exclusion issues;
  - f. extending opportunities for all young people aged 14-19;
  - g. developing new approaches of teaching and learning using ICT, and transforming learning and working environments through capital investment in schools;
  - h. supporting and challenging schools to: improve the quality of teaching and learning; improve the quality of leadership,

including financial management of schools; reform the school workforce; and reduce the bureaucratic burden consistent with *Raising Standards and Tackling Workload: a National Agreement*; and

- i. providing strategic direction and promoting a culture and systems at local level which encourage primary and secondary schools in: meeting the needs of the communities they serve; developing their own distinctive ethos; in innovating in teaching and internal organisation; and in collaborating with others to spread best practice and raise standards.

Local authorities have a wider role in provision of services to children, and locally derived issues arising from their particular circumstances, such as:

- j. improving the provision of services to children and young people at risk;
- k. developing provision in early education and implementing Sure Start programmes where appropriate to ensure a secure foundation for future development for every child;
- l. providing an inclusive education service for all pupils, including collaboration between all relevant agencies;
- m. (for authorities in London) contributing to achieving the objectives of the London Challenge; and
- n. other local strategic issues.

January 2004

### Compact between East Sussex LEA and the DfES

This Compact comprises an agreement between East Sussex LEA and the Department for Education and Skills (DfES) to work in partnership to achieve better outcomes for children and young people.

We are committed to ensuring every child in East Sussex:

- has high expectations for their own achievement;
- achieves their full potential
- receives excellent teaching;
- enjoys learning;
- has high self esteem;
- receives equality of learning opportunity.

East Sussex LEA and the DfES share responsibility to work together across all the areas set out in the Statement of Intent signed by the Secretary of State for Education and Skills and the Chair of the Local Government Association.

Six priorities have been identified for the period to March 2005:

1. Removing the barriers to high achievement, including improving the performance of vulnerable groups, and improving behaviour and attendance.
2. Raising standards at Key Stage 2
3. Raising standards at Key Stage 3
4. Develop and launch the LEA Strategy for 14 - 19
5. Improving the quality of leadership and management, and learning and teaching
6. Remodelling the school workforce.

Each priority is supported through the following LEA processes:

- moderated school self-review;
- categorisation of each school;
- policy on monitoring, challenge, intervention and support;
- intervention in inverse proportion to success;
- LEA support plans for each school requiring additional support;
- the excellence cluster transformation plan;
- the LEA approach to self-review and evaluation;
- corporate and cross departmental improvement strategies.

**Priority One: Removing the barriers to high achievement, including improving the performance of vulnerable groups, and improving behaviour and attendance.**

### **Achievements or outcomes**

- Education Development Plan targets for vulnerable groups
- EDP and County Council targets for behaviour and attendance
- PSA targets for attendance
- Hastings targets for pupil performance (including Local Public Service Agreement target)
- Reduction by 50% of schools not meeting floor targets
- Year on year improvement in value added scores at Key Stage 2, 3 and 4
- A reduction by 25% in the difference in standards between boys and girls in writing at Key Stage 2, English at Key Stage 3, and 5+A\*-C at GCSE.

### **LEA Contribution**

- Publishing a LEA strategy on removing the barriers to high achievement
- Using value-added data to identify underachievement by schools and groups within schools in order that EDP interventions can be appropriately targeted
- Differentiated support to low achieving and under-performing schools
- Ensuring all schools set targets in line with progress at the 75<sup>th</sup> percentile
- Schools being asked to return to the LEA targets at individual pupil level
- Revised strategy for improving attendance
- Revised schools behaviour support plan including two additional posts
- Consultant headteacher support for targeted schools
- Consultancy and training to targeted schools and targeted staff on teaching and learning, core and foundation subjects, improving behaviour and attendance, using assessment for learning effectively.

### **DfES Contribution**

- Standards Fund to support Primary Strategy and Key Stage 3 Strategy implementation
- Professional leadership, advice and support for LEA consultants and school improvement service via the Strategy Regional Directors
- National Strategy training, regional networks and dissemination of good practice
- Leadership Incentive Grant support to eligible schools
- SIA Funding with training package and regional support network
- Support for EAZ transformation to an Excellence Cluster to provide additional support in the Hastings area
- PAT to support identification of underachievement and support assessment for learning processes
- Attendance consultant advice and support
- Support for targeted work with key pupil groups through the Vulnerable Pupils Grant
- The use of already provided pump priming Local PSA resources to support attendance, KS3 and Hastings pupil performance targets

## **Priority Two: Raise standards at Key Stage 2**

### **Achievement or Outcomes**

Education Development Plan targets and success criteria for Key Stage 2

#### **LEA Contribution**

- Consultancy and training (including primary consultants, consultant headteachers and consultant leaders) to targeted schools and staff in:
- English, mathematics and ICT
- Generic teaching and learning
- Leadership and management through consultant headteacher and consultant leader support
- Data analysis
- Pupil tracking
- Target setting
- Using assessment for learning effectively
- EDP funded projects on curriculum design and transition and transfer
- Review of small schools policy

#### **DfES Contribution**

- The outcome of the 2002 Spending Review provided a commitment to the National Strategies up to 2005/06, with no reason to expect that this will not extend beyond the next Spending Review. Although we can never guarantee future Standards Fund allocations, we remain fully committed to supporting LEAs and the key role they play in the delivery of the Strategies.
- Primary Strategy training
- Challenge and support from the Primary Strategy Regional Director to School Improvement Service in designing differentiated models of support to low-achieving and under-performing schools, drawing on national examples of good practice.

## **Priority Three: Raise standards at Key Stage**

### **Achievements or Outcomes**

Education Development Plan targets, PSA targets and success criteria for Key Stage 3

#### **LEA Contribution**

Consultancy and training to all schools, with intensive support to targeted schools and departments on:

- All strands of the Key Stage 3 Strategy, including action planning
- Leadership and management through consultant headteacher support
- Data analysis
- Pupil tracking
- Target setting
- Strengthening learning and teaching

- Using assessment for learning effectively
- Subject leader development programme.

### **DfES Contribution**

- Key Stage 3 Strategy Standards Fund to support strategy implementation
- Leadership Incentive Grant to eligible schools
- SIA Funding to support capacity
- Key Stage 3 Strategy Training and access to network opportunities.
- The use of already provided Local PSA pump priming for targets as agreed with LPSA team.
- Advice and support from RDs to focus on low attaining and under achieving pupils.
- Advice and support for the flexible deployment of resources on low attaining and under achieving schools
- Provide additional RD support during key staffing changes
- PAT data to augment LEA pupil identification and tracking.

## **Priority Four: Raise Standards at Key Stage 4**

### **Achievements or Outcomes**

Education Development Plan targets and success criteria for Key Stage 4

### **LEA Contribution**

- 14-19 strategy published with the LSC and other key stakeholders
- Post 16 review of Hastings and Rother provision
- Specialist schools strategy
- Leading Edge programme strategy
- ICT strategy for e-learning
- BSF strategy
- 14-19 Adviser supporting schools in relation to raising standards, increasing participation, and improving quality of provision
- LEA support plans for targeted schools and departments
- Effective liaison with the LSC and Learning Partnership
- Leading role in SEEDA Task Force activity in Hastings relating to education

### **DfES Contribution**

- Disseminate innovation and learning from the 14-19 pathfinders pilot.
- Provide advice and support for the development of specialist school provision and strategy development.
- Provide advice and support for the development of a leading edge programme strategy.
- Promote development of collaborative and peer support to address school improvement and raising pupil attainment through LIG.
- Provide focused support and capacity development through SIA provision for schools at risk of missing GCSE floor targets.
- Advice and support for excellence cluster provision to raise standards at KS4.
- Encourage creative ICT provision in schools. Tailored advice on policy is available from ICT in School Division and on delivery through Becta services.
- Advice and support for the development of a BSF strategy.

## **Priority Five: Improve the quality of leadership and management, and learning and teaching**

### **Achievements or Outcomes**

Education Development Plan targets for leadership and management and learning and teaching.

### **LEA Contribution**

- Implement Primary National Strategy (PNS) Leadership Programme
- Consultant headteacher attached to targeted schools with selection criteria transparent to schools
- Teaching and learning consultant attached to targeted schools with selection criteria transparent to schools
- Senior adviser for CPD
- Support for developing networks of learning communities
- Targeted deputy headteacher programmes
- Headteacher induction programme
- LEA headteacher conferences and deputy headteacher seminars
- Project with University of Cambridge on pupil voice
- Support for curriculum design for learning including creativity project, sharing the aims and expectations of the Primary National Strategy
- Governor support team
- Middle level leader programme
- Small schools conference and network

### **DfES Contribution**

- The outcome of the 2002 Spending Review provided a commitment to the National Strategies up to 2005/06, with no reason to expect that this will not extend beyond the next Spending Review. Although we can never guarantee future Standards Fund allocations, we remain fully committed to supporting LEAs and the key role they play in the delivery of the Strategies.
- Ongoing support from PNS Regional Director for the Primary Strategy Leadership Programme and Consultant Leaders
- Discuss opportunities to access to best practice relating to the Leading Edge Partnership
- Specialist Schools Programme as appropriate
- Advice from CPD RA including helping to support an LEA CPD strategy policy document.

## Priority Six: To remodel the school workforce

### Achievements or Outcomes

- LEA targets in relation to pathfinder schools and early adoptors are met
- Policy and guidance on the 24 tasks implemented in 90% of schools

### LEA Contribution

- Primary champion appointed
- Strategic relationship with Wallis Partnership established
- Project board of key stakeholders
- Extensive training programme

### DfES Contribution

- Continuation of Standards Fund grant (508c) to assist in developing the LEA's capacity to support schools in remodelling their workforce
- Training for LEA level remodelling champions to equip them with the relevant information and skills to support the remodelling process in their schools. Training for consultant leaders in remodelling to build a local remodelling adviser base for use by schools and LEAs. From 2004/05 NRT advisers will also be available.
- Delivery of change management process to 'early adopter' schools identified by LEAs as able to make rapid progress on remodelling. Presentation materials will also be available for LEA remodelling champions to use with their schools.
- Regular LEA events for exchange of ideas / experience; on line advice, guidance and case studies; monthly e-newsletter with up to date information on progress/news; and a dedicated helpline via email.
- Provide comparative / benchmarking and case study data on implementation around the country

Signed .....on behalf of East Sussex LEA

Position.....

Signed .....on behalf of The Secretary of State,

Schools Directorate Adviser, DfES