

# **‘ES Sustainability through Clusters’ - Draft Diagnostic Tool**

**24<sup>th</sup> February 2009**

## **DRAFT- Key Success Factors for ES Sustainability**

### **1. Effective engagement and consultation**

Services are designed using an ongoing process of engagement with pupils, governors, school staff, parents and community

### **2. Integration of extended services within school improvement planning**

Services are designed to deliver maximum impact on school objectives (such as improving standards of attainment or pupil well-being) as part of overall school improvement planning involving the whole school team and governors

### **3. Alignment with CT/LA plans/targets**

The school is involved in the development of the CYPP and are well linked in to and supported by the LA ES team

### **4. Cluster arrangements**

Involved in well-established cluster arrangements with planned, coordinated services, agreed governance and devolved funding

### **5. Partnership working**

Provision of services involves a wide range of agencies working in an integrated, coordinated way

### **6. Integrated multi-agency training**

Involved in ongoing multi-agency training of the children's workforce in response to the needs of professionals

### **7. Well-publicised services**

A comprehensive and user-friendly online directory of the services that are available. School is proactive in publicising services to pupils, families and the wider community.

### **8. Design of quality, targeted services**

Fit for purpose services that are designed in response to local demand and thorough ongoing needs analysis

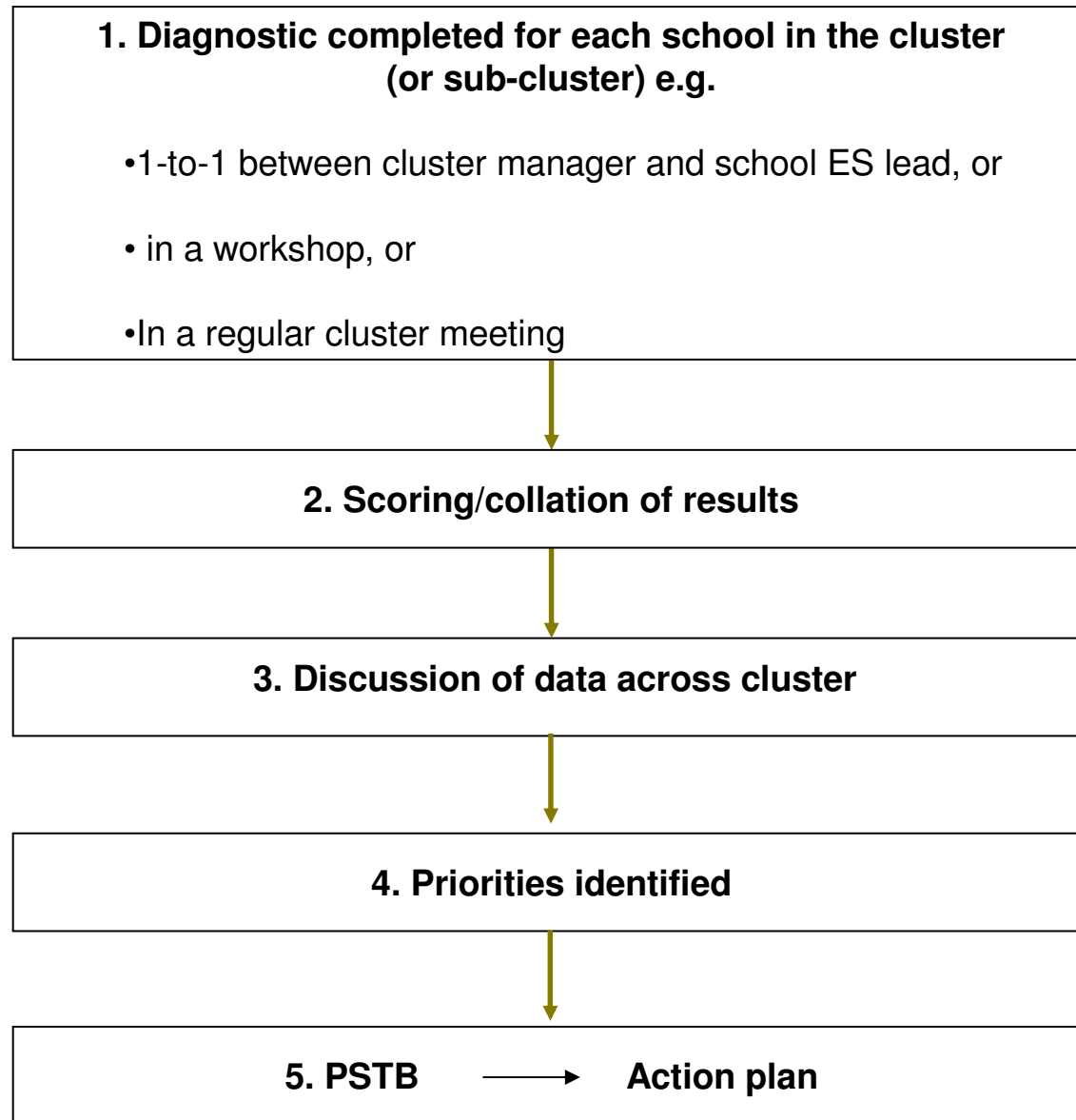
### **9. Funding**

Long-term commitment of funding through effective joint commissioning arrangements with other agencies

### **10. Impact measurement**

Systems in place to monitor and evaluate the quantitative and qualitative impact of services. At a school level this should support improvement planning decisions for self-evaluation.





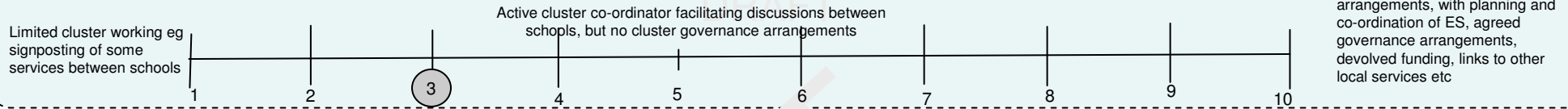
# Extended Services Sustainability Diagnostic

Note for cluster manager

This diagnostic is a review tool designed to challenge your thinking about the sustainability of the extended services arrangement in the schools in your cluster. The diagnostic should be completed for each school in your cluster (or sub-cluster). The results for the cluster as a whole should then be collated using the Key Success Factor grid.

For each question/key success factor 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. In the example below, the cluster manager, by marking no. 3, thinks that the school has some cluster working eg signposting, but the cluster manager is not active, and there are no cluster governance arrangements

EXAMPLE: How effective are your extended services cluster arrangements?



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

One-off consultation meeting with school community

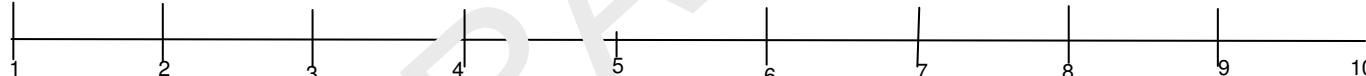


Annual consultation via meetings and surveys, involving the wider community

Ongoing process of gathering and analysing needs, using variety of methods and responding to changes in the community

2. How **integrated** are extended services into the planning and running of this school?

Ownership of extended services limited to small number of school staff: limited links to SEF and SIP

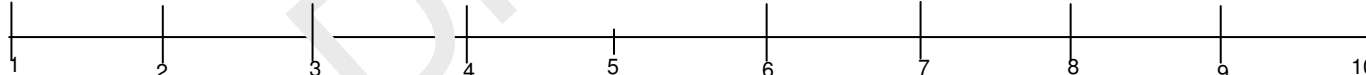


Clear roles and responsibilities on ES: significant links of ES to SEF and SIP

Extended services integrated into school improvement planning, sponsored by SMT and governors, and with responsibilities delegated appropriately throughout school community

3. How **aligned** are this school's extended services with local area plans/targets?

Limited dialogue between school and LA on extended services: school and LAA targets not aligned

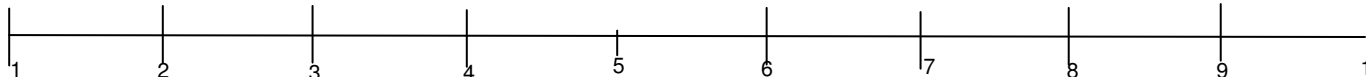


School informed of CYPP, but not involved in shaping it; Engaged in delivery of SI targets, but not wider LAA

School involved in development of CYPP: LA's ES strategy involves schools in delivery of LAA targets, and LA ES team provides support and challenge to school

4. How effective are your extended services **cluster arrangements**?

Limited cluster working eg signposting of some services between schools

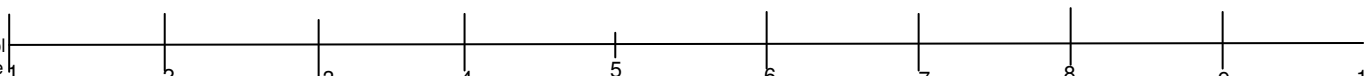


Active cluster co-ordinator facilitating discussions between schools, but no cluster governance arrangements

Well-established cluster arrangements, with planning and co-ordination of ES, agreed governance arrangements, devolved funding, links to other local services etc

5. How well are **other local services** linked in to the delivery of extended services in this school?

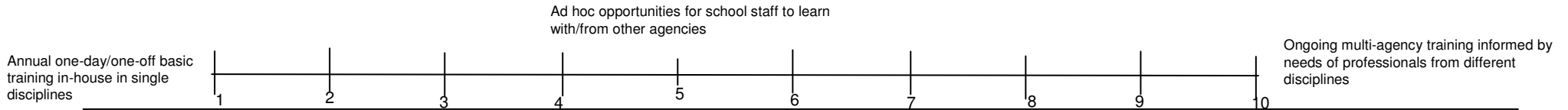
Small number of education-focused services eg ed psychs, BEST teams, school nursing etc, working with the school



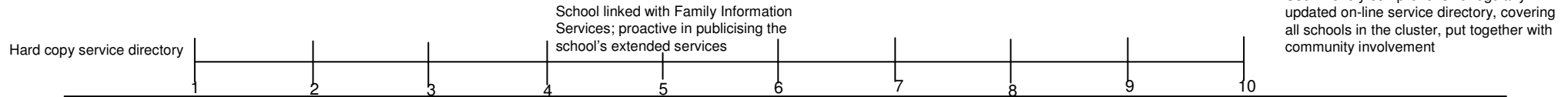
Some other statutory agencies eg health, police, youth service, working with the school

Wide range of agencies, including VCS working on integrated, co-ordinated basis with the cluster, providing services on school site where appropriate, on ongoing basis

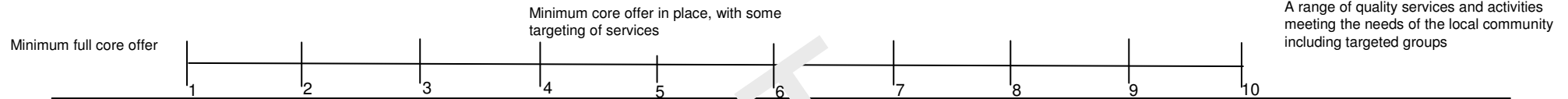
6. How integrated is the **training and development of different agencies** within the children's workforce within this school?



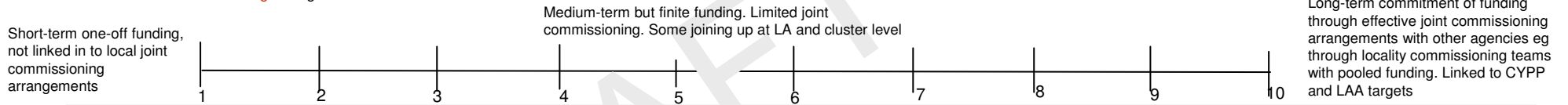
7. How **well-publicised** are the extended services and activities?



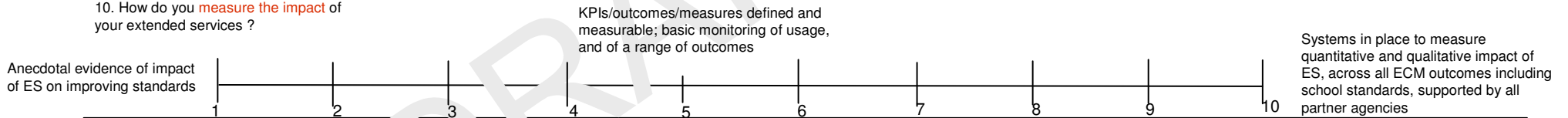
8. Design of quality services on a **targeted** basis?



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 ?



# ES Sustainability – Assessing the implications for the cluster

## Key Success Factor Grid

	School										KSF total score	KSF avge score	
	1	2	3	4	5	6	7	8	9	10			
1. Effective engagement and consultation													
2. Integration of extended services within school improvement planning													
3. Alignment with LA													
4. Cluster arrangements													
5. Partnership working													
6. Integrated multi-agency training													
7. Well-publicised services													
8. Design of quality, targeted services													
9. Funding													
10 Impact measurement													

- What does the data above tell you?
- Which KSFs is the cluster doing really well on?
- Which does it need to prioritise for development?
- Which schools are doing well on particular KSFs, and why?
- Which schools are doing less well on particular KSFs, and why?
- How could you use this data to build ES sustainability across the cluster?



# The DRAFT ES Sustainability Diagnostic

- What works well?
- Even better if....?
- Examples of good practice? (*ES sustainability generally, or of any of the Key Success Factors*)

## Prompts

- Is this pitched right for a cluster manager's use?
- Is 10 the right number of KSFs?
- If so, have we got the right ones?
- Have we missed anything significant?
- Is the wording for the indicator's right?
  - Right hand side?
  - Left hand side?
  - Mid point?
- Any other else?

