



EducationKingston
the learning partnership

by schools, for schools

Proposal

September 2011

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Introduction

The EducationKingston school improvement service proposal has been developed in collaboration between officers of the Royal Borough of Kingston (RBK) local authority (LA) and headteachers of schools in the borough.

The initial proposal was shared with headteachers on the 08th March 2011. Subsequently a working party comprising headteachers and officers met on a number of occasions to discuss the original proposal and amend it where necessary in the light of those discussions. The proposal was shared with Chairs of Governors on the 16th May 2011 and in the subsequent Director's Report to Governors. Governors had a further opportunity to discuss the ideas at a meeting on the 11th July 2011 to discuss the draft proposal.

On the 07th June 2011, the Council Executive agreed that the proposal could be fully pursued with the establishment of a project board to complete preparatory work and consult stakeholders. <http://moderngov.kingston.gov.uk/mgConvert2PDF.aspx?ID=26094>

The EK Project Board (EKPB) was constituted from the former members of the working party with a governor representative and a member of the existing school improvement service consultant team being added in due course. A Project Manager was appointed to assist EKPB in producing this final proposal.

During the summer of 2011 further exploration was conducted with RBK's Human Resources, Legal Services, Finance, Strategic Business and Insurance departments to test the proposal and to seek expert advice and guidance. This body of opinion was incorporated into the final draft of the proposal. In addition an Equalities Impact Assessment was completed using RBK's framework to give reassurance that the proposal does not impact adversely on any groups.

The final draft proposal was considered by EKPB on the 08th September 2011. EKPB agreed to publish this proposal for consideration by headteachers and Chairs of Governors on the 08th September 2011.

A meeting for governors and headteachers to discuss this proposal is scheduled for the 12th September 2011, prior to the need for decision-making.

The formal 'sign up' deadline for Governing Bodies is the 14th October 2011 and on the 18th October 2011 a formal report which takes full account of schools' views will be presented to Council. If sufficient schools support the proposal the Council will be asked to formally endorse EducationKingston to operate from April 2012. This endorsement will be subject to RBK's testing of the commissioning agreement.

Context

The EducationKingston proposal was developed in response to the implications for the schools sector that stem from the changed political climate that has been in place since May

2010. In the Autumn of 2010 an Education White Paper was published which gave a clear indication of the new relationship to be envisaged between schools and local authorities and this was developed further in the Education Bill published in the spring of 2011. It is believed that further legislation will follow to allow the government to realise other aspects of its vision for education.

Central to this vision is the granting of greater autonomy to schools to determine how best to address their development needs and shape their provision for their children and young people. In practice this has seen the widening of the Academy programme and the introduction of Free Schools etc., all of which are not maintained by Local Authorities. EducationKingston is primarily a response to keep a highly effective and inclusive partnership in Kingston. Therefore EducationKingston is open to all schools and academies and throughout this document school is used to refer to both.

Developments within the education sphere have to be seen also against the backdrop of some challenging financial conditions. These have led to significant reductions in the levels of resource available to local authorities to support schools and the recommissioning of services.

Guiding principles and beliefs

In developing the EducationKingston proposal we have been keen not to lose sight of some key principles. They are presented below, and with the exception of the first, there is no significance to the order.

We:

- wish to continue to secure the best outcomes for children and young people
- believe that good schools strengthen communities and enhance life chances
- wish to preserve positive and effective relationships and partnership
- need to continue to work to close gaps in achievement between different groups
- believe in the importance of schools sharing their excellence with others
- believe that all schools possess expertise from which other schools could benefit
- believe that school leaders, including Governors, benefit from and welcome external challenge underpinned by rich local knowledge and practical support
- know that schools share common needs which are often more difficult or expensive to solve alone
- recognise increasing school autonomy whereby schools are gaining extra freedoms to determine for themselves how to secure improvement
- appreciate that schools are facing difficult financial conditions
- believe in the benefits of integrated services and understand that the success of all services working effectively to support schools, children and young people is dependent of the quality of their collaboration

Local factors

We know that the quality of relationships between schools and between schools and the LA is very high in Kingston. RBK LA's approach to school improvement has been recognised nationally as being of high-quality and very effective. The partnership that exists within the school sector in Kingston is collaborative, productive and highly-valued. Additionally, RBK recognises the strategic value of promoting and supporting excellent schools in Kingston.

Within the new educational climate the LA will retain powers of intervention in under-performing maintained schools but will have no direct powers of intervention in under-performing Academies or Free Schools. The LA role in school improvement is largely non-statutory and will be subject to difficult budgetary considerations. Overall it will have a greatly reduced statutory role.

The EducationKingston proposal should be seen as being a response to all of the above and an expression of the clear desire on the part of schools and the LA to maintain the benefits of working in partnership and a willingness to explore new ways of achieving that.

EducationKingston is one development in RBK's response to transforming Learning and Children's Services to meet the new challenges. Schools' core activities are teaching and learning to ensure children and young people achieve their best. EducationKingston is primarily about improving these aspects but it is fully recognised that school effectiveness is reliant upon a range of other services to support school improvement. These services are included in another proposed development to transform Learning and Children's Services through a shared service with Richmond. Services included in that proposal are, for example, SEN, education welfare, governance, early years, educational psychology, music etc. EducationKingston is committed to working with all services supporting schools.

So what is EducationKingston?

EducationKingston will be commissioned as a 'One Kingston' self-governing partnership between RBK and schools: a not-for-profit organisation operated by and for its partner schools.

A Partnership Board will be created to manage the new organisation. In due course, following the government's awaited proposals regarding Charitable Incorporated Organisations (CIOs), the board may consider whether or not conversion to that status would be advantageous. In that eventuality the Board would make that proposal to Council.

It had been thought that the formation of a Private Company Limited by Guarantee and with charitable status would be the best approach. However, such a model would bring with it a complex set of legal, financial and tax implications. Rules concerning the constitution of managing committees, Value Added Tax liabilities and the varied legal statuses of schools and academies all present significant challenges and obstacles to this approach. Other business models such as Trust status or Community Interest Company have also been

considered but regulatory requirements render these unsuitable for the intended purposes of EducationKingston. As RBK is a significant partner in this organisation it would be required by the Code of Practice on Local Authority Accounting to include all, or certainly some, of the business transactions to be in the Council's accounts. By holding this business within the Local Authority this requirement will be met.

Regardless of the approach adopted, the Partnership's governance arrangements will continue to mean that EducationKingston is operated by schools for schools.

What will EducationKingston do?

EducationKingston's primary business activity will be to provide school improvement services to support and challenge its members. Founding Partnership is open to Kingston's maintained schools and Academies. The main purpose of this partnership is to aid schools in improving provision and raising achievement. The service will provide support, challenge, advice, guidance and training for schools, staff and governors (see Annex 2).

It will also provide reports on school performance to governing bodies and the Local Authority and be held accountable for school effectiveness via the commissioning agreement with RBK.

EducationKingston will be commissioned by RBK to maintain and improve standards, support and challenge schools and provide reports. As the commissioner of all other services for children RBK will also require EducationKingston to work positively with those services to benefit children, young people and schools.

In view of the size of the organisation there may also be opportunities for EducationKingston to engage in procurement and commissioning activity on behalf of its members to produce greater value for money outcomes. EducationKingston will be able to enter into other contractual arrangements on behalf of its members if that is considered desirable.

How will EducationKingston work?

EducationKingston will exist to support schools to ensure that all children and young people have the best experience of education in order to achieve their best. The principle of School to School Support will be at the heart of much of the work that EducationKingston will do. Schools will be encouraged to continue to support each other in a variety of mutually supportive ways, just as happens frequently at present. For example, it is not uncommon for senior leaders or classroom teachers in primary schools to be seconded to work in neighbouring schools; Advanced Skills and Expert teachers lead pedagogical training and run networks; schools share their best practice in forum events; teachers shadow others to gain insights into how other schools solve similar problems. There is outstanding practice and a great many talented and highly-skilled teachers in Kingston schools. EducationKingston will

have an important role to play in ensuring that this valuable resource is widely shared for the benefit of all.

Schools will, of course, require other specific elements of support. To meet this need, EducationKingston will give partner schools access to its subscription service in return for an annual fee. The annual fee will be proposed by the EducationKingston Partnership Board for agreement with all partners. The EducationKingston Partnership Board will be required to be prudent in all matters of finance. In allocating its resources the Board will need to manage the expectations of its subscribing schools to ensure that demand and capacity are matched.

Work has been done to establish that this is a good value for money offer (see Annex 3). In return for the annual subscription schools will receive an entitlement to a basket of school improvement services (see Annex 2).

After considering a number of fee models the EducationKingston Project Board has decided that the annual fee should be the same for all schools regardless of type or size although the EducationKingston Partnership Board will have the power to offer a reduced rate for any school for which it considers that to be appropriate. The EducationKingston Partnership Board will be required to be mindful of the principle that no school will be refused access to services because of an inability to pay.

EducationKingston Finance

RBK is committed to sustaining the high quality of education in Kingston as it fully appreciates that this will help to deliver the aspiration of Kingston being the best place to live and work. RBK is also committed to narrowing the gaps in achievement for all groups and the role of school improvement services in this is well understood.

Following recent savings requirements, in 2011-2012 RBK has budgeted to spend just under £1,500,000 on school improvement services from central funds. The removal of all but minimal government grant funding for school improvement and the need to cut the Council's spending by approximately 20% over 4 years from April 2011, has seen cuts in all areas and an agreed 50% cut to school improvement from April 2012.

If this proposal is implemented RBK will, from April 2012, make an annual contribution to the work of EducationKingston equivalent to approximately £750,000 per annum, largely in the form of staff and infrastructure support for data, ICT and professional development (see Annex 1). This investment underlines the commitment to education in Kingston and is intended to underpin the delivery of its school effectiveness and school improvement agendas.

£750,000 is insufficient to provide a fully effective school improvement service covering statutory and non statutory functions. Hence, additional financial and resource investment

from schools is essential to EducationKingston's success. The initial subscription fee for the financial year 2012-13 will be £7,000 per school.

Table A outlines how RBK's annual investment in EducationKingston will be realised. Table B is a possible EducationKingston budget plan for 2012-2013 based on proposed and forecast annual investment from schools.

Table A - RBK's annual investment in EducationKingston

Item	Cost	Income
Core Staffing from RBK: <ul style="list-style-type: none"> • 1 FTE Lead EducationKingston Partner • 4 FTE EducationKingston Partners • 1 FTE Business manager • 1.5 FTE Admin Support • 1 FTE Data Analyst • 15 days QA 	£650,000	£750,000*
Infrastructure and service support from RBK: <ul style="list-style-type: none"> • ICT hardware, software & infrastructure • Accommodation • Services including HR, Legal, Finance 	£97,600	*RBK's contribution
Total	£747,600	£750,000

Table B – Schools' annual investment in EducationKingston – possible budget plan

Item	Cost	Income
EducationKingston Adviser and CPD costs	£242,000	£ 307,000*
Staff training needs	£8,000	
Mobile phones	£2,000	
Office expenses	£5,000	
Additional money available for support activity	£50,000	
Total	£307,000	£307,000

Please note that the cost of developing and setting up EducationKingston is not included and has been met by RBK and schools.

EducationKingston Governance

Responsibility for the direction and management of EducationKingston will be vested in the EducationKingston Partnership Board. This will operate in partnership with, and independent from RBK. The governance of the Board will be drafted in such a way as to ensure that schools will always have the majority on the EducationKingston Partnership Board and in any definitions of quorums for meetings. RBK will have guaranteed representation on the Board.

Schools will enter into partnership agreements with RBK. The agreements will specify what all parties are to contribute to the partnership and what they can expect to receive from it.

Governance arrangements are set out below and will be further developed and shared prior to launch in April 2012 but will abide by the principles articulated here.

It is intended that governance will be minimally bureaucratic. All partner organisations of EducationKingston will be responsible for the appointment of representatives to the EducationKingston Partnership Board on the basis of one member, one vote. The EducationKingston Partnership Board will have responsibility for the regular periodic oversight of the operation of the organisation and for meeting the formal requirements of RBK and regulating bodies as appropriate. The rules by which the EducationKingston Partnership Board must act will be defined in the Partnership Agreement.

Board membership will be as follows:

- 7 headteachers representative of partner schools including Chair*
- RBK Director of Learning and Children's Services or representative
- Lead EducationKingston Partner

*The EducationKingston Partnership Board has headteacher majority membership and therefore majority vote.

The following will be entitled to attend Partnership Board meetings in a non-voting capacity:

- Elected governor representative
- EducationKingston Partners

The EducationKingston Partnership Board will also have the right to invite others to attend its meetings such as representatives from health services and other providers and agencies.

The Partnership Board will agree what other structures it requires. The model below presents an example of a possible meeting cycle. It is designed to:

- keep structures which are already highly effective
- minimise bureaucracy
- respond to headteachers and governors needs to have meetings with agendas that encompass school improvement but are broader than school improvement

The final governance arrangements and terms of reference will be published later in the Autumn Term 2011.

Current Partnership Structures in RBK to be maintained	EducationKingston's Governance Structure, mapped onto current structures
Annual Joint Headteachers' Partnership Meeting chaired by Director of Learning and Children's Services	This meeting will include the Annual Meeting for all EducationKingston partners: to appoint headteachers to EducationKingston Partnership Board and the Chair of the Board, agree plans, receive reports on standards, performance, finance, etc
Half termly primary and special school heads partnerships meetings chaired by Director of Learning and Children's Services	EducationKingston Partnership Board meet termly following one of the meetings to agree the development plan, resources and budget, receive QA reports, act on concerns, etc
Half Termly secondary and special schools heads partnership meetings chaired by Headteacher and led by the Director of Learning and Children's Services	This meeting to have a standing item on EducationKingston to cover school improvement and EducationKingston matters as necessary
Termly Governors, partnership meetings chaired by Director of Learning and Children's Services	This meeting to have a standing item on EducationKingston to agree plans, receive reports on standards, performance, finance etc and cover school improvement and EducationKingston matters as necessary

EducationKingston Leadership and Management

A guiding principle of EducationKingston is: *'by schools for schools'*. This will be central to its governance and leadership and management arrangements. Equally, providing challenge and support for schools 'without fear or favour' requires clear performance management arrangements for RBK staff working for EducationKingston.

It is therefore proposed that:

- The strategic leadership of EducationKingston is via the EducationKingston Partnership Board. The Board is strategically led and chaired by a headteacher who is elected by all headteachers of partner schools.
- The EducationKingston Partnership Board is served by a Lead EducationKingston Partner who is appointed by the Board and RBK to provide operational leadership to EducationKingston.
- The Lead EducationKingston Partner's role includes ensuring the effective delivery of RBK's commissioning agreement and providing leadership and management of other staff in EducationKingston, including leading on recruitment in liaison with other partners as appropriate.
- Performance management of the Lead EducationKingston Partner sits with the Chair of the EducationKingston Partnership Board, informed by the Director of Learning and Children's Services as appropriate.

- The leadership and management of EducationKingston is to be supported by the commissioning requirement that an independent authority is engaged to report annually to the partners on the overall effectiveness of EducationKingston.

Detailed leadership and management role descriptions will be drawn up and shared later in the Autumn Term.

EducationKingston Quality Assurance

A mechanism for quality assurance will be specified within the commissioning agreement between RBK and EducationKingston. There will be a requirement for an independent annual review that will be reported to the EducationKingston Partnership Board, partner schools and RBK. This evaluation will focus on outcomes for children and young people, closing gaps, the effectiveness of schools, successful delivery of action plans and report on quality, the direction of travel, value for money and future priorities. The evaluation process will use EducationKingston's data sets and self evaluation as well as qualitative evaluation through face to face discussion with partners and RBK.

The Partnership Board will decide which additional aspects of quality assurance it requires to satisfy itself and partners that the performance of EducationKingston is meeting the needs and aspirations of its members. A quality assurance policy will be developed to outline quality assurance activities, scheduling and reporting lines.

Conclusion

In order to secure RBK's investment into EducationKingston, 90% of schools will need to declare their intention to join. The declaration includes a commitment to purchase the subscription service for an initial period of five years i.e. April 2012 to August 2017 to match the Council's commitment.

A "Declaration of Intention to Join EducationKingston" is included along with this proposal (see Annex 4).

The proposal and schools' response rates will be reported to Council on the 18th October 2011. If there is sufficient support from schools, Council will be formally asked to endorse the proposal as part of the wider transformation of learning and children's services. This endorsement will be subject to a subsequent commissioning agreement test.

Subject to RBK's approval, the period from October 2011 until March 2012 will be used to develop the necessary legal frameworks to bring EducationKingston to life. It is intended that formal documents will be available for schools to sign by the end of January 2012.

Annex 1 – RBK LA Commitment

The Royal Borough of Kingston is committed to ensuring that school effectiveness in Kingston remains outstanding and continues to improve. RBK hopes that the vast majority of schools will want to continue to work in partnership via EducationKingston to secure school improvement. If they do, RBK will commission EducationKingston to provide all its school improvement functions, both statutory and non statutory. In return the Council is willing to invest in EducationKingston to the equivalent of £750,000 each year for an initial period of 5 years. As the commissioner of EducationKingston, RBK will be fully committed to EducationKingston's success.

The relationship between RBK and EducationKingston will be recognised both through the shared governance of EducationKingston, including board membership and also through the partnership agreement between the two parties. This agreement will set out in contractual terms exactly what RBK will expect from EducationKingston in return for the commitment outlined above. The agreement will specify expectations for outcomes, how that contract is to be monitored, evaluated and reviewed and how EducationKingston will support the Council to fulfil its full range of responsibilities to residents. RBK will require performance reports on a range of aspects of school improvement.

All children's services commissioning agreements will require commissioned services, including EducationKingston, to work well together for the benefit of children, young people and schools. EducationKingston's relationship with 'Achieving for Children', a proposed shared service for Richmond and Kingston councils, and children's health commissioning will be especially important.

RBK will provide EducationKingston with its core school improvement team which consists of five inspector level posts, a business manager, a data analyst and administrative support. The staff within this team will continue to be employed by RBK but directed by and accountable to EducationKingston. The performance management of RBK staff will be the responsibility of EducationKingston via the leadership structure.

In addition RBK will provide accommodation, ICT support, HR, legal and financial services to EducationKingston.

Annex 2 – EducationKingston Subscription Service

The EducationKingston School Improvement Service will provide full subscription schools with the following:

1. An assigned EducationKingston Partner (EKP) – see next page for details of role
2. Termly report to Governors on Joint Evaluation and Review
3. Attendance at EducationKingston /RBK events:
 - Headteacher partnership meetings
 - Governors partnership meetings
 - EducationKingston Forum meetings
 - Headteacher conferences
 - School improvement forum – 2 places per school
 - Secondary leadership forum – 2 places per school
 - English/Literacy network meetings
 - Maths/numeracy network meetings
 - SENCO network meetings
 - Assessment co-ordinator meetings
 - EYFS network meetings
 - Primary Deputies' forum
 - 14-19 partnership
4. Access to:
 - Data collection, reports and analysis service
 - Support for new Headteachers
 - Brokering additional support
 - Quality assurance and coordination of School to School Support
 - Additional support for schools in challenging circumstances or causing concern
 - A wide range of other EducationKingston network and forum meetings and conferences
 - Discounted access to open EducationKingston events and conferences
 - Quality assurance of alternative provision
 - Procurement service
5. Liaison and interface with other local and national agencies and council departments
6. NQT support:
 - Registration
 - Quality assurance of assessments
 - Attendance at induction day
7. 60 credits for purchasing additional support – see later for details of menu and tariff

The Role of the EducationKingston Partner (EKP)

EKPs are ‘partners’ with schools. They are expected to establish excellent working relationships with schools and exercise their functions as equal professionals in the school improvement process. The EKP’s central role is to provide schools with support and robust external challenge. This should happen directly through the school improvement dialogue, analysis of written evidence and through accessing and brokering external support. The guiding principles for the work are as follows.

The EKP and the headteacher will:

- Build excellent mutually respectful relationships;
- Focus on pupil progress and attainment across the ability range and the factors which influence it;
- Provide and receive professional challenge / support that contributes to school self-evaluation and consequent improvement planning to build on strength and support developments so that practice and performance continues to improve;
- Use evidenced based assessment of performance to identify strategies to improve leadership, provision, teaching, learning and pupil outcomes;
- Recognise and respect the school’s autonomy to plan its development;
- Recognise and respect the EKP’s responsibility to report accurately and honestly without ‘fear or favour’;
- Jointly contribute to the Joint Evaluation and Review document and termly updates, communicating this to key school staff, governors and EducationKingston colleagues.

The core function of the EKP role is to support and challenge schools to raise standards and achievement. In order to fulfil this function EKPs, in partnership with the Headteacher and senior staff, will carry out the following tasks:

- Evaluate the school’s:
 - Self-evaluation in line with the current Ofsted criteria
 - Performance in terms of pupil outcomes and the quality of teaching
 - Priorities for improvement
 - Targets for the current and following academic year
 - Overall effectiveness, including agreeing the school’s categorisation prior to moderation
- Make recommendations about the external support needed and how to access this

In addition the EKP will:

- Be available to provide support, advice and guidance via email and telephone
- Advise Governors on the appointment of a new headteacher
- Be available to attend Governing Body meetings as necessary
- Support recruitment to deputy headteacher posts

Summary of roles and responsibilities and suggested possible timeline		
Term	Headteacher	EKP
As necessary	<ul style="list-style-type: none"> Plan familiarisation visit for new EKP 	<ul style="list-style-type: none"> Familiarisation visit if new to school Support Governors with recruitment of a new headteacher Support school with preparation for Ofsted inspection and attend feedback meeting
Ongoing	<ul style="list-style-type: none"> Review and update the school self-evaluation and school improvement plan Discuss EKP Joint Evaluation and Review report and termly updates with Chair of Governors Provide documentation to EKP as necessary 	<ul style="list-style-type: none"> Make sufficient regular visits to the school to aid its review and development, following agendas agreed in advance with the headteacher, Gather evidence through discussions with: <ul style="list-style-type: none"> The headteacher; The senior leadership team; The Chair of Governors; Teachers (including joint lesson observations with senior staff); Pupils. Complete documentation required by EducationKingston and submit within the specified time frame
Autumn <i>Focus on achievement</i>	<ul style="list-style-type: none"> Analyse data for pupil outcomes against targets, previous performance, local and national averages Review priorities for improvement Review targets for current academic year (KS1, KS2, KS4, KS5) and agree targets for coming academic year (KS2, KS4, KS5) Prepare for Joint Evaluation and Review meeting and complete necessary proforma in advance 	<ul style="list-style-type: none"> Desk top analysis of documentation, including data, school self-evaluation and school improvement plan. Arrange and carry out Joint Evaluation and Review meeting to discuss evaluation and make judgements Review priorities for improvement Review targets for current academic year (KS1, KS2, KS4, KS5) and agree targets for coming academic year (KS2, KS4, KS5) Draft Joint Evaluation and Review report Secure confirmation from headteacher before submitting Joint Evaluation and Review report to EducationKingston
Spring <i>Focus on provision</i>	<ul style="list-style-type: none"> Review progress on school improvement plan, note impact and necessary adaptations Agree targets for coming academic year (KS1) 	<ul style="list-style-type: none"> Review progress on school improvement plan, note impact and necessary adaptations Broker additional support as necessary Agree targets for coming academic year (KS1) Update the Joint Evaluation and Review report and get confirmation from headteacher before submitting to EducationKingston
Summer <i>Focus on leadership</i>	<ul style="list-style-type: none"> Review progress on school improvement plan, note impact and necessary adaptations 	<ul style="list-style-type: none"> Review progress on school improvement plan, note impact and necessary adaptations Broker additional support as necessary Update the Joint Evaluation and Review report and get confirmation from headteacher before submitting to EducationKingston

Menu and Tariff for Additional and Bespoke Support

Full subscription schools receive 60 credits which can be used to access additional school improvement support activities from EducationKingston.

Additional credits may be purchased, subject to capacity, at a rate of £500 for 6 credits

Possible activities	Guide to 'cost'
<ul style="list-style-type: none"> • Bespoke training for staff and/or governors • Support for Governors for HT performance management • Support for staff recruitment • Support for middle leaders • Observation of classroom teachers • Support for classroom teachers • Observation and assessment of NQTs • Support for NQTs • Data advice & training • Support for staff recruitment • Pre-inspection support • Post-inspection action planning and review • Support for disciplinary and capability issues • Support for bid and/or policy development • Conducting reviews requested by school • Participating in reviews 	<p>These activities would be carried out by an EKP* or EducationKingston Adviser as appropriate.</p> <p>These will be 'charged' at 1 credit per hour of in-school time plus 2 credits if a post-activity report is written.</p> <p>There will be no 'charge' for preparation time.</p> <p>*Note: This might not necessarily be the school's assigned EKP if specialist input is required.</p>
<ul style="list-style-type: none"> • Theme networks (e.g. EAL , G&T, subject networks) • Phase and year group networks • NQT training sessions 	<p>Attendance at these events will be 'charged' at the rate of 1 credit per attendee for events up to half a day in duration and 2 credits per attendee for whole day events.</p>
<ul style="list-style-type: none"> • Open EducationKingston events & conferences 	<p>Credits cannot be used for these events.</p> <p>Participants will be charged at a rate that will cover costs for forecast attendance numbers.</p> <p>Participants from non-partner schools will be charged a premium rate.</p>

Note: This is not an exhaustive list. Other activities will carry a credit tariff in keeping with the general principles used here and there may also be other events or activities for which cash only payments will be necessary.

Annex 3 – Value for Money Comparison

Please see below a range of typical core and bespoke support for 4 sample schools. All of this support would be included in the EducationKingston subscription price of £7,000. The cost comparisons include:

- Kingston, using current 2010/11 published charges for work within Kingston:
 - Inspector (£550 full day or £300 half day)
 - Consultant (£450 full day or £250 half day)
 - Course fees for Kingston schools (£155 for full day or £90 for half day or twilight session)

- SWLSEP partner, using current 2010/11 published charges for work in other SWLSEP LAs:
 - Inspector (£600 full day or £350 half day)
 - Consultant (£500 full day or £300 half day)
 - Course fees for schools outside their LA (£175 for full day or £110 for half day or twilight session)

- Private company, using current 2010/11 published charges:
 - Consultant (£800 full day or £450 half day)
 - Course fees (£225 for full day course)
 - Where rates for comparable activities were not available, estimates have been derived from other published prices
 - Prices have been taken from the middle of the range of those available

	Description	Time	Cost Kingston	Cost SWLSEP	Cost private company
Core Offer	Termly EKP visit and report	2½ days	£1,400	£1,550	£2,050
	Telephone and email support	Approx 1hr	£100	£110	£150
	Headteacher partnership meetings	6 x ½ day	£540	£660	£675
	Governor partnership meetings	3 x 2 hours	£540	£660	£675
	EducationKingston Forum meetings	6 x ½ day	£540	£660	£675
	English/Literacy networks	6 x ½ day	£540	£660	£675
	Maths networks	6 x ½ day	£540	£660	£675
	SEN networks	3 x ½ day	£270	£330	£450
	EYFS networks / 14-19 partnership	3 x ½ day	£270	£330	£450
	NQT registration, induction day	1 day	£155	£175	£225
	Data collection, reports and analysis (including FFT)		<u>£500</u>	<u>£1,000</u>	<u>£1,500</u>
			£5,395	£6,795	£8,200
School A use of 60 credits - 1 form entry 'Good' Primary school	Support for Governors recruiting HT	20 hours	£1,500	£1,750	£2,250
	Support for middle leaders	8 hours	£500	£600	£800
	Planning support & team teaching	14 hours	£1,000	£1,200	£1,600
	Y6 good practice network	3 x ½ day	£270	£330	£450
	Y4 good practice network	3 x ½ day	£270	£330	£450
	Y2 good practice network	3 x ½ day	£270	£330	£450
	ICT network	3 x ½ day	£270	£330	£450
	Support for middle leaders	6 hours	<u>£500</u>	<u>£600</u>	<u>£800</u>
		£4,580	£5,470	£7,250	

	Description	Time	Cost Kingston	Cost SWLSEP	Cost private company
	Support for Governors HT PM	4 hours	£300	£350	£450
	Bespoke training for Governors	1 hour	£100	£110	£150
	Support for class teacher	4 hours	£250	£300	£450
	Observation of class teacher	4 hours	£300	£350	£450
	Support for capability issue	3 hours	£300	£350	£450
School B use of 60 credits - 3 form entry 'Outstanding'	G&T network	3 x twilight	£270	£330	£450
	EAL network	3 x twilight	£270	£330	£450
	ICT network	3 x twilight	£270	£330	£450
Junior school	NQT training sessions	5 x 1 day	£775	£875	£1,125
	Y6 good practice network	9 x ½ day	£810	£990	£900
	Y4 good practice network	9 x ½ day	£810	£990	£900
	QA of leading teachers	4 hours	£250	£300	£450
	Support with Y2 / Y3 moderation	4 hours	<u>£250</u>	<u>£300</u>	<u>£450</u>
			£4,955	£5,905	£7,125

	Description	Time	Cost Kingston	Cost SWLSEP	Cost private company
School C use of 60 credits - 'Outstanding' Secondary school	Support for Governors HT PM	4 hours	£300	£350	£450
	Support for NQT	3 hours	£250	£300	£450
	Observation of NQT	3 hours	£300	£350	£450
	Support for capability issue	3 hours	£300	£350	£450
	Support for staff recruitment	6 hours	£550	£600	£800
	Support for new Head of Dept	4 hours	£250	£300	£450
	Review of department	20 hours	£1,500	£1,750	£2, 500
	NQT training sessions	8 x 1 day	£775	£1,400	£1,800
	Science network	3 x 1 day	£465	£525	£675
	ICT network	3 x ½ day	<u>£270</u>	<u>£330</u>	<u>£450</u>
			£4,960	£6,255	£8,475
School D use of 60 credits - 2 form entry 'Satisfactory' Primary school	Support for Governors HT PM	4 hours	£300	£350	£450
	Bespoke training for Governors	1 hour	£100	£110	£150
	Bespoke training for staff	4 hours	£250	£300	£450
	Support for staff recruitment	3 hours	£300	£350	£450
	Support for middle leaders	20 hours	£1,500	£1,800	£2,700
	Moderation with class teachers	14 hours	£1,000	£1,200	£1,800
	Planning support & team teaching	5 hours	£500	£600	£900
	Y6 good practice network	3 x ½ day	£270	£330	£450
	Y4 good practice network	3 x ½ day	£270	£330	£450
	Y2 good practice network	3 x ½ day	<u>£270</u>	<u>£330</u>	<u>£450</u>
			£4,760	£5,700	£8,250

	Description	Time	Cost Kingston	Cost SWLSEP	Cost private company
	Comparative Total Cost Estimates	School A	£9,975	£12,265	£15,450
		School B	£10,350	£12,700	£15,325
		School C	£10,355	£13,050	£16,675
		School D	£10,155	£12,495	£16,450

Annex 4 – Declaration of Intention to Join EducationKingston

From the Chair of Governors and Headteacher/Principal of

<<Insert School Name>>

We have considered the proposal for EducationKingston and we formally state our commitment to become founding partners of EducationKingston when it launches on the 01st April 2012.

We commit to the partnership terms for 5 years understanding that EducationKingston will be subject to annual review and evaluation by partners and that the RBK Commissioning Agreement will include an exit policy for both EducationKingston and RBK.

We will pay the agreed annual subscription rates, commencing with £7,000 for the financial year 2012- 2013.

We reserve the right to withdraw this declaration should there be significant variation in the terms and constitution of EducationKingston from those outlined in the proposal published on the 09th September 2011.

Signature:

(Chair of Governors)

Signature:

(Headteacher/Principal)

Date:

Please return the signed declaration to Tina Herring (tina.herring@rbk.kingston.gov.uk) by 5pm on the 14th October 2011 at the latest.