



Using the Extended Services Sustainability School Cluster Development Tool

Module 1

developing people, improving young lives

Introduction

Welcome and local context

Objectives for module 1

- Introduce cluster managers to the tool, and a process for use with their cluster
- Practise the use of the tool on a 1:1 basis, considering some techniques for effective dialogue
- Agree a local authority-wide approach to use of the tool as part of the ES strategy

Agenda for module 1

Time	Agenda Item
0915	Introduction
0930	Background to the tool
BREAK	
1045	Using the tool
1230	Next Steps
1300	Evaluation and close
LUNCH	

First things first

- Housekeeping and materials
- Expectations from today
- Ways of working
- Dealing with questions and issues that arise
- Icebreaker: share something about yourself that your colleagues might not know

Background to the ES Sustainability Tool

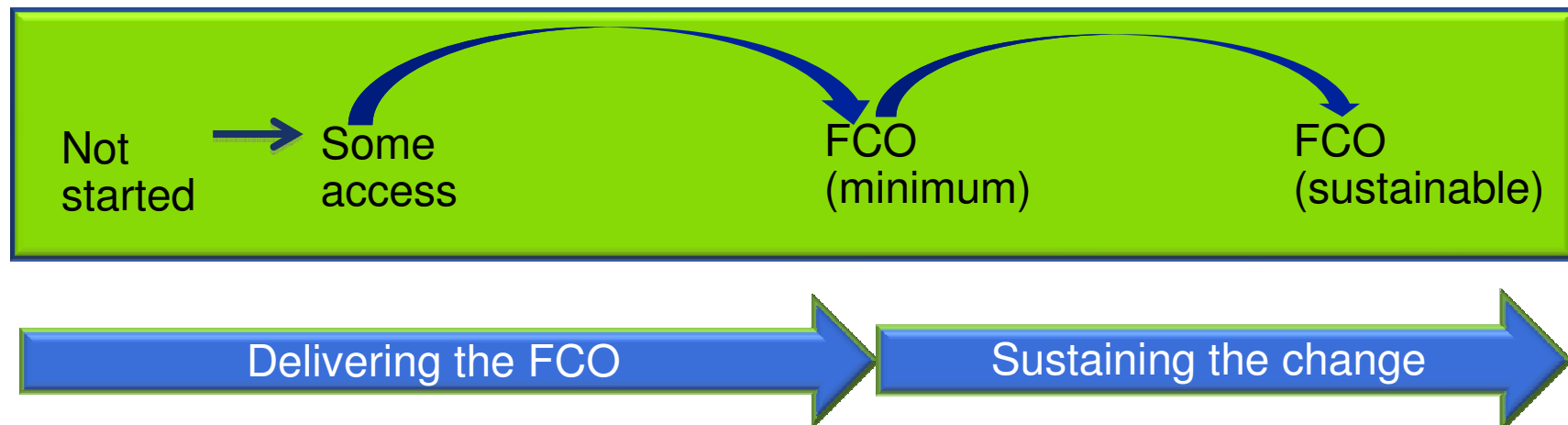
ES targeted support

Aim of the support

- 1) To help those schools that not **are not** yet providing access to the full core offer (FCO) to get engaged, and to overcome any particular challenges, enabling them to meet the 2010 expectation
- 2) To help those that **are** at FCO to ensure the sustainability of their arrangements

The approach to meeting these aims is largely about building capability and capacity within LAs, and encourages differential support on a universal, targeted and intensive basis

The ES challenge



Extended services sustainability - school cluster development tool

- The tool was developed from work with 30 ESRAs and cluster managers from 20 LAs during 2008
- We have piloted the development tool, designed to help cluster managers assess the conditions for ES sustainability within their cluster
- Designed to be used by cluster managers in meetings with head teachers or other school leaders
- Main element is a diagnostic of 10 'conditions for success' for ES sustainability
- By comparing the results across the cluster, it can serve as a developmental tool for both
 - Individual schools
 - The cluster as a whole



Where the tool fits with the 'Understanding and Engagement' tool

The ES Challenge



School ← Examples of supporting tools → Cluster

Tool 1: Getting to FCO: 'Understanding and engagement diagnostic'

- *Developed from the University of Warwick research*
- *Used in the engagement phase of the NCSL/TDA partnership work*
- *10 dimensions to assess engagement and understanding level*
- *Used to support a structured conversation with schools and identify issues for support*

Tool 2: ES sustainability: 'School cluster development tool'

- Developed with ES leads and cluster managers (CM) from a range of LAs
- Focus on cluster as key to ES sustainability, used by CMs
- 10 conditions for success
- A moderated self-assessment
- Development tool for schools and the cluster

The layout of the ES Sustainability Tool

ES sustainability: Conditions for Success - diagnostic questions

1. What sort of **consultation** and needs analysis takes place on the development of this school's extended services?
2. How **integrated** are extended services into the planning and running of this school?
3. How **aligned** are this school's extended services **with local area plans/targets** eg in the Children and young people's Plan, LAAs etc?
4. How effective are your extended services **cluster arrangements**?
5. How well are **other local services** linked into the delivery of extended services in this school?
6. How integrated is **multi-agency training** with that of the school workforce?
7. How **well-publicised** are the extended services and activities?
8. How well is the design of services **targeted** to meet identified needs?
9. How sound are the **funding** arrangements for the extended services in this school?
10. How do you **measure the impact** of your extended services ?

Step-by-step guide

Step 1

In discussion with school leaders who have a good knowledge of the school's extended services, answer each of the 10 diagnostic questions in turn.

For each diagnostic question there is a line representing a scale from 1 to 10. Please mark the number that best represents where you think the school is in terms of the sustainability of its ES arrangements.

This rating should be agreed with the school. There are prompts included with the questions on the following pages to further the discussion and help you to agree the rating.

Please also discuss where the school would like to be within an agreed period and also mark this on the diagnostic grid. This will help inform school and cluster development plans.

Example

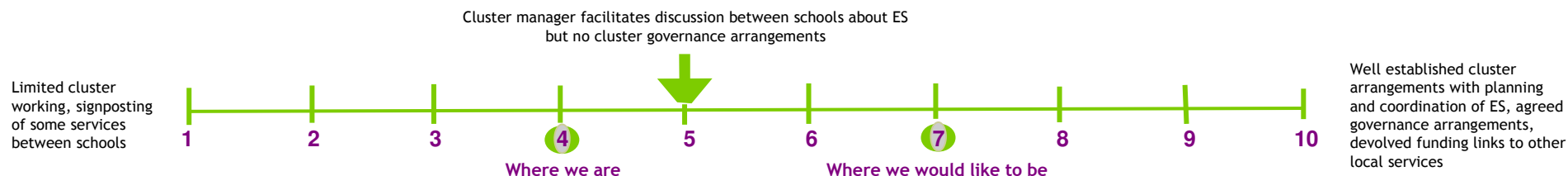
In the example below, the school and cluster manager agree the rating is 4. The school has some cluster working (it signposts to services offered by other schools) but there are no cluster governance arrangements and discussions between cluster schools on ES provision are infrequent. The school would like this aspect of its cluster partnership to be improved and aims to have a rating of 7 within one year. The school and cluster manager agree actions.

Please note that the descriptions at the end points and midpoint of the diagnostic scale are indicative and are not comprehensive. They are examples of the kind of practice that could represent, for example, very sustainable extended services. Every cluster will need to consider what sustainability means for its own cluster. In practice, using this diagnostic may be more of an art than a science.

Resource

In section 3 of this document (p23), we suggest resources that could be useful for addressing areas for development in each of the conditions for success.

Example: how effective are your ES cluster arrangements?



Step 1

Repeat this process with all the schools in the cluster. Record the ratings for each school in the cluster review grid. For practical reasons, we have designed the grid for use with clusters of up to 10 schools. If there are more schools in your cluster, please amend the grid accordingly.

Resource

A printable version of the grid below can be downloaded at www.tda.gov.uk/extendedservices/sustainability

	School											CFS total score	CFS average score	
	*1	*2	*3	*4	*5	*6	*7	*8	*9	*10	*...			
1. Effective consultation and needs analysis														
2. Integration of ES into school improvement planning														
3. Alignment of ES with LA's strategic plans														
4. Effectiveness of cluster arrangements														
5. Partnership working with local services														
6. Integrated multi-agency training														
7. Well publicised services														
8. Design of quality, targeted services														
9. Funding arrangements														
10. Impact measurement														

* = School name

Step 3

Analyse the cluster review grid. What does the data tell you? Which schools have particular strengths and areas for development in terms of ES sustainability? Could some schools support others in their areas for development? Are there general areas for development across the cluster that need to be addressed in the cluster development plan? Are there issues that need to be considered at LA level?

In the example grid below, the cluster manager has used a shading system to flag up schools where sustainability ratings are low (0-3), medium (4-7) and high (8-10). The cluster manager can see at a glance that impact measurement is an issue for nearly all the schools – and could suggest that the cluster uses an impact evaluation model, such as the one devised by the Training and Development Agency for Schools (TDA), as a possible way of improving this.

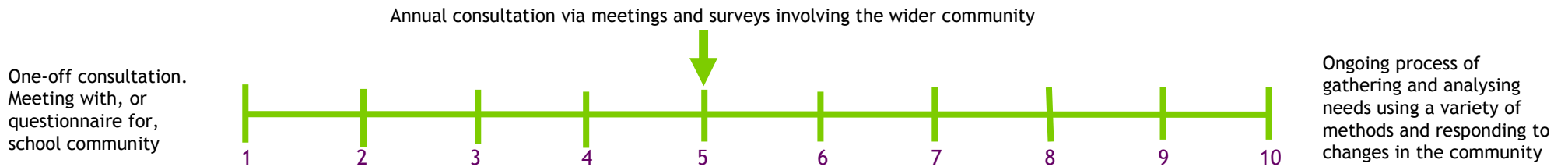
Cluster managers should engage with school leaders in this analysis and agree actions and priorities in cluster meetings.

The data and analysis generated by using this tool should feed into school improvement plans, cluster development plans and the LA's CYPP.

	School										CFS total score	CFS average score
	A	B	C	D	E	F	G	H	I	J		
1. Effective consultation and needs analysis	2	6	8	8	7	7	6	5	3	9	61	6.1
2. Integration of ES into school improvement planning	2	4	4	7	5	7	5	4	3	6	47	4.7
3. Alignment of ES with LA's strategic plans	2	2	4	6	6	6	5	5	3	6	51	5.1
4. Effectiveness of cluster arrangements	5	5	5	6	5	6	7	5	4	5	53	5.3
5. Partnership working with local services	4	4	5	6	6	5	4	5	4	7	55	5.5
6. Integrated multi-agency training	2	2	5	7	7	6	3	7	3	7	45	4.5
7. Well publicised services	5	5	7	8	7	7	5	6	5	9	64	6.4
8. Design of quality, targeted services	3	5	8	8	7	2	5	5	3	8	54	5.4
9. Funding arrangements	2	2	4	5	6	2	7	2	5	7	42	4.2
10. Impact measurement	3	3	2	4	4	3	4	3	2	4	32	3.2

Cluster development tool with prompt questions

1. What sort of consultation and needs analysis takes place in the development of this school's ES?



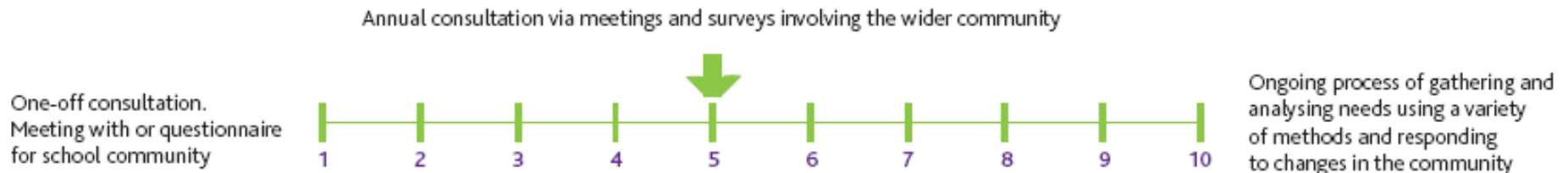
Prompt questions

- What consultation methods were used?
- Which stakeholder groups - including partner agencies - are consulted?
- How often are they consulted?
- How are needs determined?
- How is the information gathered from consultation used in planning?
- Is the language tailored to different audiences?
- Have you consulted young people as well as parents?

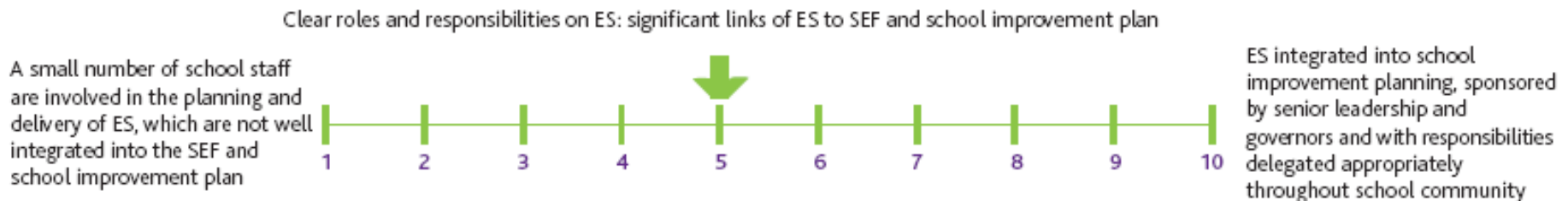
Notes

Pages 24-28 - Rating scales to use with each school leader

1. What sort of consultation and needs analysis takes place on the development of this school's ES?



2. How integrated are ES into the planning and running of this school?



Understanding the ES Sustainability Tool: Conditions for Success

Activity 1 - Getting to know the Conditions for Success (CfS)

- Split into 3 groups
- Each group to focus on 3-4 of the 'Conditions for Success' on pages 6-7 of the tool
- For each of your CfSs, please think of an example from a school or cluster that you know
- Where would *you* rate the school on the scale of 1-10 for that particular example



TAKE A BREAK

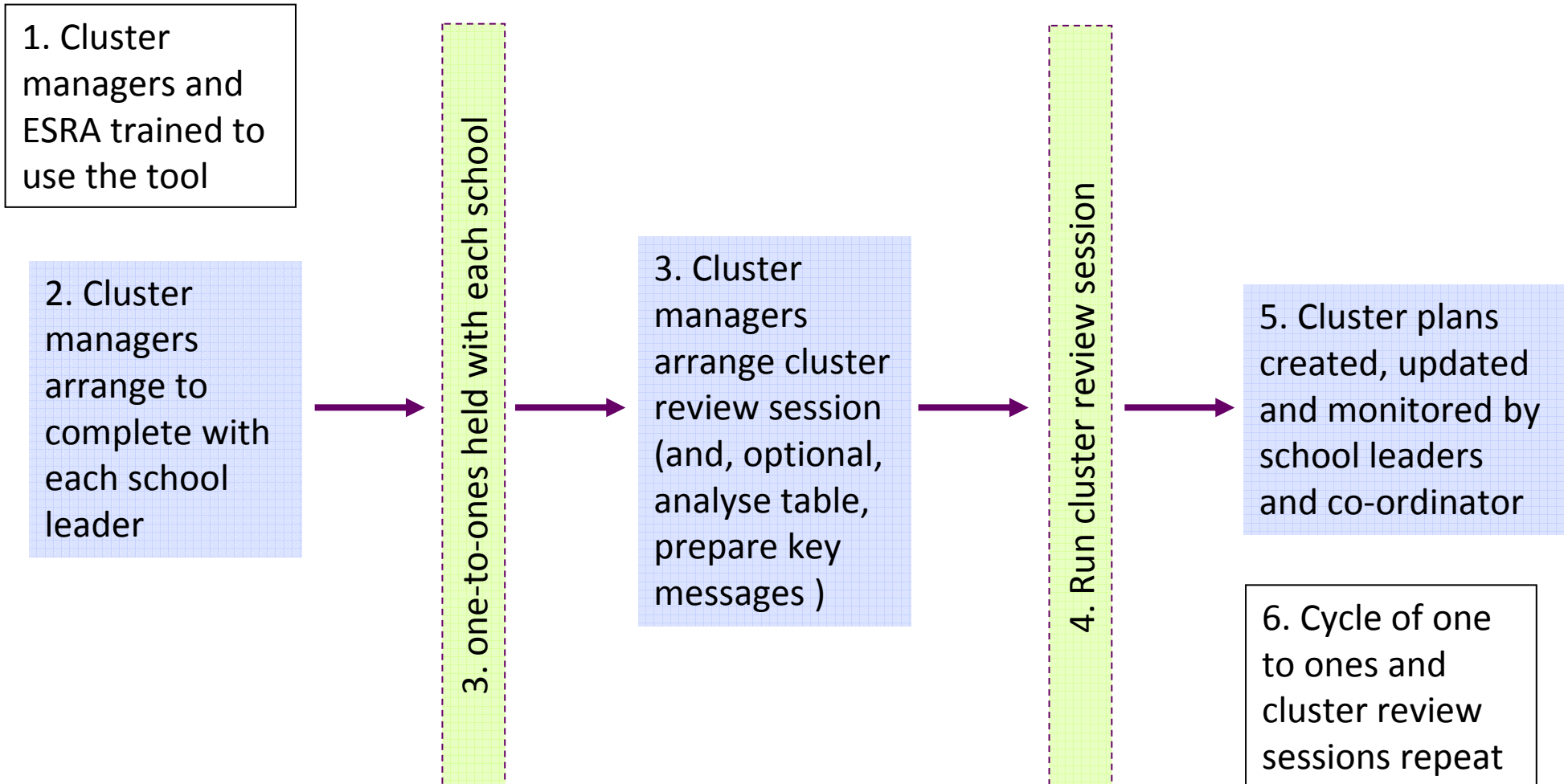
Using the ES Sustainability Tool

Overview of suggested process

How can this tool be used?

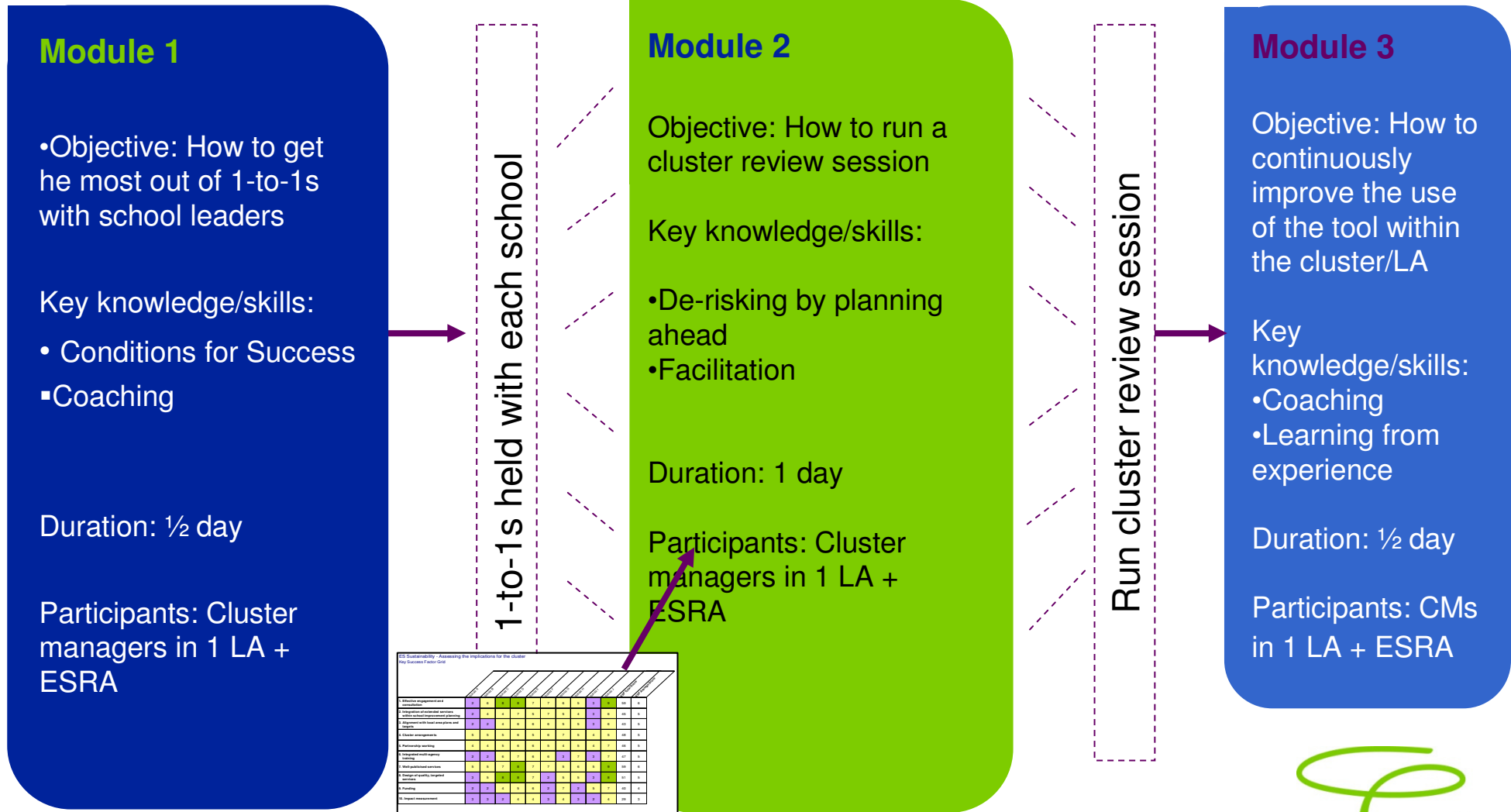
- Download and use without additional training
- CMs and others attend a full day's training to understand the tool and how it might be applied through a Cluster workshop with school leaders
- As part of a modular programme designed to develop and equip CMs to bring about organisational change;
 - Module 1 – half day – explore the tool
 - Module 2a – full day – challenges, solutions and the cluster workshop
 - Module 2b – half day – building on our learning

ES Sustainability tool – proposed process within an LA



Timescale appropriate to cluster and fitting with agreed planning cycle and activities

ES Sustainability tool – proposed modular support



ES Sustainability - Assessing the Implications for the Cluster Key Success Factor Grid

	1	2	3	4	5	6	7	8	9	10	11	12
1. Strategic management and leadership												
2. Organisation and management systems												
3. Management with learners and parents and staff												
4. Cluster management												
5. Partnership working												
6. Financial management												
7. Health and safety (organisational)												
8. Quality												
9. Impact measurement												

What does this data tell you?
 Which KSFs in the cluster are doing really well?
 Which KSFs need to be prioritised?

Which KSFs are doing particularly well in particular SSPs, and why?
 Which KSFs are doing less well in particular SSPs, and why?
 How could you use this data to build ES sustainability across the cluster?

Using the ES Sustainability Tool

A three stage process

stage 1: positioning the tool

*stage 2 explore accurate self-assessment and promote
forward thinking*

stage 3: agreeing next steps



Using the ES Sustainability Tool

Stage 1: Positioning the tool

preparation

things to cover

promoting dialogue

Stage 1: Positioning the tool - Preparation

Objective: for the school leader to willingly take part in the exercise, having addressed any concerns they may have

- Which school leaders are going to be most difficult to engage?
- How will you approach them? eg by telephone or face-to-face

Assumption:

This tool will generally not be used for hard-to-engage school leaders, and therefore a one-to-one meeting, say 1 hour max, telephone or face-to-face, will not be difficult to arrange.

(We will consider more challenging school leaders later)

Stage 1: Positioning the tool - Things to cover

What the tool is for

- It is designed to help schools deliver ES effectively and sustainably through partnership working and particularly through cluster development

Why we are asking the school to take part

- Where it fits in the local area's ES and/or C&YP strategy, cluster plans etc
- The objectives of the exercise eg cluster development
- The potential benefits for school eg
 - acknowledges progress to date
 - contributes to school improvement planning
 - contributes to Ofsted evidence
 - potentially shares good practice

Stage 1: Positioning the tool: Things to cover (contd)

How the output could be used

- Options:
 - Not shared: just for school leader
 - Within the school eg self assessment ratings and implications could be shared with/debated with SMT, or change team
 - With other schools in cluster, as headlines, or with full disclosure
 - With other agencies in the locality, to prompt closer working

NB Any decision to share the output is purely with the school leader

What the exercise is NOT

- An official audit
- Comparative review of school performance
- A data monitoring exercise



Stage 1: Positioning the tool: Promoting dialogue

- Ask for an update on the school's context in relation to ES
- One-to-one meetings are an opportunity to promote dialogue (and thus build relationships) through good questions and active listening. So, as well as the words used, be aware of your, and the school leader's
 - Tone , acknowledgements (mmmmm, I see, aha etc)
(and if the meeting is face-to-face)
 - Eye contact, Nodding, Gestures, Body language

NB Research has shown that effective communication relies less than 10% on the words used, and approx 35% on body language, and 55% on tone!

Using the ES Sustainability Tool
**Stage 2: Explore accurate self-assessment and
promote forward thinking**
a) exploring accurate self assessment
b) promoting forward thinking



Stage 2a: Exploring Accurate Self Assessment

Objective: Acknowledging progress to date, whilst encouraging a realistic assessment of school's current position on ES sustainability

- For each CfS ask the school leader where, on a scale from 1 to 10, the school is
- Use questions to support and challenge appropriately eg
 - Open questions
 - Closed questions
 - Extending questions
 - Linking questions
 - Clarifying questions
- Probe for evidence, examples
- Avoid : leading questions, multiple questions

NB The rating process is basically subjective, an art rather than a science. The goal is to help the head be as objective as possible

Stage 2b: Promoting Forward Thinking

Objective: to encourage and support the school leader in developing more sustainable ES arrangements for the school, in the context of cluster development

- Choose a planning timeframe eg 1 year, 3 years etc
- For each CfS, ask the school leader where the school should be on each rating scale within that time frame
- Probe for more detail of how progress might be achieved
- Support or challenge as appropriate eg
 - Encourage creative thinking on the range of options
 - If progress is likely to be difficult, encourage small steps eg how to progress from a 3-rating to a 4-rating

Using the ES Sustainability Tool

Stage 3: agreeing next steps

Stage 3: Agreeing next steps

Objective: to ensure that the school leader has considered the options for how the output will be used, has been given the opportunity to share data with other schools in the cluster, and is clear on next steps

- Ensure that you have agreed where the school is, and where it would like to be on each CfS, and noted this and any 'evidence', on your copy of the tool
- Check the extent to which the school leader is prepared to share the output ie
 - Not at all: output just for school leader
 - Within the school eg self assessment ratings and implications could be shared with/debated with SMT, or change team
 - With other schools in cluster, as *headlines*, or with *full disclosure*
 - With other agencies in the locality, to prompt closer working
- Agree any actions for either school leader or yourself, particularly next steps in relation to any plans for a cross-cluster review
- Thanks them for their time

Activity 2: triads

Activity 2: triads

We are going to work in groups of 3 to:

- Plan a 1-to-1 with a school leader
- Practice the different stages of the 1-to-1
 - Positioning the tool
 - Exploring accurate self-assessment, and promoting forward thinking
 - Agreeing next steps

You should take turns to be:

- Cluster manager - leading the dialogue
- Head - role play one that you know
- Observer - observe and provide feedback

Divide the sections up as follows:

- Positioning the tool and 1x CfS (actual and desired)
- 2x CfSs (actual and desired)
- 1x CfS (actual and desired) and agreeing next steps

Activity 2: triads – Timing: 25 mins planning

Planning as a group of 3 (15 mins)

- Agree roles for each of the rounds eg who will be cluster manager for round 1 etc (5 mins)
- Agree as a group (10 mins):
 - the broad parameters for all 3 rounds taking into account the local context eg what is the right tone to adopt? What issues might arise?
 - Broadly which each of you should cover eg which CfSs will you use

Planning on your own (10 mins)

- Headline script for your cluster manager role ie either *Positioning....*, or *Exploring and Promoting...* or *Agreeing*
- How will you play your 'school leader' role eg what sort of examples might you give of evidence on the relevant CfSs

Activity 2: triads – Timing: 30 mins Practicing

Conducting 3 rounds

- Round 1 = 15 mins
- ie 10 mins Role play + 5 mins feedback by ‘school leader’ and observer

As cluster manager

- When leading the 1-to-1, remember the guidance given in recent slides

Giving feedback

- As ‘school leader’, how did it feel? What impact did the cluster manager have on you? Were you encouraged, supported, challenged appropriately and effectively?
- As observer, how did the cluster manager do overall? In relation to the guidance given in recent slides? Where possible, be specific about what they said/did, and the response it evoked

Plenary discussion

How did you find the triad exercise?

- What have you learned?
- How would you do it differently next time?

This exercise was based on working with less challenging school leaders. What sort of issues would working with more 'hard-to-reach' heads generate?

- How could these be dealt with?
- What are your hints and tips for engaging the more challenging school leaders?

Activity 3: Next Steps

Graphic from page 12

Step 3

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9. Funding	2	2	4	5	6	2	7	2	5	7	42	4.2
10. Impact measurement	3	3	2	4	4	3	4	3	2	4	32	3.2

Activity: Next steps – Local Authority

Activity: Next steps – Cluster level

Review and close

- Review objectives
- [www/ebi](http://www.ebi)

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- Practice the use of the tool on a 1:1 basis, considering some techniques for effective dialogue
- Agree a local authority-wide approach to use of the tool as part of the ES strategy