

## Appendix 1

|   | <b>SCRUTINY<br/>RECOMMENDATION</b>   | <b>RECOMMENDED CABINET<br/>RESPONSE<br/>(To accept, reject or amend the<br/>recommendation)</b>   | <b>ACTION PLAN AND<br/>IDENTIFIED OFFICER<br/>(IF RECOMMENDATION<br/>ACCEPTED)</b>   | <b>ANY FINANCIAL<br/>IMPLICATIONS</b>  |
|---|--|---|--|--|
| 1 | <p>The Council needs to adapt its role in education to become more of a co-ordinator, facilitator and broker of partnerships, rather than the more traditional paternal top-down approach. A consulting advisor should be offered to all schools undergoing a conversion and there should be a designated link officer for all academies</p> | <p>Amend to:<br/>The Council should adapt its role in education to respond to the changing context. The Council has an interest in the performance of all of its schools and the standards achieved by all pupils. It therefore needs to ensure that the provision of services meets the needs of schools.<br/>The Council should therefore develop the school improvement model with schools in partnership. This will include a combination of service providers with the council providing some services complemented by commissioning services from schools.<br/>A consulting adviser should be offered to all schools undergoing conversion and there should be a designated link officer for all academies.</p> | <p>Further develop the school improvement model with all schools (June 2013, Director – Learning, School Improvement &amp; Inclusion- Sylvia MacNamara);</p> <p>Develop a business model for the service for the next three years that reflects the agreed model(Sept. 2012, Director – Learning, School Improvement &amp; Inclusion - Sylvia MacNamara);</p> <p>Ensure a consulting adviser is available for schools converting (Associate Adviser available through traded service – completed – Tina Andrews);</p> <p>Develop the role of the designated link officer for academies (designated link officer- Strategic Lead Commissioning for Educational Improvement, Tina Andrews - completed)</p> | <p>Providing support to schools considering becoming academies, on a traded basis means there are no implications for the Councils general budget.</p> |

|   | <b>SCRUTINY RECOMMENDATION</b>   | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b>                                    | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b>   | <b>ANY FINANCIAL IMPLICATIONS</b> |
|---|--|--|--|-----------------------------------|
| 2 | Through encouraging a consensual, partnership approach the Council should seek to work with academy providers to ensure that performance data is shared to enable the Council to monitor the quality of education in the Borough and meet its statutory obligations  | Accept:<br><br>This is already in place to some extent. We have access to data from the DfE but this is not always timely. | Review current data sharing protocols with academies and progress any necessary data agreements (Sept.2012, Head of Strategy and Performance, Martin)                            |                                   |
| 3 | The Council should be open to working with groups wishing to establish a free school and encourage the free school sponsors to share issues that they feel are not being addressed by the current education provision in Croydon. The Council should also help to identify potential sites and share population data to ensure any new schools remain viable | Accept   | Establish a project board with appropriate officers to have oversight of academy conversions and requests from free school sponsors (Sept. 2012 – Cathy Moore and Tina Andrews ) |                                   |

|   | <b>SCRUTINY RECOMMENDATION</b>  | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b>  | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b> | <b>ANY FINANCIAL IMPLICATIONS</b>   |
|---|---|--|--|---|
| 4 | <p>The Council should work with existing conversion academies, the DfE and London Councils to develop a 'conversion handbook' to help future schools (and their pupils) that are considering converting and to highlight ways in which the Council can assist the process</p> | <p>Noted:<br/>Whilst this is a good idea, unfortunately due to costs of the consultancy, we would be unable to implement fully.</p> <p>Substantial guidance is now available from the DfE. A designated associate adviser is available to support schools through the process and liaises with relevant departments in the Council, including estates management, HR and legal. The project board referred to in the action plan to Recommendation 3 above will also be established. A toolkit and guidance will also be made available on the governor service website.</p> <p>Therefore the additional cost of a conversion booklet should be borne by schools that become academies, with support as indicated in the response to Recommendation 1.</p> |  | <p>Cost of consultancy to undertake work on the handbook – estimated at £5K</p> |

|   | <b>SCRUTINY<br/>RECOMMENDATION</b>  | <b>RECOMMENDED CABINET<br/>RESPONSE<br/>(To accept, reject or amend the<br/>recommendation)</b> | <b>ACTION PLAN AND<br/>IDENTIFIED OFFICER<br/>(IF RECOMMENDATION<br/>ACCEPTED)</b>   | <b>ANY FINANCIAL<br/>IMPLICATIONS</b> |
|---|---|---|--|---------------------------------------|
| 5 | The Council should consider, as a first priority, working with local academy chains and clusters with equal and engaged partners that display a willingness to support neighbouring schools | Accept  | <p>Develop an overarching strategy for School Improvement that outlines the way the LA will work with all schools through partnership (Director – Learning, School Improvement &amp; Inclusion + Strategic Lead Commissioning for Educational Improvement, Sept. 2012 – Sylvia MacNamara + Tina Andrews)</p> <p>Continue to develop school to school partnerships for all schools irrespective of designation, maximising the sharing of expertise and good practice (On-going, Strategic Leads School Improvement, Cathy Moore, Tina Andrews)</p> |                                       |

|   | <b>SCRUTINY<br/>RECOMMENDATION</b>  | <b>RECOMMENDED CABINET<br/>RESPONSE<br/>(To accept, reject or amend the<br/>recommendation)</b> | <b>ACTION PLAN AND<br/>IDENTIFIED OFFICER<br/>(IF RECOMMENDATION<br/>ACCEPTED)</b>   | <b>ANY FINANCIAL<br/>IMPLICATIONS</b>                                      |
|---|---|---|--|--|
| 6 | Council officers should work with schools converting to an academy to ensure that the purpose, intentions and reasons for the conversion are clearly stated and communicated to pupils and parents to foster support and buy-in to a new way of working, and to contribute to the development of a positive working relationship with the academy | Accept  | <p>Ensure that designated link officers work with schools converting to support the process (on-going, Strategic Lead Commissioning for Educational Improvement – Tina Andrews);</p> <p>Ensure that there is effective liaison between officers and designated associate adviser supporting schools (on-going, Strategic Lead Commissioning for Educational Improvement – Tina Andrews);</p> <p>Develops FAQ to help governors communicate with parents the reasons for conversion (Jul. 2012, Improvement Officer Governance – Caroline M. Davies).</p> | Cost of designated link officer's time in addition to agreed existing role |

|   | <b>SCRUTINY<br/>RECOMMENDATION</b>  | <b>RECOMMENDED CABINET<br/>RESPONSE<br/>(To accept, reject or amend the<br/>recommendation)</b> | <b>ACTION PLAN AND<br/>IDENTIFIED OFFICER<br/>(IF RECOMMENDATION<br/>ACCEPTED)</b>   | <b>ANY FINANCIAL<br/>IMPLICATIONS</b> |
|---|---|---|--|---------------------------------------|
| 7 | The Council should not view academies as the only route to high performance and should work to improve or replace the leadership of struggling schools rather than supporting academisation as the default solution | Accept  | <p>Ensure school support plans for struggling schools address leadership issues (on-going, Director – Learning, School Improvement &amp; Inclusion -Sylvia MacNamara);</p> <p>Ensure that the school improvement service and senior officers explore alternatives to academisation (on-going, Director – Learning, School Improvement &amp; Inclusion - Sylvia MacNamara).</p> |                                       |
| 8 | The Council should review its school procurement guidelines and find ways that the value for money achieved by academies for capital project building work can be replicated in its maintained schools              | Accept  | <p>Invite academies to a lessons learnt workshop so the Council can learn from their procurement practice (Dec. 2012, Director – Jane Doyle);</p> <p>Consider and review procurement guidelines to ensure value for money for capital projects(Dec. 2012, Director – Jane Doyle).</p>  |                                       |

|    | <b>SCRUTINY RECOMMENDATION</b>  | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b>   | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b>   | <b>ANY FINANCIAL IMPLICATIONS</b> |
|----|---|---|--|-----------------------------------|
| 9  | The Council should lobby Government to establish what the procedures and responsibilities would be, should an academy be found to be providing an inadequate education to Croydon's children, and communicate any progress to members | Amend to:<br><br>The Council should work through the Association of Directors of Children's Services to establish what the procedures and responsibilities would be, should an academy be found to be providing an inadequate education to Croydon's children, and communicate any progress to members.<br><br>This is because ADCS has already commissioned this work. | Executive Director Children, Families and Learning to continue to liaise with ADCS – Paul Greenhalgh (on-going).   |                                   |
| 10 | The Council is an important impartial adjudicator in employment disputes between schools and staff. The feasibility of offering to perform a similar role for academies should be explored  | Amend to:<br><br>The Council should build on its existing service offer to all schools, including academies, the opportunity to purchase an HR service which covers all employment issues   | Review the existing service level agreement to ensure it is fit for purpose in the emerging new environment (September 2012, Senior HR Consultant – Catherine Brearley). |                                   |

|    | <b>SCRUTINY RECOMMENDATION</b>  | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b> | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b>  | <b>ANY FINANCIAL IMPLICATIONS</b> |
|----|---|---|---|-----------------------------------|
| 11 | The Group supports the development of the Council's traded services offer. The level of provision and number of available services should be expanded where possible to meet the needs of Croydon schools as well as offering services to areas outside of the Borough for schools whose needs are not being sufficiently met                             | Accept  | Ensure there is on-going evaluation of the offer and take-up of services. Work is being undertaken with neighbouring boroughs to identify any gaps in services to schools through existing partnership arrangements (Dec. 2012, Strategic Lead Commissioning for Educational Improvement – Tina Andrews). |                                   |
| 12 | An annual report on the quality and financial performance of the traded services should be received by Cabinet or Scrutiny to ensure they are of a sufficient standard and financially viable   | Accept  | Undertake annual evaluation based on customer feedback and implement annual reporting to Cabinet (Dec. 2012, Strategic Lead Commissioning for Educational Improvement – Tina Andrews).  |                                   |
| 13 | To provide feedback to officers, the governing bodies of maintained schools should be asked to include an annual agenda item that assesses the services it receives from the Council. The reasons why services were not purchased from the local authority should also be requested to help the Council ensure it is meeting the demands of its customers | Accept  | To liaise with Improvement Officer Governance on the mechanism for inclusion in annual agenda items for governing bodies of maintained schools (June. 2012, Strategic Lead Commissioning for Educational Improvement – Tina Andrews).   |                                   |



|    | <b>SCRUTINY RECOMMENDATION</b>  | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b> | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b>   | <b>ANY FINANCIAL IMPLICATIONS</b>  |
|----|---|---|--|--|
| 14 | The training for councillors who become school governors should include their role as ambassadors for the Council's traded services and how they can promote take-up. Such a session could also be held as a stand-alone event as part of the Member Learning & Development programme | Accept  | Liaise with Traded Service Manager to arrange training session (June 2012, Improvement Officer Governance – Tina Andrews + Caroline Davies).   |  |
| 15 | A greater distinction between officers delivering statutory, free services to schools and the discretionary, traded services should be considered. Options for creating a Local Authority Trading Company should also be explored   | Accept  | Design project brief for three year business model 2012-15 ;<br><br>Draw up specification and commission external expert advice (Sept.2012, Director – Learning, School Improvement & Inclusion-Sylvia MacNamara). | The scoping of costs related to staff deployment to design and undertake the work involved; the cost of externally commissioned advice |
| 16 | Scrutiny should be provided with an annual report on issues of key concern regarding academies in order to establish empirical evidence of the full impact of academies on education in Croydon   | Accept  | Include empirical evidence on academies in the annual standards report (Director – Learning, School Improvement & Inclusion -Sylvia MacNamara ).   |  |

|    | <b>SCRUTINY RECOMMENDATION</b>   | <b>RECOMMENDED CABINET RESPONSE<br/>(To accept, reject or amend the recommendation)</b>  | <b>ACTION PLAN AND IDENTIFIED OFFICER<br/>(IF RECOMMENDATION ACCEPTED)</b> | <b>ANY FINANCIAL IMPLICATIONS</b> |
|----|--|--|--|-----------------------------------|
| 17 | <p>The Education Scrutiny Sub-committee should be provided with a report in June/July 2012 outlining the Council's long-term view regarding whether all schools should become academies and how the transition is being financially modelled. The report should also identify the level of academisation that would mean that it would no longer be viable or cost effective for the Council to maintain the remaining schools</p> | <p>Noted:</p> <p>There is currently uncertainty around schools' funding with a DfE consultation underway on the Dedicated Schools Grant. This will affect formula funding in future years. There will be increasing convergent between academies' and maintained schools' funding. Therefore it is difficult at this stage to financially model the transition.</p> <p>It is also likely that there will be a mixed economy for some years to come. Not all schools will seek to convert or would view this as desirable. This is especially the case for many primaries and some secondary and special schools. It is therefore important that services develop their business models to reflect the changing environment, defining the core statutory offer to schools and traded elements to all schools, irrespective of designation. The new project board will consider the impact of revised arrangements for schools' funding as this becomes clearer.</p> |  |                                   |