
Meeting of Executive Members and Children's
Services Advisory Panel

16 October 2006

Report of the Director of Learning, Culture and Children's Services

Independent/State School Partnership Bid

Summary

1. This report outlines a bid in process to the DfES for funding under the Independent State School Partnership arrangements (ISSP). This funding, of £100,000+, if won in the second stage of the bidding process, will support collaborative working amongst staff from both maintained and independent secondary phase schools, and provision of master classes for KS4 and KS3 pupils from across the City, spanning pure and applied science to the scientific aspects of art and design.

Background

2. The LA was approached by the Headteachers of Bootham School, the Mount and St Peter's to explore the possibility of joint working to allow the City to draw down funding from the DfES's Independent/State School Partnership Grant Scheme. This funding is intended to support long-term cooperation of independent and maintained schools to explore a range of relationships centred on core curricular activities which focus on raising academic standards. It was decided that a first stage bid should be submitted for funding to support master classes for pupils from across the City – meeting a need that would be difficult to finance from elsewhere – and building on smaller scale collaborative working through the 14 -19 Pathfinder initiative in 2003 - 2005. This first stage bid has been successful; the second stage of the bid will be submitted in early October.
3. The proposal made is as follows:
 - The programme will begin in Spring 2007. Within five areas of pure and applied science, task groups of three teachers, drawn from both maintained and independent schools, will work collaboratively for the equivalent of five days, consulting "experts" recruited from local academic, business and heritage organisations, to plan three master class workshops for able, gifted and talented pupils. Overall 15 workshops, with three sessions of student contact, would be planned. For the teachers involved this would be a professional development opportunity focussed on the pedagogy of teaching and learning in relation to more able pupils.

- In Term 2 (Summer 2007) KS4/5 students will be recruited for attendance at workshops. There will be 400 places, with schools allocated quotas according to cohort size.
 - In Term 3 (Autumn 2007) 15 workshops will be run by the planning group teachers plus support staff, as evening or twilight extended school activities.
 - In Term 4 (Spring 2008) teachers and experts will meet for two days, to evaluate programmes and rewrite for delivery to KS3 pupils. KS3 pupils will be recruited.
 - In Term 5 (Summer 2008) 15 workshops will be run for KS3 pupils, in line with the arrangements for KS4/5 described above.
 - The overall programme will be evaluated by the staff involved and plans made for ongoing collaborative working.
4. Task groups would plan the precise workshop content within the 5 areas. Suggestions for possible workshops are given below, along with intended partner organisations: in science and health – workshops in health and the third world, genetic engineering, neurological science, with Hull/York Medical School/ York Hospital; in science in the humanities – workshops in archaeology, meteorology, astronomy, the history of health, with York Museums Trust; in science in art – workshops in anatomy and life drawing, the chemistry of art, conservation, with York Museums Trust; in science in the creative industries – workshops in media, digital technology, music technology, with NYBEP and St John's University College; in science in society – the science of sport, the built environment, environmental planning, with NYBEP and York University.
 5. The structure of the programme - a plan, deliver, review, deliver, evaluate sequence for the work of task groups over five terms - is intended to foster sustainable working partnerships – a criterion for acceptance of the Bid.

Consultation

6. The Headteachers of all the 11 secondary schools in the authority have been consulted on this proposal and asked to indicate their willingness to be involved. Initially some concern was expressed at a possible interpretation of this bid, that maintained schools will struggle to make provision for able, gifted and talented pupils without the support of the independent sector. During the subsequent consultation, it was stressed that it is a requirement of the Independent State School Partnership (ISSP) that it involve staff and pupils from both sectors in a genuinely shared enterprise. Support for the scheme is now widespread.

Analysis

7. Supporting the identification of, and provision for, able, gifted and talented pupils is a national and local priority. Considerable work is in process by the LA to support schools in developing effective provision. This has included:

published guidance; ongoing training; support for self evaluation and the development of relevant data sets; support for in-school projects and encouragement to schools to enrol older pupils in the National Academy for Gifted and Talented Youth (NAGTY) based at Warwick University; collaborative working with HE to support and target their widening participation schemes. Schools, particularly at secondary level, are looking to develop enrichment and extension provision and the LA has sought to complement their efforts by accessing funding, wherever possible, to run City wide events. To date these include three successful, centrally organised, gifted and talented summer schools for pupils in Years 6 and 7; cross City master-classes for Year 10 pupils, some funded through the 14-19 Pathfinder initiative; collaboration with York University on a variety of events.

8. A successful bid would access a level of funding to support an aspect of an LA priority which would be difficult to source from elsewhere. It would allow for: enhanced provision for up to 800 York students aged 12+; a further focus on science in a designated 'Science City' - through fostering students' understanding of the scope and application of science skills. It would provide opportunities which extend those identified as able and talented and allow for the abilities and talents of others to be recognised and fostered.
9. Through the intended structure of the master classes, the aim is to develop sustainable working partnerships between schools and a range of other organisations in the City – business, HE and heritage links – to the educational benefit of students and staff.
10. The scheme will promote social cohesion in the City. It will provide opportunities for students and their teachers, from both private and maintained sectors, to work together in challenging and engaging contexts; to get to know each other better and to break down mutual pre-conceptions.

Corporate Priorities

11. The aims and objectives in the Council Plan include a commitment “to strive for excellence and creativity in educational achievement and support the needs of the most gifted and talented children in York”. Corporate priorities to which this bid also relates include the increasing of skills and knowledge in young people to improve their future employability and a contribution to the priorities of Science City York, in their concern to promote awareness of the appliance of scientific skills. Funding derived from this external source will allow us to work towards the needs of this group of young people, freeing up resources that we might otherwise have been expected to find locally.

Implications

Financial

12. The amount we intend to bid for is currently £113,000. This amount is based on best estimates, with the intention that staff will be paid in accordance with an hourly or daily rate derived from their annual salary. Bid funding is intended to cover:

- Planning teams - £18,000 (5 teams of 3 teachers x 5 days @ £200 per day: 2 days external partner consultancy for each of 5 teams @ £300 per day)
- Delivery at KS4/5 - £22,500 (5 workshops x 26 students x 3 sessions: 2 staff x 3 sessions x 15 workshops)
- Review/redraft of schemes - £9,000 (2 days x 15 teachers @ £200 per day + 2 days x 5 external consultants @ £300 per day)
- Delivery at KS3 - £22,500 (15 workshops x 26 students x 3 sessions; 2 staff x 3 sessions x 15 workshops)
- Workshop delivery associated costs - £30,000 (Experts; transport; visits - £1,000 x 30)
- Final review, evaluation and future planning - £2,000
- Steering group activity - £5,000
- Coordination/administration costs - £4,000.

Having been successful in the first stage of the bidding process, the LA has been awarded £4,740 to draw up Part 2 of the bid, to be submitted by 6 October 2006. This development funding will cover the time of the LA adviser and Steering Group, which consists of four maintained school head teachers and two independent school head, plus the Lead Adviser – Secondary. If the bid is successful, all costs incurred under the initiative will be funded from the amount awarded, with no additional impact on the Directorate's revenue budget.

Human Resources (HR)

13. HR support these proposals. The proposed method of paying LA Teachers is in line with the requirements of the School Teachers' Pay and Conditions Document for paying Teachers who participate in out-of-school hours learning activities. The proposals also take into account HR advice that the actual hourly or daily rate of pay is derived from the Teachers' annual salary. Further information is required before being able to confirm the payment arrangements for those teachers currently working in Independent Schools, but it is envisaged that the same principle will apply. There are existing LA rates for any TAs or other Support Staff who may be involved.
14. Should final proposals require the creation of any new administration posts, HR will be required to undertake a benchmarking exercise.

Equalities

15. There are no implications at this stage.

Legal

16. There are no implications at this stage.

Crime and Disorder

17. There are no implications at this stage.

Information Technology (IT)

18. There are no implications at this stage.

Property

19. There are no implications at this stage.

Risk Management

20. There are no risks associated with the process of accessing funding at this stage.

Recommendations

21. The Executive Member is recommended to:
- Support the principle of collaborative working with the independent school sector
 - Approve the submission of a detailed proposal to the DfES for ISSP funding.

Contact Details

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Report Approved

Date 2 October 2006

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Director of Learning, Culture and Children's Services

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Specialist Implications Officer(s)

Wards Affected: *List wards or tick box to indicate all*

All

For further information please contact the author of the report