

## RECOMMENDATIONS

**To improve the education property function, the property review should ensure that:**

- there are radical changes to council structures, which streamline responsibilities for educational asset management, resource allocation and service provision; and
- proposals secure effective premises support for schools to develop their delegated responsibility.

**To improve support provided to pupils educated otherwise than in school:**

- monitor the effect new working practices have on the outcomes of reintegration time and on the proportion of permanently excluded pupils reintegrated into school.

**To take better account of the ethnic diversity of its population and to promote the attainments of minority ethnic pupils:**

- improve the quality and consistency of support teachers provided by the LEA, or help schools to secure alternative arrangements; and
- monitor the use of EMTAG funding where schools do not purchase support centrally.

**To improve measures to combat racism:**

- immediately put in place with schools, guidance and procedures for the recording and analysis of the incidence of racial harassment; and
- improve communications with different communities.

## **APPENDIX**

### **RECOMMENDATIONS**

#### **In order to improve planning for school improvement:**

- the needs of minority ethnic pupils should be more fully embedded in all strands of the EDP; and
- further work should be done to clarify the roles and relationships between the Education Department, the SDSA, and schools.

#### **To further improve the monitoring, challenge, intervention and support provided to schools:**

- continue the work being undertaken to determine the deployment of standards inspectors and the time they spend in schools;
- carry out the intention to put in place a detailed service plan which defines how the priorities and actions within the EDP will be implemented, and ensure that this is supported by detailed personal objectives and plans for individual officers; and
- standards inspectors should provide an unequivocal view about the quality of management and leadership following visits to all schools, and this should be routinely communicated to the chair of governors.

#### **In order to improve support for numeracy:**

- continue the work begun to develop a strategy for helping secondary schools to examine their own approaches to teaching numeracy, which builds effectively on the developments in primary schools.

#### **In order to improve support for ICT in the curriculum:**

- the LEA should develop a strategy, and improve the way in which ICT can be used to raise achievement across the curriculum in all schools; and
- identify those schools where ICT is weakest and target support to help them improve.

#### **To further improve the support to schools causing concern:**

- ensure that the category in which a school has been placed is made explicit to the school (including the governors); and
- ensure that schools which no longer require special measures or have serious weaknesses have transitional plans in order that their progress is sustained.

#### **In order to maintain the good progress made on strategic management:**

- establish a clear and coherent strategy for social inclusion which sets out what is to be achieved and how, and relates to the wider council and community.

**To make relationships with other services more productive:**

- improve liaison with social services at a school level.

**In order to secure a reliable payroll service for schools:**

- monitor closely the actions being undertaken to ensure they lead to high quality support.

**In order to improve the effectiveness of support for pupils with special educational needs:**

- a detailed strategy for promoting the inclusion of pupils with SEN should be developed; and
- meet national recommendations to complete statements of SEN with 18 weeks.

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