Education Services for Schools, Academies and MATs
1st September 2018 - 31st August 2019
2018-19
Welcome to the Services for Schools, Academies and MATs Directory for 2018/19

How to purchase from Babcock Education

- Babcock LDP e-store
  www.babcockeducationestore.co.uk/ldp
- Advance Purchase Prices Confirm your SLA by 31st July 2018 to take advantage of the discounted prices where applicable. All products and services purchased after 31st July will be charged at the full purchase price.

Keeping in touch

We look forward to working closely with you again this year. Please let us know if there is anything else we can help you with that doesn’t feature in this Directory or if you have any feedback.

Contact

BabcockEducationSW@babcockinternational.com

NEW for 2018/19

GDPR

General Data Protection Regulation (GDPR)
Is your school ready to meet its obligations?
Find out why our GDPR school solutions are right for you.
(see page 38)

Pupil Premium and Sports Premium

Are you making the most of your Pupil Premium and Sports Premium funding?
Undertake our Reviews to help improve your school’s use of funding strategy.
(see pages 10 and 91)

Attachment Based Mentoring

A relational approach to learning, development and well-being.
Learn how to support vulnerable children to access learning and experience success at school.
(see page 24)
Contents

Welcome 2
Foreword 4
Babcock Education Reviews 5
Pupil Premium Review 10

Improving Schools and Settings

Improving Outcomes for Disadvantaged and Vulnerable Learners

Inclusion and Specialist Intervention and Support
• Early Help 12
• Ethnic Minority and Traveller Achievement Service 14
• Speech, Language and Communication Needs (SLCN) 15
• Autism Education Trust 15
• Educational Psychology 16
• Emotional Logic 17
• SEND – Strategic Support (mainstream and special) 19
• SEND – Communication and Interaction 20
• SEND – Sensory Impairment 21
• SEND – Physical Difficulties and ICT 22
• SEND – Social Emotional Mental Health, Wellbeing and Behaviour Support 23
• Attachment Based Mentoring 24
• Coaching 25

Safeguarding Schools and Settings

Safeguarding and Education Welfare
• Year End Attendance Report 28
• Safeguarding 30
• Education Welfare 33
• In-Depth Attendance Reports 34
• Disadvantaged Pupil Attendance Tracker 36

Compliance and General Data Protection Regulation
• General Data Protection Regulation 38

Improving Schools and Settings

School Support Services
• School Library Service 44
• Dartmoor Centres 48
• Music Service 49

Leadership and Governance
• National Professional Qualification for Executive Leaders 52
• Beyond Monitoring (primary) 54
• Middle Leadership Development Programme 55
• Getting to Great 56
• Accelerating the progress of the Most Able 57
• Governance Consultancy 58
• Governance and Co-Leadership Development Programme 59
• Headteacher Recruitment, Induction and Appraisal 60
• NQT Induction and Registration 61
• Free School Meals Eligibility 62
• Narrowing the Gap 63
• Preparing for Inspection 64
• The Key Service for School Leaders 65
• Early Years Foundation Stage 67
• Early Years – Lighting up Learning 68
• Primary (mainstream and special) 69
• Secondary (mainstream and special) 70
• Secondary Excellence Programme 71
• Supported Peer Review 76

Teaching, Learning and Assessment

• Curriculum Review 78
• Computing and Online Safety 79
• English and Mathematics (primary) 80
• English (secondary) 82
• Mathematics (secondary) 83
• Mobile Learning Solutions 84
• Outdoor Education: Advice and Support 85
• National PSHE CPD Programme 86
• PSHE, Health and Wellbeing 87
• Science (primary and secondary) 88
• Additional Curriculum Support 90
• Physical Education (primary) 90
• Primary PE and Sport Premium Review 91
• Data and Assessment 92
• Moderation and Teacher Assessment 93

Business Support Services
• Finance Consultancy 96

Forthcoming Conferences 99
Service Information 100
Foreword

Effective, high-quality education services are a key factor in raising standards and improving outcomes for children and young people.

By having an education joint venture company as part of the education landscape, south west schools and academies continue to have access to high-quality education support services that are limited or non-existent elsewhere.

We are positively working towards our objectives to improve schools and settings, safeguard children and improve outcomes for vulnerable and disadvantaged children, and remain committed to partnership working with schools regardless of their status.

**Selecting the best support for your school or setting**

Our focus is to deliver cost effective up-to-the-minute services that enable south west schools to have continued access to high-quality services that support the progress and attainment of our children and young people.

**Babcock LDP – making a positive difference in education and the community**

In 2017, Devon schools continued to perform above the national average in a number of measures:

- 91% of Devon schools are now judged ‘good’ or better by Ofsted. Nationally the figure is 89%.
- 91% of Devon learners attend schools judged to be ‘good’ or better compared to 89% of learners nationally.
- In Devon 62% of Key Stage 2 pupils achieved Age Related Expectations in the reading, writing and Mathematics combined measure compared to 61% nationally.
- At KS1, 77% of pupils achieve Age Related expectations in reading compared to 76% nationally. Devon is above the national and South West figures for this measure.
- At KS4 64.2% of pupils achieve a standard pass (9 – 4) in both English and Mathematics: nationally headline attainment is 58.5% in this new measure.

**Devon Education Fund – funding bright ideas**

Babcock LDP continues to manage and support the Devon Education Fund. This Fund was established to provide funding for ambitious and innovative ideas and educational projects that will bring improved outcomes and lasting benefit for children, young people and learners in Devon. All eligible projects support at least one of the following areas:

- Education Innovation and Excellence
- Raising Standards
- Improving Quality
- Building Capacity
- Student-led Initiatives

Babcock LDP remains committed to continually develop our services to meet your needs through collaborative working and seeking feedback in the year ahead.

Shirley Swinbank
Regional Manager,
Babcock LDP
Babcock Education Reviews

• Give headteachers and school governors confidence and reassurance and will assist in preparing for an Ofsted visit
• Offer best practice and suggestions for next steps
• Are carried out by trusted local experienced professionals with the full backup and support of Babcock LDP
• Allow you to focus your time, energy and resources in the right areas to achieve success

<table>
<thead>
<tr>
<th>Service</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>6</td>
</tr>
<tr>
<td>Behaviour</td>
<td>6</td>
</tr>
<tr>
<td>Ethnic Minority and Traveller Achievement</td>
<td>6</td>
</tr>
<tr>
<td>Governance Review (Standard)</td>
<td>6</td>
</tr>
<tr>
<td>Governance Review (Enhanced)</td>
<td>6</td>
</tr>
<tr>
<td>Governance Website Review Service</td>
<td>7</td>
</tr>
<tr>
<td>Governance Policies Review Service</td>
<td>7</td>
</tr>
<tr>
<td>Parental Engagement</td>
<td>7</td>
</tr>
<tr>
<td>Performance Management (Primary)</td>
<td>8</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>8</td>
</tr>
<tr>
<td>Safeguarding – focused review to cover a specific area of safeguarding</td>
<td>8</td>
</tr>
<tr>
<td>SEND Review</td>
<td>8</td>
</tr>
<tr>
<td>Preparing for Inspection</td>
<td>9</td>
</tr>
<tr>
<td>Pupil Premium Review</td>
<td>9</td>
</tr>
<tr>
<td>Primary PE and Sports Premium Review</td>
<td>9</td>
</tr>
</tbody>
</table>
Attendance

• Using data – including processes for identifying, monitoring and tracking persistent absentees and other vulnerable pupils, attendance trends, target setting and the link between attendance and attainment
• Roles and responsibilities – checking how school staff, parents and pupils are made aware of their responsibilities
• Policies and strategies – attendance Policy, evidence of whole-school strategies including first day calling and transition arrangements
• Leadership and management – role of the Attendance Leader, governing board etc.
• Partnerships – with the LA and other external support agencies
• Communication – promotion of school attendance through feedback, Pupil Voice, etc.

Cost: £262

Behaviour

The Ofsted framework contains guidelines for schools and settings in relation to Personal Development, Behaviour and Welfare. A Behaviour Review will cover the strand ‘The Behaviour and Safety of Pupils at the School’ and will provide advice on developing the school behaviour policy, while clarifying the powers and duties for school staff to develop best practice for managing behaviour.

It will focus on:
• School leadership
• Classroom management
• Use of rewards and sanctions
• Behaviour strategies and the teaching of good behaviour
• Staff development and support
• Pupil support systems
• Liaison with parents and other agencies
• Management of pupil transition
• Organisation and facilities

This will give headteachers and school governors confidence and reassurance and will assist in preparing reports and in preparing for an Ofsted visit.

Cost:
- Primary <200 pupils £709
- Primary >200 pupils £944
- Secondary £1416

Ethnic Minority and Traveller Achievement

The review will cover the following areas:
• The Inclusive and Welcoming School – how the school demonstrates an ethos of respect for the range of identities, ethnicities and languages in its community; how it demonstrates a welcoming approach to Black and Minority Ethnic (BME) pupils and families; how the school ensures that BME pupils and parents/carers participate in all aspects of school life
• The Caring School – how the school ensures the wellbeing and welfare of all BME pupils
• Management – how the school identifies whole-school priorities for BME pupils and addresses them; how it ensures that all staff are aware of their duties under the Equality Act 2010 and demonstrates clear procedures and policies that are understood by all
• Effective Teaching and Learning – how the school provides quality, effective teaching and learning with high expectations and a broad, appropriate and inclusive curriculum for all BME pupils
• Parent Partnership – how the school communicates and engages with BME parents/carers and local community groups

Cost: £472

Governance Review (Standard)

How effective is your School Governance?

This wide-ranging review covers:
• Assessing the effectiveness of the leadership of your governing board including the constitution and governance instruments
• How effectively your governing board understands its strategic role and can demonstrate evidence of this
• How clearly the governing board understands the strengths and weaknesses of the school
• How effectively the governing board holds the headteacher to account for the performance of the school, and how well the practice of ‘support and challenge’ is demonstrated
• The efficiency of the clerking arrangements
• The effectiveness of governing board meetings
• The effectiveness of delegation and the working of committees and/or lead governors

What’s involved?

During a one day visit an experienced governance adviser will spend time talking to the head, the chair of governors, the clerk and at least one recently appointed governor. A range of paperwork will also be examined and scrutinised. Within ten working days of the visit you will receive a report with the findings of this review.

Who should consider booking a Governance Review?

The Governance Review is suitable for any governing board and will provide an invaluable assessment of strengths and weaknesses regardless of where you are on the ‘Ofsted cycle’.

Cost: £597

Governance Review (Enhanced)

The enhanced review will build on the information acquired through the standard review, and will allow additional time for the adviser to work with the governing board on developing an Governance Improvement Plan to address the key priorities for improvement in governance.

2.5 days of governance adviser time to review current governance practice and work with the board to address areas for improvement. This will enable the board to move forward rapidly and focus on the key strategic priorities.

Cost: £812
Benefits:
- Identification of areas for improvement
- Clear suggested next steps and recommended strategies and support solutions
- Time to work together with the adviser to co-construct a governance improvement plan
- Effective practice identified and shared leading to a focus on best use of time to allow rapid improvement
- Strengthening governance within the leadership team

Cost: £909

**Governance Website Review Service**

Individual school review:

This service for governing boards will review the information available on your school website to ensure that the minimum statutory requirements are being met. The DfE has a list of information, policies and documents which it expects schools to publish on their website. Ofsted will look at and scrutinise the content of your website before they visit and will comment on non-compliance in their report. The review will:

- Look at the information and documents you published to ensure that the school is meeting the statutory criteria
- Identify gaps in criteria, with signposting and advice on how any oversights can be addressed
- Identify information which should not be on your website, or is out of date
- Check information relating to governors/trustees/directors/members and the governance of the school to ensure it meets the minimum levels required under DfE guidance and/or legislation
- Check links to ensure that they work properly and that they take the user to current information

We will produce a RAG rated report, identifying the findings of the review, highlighting any areas of immediate concern, together with suggestions for future action.

Cost **£407** (Schools subscribing to the Governance Consultancy will qualify for a subsidised rate of £352)

**Federations and Multi-Academy Trusts:**

If you require a bespoke service for several websites within your organisation more time may be required, please get in touch for further information and a quote. Where generic content across the sites is the same there will be no additional time required. Further information:

Fiona Collier, Governance Adviser, Babcock LDP
Fiona.collier2@babcockinternational.com

**Governance Policies Review Service**

This review will scrutinise the statutory policies for which the governing board is responsible. The review will check that the policies:

- Are up-to-date, reflecting current statutory requirements and best practice
- Have been reviewed within the statutory timeframe
- Are being approved/adopted at the appropriate level within the board
- That the school has the statutory policies required to meet their obligations

A written report will be prepared, identifying areas to be addressed, highlighting any areas of immediate concern, together with suggestions for future action. Where appropriate, model policies will be provided and/or links to guidance to support policy preparation.

Personnel policies will not be reviewed, but will be checked to identify if they reflect the most recent version available. Policies will be accessed from the school website, or may be sent electronically; there is no requirement to visit the school.

Cost: **£597**

**Parental Engagement**

How effective is your engagement with parents?

Research evidence demonstrates that parental engagement has the most significant effect on children’s achievement even after all other factors such as social class, maternal education and poverty have been taken out of the equation between children’s aptitudes and their achievement.

Good parental engagement is something that schools know is vital to their success but one which they have traditionally found hard to self-evaluate. Ofsted will evaluate ‘how well leaders and governors engage with parents and carers, and are transparent and accountable in their contact with parents’. Outstanding leadership and management will have a ‘deep, accurate understanding of the school’s effectiveness informed by the views of parents’.

This review will identify areas of good practice, areas for improvement, and give the school some suggested next steps.

The review will cover:

- Assessing the clarity of the school’s vision and strategy for parental engagement
- How well parental engagement is embedded within the school
- How well embedded systems of parental consultation are and how these influence practice and policy
- The effectiveness of the school’s strategy for communication with parents
- How well the school understands who its hard to reach parents are, and how effective strategies are for engagement with them
- How well parents of different groups of pupils are engaged, e.g. parents of pupils with SEND
- How well parents are openly valued and utilised in the school, including opportunities made for parents to come in to school for a range of activities
- How well the school provides support and access/signposting to support parents in relation to their child, including parenting skills

Cost: **£407** (Schools subscribing to the Governance Consultancy will qualify for a subsidised rate of £352)
Performance Management (Primary)

How effective is the performance management of staff in your school?

High-quality performance management is the key school improvement strategy. It is the mechanism that engages staff and secures effective professional development. Schools will be judged on the impact of their performance management by Ofsted through the following questions:

• How robust are your procedures for monitoring the quality of teaching and learning?
• How strong is the link between performance management, appraisal and salary progression in your school?
• How effective is professional development at delivering improved outcomes for students?
• To what extent is professional development based on the identified needs of staff and the needs of newly qualified teachers and teachers at an early stage of their career?
• How is best practice identified and modelled?

Babcock LDP can help you to develop performance management within your school by working with you to:

• Design and facilitate an internal review of the impact of current performance management and professional development processes to ensure that you are always ‘Inspection ready’
• Develop models for needs analysis and impact analysis
• Develop an internal training and development programme for governors, Senior Leadership Team, reviewers and staff to build individual skills and improve the quality of performance management and appraisal processes

Cost £934

Safeguarding

How do you implement and manage Safeguarding within your school?

Section 157/175 of the Education Act 2002 places a duty on local authorities and schools’ governing bodies to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. How do you:

• Safeguard your children and staff?
• Review your safeguarding policies and processes to manage change improvement?
• Identify training needs and maintain Senior Designated Officers at Group 3?
• Identify and ensure whole-school training is carried out?
• Identify and ensure Group 2 and Safer Recruitment Training is carried out?

Babcock LDP can help implement and facilitate management of Safeguarding within your school by providing:

• A comprehensive review to ensure your statutory requirements are being met
• An action plan for corrective and preventative measures

Cost £206 (3 hrs)
£410 (6 hrs)

SEND Review

“Educational excellence for children with SEND requires schools to use their best endeavours to meet the needs of all their pupils, and to monitor and track how well they are progressing. We know that classroom teachers are at the heart of schools’ response to meeting individual needs: excellent teaching is the key.” (Edward Timpson, former Minister of State for children and families)

The SEND review enables schools to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities and helps to ensure that all children and young people, in all educational settings, achieve their very best, including the skills and qualifications that they need for successful transition to the next phase of their education.

The SEND review consists of a multi-step process and is led by skilled and highly experienced leaders of SEND with successful backgrounds in SEND, leadership and school improvement.

All SEND reviews are bespoke, building on the school’s own self-evaluation and reflect the school’s own requirements.

The SEND reviews are a two-day package and provide a powerful opportunity for:

• Improving the quality of provision of SEND
• Incorporating a whole-school approach to SEND
• Supporting SENCOs in the development of their role
• Ensuring the school’s SEN statutory obligations are met

This will support the raising of standards and achievement of all pupils. The outcomes of this review can be used by the school to prioritise areas for SEN development contributing to the school’s self-evaluation and improvement plan.

Cost £1216
Preparing for Inspection

Are you ready for your first or next inspection?

This review is designed to support all schools and settings in preparing for their Ofsted visit and can be tailored to address your school’s needs, to ensure that your school is Ofsted ready!

Support may include all or some of the following:

- External quality assurance of the school self-evaluation and improvement plan
- Guidance on how to identify key data trends and identification of key lines of enquiry
- Preparing the monitoring and evaluation evidence base and analysis
- Preparing SLT and Governors for leadership interviews

Further support for Governors including the Chair/Vice Chair and Committee chairs involved in the process can be accessed through the Governor CPD Training programme (including bespoke training) and/or through Governor Consultancy via the Governance Consultancy e-store:

- Coaching support for middle leaders to review evidence base and analysis and prepare for leadership interviews
- School website and policy compliance reviews
- Managing communications for parents and carers

Cost:
- up to 200 pupils £1216
- more than 200 pupils £2432

Additional support can be purchased to undertake:

- Safeguarding Review
- Attendance Review
- Behaviour Review
- Post Inspection Support

Post Inspection Action Plan

Following your Ofsted inspection, we offer a post inspection action plan (PIAP) process where a school improvement specialist will support you to draft your post inspection action/improvement plan(s).

- whole-school
- phase
- subject
- focus plans

Cost: based on day rates

Governance Improvement Plan

Following inspection or a review of governance, we offer a Governance Improvement / Action planning service where you will receive personalised consultancy to support governors to respond themselves to the school inspection report, so they can demonstrate the actions they are taking, and how these will contribute to improving the quality of education provided.

Cost: based on day rates

---

Are you maximising the impact of your Pupil Premium Funding?
Take a look at our review on page 10

Are you maximising the impact of your Primary PE and Sport Premium Funding?
Take a look at our review on page 87
Undertake a **Pupil Premium Review** to maximise the impact of your Pupil Premium

Schools in the UK receive around £2.5bn in funding through the Pupil Premium; £935 (Secondary) or £1,320 (Primary) per child entitled to free school meals or £1,900 for those in care.

Schools can make their own decisions on how to spend their Pupil Premium funding, but it has become increasingly apparent that a school will not receive a positive Ofsted judgement, unless they can demonstrate they are focused on improving outcomes for eligible pupils and show a definite commitment to closing the attainment gap, even if the proportion of disadvantaged pupils in the school is very small.

In 2016, only 43% of disadvantaged pupils nationally achieved the Basics measure at Key Stage 4 compared with 69% of other pupils. Although research carried out by the National Foundation for Educational Research (NFER) shows that some schools are overcoming the barriers to attainment faced by their disadvantaged pupils, the **lack of progress in many other schools suggests they are not using their Pupil Premium funding effectively**.

This review is applicable to all schools receiving funding and now will be open to Special Schools and Specialist Provisions. The focus remains on supporting disadvantaged pupil’s achievement although the unique nature of these provisions will be taken into consideration.

How Babcock can help your school

- Ensure you harness pupil premium funding and develop innovative ways to use it to deliver maximum impact
- Drive aspirational outcomes, accelerate progress and narrow the achievement gap between disadvantaged pupils and their peers
- Report effectively on the impact of pupil premium funding and activity
- At your next Ofsted inspection, help ensure a positive commentary on ‘the progress made by disadvantaged pupils from their starting points’ in your overall judgement

### Undertake a Pupil Premium Review

The purpose of the review is to improve your school’s pupil premium strategy.

**It will:**
- Review and evaluate existing provision, with a focus on data
- Help you to explore new ways of supporting the progress of disadvantaged pupils
- Identify key strategies and interventions that help to close the attainment gap
- Identify training needs
- Support you in reporting on the impact of pupil premium funding and activity

### Don’t forget...

The Pupil Premium Review itself is an effective and legitimate use of Pupil Premium funds

<table>
<thead>
<tr>
<th>PRICE</th>
<th>LEVEL 1</th>
<th>£608</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes:</td>
<td>Preparation for visit based on review document and data scrutiny</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-day (3 hours) in school focusing on key areas identified</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Report outlining strengths and areas for development</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PRICE</th>
<th>LEVEL 2</th>
<th>£934</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended for larger schools or those with more than one site. Same as Level 1 but with a whole-day (6 hours) in school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To arrange a review contact:

BabcockEducationSW@babcockinternational.com

or call: 07568 102728
Improving Outcomes for Disadvantaged and Vulnerable Learners

<table>
<thead>
<tr>
<th>Inclusion and Specialist Intervention and Support</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Help</td>
<td>12</td>
</tr>
<tr>
<td>Ethnic Minority and Traveller Achievement Service (EMTAS)</td>
<td>14</td>
</tr>
<tr>
<td>Speech, Language and Communication Needs (SLCN)</td>
<td>15</td>
</tr>
<tr>
<td>Autism Education Trust</td>
<td>15</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>16</td>
</tr>
<tr>
<td>Emotional Logic</td>
<td>17</td>
</tr>
<tr>
<td>SEND – Strategic Support (mainstream and special)</td>
<td>19</td>
</tr>
<tr>
<td>SEND – Communication and Interaction</td>
<td>20</td>
</tr>
<tr>
<td>SEND – Sensory Impairment (Visual Impairment, Hearing Impairment, Multi-Sensory Impairment)</td>
<td>21</td>
</tr>
<tr>
<td>SEND – Physical Difficulties and SEND ICT</td>
<td>22</td>
</tr>
<tr>
<td>SEND – Social Emotional Mental Health, Wellbeing and Behaviour Support</td>
<td>23</td>
</tr>
<tr>
<td>Attachment Based Mentoring</td>
<td>24</td>
</tr>
<tr>
<td>Coaching</td>
<td>25</td>
</tr>
</tbody>
</table>
What is Early Help?...

When a child/young person/family needs something extra, Early Help is the initial response offered by all services in contact with children, young people and families. This builds an understanding to address extra needs and prevent situations from getting more difficult for children and young people. The aim of Early Help is to build on people’s capacity and resources to manage their own dilemmas, resolve their own difficulties and prevent further problems in the future.

Early Help is not a designated team it is the way that EVERYONE works together to support the needs of families.

Early Help from Babcock LDP

Our Learner Services teams (Education Welfare, Educational Psychology, Ethnic Minority Traveller Achievement, Safeguarding and SEND) work with schools to strengthen how they work with children and families. We:

- Use the Devon Early Help Assessment tool to assess the Early Help needs of a family and individual family members. It is a multi-agency approach and means that the family and everyone involved can make a plan to provide support. Part of the process may include a Team Around The Family (TAF) meeting taking place, with the family to discuss the help they need and who will provide it.
- Support schools with appropriate policy and practice advice regarding vulnerable pupils
- Attend multi-agency Early Help practitioner meetings and undertake follow-up work
- Help schools identify children and young people with additional needs
- Provide information, support and strategies for vulnerable and disadvantaged children
- Provide bespoke training and whole-school/ individual staff development

For more information:
To request Early Help from any of the teams at Babcock LDP please contact:
LDP-LearnerSupport@babcockinternational.com

or visit our website for useful links to available support:
www.babcockldp.co.uk
Improving Outcomes for Disadvantaged and Vulnerable Learners:
Inclusion and Specialist Intervention and Support
The DfE requires new data to inform policy on EAL high needs group. The EMTAS team can provide help and support for schools completing English language proficiency assessments, including training sessions and an assessment framework.

Do you have bilingual pupils or Traveller pupils in your school?

By working alongside you and using our specialist knowledge, we can help your school to improve educational outcomes for children and young people from Black and Minority Ethnic and Traveller heritages, as well as those learning English as an additional language (EAL).

**Bespoke Consultancy**
- Bilingual support for EAL children for induction, transition and attainment
- A full range of services to improve access, engagement and participation of Traveller children, young people, parents and carers
- Advice and training on meeting the needs of Ethnic Minority (EM) pupils
- Specialist resource loans
- Additional assessments to distinguish between SEN and EAL needs
- Equality policy guidance from an EMTAS perspective
- Bespoke specialist training for schools and settings, e.g. race equality training, Youth Cultural Champions Programme
- Preparation for Ofsted through EMTAS Review and parent/pupil consultations (see page 6)
- First Language GCSE preparation (including access to Mandarin, Polish and Arabic GCSE preparation classes)
- Extended 1:1 or small group bilingual support
- Access to website
- Bespoke packages of support to meet specific school requirements
- Displays, assemblies and lessons on family history, autobiography and local culture within the community
- Cultural awareness events
- Termly newsletters
- Support for home language assessments

**Benefits**
Devon EMTAS is a dedicated multi-ethnic and multilingual team with over 20 years’ experience of working with Devon schools. The team’s input can support school improvement by:
- Helping to ensure the positive inclusion of bilingual pupils and young people from Black and Minority Ethnic and Traveller heritages
- Improving outcomes and closing the gap for all Ethnic Minority pupils
- Supporting staff by ensuring they are equipped and confident in meeting the needs of all Ethnic Minority pupils including Travellers
- Offering an EMTAS Review in preparation for Ofsted

"Can we just thank you as a school for organising the Bilingual Support Worker visit so quickly. We are very impressed - the visit went really well this morning. Staff feel reassured and I’m sure parents feel less anxious which is key to supporting both children as well as we can within our setting."
Forches Primary

**Costs**
Multiples of six hours (only required to top up what the LA provides as part of its commissioned services)
- Advisory Teacher: £472
- Bilingual Support Worker: £301
- EMTAS Review: £472
Speech, Language and Communication Needs (SLCN)

Online eLearning modules.

The four session online course will provide staff with the practical knowledge and training needed to deliver effective support for Speech, Language and Communication Needs (SLCN) across the primary and secondary phases of education.

SLCN is currently the largest area of Special Educational Needs, and it has been increasing year on year. Research by the speech and language charity ICAN (2007) has identified that in poorer areas more than 50% of children starting in reception class have weak communication skills. A recent study discovered similar figures for pupils beginning secondary school (Spencer et al, 2012). Speech, language and communication have a significant impact on attainment, mental health and behaviour as well as the nation’s economic prosperity. Communication skills are prominent in the new National Curriculum for primary and secondary schools, and there is now an Ofsted judgement for how well communication skills are taught.

The four eLearning sessions are interactive and focused on practical outcomes. A full set of resources is included.

**Session one**
An introduction to speech, language and communication needs

**Session two**
Links to literacy

**Session three**
Improving vocabulary

**Session four**
Extending sentences

£40 per 90 minute session or £145 for all 4 sessions (+ VAT)

To purchase please visit: www.babcock-education.co.uk/shop

Autism Education Trust

A 3 tier autism training programme for professionals in education.

The SEND Code of Practice specifies that professionals working in education settings should be prepared to support young people on the autism spectrum and all staff should have a basic awareness of autism and the needs of individuals.

Delivered by the highly experienced Babcock LDP autism team, the AET programme offers face-to-face training for professionals working with young people.

Programmes are offered across the Early Years, Schools and Post 16 sector. The programmes will form an essential part of your Continuing Professional Development and will play a key role in supporting your organisation to meet the needs of young people on the autism spectrum, ensuring progression and reducing NEETs.

autism@babcockinternational.com
To find out more about our autism training visit www.babcock-education.co.uk/ldp/cpd
Improving Outcomes for Disadvantaged and Vulnerable Learners: Inclusion and Specialist Intervention and Support

Educational Psychology

The Children and Families Bill introduced sweeping SEND reforms, placing new duties and responsibilities on schools and governors to support Children and Young People with SEND.

Our Educational Psychology Service (EPS) supports schools to implement SEND duties and requirements through:

- Specialist consultation
- Psychological assessment
- Practical advice
- Training/Inset/twilight sessions

The EPS supports schools and parents of CandYP with SEND and those who are vulnerable, complex and challenging. They promote maximum outcomes, wellbeing and educational success.

Schools need to comply with the new legislation and Early Help Strategy in order to support their most vulnerable pupils. The Educational Psychology team has detailed knowledge and close links with Devon County Council and is ideally placed to support schools with these new duties.

Bespoke Consultancy
Expertise and advice to provide additional support to schools, children and young people, parents, carers and other agencies:

- High-quality, bespoke training and whole-school/staff development: literacy; numeracy; personalised learning; low-incidence difficulties; loss and bereavement; behaviour management; emotional wellbeing/mental health awareness
- Strategic whole-school work: coaching; action research; behaviour and inclusion audits; supervision and stress management for staff; collaborative problem-solving/‘Circles of Adults’
- Work with children and young people: representing their views; individual or group therapeutic support; individual assessment, consultation and advice; direct individual work to support access to the curriculum
- Work with parents/carers and staff of other agencies: mediation work; support for transition; signposting and liaison; solution focused consultation; workshops and support groups

Bespoke Consultancy
Please see our website: www.babcockldp.co.uk/ed-psych

Benefits
- Proven/high-quality psychological support
- Rapid support for school priorities
- Cutting edge advice
- Comprehensive multi-agency links for complex CandYP
- Consistent support for settings, families and Children and Young people from early years through to adulthood
- All Babcock EPSs are Level 3 Safeguarding trained
- Foremost information and advice on SEND legislative changes
- Guaranteed delivery, backed by large team resources
- Guaranteed quality-HCPC registered, Enhanced DBSs, regular supervision and bespoke CPD
- Access to specialist EP support for low incident conditions/issues

82% of parents felt that the EP’s involvement with their child was very helpful/helpful in making a positive difference. 99% of parents felt that the EP understood their child’s needs and 92% felt feedback was easy to understand

“Since the (Educational Psychologist’s) visit I have started to get more help in lessons. A TA sits with me during my Maths lessons and helps when I find it difficult. This makes me feel less anxious. I feel like I can concentrate more.”
A pupil’s voice

Costs
Multiples of six hours’ delivery and support (including visit report): £520 per six hours
Emotional Logic is a programme designed to improvement emotional literacy and reduce depression and anxiety. It is a conversation based tool that can be used with:

- targeted pupils who are experiencing anger, depression, anxiety or self-harm
- all pupils as part of the wider PSHE curriculum
- staff to support areas of workload, work-life balance or conflict resolution

Emotional Logic helps people of all ages to understand how all emotions have useful purposes, including the unpleasant ones when seen as part of an integrated process of adjusting to change, disappointment, setback or hurt. Emotional Logic moves people beyond current mindfulness strategies of creating a calming ‘safe place’, towards taking reasonable actions with others to address the root of issues and move forward.

Training Programmes and Emotional Logic Award

An Introduction to Emotional Logic
A 90 minute, practical session introducing the basic concept of Emotional Logic to staff or parents.

Direct Pupil Teaching (Class, Group or Individual)
Individual or groups of children are given a basic introduction to Emotional Logic. Following the session most children are able to identify ways to become calm and explain how they feel more clearly

Emotional Logic Lesson Plan Training
This training is designed to enable school staff to deliver basic Emotional Logic teaching to class groups or individuals.

Emotional Logic Award for Schools
This is a two-term programme of study and practical activity for a member of school staff to be able to deliver the Emotional Logic Lesson Plan training within their school or setting and to carry out 1:1 Emotional Logic sessions with pupils, carers or colleagues.

Throughout the training, and once qualified, a person holding the Award in Emotional Logic is able to access supervision from a senior Emotional Logic practitioner.

The Award is suitable for school staff with pastoral or behavioural responsibility. It is also suitable for school governors who have a statutory duty for the wellbeing of the staff in their schools.

Benefits
Learning Emotional Logic gives you:

- a structured way to understand the useful purposes of emotions
- the ability to turn unpleasant emotions into positive actions
- self-respect, particularly when things become complicated or confusing
- empathy, making better guesses about how others feel and think

“The children worked really well together in groups - it has helped them to understand how their peers respond in difficult situations. As they all now know the cycle, they will not only be able to work through a problem for themselves, but they will also be able to recognise these emotions in others and support them when trying to resolve a challenging situation.”
SENCO Meavy Primary School

Costs
Contact us to discuss your bespoke options:
BabcockEducationSW@babcockinternational.com
Improving Outcomes for Disadvantaged and Vulnerable Learners: Inclusion and Specialist Intervention and Support

SEND – Strategic Support (mainstream and special)

Schools must be confident that school policy, provision and practice is in line with relevant legislation including the Children and Families Act 2014, Equality Act 2010 and SEND Code of Practice 2015.

Ensure your school is able to demonstrate clearly the progress and achievement of this key vulnerable pupil group. SEND Strategic Leadership Support will ensure you have the latest knowledge, information and practical strategies to develop and improve your SEND provision.

Our team has an extensive range of experience in the field of SEND, school leadership and improving schools. We can provide bespoke support, advice and development to schools, settings, colleges, employers, training providers and organisations that work with children and young people with SEND.

SEND Review
A rigorous review of the setting’s SEND policy, practice and provision, including leadership and governance of SEND. All reviews are personalised to the school’s requirements and are a two-day package which includes: observations of learning and scrutiny of work, students’ achievement, data analysis, curriculum provision, school improvement priorities, self-evaluation tools, learning walks and discussions with headteachers, staff, pupils and governors. (see page 8)

Bespoke SEND Strategic Leadership Consultancy
Our team can provide a wide range of specialist training, support and professional challenge in order to develop individual and whole-school/organisational provision and improvement. The needs of schools and organisations vary significantly so our team is able to create tailored packages according to your individual requirements. This may include:

• Embedding a clear graduated approach to meeting SEN and disabilities (including using Devon’s Graduated Response Tools)
• Develop your schools ability to demonstrate your Early Help offer and ensure appropriate multi-agency working
• Analysing and using data to target interventions and evaluate outcomes
• Curriculum support
• Preparation for Ofsted
• SENCo role (including leadership development, effective provision target setting, monitoring impact and outcomes, communicating with parents and services, running effective meetings)
• Advising on statutory compliance
• Developing the role of the SEND governor
• Effective development of support staff
• Understanding SEN funding
• Reviewing procedures and statutory responsibilities for pupils with SEND
• Programmes of bespoke training
• SEND school improvement for all primary, secondary and special schools

Benefits
• Improving outcomes for pupils with SEND
• Support the improvement of high-quality inclusive teaching
• Ensure a broad and balanced curriculum that allows progression for all pupils
• Ensure school compliance
• Quality assure your school self-evaluation and effective preparation for Ofsted

“I just wanted to thank you for your hard work in delivering a brilliant course. For me, one of the key points has been observing how aspirational and knowledgeable you are on SEN and how you manage with grace to win the hearts and minds of a wide range of individuals and organisations. It has been really interesting to watch you challenge and lead and your style is definitely one I would like to adopt.”

St Luke’s Science and Sports College

Leadership of SEND
Four-day professional development programme which focuses on how to be an effective and skilled leader of SEND within a changing educational landscape.

Benefits
• Clear understanding of SEN funding and its place within the wider context of school budgets and planning
• Developing strategic planning across settings including multi-academy trusts and federations
• Understanding how effective monitoring and evaluation of outcomes impacts on improving the quality of provision

Costs
Multiples of six hours’ delivery and support: £608 per six hours
SEND Review: £1216
Leadership of SEND: £2432
Improving Outcomes for Disadvantaged and Vulnerable Learners: Inclusion and Specialist Intervention and Support

SEND – Communication and Interaction

The Communication and Interaction (C and I) Team consists of highly qualified and experienced Advisory Teachers, a Pre-5 Autism Specialist and Specialist Support Assistants. We offer support, advice and guidance for children and young people where Autism and/or Speech, Language and Communication Needs (SLCN) is the primary need.

Bespoke Consultancy

We enable staff to meet the needs of pupils through whole-school development, consultancy and training. In collaboration with schools and other professionals, we support parents/carers through parent training programmes such as Cygnet and Robins. Pupil referrals which are accepted will entail observation/assessment, staff advice and consultancy, resource recommendations, parental liaison, reports and demonstration of strategies as needed.

The C and I team supports the statutory assessment process and pupil transitions between key stages, schools and into adult services. Schools are assisted in implementing the standards, framework and staff competencies from the Autism Education Trust for autism and the Communication Trust for speech and language.

The Devon Inclusion Award is an incremental self-evaluation process, which focuses on specific areas of special educational need, including behaviour, dyslexia, and autism/SLCN. The C and I Team manages and administers the Inclusion Award for C and I (autism/SLCN).

The award aims to:
• Foster inclusion (in terms of presence, participation and achievement)
• Strengthen school self-evaluation, improvement and staff development
• Recognise and celebrate good inclusive practice
• Use learner participation as a stimulus to school improvement
• Provide clear judgements to inform the completion of school self-evaluation

Training and Professional Development

A wide range of tailor-made training is available to support provision for communication and interaction in schools and learning communities. Training can be embedded in to a wider support package to improve desired outcomes.

Central courses include:
• Autism training (including Autism Education Trust tier 1, 2, 3)
• Speech, Language and Communication Needs
• Accredited ELKLAN training for speech and language in the secondary school
• Language and literacy
• Visual learning approaches
• Sensory processing
• Autism awareness
• Pathological demand avoidance
• Autism and girls
• Autism and vulnerability

Benefits

• Partnership working with educational settings from 0-25, individual children and their families
• Collaborative working with other agencies in education, health and social care
• Provision of best practice including high-quality teaching, targeted group interventions and individualised learning

“I always feel you bring a presence with you to meetings that completely understands the highs and lows of raising and educating a child on the Spectrum. That’s invaluable to us.”
Parents of a child with Autism

“Excellent 5 week course. Brilliant information which was easily transferred to classroom. Some fantastic advice given for specific child which is working very well. Thank you.”
Delegate from a Devon school

Costs

Multiples of six hours (only required to top up what the LA provides as part of its commissioned services): £410 per six hours
Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with a sensory impairment will require specialist teaching support and/or equipment to access their learning. This is provided by either a Teacher of the Deaf, Advisory Teacher for Visual Impairment or a Qualified Teacher of Multi-Sensory Impairment.

The Sensory Impairment Team can provide support and training in the following areas to ensure compliance with the Equality Act 2010:

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment

Bespoke Consultancy

The team can offer the following support to allow your school to improve the outcomes of children with a sensory impairment:

- 1:1 functional vision/hearing/multi-sensory assessment
- An observation of the child in the classroom and how they access the curriculum
- Evaluation of the learning environment
- Teaching strategies/modelling good practice to support staff
- Strategies to promote inclusion within the classroom
- Defining and highlighting the possible impact of a visual/hearing/multi-sensory loss
- Identification of what the problems are when a child has a sensory loss e.g. possible delay in language acquisition, localisation of sound, impact of background noise, behaviour implications, accessing incidental learning, acquisition of language – assessment, monitoring and intervention
- What is the impact of the sensory loss e.g. delays in acquisition of phonics, effects on learning to read, unconventional letter formation in writing, potential delay in educational outcomes
- How to address the sensory loss and problems e.g. appropriate amplification and the limitations – hearing aids and Assistive Listening Devices, how to monitor and maintain equipment, bringing the child to the fore, effective use of technology – maximising contrast on white boards, supplementing visual information with auditory information
- Training for school staff to raise awareness of sensory loss and increase capacity within school

Benefits

- Improve outcomes and close the gap for pupils with a sensory impairment
- Improve access to the curriculum
- Ensure your school can provide high-quality universal provision to children with a sensory impairment

“Our Teacher of the Deaf, has thorough, in-depth knowledge of the children that she works with as well as fostering very positive and constructive working relationships with our families. Our staff have received individual, relevant advice and support thus enabling the children to make sustained progress and develop a positive identity of themselves. The training, including deaf awareness and cued speech, that we and some of our parents have received, has been useful, accessible and highly valued.”

SENCO, Brixington Primary School, Exmouth

Costs

Multiples of six hours (only required to top up what the LA provides as part of its commissioned services): £410 per six hours.

Visual Impairment training is available for schools and colleges who have children and young people that don’t have a statutory plan. £255 for three hours.

This is bespoke training which focuses on positive outcomes and practical management strategies which teachers can use to ensure more effective inclusion.
Improving Outcomes for Disadvantaged and Vulnerable Learners: Inclusion and Specialist Intervention and Support

SEND – Physical Difficulties and SEND ICT (PDIT)

The SEND Code of Practice states that the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education.

The Equality Act 2010 classifies disability as having a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.

Bespoke Consultancy

The Physical Difficulties and ICT team supports schools and settings in identifying and removing barriers for children with a wide range of disabilities.

This can be done through:

- Observation and assessment
- Discussions and meetings
- Individual work with a child/young person
- Written recommendations
- General guidance on physical development – see www.babcockldp.co.uk/send-support
- Advice about developing fine motor skills
- Input around pre-handwriting and handwriting skills
- Specific guidance regarding individual needs
- Signposting to other services/sources of information
- Specialist support on access to the curriculum including practical lessons and recording
- Advice on appropriate resources and adaptations
- Supporting the access to and use of ICT in schools for children and young people with a wide range of needs:
  - Sensory and physical
  - Communication and interaction
  - Cognition and learning
- Guidance on adaptive access to ICT – see www.babcockldp.co.uk/send-support
- Training for staff to increase their knowledge of particular needs/resources/solutions
- Specific support and guidance during times of transition
- Assistance in identifying and managing fatigue/pain levels
- Guidance around establishing and maintaining friendship groups
- Working as part of the multi-disciplinary Team Around a Child and contributing to the creation and implementation of statutory and non-statutory plans
- Helping schools meet their statutory legal requirements regarding the moving and handling of children with physical difficulties through training and ongoing support

Some children with complex needs will fall into the criteria for being seen through the Devon Commissioned Service, but if they do not, our time can be purchased.

Benefits

- Enabling schools to break down barriers to learning for their pupils
- Improving outcomes for children
- Improving transition experiences for pupils and schools
- Increasing inclusion for school trips and off-site activities
- Improving the health, safety and wellbeing of staff and students through guidance around safer moving and handling

“I just wanted to thank you for the excellent Moving and Handling training session that you delivered to us on Tuesday. It was very thorough and all staff found it extremely helpful and informative.”

SENCO in Post 16 provision

“You have made a real difference this year and the parent has really appreciated it.”

Primary School SENCO

Costs

Multiples of six hours (only required to top up what the LA provides as part of its commissioned services): £410 per six hours
Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties and lead to children/young people having particular difficulties in managing their emotions and behaviour. They often have trouble building and maintaining relationships with peers and adults; they can struggle to engage with learning and to cope in mainstream education. Children with social, emotional and mental health (SEMH) difficulties will often feel anxious, scared and misunderstood.

The Children and Families Act places responsibilities on schools and governors to support children and young people with SEND. Personal development, behaviour and welfare is one of the four key judgements of the Ofsted framework, in which schools are required to provide evidence to demonstrate effective practice and the impact of improvement strategies with regards to behaviour issues.

Our Behaviour Support Team is experienced and skilled in supporting schools to meet the needs of our most vulnerable and achieve Ofsted outcomes.

**Passive Intervention and Prevention Strategies Training (PIPS)**

Taking into account the latest Physical Interventions Guidance and BILD code of conduct for trainers in the use of Physical Intervention, the PIPS training aims to:

- Enable schools to develop a consistent, acceptable, team approach to managing disruptive/aggressive behaviours in a manner that maintains positive relationships and minimises risk for all
- Provide a process of repair and reflection for staff and children
- Increase staff awareness concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling

Expected Outcomes:

- experience and practice the skills of guiding, safe touch and holding
- explore how these acts of care combine with calming, diffusing and problem solving strategies
- experience passive intervention strategies designed to follow rather than force movement
- identify key elements for developing a consistent team approach to managing challenge
- increase awareness of the importance of recording and reporting, monitoring and evaluating
- develop an increased sense of confidence at times of crisis

In addition to the intervention strategies above, staff training and development is available to purchase and could include:

- Behaviour Review (see page 6)
- Classroom behaviour management and policy review
- Anger management
- Supporting boys’ learning
- Individual and whole-school coaching

**Benefits**

- Reduce exclusions and increase inclusion
- Ensure you are Ofsted ready
- Raise the progress of vulnerable pupils
- Enhance provision for pupils with SEND
- Empower rapid and sustainable improvement
- Improve pupil and staff wellbeing

“The SEMH and Behaviour Support Team has been very effective at helping to develop school wide approaches as well as providing support for individual teachers to develop inclusive practice and reduce the vulnerability of individual pupils to exclusion.”

Headteacher, Exeter

**Costs**

Passive Intervention and Prevention Strategies Training
Whole day inset (up to 20 delegates): **£546**
Two staff meetings 3.5 hrs total (up to 20 delegates): **£368**
(Options for training for more than 20 delegates are available)
Multiples of six hours (only required to top up what the LA provides as part of its commissioned services): **£472** per six hours

Behaviour Review
Primary <200 pupils **£709**
Primary >200 pupils **£944**
Secondary **£1416**
Daily rate: **£472**
Attachment Based Mentoring

A relational approach to learning, development and well-being

It is widely recognized that vulnerable children struggle to access learning and experience success at school. With interventions purely designed to move them on with learning, they often have difficulty engaging and making progress. Perhaps something else is needed?

Attachment based mentoring is a relational, child-centred and holistic approach to supporting our most vulnerable children.

Drawing on theories and research from the fields of attachment, coaching and resilience, it is a comprehensive practical guide as to what to do and how to be, to ensure that the individual needs of each child are met.

The approach aims to enable children to feel safe, connected and capable - forming positive relationships and enjoying learning.

Course programme

<table>
<thead>
<tr>
<th>Day</th>
<th>Attachment and Relationships Being the significant adult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Providing a relationship for the child within which they experience protection, connection, understanding and care.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Development Being the coach</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Using solution focused coaching skills to support the child to identify skills and strengths and work towards what they would like to achieve.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day</th>
<th>Practical support and skill development Being the parent in school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Providing support which ensures the child is fully included in all aspects of school life.</td>
</tr>
</tbody>
</table>

Supervision session
An opportunity to ask questions, share good practice and problem solve.

Why choose this training?

- Understand the needs of all children including the most vulnerable and how they can find it difficult to engage with learning
- Learn how to become the child’s significant adult
- Meet attachment needs by considering the mentoring relationship
- Develop solution focused coaching and mentoring skills
- Consider the wider role of the mentor in terms of social learning, advocacy and practical support

Find out more about the research that supports this Attachment Based Mentoring programme and read about the significant positive impact on the children and their learning: www.babcockldp.co.uk/attachment-based-mentoring
Improving Outcomes for Disadvantaged and Vulnerable Learners: Inclusion and Specialist Intervention and Support

Coaching

Our Devon Coaching team is made up of experienced Educational Psychologists and Advisory Teachers.

There is strong evidence to suggest that coaching has a positive impact on teaching and learning and builds capacity for change in schools. Ofsted recommend that schools should extend their understanding of, and expertise in, coaching to ensure good professional development.

Coaching has a wide range of applications and can be used not only with teachers but with children and young people.

Many teachers and students feel stuck with their development. Training and teaching alone often fails to bring about the change required. Coaching identifies clear outcomes for the individual, what works well and how to move forward. As well as focusing on a person’s strengths, skills and attributes, it also addresses issues of strategy, confidence, motivation and identity which are often significant barriers to development.

Bespoke Consultancy

- **Coaching for teachers, teaching assistants and leadership teams.** This can be offered on an individual basis or as part of a school project. As well as individual coaching sessions for members of staff, schools can opt to have a group of teachers coached. In this case the themes identified through individual coaching sessions are discussed with the group as a whole and a group coaching session is then offered to identify outcomes and ways forward.

- **Coaching for children and young people.** We offer individual sessions and group sessions for children and young people. These can be one off sessions or a series of coaching sessions, usually 4-6. Coaching can be aimed at raising achievement and supporting young people with their social and emotional development.

- **Personalised and flexible training packages** that introduce and develop coaching skills for use with adults and students. Our courses range from 3 hour workshops to 3 day courses. We regularly develop bespoke training to meet the needs of the setting.

“Coaching has enabled me to take ownership of my own development. Through coaching I have developed a clear idea of where I am going and have identified relevant next steps that fit my situation. Regular coaching means that I am constantly moving forward and this impacts on the children. We are developing as individuals together.”

Teacher, Haytor View Primary School

“The coaching training has really helped to foster a culture of reflective thinking and support at the school.”

Headteacher, St Peters Primary School

Benefits

- Improve the quality of teaching and learning
- Raise achievement
- Establish clear outcomes needed for progress
- Ensure that good practice is embedded
- Bring about sustainable change

Training in Coaching:

- Provides school staff with a structure and method for reflection, problem solving and developing a clear vision for the future
- Enables teachers to work together and take responsibility for their development
- Provides a tool for working with children individually and in the classroom

Costs

**Coaching Training**

For up to 20 delegates. 1 day’s training can be spread over 3 twilights.

- Three hour workshop £705
- One day training £1312
- Two day training £2627
- Three day training £3941

Costs may vary according to group size.

**Coaching**

- 1-1.5 hrs – £158
- 1.5-3hrs – £274
- 3-4.5hrs – £378
- 4.5-6 hrs – £520
The National Award for SEN Coordination

The National Award for SEN Coordination is a postgraduate qualification, which is mandatory for teachers new to the role of SENCO and would be beneficial for experienced SENCOs. Other teachers in schools or Further Education settings may also be eligible to gain the qualification.

The South West Consortium: SENCO

The Award is offered through the South West Consortium consisting of the University of Exeter and Plymouth University, working in conjunction with the local authorities of:

- Bournemouth
- Cornwall
- Devon
- Dorset
- Plymouth
- Poole
- Somerset

Since 2010 over 1500 SENCOs in the South West have attained the Award.

You will benefit from...

- Six taught face-to-face days
- Local LA (Local Authority) context for learning through face-to-face and virtual learning support and resources
- Professional learning community
- Networking with local SENCOs and sharing good practice
- High-quality local tutors with extensive expertise, experience, and knowledge
- High-quality formative feedback

“The programme is exemplary in the way that the university works in partnership with regional/local area professionals”

- External Examiner

Find out more

If you are a SENCO in Bournemouth, Dorset or Poole or would like to apply to the University of Exeter programme please contact Dr Hazel Lawson: h.a.lawson@exeter.ac.uk

www.exeter.ac.uk/education/graduatestudies/sencoordination

If you are a SENCO in Cornwall, Devon, Plymouth or Somerset or would like to apply to the Plymouth University programme please contact Mike Murphy: mike.murphy@plymouth.ac.uk

www.plymouth.ac.uk/courses/postgraduate/pgcert-the-national-award-for-special-educational-needs-coordination

“The course enabled me to reflect on my strengths and areas of development particularly in relation to my leadership style” - SENCO student

SENCO Mentoring

Find out more about Babcock’s 1:1 SENCO mentoring.

Contact:

LDP-LearnerSupport@babcockinternational.com for further information
Safeguarding and Education Welfare

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year End Attendance Report</td>
<td>28</td>
</tr>
<tr>
<td>Safeguarding</td>
<td>30</td>
</tr>
<tr>
<td>Education Welfare</td>
<td>33</td>
</tr>
<tr>
<td>In-Depth Attendance Reports</td>
<td>34</td>
</tr>
<tr>
<td>Disadvantaged Pupil Attendance Tracker</td>
<td>36</td>
</tr>
<tr>
<td>Compliance</td>
<td>38</td>
</tr>
<tr>
<td>General Data Protection Regulation (GDPR)</td>
<td></td>
</tr>
</tbody>
</table>
The Profile: Year End Attendance Report

Analyse your data and reflect on your Attendance Management Practice

The Year End Attendance Profile

Following a successful small scale trial and building on the success of the Attendance Data Profile, we are pleased to be able to offer a scaled down, easy to understand and yet comprehensive 12-chart visual representation of your Year End Attendance Data.

The Year End Profile focuses on:
- Whole School Attendance
- Persistent Absenteeism
- Vulnerable Groups (SEN, FSM, PP, EAL, Gender)
- Term Time Absence
- Punctuality
- Unauthorised Absence Code patterns

Benefits
- Comprehensive and comparative charts
- Data that supports Ofsted expectations
- Better understanding of your whole school Attendance Data
- Additional monitoring evidence
- Analysis of your vulnerable group data

Ofsted:
- evaluates schools’ attendance in comparison to national figures
- expects schools to compare current average attendance with same periods in previous years
- requires schools to take into account differences in attendance between different groups of learners, e.g. vulnerable groups

Cost of Year End Attendance Profile  £199 + VAT

To book a Year End Attendance Profile please visit our e-store – www.babcockeducationestore.co.uk/ldp

For further information please contact –
Peter Walker | peter.walker@babcockinternational.com
Wayne Westacott | wayne.westacott@babcockinternational.com
Section 175 of the Education Act 2002 places a duty on local authorities and schools' governing bodies to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children.

“Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, and prevent concerns from escalating.” (Keeping Children Safe in Education, 2016).

**Safeguarding Review**

Support the school to meet statutory requirements by conducting a Safeguarding Review which will inform the school of significant additional risks that need to be addressed. We will make recommendations where appropriate and help the school to maintain and develop a safeguarding culture in accordance with Ofsted requirements and good practice.

**How do you implement and manage Safeguarding within your school?**

Section 157/175 of the Education Act 2002 places a duty on local authorities and schools' governing bodies to make arrangements for carrying out their functions with a view to safeguarding and promoting the welfare of children. How do you:

- Safeguard your children and staff?
- Review your safeguarding policies and processes to manage change improvement?
- Identify training needs and maintain Senior Designated Officers at Group 3?
- Identify and ensure whole-school training is carried out?
- Identify and ensure Group 2 and Safer Recruitment Training is carried out?

Babcock LDP can help implement and facilitate management of safeguarding within your school by providing:

- A comprehensive review to ensure your statutory requirements are being met
- An action plan for corrective and preventative measures
- Help with change improvements. We can provide:
  - Templates and models
  - Group 3 training for Senior Designated Officers and their deputies
  - Regular training
  - Group 2 and/or Safer Recruitment Training for governors and heads

This list is not exhaustive.

**Safeguarding - focused review to cover a specific area of safeguarding**

For example:

- Safeguarding files and record keeping
- Single Central Record / recruitment
- Bespoke to your needs

**Bespoke Consultancy**

We can provide a safeguarding action planning service. If you complete the s175/157 audit we will analyse your responses, draw up an action plan and advise on its implementation.

**Training and Professional Development**

Current courses include:

- Extremism, Radicalisation and PREVENT – training suitable for all school staff
- Child Protection Raising Awareness (Group 2)
- Two day initial Group 3 Safeguarding
- Safer recruitment and Allegations Management (nationally accredited)
- Group 3 Safeguarding Refresher Training
- Safeguarding for Governors
- Supervision within child protection
- Record Keeping
- Safeguarding for Administrators
- Child Sexual Exploitation
- Safer Working Practices
- Autism and Vulnerability

**Benefits**

- Fast and direct access to safeguarding support
- Proven quality service from experienced and trusted professionals
- Experts who understand the South West context

“I am incredibly grateful for the part that you have played in the school’s improvement. Despite the mountains of work still to do, the informal [Ofsted] feedback recognised that improvements had been made and the school was moving in the right direction.”

Interim Headteacher, St Joseph’s Catholic Primary School, Newton Abbot

**Costs**

Consultancy rate: £410

**Safeguarding Review**

1 day review including annotated review template £410

1.5 days review visit including written report and action plan £616

**Safeguarding – focused Review**

£206 (3 hrs), £410 (6 hrs)
Subscription

Level 1 – single school/academy and MATs
• Membership of Babcock safeguarding website with access to all documents
• Advice and information through the provision of half-termly safeguarding bulletins
• Provision of Safeguarding policies, procedural updates and changes to legislation including guidance on implementation
• Support and advice on individual cases through telephone and email (up to 6 hours’ maximum)
Price: £554 core including 1 academy + £260 per additional academy

Level 2 – single school/academy and MATs
All of the services included in Level 1 plus the following:
• One day multi-agency refresher training for the designated officer
• Safeguarding Audit (half-day visit for each academy) with support, advice and guidance when appropriate
Price: £879 core including 1 academy + £561 per additional academy

Level 3 – single school/academy
All of the services included in Level 1 plus the following:
• One day multi-agency refresher training for the designated officer
• Safeguarding Audit (one day school visit) with support, advice and guidance when appropriate
• Onsite CPA session for staff (maximum of 100 delegates)
• Attendance, by a member of our Safeguarding Team, at your safeguarding meeting (by consultation)
Price: £1326

Level 3 – Option 1 – for MATs
All of the services included in Level 1 plus the following:
• One day multi-agency refresher training for the designated officer for each academy in the MAT
• Safeguarding Audit (one day support visit) for each academy in the MAT
• Onsite CPA session for up to 100 staff across the MAT (held in one academy within the MAT)
• Attendance, by a member of our Safeguarding Team, at your safeguarding meeting (by consultation)
Price: £1326 core including 1 academy + £561 per additional academy

Level 3 – Option 2 – for MATs
All of the services included in Level 1 plus the following:
• One day multi-agency refresher training for the designated officer for each academy in the MAT
• Safeguarding Audit (one day support visit) for each academy in the MAT
• Onsite CPA session for up to 100 staff (held in each academy within the MAT)
• Attendance, by a member of our Safeguarding Team, at your safeguarding meeting (by consultation)
Price: £1326 core including 1 academy + £740 per additional academy
Our Education Welfare Service (EWS) supports schools in achieving higher levels of attendance for the whole school as well as for individual pupils by:

- Providing strategic advice on policy and practice
- Offering advice and training on the evaluation of attendance data
- Early Help establishing rigorous and detailed casework to address low attendance levels
- Progressing a clear escalation process to encourage improvement
- Instigating an effective legal process to address parental responsibility
- Maintaining multi-agency practice to address issues affecting good attendance

Bespoke Consultancy

- Additional Education Welfare Officer (EWO) time to address Ofsted identified areas for improvement (only required to top up what the LA provides as part of its commissioned services)
- Training in data analysis and reporting for Attendance Officers
- Self Identification Form (formerly Devon Assessment Framework) completion and work with individual pupils
- Attendance Review (see page 6)
- Safeguarding Reviews (see page 8)
- Pre-Ofsted inspection guidance with report
- Child Protection Awareness Raising training
- Provision of accredited interview panellist
- Child Employment support: presentation to year groups; short assembly talk; supporting materials; training session for teachers

The Attendance Data Profile

A 5-point plan to analyse your attendance data and identify 10 key areas of focus (see page 21)

The Year End Attendance Profile

A scaled down version of the popular Attendance Data Profile. The Year End Profile provides an easy to understand 12-chart visual representation of your Year End Attendance data (see page 22)

Disadvantaged Pupil Attendance Tracker

Using your Sims data we set up your disadvantaged (vulnerable) groups for you. We collate the data and prepare half-termly reports.

Let us do the data crunching, allowing you more time to focus on supporting the improved attendance and attainment of your disadvantaged pupils.

Benefits

- Fast and direct access to support services for vulnerable children and young people
- A proven quality service from skilled and experienced professionals
- Improved rates of pupil attendance and reduced persistent absence levels
- A clear process of challenge and escalation to address poor attendance
- An efficient and responsive legal service to challenge parental responsibility
- Greater confidence that all statutory requirements are being met in relation to school attendance
- A ‘One Stop Shop’ service for attendance and safeguarding concerns

“I have been working with your EWO for several years and as a result of her support we have seen our attendance increase by 2%. The EWO and I feel the improvement is attributed to a combination of tightening up on holiday absence requests and following up on poor attendance through individual parent meetings with the EWO and me. The meetings have not only impacted on the attendance of the families we have targeted, but have had a greater impact as parents know that we take attendance seriously and act upon it.”

Headteacher, Devon Primary School

MATs and Federations

Please contact us direct to discuss bespoke pricing:
BabcockEducationSW@babcockinternational.com

Costs

Multiples of six hours (only required to top up what the LA provides as part of its commissioned services): £262 per six hours

The Attendance Profile:
One-off profile £402
Three profiles (one per term) £884

The Year End Attendance Profile £199

Disadvantaged Pupil Attendance Tracker:
Single Report £153
Termly Reports £398
Half-termly Reports £612
Attendance Review £262
Safeguarding Reviews £410 - £616
The Profile: In-Depth Attendance

Understand your attendance data (both comparatively and contextually) and inform your future attendance management practice in line with Ofsted expectations. Benefit from a 1:1 follow up consultation to discuss report findings.

Attendance – A comprehensive analysis – ‘Get the Picture’

Offering a simple yet comprehensive, comparative and contextualised visual analysis (with written commentary) focusing on your attendance and punctuality data. Benefit from an easy to understand report that can help you to:

- Identify specific areas of your current attendance management practice that may warrant future focus and development
- Reinforce and support the evidence of your regular monitoring, analysis and understanding of your attendance and punctuality data (at a whole-school, PA, disadvantaged groups and pupil level)
- Contextualise and compare your current attendance data with historical school data and the latest Local and national Data and trends

See over for the 5-point plan

The data that the school had available clearly evidenced the progress and impact of actions was commended as a highly effective piece of work, with impact on achievement, as well as informing judgements on behaviour and Leadership and Management.

Headteacher, Dartington C of E Primary
the 5-point plan

1. We liaise with you to obtain your raw attendance data.

Chart 1 shows that between 2011/12 and 2013/14, overall attendance at Sample Primary increased year on year. However, school data for the current academic year shows that this has dropped to 95.05% (for Yr. 1 to Yr. 6 pupils). At the end of 2013/14 the school’s attendance was 0.6% points below the Devon average and this gap appears to now be getting larger. The latest national data puts primary attendance at 96.2% (SFR covering HT1-HT5 2013/14).

2. We analyse your data and present the analysis in an easy to understand format.

3. We provide a summary of the analysis.

Summary of key findings arising from the data:
1. Chart 1 shows that overall attendance started off quite promising in HT1 but unfortunately this was not maintained throughout the year (Chart 2). HT3 was particularly bad and this brought the school average down to under 95%.

2. Charts 3 and 4 show that it is only the current Year 4 who have managed higher average attendance than that achieved in 2013/14 by both themselves and also their peers. This would suggest that there would be benefit from reviewing whole school policy, practice and procedures.

3. Chart 5 shows that there are 25 pupils (13.1% of the school population) with attendance below 90%. A breakdown of this group is in Chart 20. It is strongly recommended that individual action plans should be in place for children with this level of absence and there should be a clear record of interventions and escalations within school set timeframes.

4. We identify up to 10 key areas of focus.

5. We follow up with a 1:1 consultation to discuss the report and Action Plan.
Using your SIMS data we will set up your disadvantaged (vulnerable) groups. To regularly monitor the comparative attendance data of your disadvantaged pupils, all you need do (ever again!) is to email us a timely SIMS Report* at the end of each half term. We will then collate that data and prepare half-termy reports*** that allow you to:

- monitor pupil attendance on an individual pupil and group level (PA, PP**, FSM, SEN, CIC, EAL and by gender)
- compare your groups with the latest available national and local published data (from the latest DfE Statistical Releases)
- monitor the gaps between your disadvantaged groups and your non-disadvantaged groups. (Diminishing the Distance)
- monitor the % of PA in each of your disadvantaged groups (example – 25% of your FSM Pupils are Persistently Absent)
- identify your PA pupils that sit in more than one disadvantaged group

These reports, over time, will provide evidence of your use of comparative and longitudinal data to monitor and analyse the attendance of your disadvantaged pupils. We will do the data crunching allowing you more time to focus on using this data to support the improved attendance and attainment of your disadvantaged pupils.

Ofsted (Schools Inspection Handbook, August 2016) requires schools to evidence that they regularly monitor and analyse the attendance of their disadvantaged pupils (alongside that of all pupils). Careful analysis should include comparisons between your disadvantaged and non-disadvantaged pupils at:

- Overall Absence Level (individual and group)
- Persistent Absence Level (individual and group)
- Local and National Level (latest available)

This data should then be used in a comparative and longitudinal manner to evidence the school’s efforts to ‘Diminish the Distance’ between their disadvantaged and non-disadvantaged pupils.

* It is important that the SIMS report is run as close as possible to the end of each half term.
** Please ensure your SIMS Pupil Premium Indicator is used. All data reports are dependent upon the quality of the SIMS data received.
*** 6 Reports will be produced for Primary Schools and 5 for Secondary Schools (to avoid inaccuracies due to Year 11 leavers on HT6 data).

Prices

£153 for a single report + VAT
£398 for three termly reports + VAT
£612 for six half-termy reports + VAT

Note: Although individual reports are informative and provide a good ‘snapshot’ of your disadvantaged data, individual reports do not provide the regular, comparative and longitudinal evidence that six half-termy reports provide.

For further information please contact:
Peter Walker  |  peter.walker@babcockinternational.com
Wayne Westacott  |  wayne.westacott@babcockinternational.com

£153 for a single report + VAT
£398 for three termly reports + VAT
£612 for six half-termy reports + VAT

Note: Although individual reports are informative and provide a good ‘snapshot’ of your disadvantaged data, individual reports do not provide the regular, comparative and longitudinal evidence that six half-termy reports provide.
Safeguarding Schools and Settings

Compliance and General Data Protection Regulation
General Data Protection Regulation (GDPR)

Is your school GDPR compliant?

The General Data Protection Regulation (GDPR) is new legislation which comes into effect May 2018 and has huge implications for schools in the way they process personal data.

Failure to comply with the GDPR can result in fines up to €20 million, reputational damage, distress to data subjects and compensation claims.

GDPR Solutions for Schools

Babcock Education has teamed up with an experienced public sector data protection consultancy business, to offer schools unique solutions, that will support you through the GDPR journey from preparation to post-implementation.

We understand schools have tight budgets and in many cases very limited expertise in data protection, so we offer a full range of packages to suit different needs and budgets.

Levels 1 and 2 - offer schools peace of mind and reassurance, that they can access quick and essential advice on any ad-hoc data protection issues that may arise, when preparing for the GDPR or post implementation.

Level 3 - offers complete reassurance to schools in that they will have a highly-experienced Data Protection Officer (DPO) to undertake the new statutory DPO duties on their behalf (which schools will be required to have). They will also provide expert and practical advice and guidance on preparing for the changes and avoiding costly fines and compensation claims for data protection breaches.

Contact Wendy to discuss which of our GDPR solutions is right for your school:
wendy.newton@babcockinternational.com | 07568102728 www.babcockldp.co.uk/gdpr

Prices exclude VAT and travel (where applicable)
Why Babcock’s GDPR School Solutions are right for you.

- Saves you time, money and effort trying to interpret the new complex and extensive legislation
- Expert advice and guidance to hand, helping you avoid huge fines and compensation claims for data protection breaches
- Access to a highly-experienced Data Protection Officer
- Ready-made policies, guidance and templates
- Avoids the need to recruit a dedicated data protection expert, or re-train (and qualify) an existing employee to take on the new legal duties

**GDPR Readiness Audit – £560**

An audit to identify areas of potential non-compliance, complete with a report highlighting the areas for improvement and practical actions to take to ensure compliance.

**GDPR Data Mapping Audit – £560**

This audit will identify and record the categories of personal data held by the school, location where the data is held, who the data is shared with, how long the data is kept for, what the lawful basis is for processing the data, and general description of the security measures in place to protect the data.

**Level 1: Lite Support Package – £350**

- Information and advice (email and telephone helpline) – up to 3hrs
- Termly bulletin relating to topical data protection and GDPR matters and bite size guidance

**Level 2: Core Support Package – £860**

- Information and advice (email and telephone helpline) – up to 6hrs
- Termly bulletin relating to topical data protection and GDPR matters and bite size guidance

**Level 3: Outsourced Data Protection Officer Service – from £4,159**

- Allocation of an experienced Data Protection Officer to your school, to perform the full statutory Data Protection Officer duties (as set out in articles 37-39 of the GDPR). Up to 36hrs support per annum for <250 pupils and up to 50hrs per annum for >250 pupils
  
  This includes:
  - Advice and support on general and complex data protection/GDPR matters
  - A ½ day on site GDPR readiness audit to identify areas of potential non-compliance, complete with a report highlighting the areas for improvement and practical actions to take to ensure compliance
  - A ½ day training course for up to 5 delegates (from the same school) on how to handle personal data in accordance with the GDPR and keeping it secure in the office environment
  - A ½ day training course for up to 2 delegates (from the same school) on how to deal with data subjects exercising their new data protection rights and managing associated complaints
  - A ½ day training course for up to 2 delegates (from the same school) on how to deal with data subjects exercising their new data protection rights and managing associated complaints
  - Monthly conference call with the school to monitor on-going data protection compliance and discuss and resolve problems or queries
  - Contact point for the public exercising their data protection rights or making complaints
  - Contact point for the Information Commissioner’s Office during their investigations
  - Advice on investigating and reporting personal data breaches to the Information Commissioner’s Office and data subjects (as per the new legal requirement)
  - Advice on activities which require a data protection impact assessment
  - The Data Protection Officer will attend a senior management meeting on a termly basis, to present a data protection compliance report
  - A data mapping audit and the creation of a ‘Record of Processing Activity Inventory’
  - The development and review of a GDPR compliant Data Protection Policy
  - Guidance posters for employees on how to handle personal data securely
  - Termly bulletin relating to topical data protection and GDPR matters and bite size guidance
  - Templates and other standard documentation as required to fulfil the school’s statutory data protection duties

Contact Wendy to discuss which of our GDPR solutions is right for your school:
wendy.newton@babcockinternational.com  |  07568102728  www.babcockldp.co.uk/gdpr

Prices exclude VAT and travel (where applicable)
Improving Schools and Settings

**School Support Services**
- School Library Service 44
- Dartmoor Centres 48
- Music Service 49

**Leadership and Governance**
- NPQEL 52
- Beyond Monitoring (primary) 54
- Middle Leadership Development Programme 55
- Getting to Great 56
- Accelerating the progress of the Most Able 57
- Governance Consultancy 58
- Governance and Co-Leadership Development Programme 59
- Headteacher Recruitment, Induction and Appraisal 60
- NQT Induction and Registration 61
- Free School Meals Eligibility 62
- Narrowing the Gap 63
- Preparing for Inspection 64
- The Key Service for School Leaders 65
- Early Years Foundation Stage 67
- Early Years – Lighting up Learning 68
- Primary (mainstream and special) 69
- Secondary (mainstream and special) 70
- Secondary Excellence Programme 71
- Supported Peer Review 76

**Teaching, Learning and Assessment**
- Curriculum Review (mainstream and special) 78
- Computing and Online Safety 79
- English and Mathematics (primary) 80
- English (secondary) 82
- Mathematics (secondary) 83
- Mobile Learning Solutions 84
- Outdoor Education: Advice and Support 85
- National PSHE CPD Programme 86
- PSHE, Health and Wellbeing 87
- Science (primary and secondary) 88
- Additional Curriculum Support 90
- Physical Education (primary) 90
- Primary PE and Sports Premium Review 91
- Data and Assessment 92
- Moderation and Assessment 93

**Business Support Services**
- Finance Consultancy 96
Class Instrument Sets – FREE OF CHARGE to Devon LA area schools

We know that there can be obstacles to overcome in delivering high quality music education in schools. DMEH is offering schools in the Devon LA area one class set of instruments per term FREE OF CHARGE. Bookings are taken on a first come, first served basis and are subject to availability of stock.

We hope this support will help enable colleagues to deliver one of the main expectations of the National Plan for Music Education: that every child aged 5-18 has the opportunity to learn a musical instrument through whole-class ensemble teaching programmes.

Call 01392 287235 for more information.

Instrument Hire from Babcock LDP Music Service

Alto Saxophone • Baritone • Bassoon • Cello • Clarinet • Cornet • Double Bass • Euphonium • Flugelhorn • Flute • French Horn • Guitar • Mini Horn • Mini Tuba • Mini-bassoon • Oboe • Pocket Trumpet • Short-Reach Bassoon • Tenor Horn • Tenor Saxophone • Trombone • Trumpet • Tuba • Viola • Violin

We offer a wide variety of musical instruments to hire on a termly basis for pupils attending school in Devon. Hire rates are heavily subsidised and start at just £30.00 a year for Pupil Premium students. Instruments can be requested by parents or schools to hire on behalf of students. Instruments can be collected from our Willand or Exeter offices by arrangement.

Call us on 01392 287235 or visit www.dmeh.org
DevonMusicServiceInstruments@babcockinternational.com
Improving Schools and Settings

School Support Services
Improving Schools and Settings: School Support Services

School Library Service – Comprehensive Service

Refresh your library stock
We will:
• Help you to choose a new deposit collection equivalent to 2 books per pupil
• Work with you to provide a managed book exchange service in subsequent years
• Enable you to refresh your stock from our Library Centre or Mobile Library
• Choose new books through Reading Roundabout

Advisory Service
Working hand-in-hand with your librarian and school staff we will:
• Evaluate your school library stock
• Help you develop a library and whole-school reading plan
• Provide opportunities for staff and pupil training
• Provide talks to parents and governors
• Provide computer management system support

Skill up your pupils to become School Librarians
• Offering advice and training to develop information literacy skills
• Why not bring your student librarians with you to select your exchange titles?

Assemblies
• Promote the latest ‘hot reads’
• Inspire reading beyond school

Accelerated Reading and Book Banding

Accelerated Reading books
• Available to purchase, or add to your library stock through exchanges
• Books referencing AR quiz, point value, and reading level

Book Banding
• A large collection of Book Banding books from pink to lime are available
• Schools may purchase, add to stock through exchanges or borrow in topic collections

The value of our Comprehensive Service
Compare the cost of buying each element of the Comprehensive Service separately and see how much a primary school with 250 pupils could save:
• Deposit collection of 500 books with an average value of £4500
• Each year this collection is refreshed by exchanging 360 books valued at £3240
• Unlimited topics – a school of this size would on average borrow around 60 topics during the academic year valued at £10,800. Topics include author studies, books for SEN and Gifted and Talented pupils, all delivered to your door
• Advisory support in school covering some of the above which includes preparation and visit notes – 3 days work approx. £1000
• Online advice for individual staff: £500
• Network meetings and professional support for staff with library responsibility (3 times per year): £133 (Secondary) £102 Primary
• Additional Support: Hot Read book list (3 times per year) • Website and Facebook support • School library advisor allocated to school • Support with AR stock • Guided reading sets • Mobile library visit • AR boxed exchange • Reading Roundabout • Pupil librarian training • Attendance at parent’s evening to offer ideas and guidance £1000

This school saved over £15,000

Cost of purchasing each element separately £21,177
Cost of buying into our Comprehensive Service £5317

www.babcockldp.co.uk 44 BabcockEducationSW@babcockinternational.com
Improving Schools and Settings: School Support Services

School Library Service – Comprehensive Service

**Topic Boxes**
Tailored to your needs, our topic boxes:
- Support teaching in the classroom saving your teaching staff time
- Contain up to 20 books per box covering current curriculum themes
- Are delivered to school free of charge

**Makeover your library and classroom book corners**
Our Library Advisors can:
- Advise you on how to refresh your library with a makeover
- Support you with your new library design
- Offer guidance and ideas for creating inspiring reading corners

**Termly Network and Support Meetings**
- Keep up with the latest news and developments in the school library world
- Share good practice with colleagues from other schools

**Website Access to Subscription Content**

**Online Support and Telephone Helpline**

---

**Costs**

**Comprehensive Service**
Annual subscription:
- Primary and Special: £1067 plus £17.00 per pupil
- Secondary: £1968 plus £5.80 per pupil

**Additional Support**
Daily rate: £341

School Library Service is continued on the next page
In addition to the Comprehensive School Library Service we are able to offer some elements as stand-alone services.

**Termly Network and Support Meetings**
- Keep up with the latest news and developments in the school library world
- Share good practice with colleagues from other schools

**Benefits**
- Complete peace of mind that your library maintains a fresh, up-to-date selection of titles
- Full support for you and your school staff by an experienced specialist library advisor
- Saving you time and money

**Accelerated Reading and Book Banding**
- AR books available to purchase
- Books referencing AR quiz, point value and reading level
- A large collection of Book Banding books from pink to lime are available to purchase

**Reading for Pleasure (6 hrs): £375**
- Book resource / Library ‘Health Check’ with suggestions for developing the book stock in your school.
- 1 ‘Reading Roundabout’ for staff or pupils with an option to purchase stock – 15% discount on book order
- No report

**One day advisory (6 hrs) plus Hot Read lists. Work with school’s Literacy Co-ordinator and staff responsible for library: £375**
- Planning
- Reading focus
- Look at how the library is working in your school
- No report

**Reading Roundabout – please contact Head of Service for more details and costs**
- Reading Roundabout introduces children to books by authors that they would not normally see or choose for themselves in line with Ofsted expectations
- An opportunity for teachers to update their book-stock knowledge. We can adapt it for a staff INSET

**Choosing your exchange at SLS centre**
- AR stock excellent – lots of lovely new books.
  Paignton Community and Sports Academy
- The quality of the books is excellent. Staff very willing to order our requests. It is always a pleasure to visit the centre.
  Yeo Valley Primary
- The library stock is very good. Too much choice!
  Southbrook School

**Costs**
- **Refresh your library stock (deposit books and exchange service)**
  Primary and Special: £763 plus £14.45 per pupil
  Secondary: £1664 Plus £5.10 per pupil
- **Topic Boxes**
  Primary and Special: £816 plus £12.82 per pupil
- **Termly Network and Support Meetings**
  Secondary: £135
  Primary: £104
- **Accelerated Reading**
  3-day service to help set up system: £885
- **Additional Support**
  Daily rate: £341

“We wanted to improve our library as the books we had available were not engaging our children. Our school had come out of the library services years previously and though there were lots of books in the library, we hadn’t managed to keep the quality high enough or range wide enough. We looked at simply buying books and furniture ourselves but when we calculated staff costs for this work, we realised that we would be getting good value from renewing our subscription to the library service. We haven’t been disappointed. Library Service staff have helped us think through design, have tailored our collection to our children’s interests, have provided staff and pupil training and have put us in contact with a range of experts. We are very pleased with the service that they have provided.”

Headteacher, Sherwell Valley School, Torquay
Pergamon Mu

A new computer management system designed for primary school libraries.

Pergamon Mu is a simple but powerful system from Esferico. It is easy to install, reliable and a very cost-effective option for primary schools looking for the basic library functions of issuing and returning books, a searchable library catalogue, sending out overdue reminders and generating statistical reports. The software can be installed as a standalone on one machine or networked through your school server. A cloud-based system is in development.

Pergamon Mu offers streamlined access to:

- Readers
- Catalogue
- Circulation
- Reporting
- Import and Export

Pricing Structure:

Contact BabcockEducationSW@babcockinternational.com for further information
Adventurous Activities

- Bushcraft and Shelter Building
- Outdoor Cooking
- Archery
- Moorland Exploration
- Orienteering
- Working Well Together
- Mountain Biking
- Caving
- Climbing/Scrambling/Weaselling/Abseiling
- Search and Rescue
- Night Walk

In addition, our team has many years’ experience designing and providing leadership training and CPD events for teachers, leaders and volunteers who work in schools, Youth Groups and Outdoor Learning.

Benefits

- Over 30 years’ experience of providing outdoor and residential education
- Transfer your own school culture to our settings, made possible with sole occupancy
- Be reassured that all our highly qualified staff have full DBS checks and our vehicles are subject to rigorous maintenance and safety checks
- AALA licence no L9953/R0616

"The comfortable residential setting and the high-quality activity sessions led by the centre tutors allow for real-life problem-solving, team work and citizenship. This builds co-operation and social responsibility beyond what we can offer in a classroom“

Teacher, St Leonard’s C of E Primary

"Taking the children to Pixies Holt encourages co-operation and independence and further develops the group skills we teach in school. It gives them the opportunity to forge different relationships, and challenges the children to try activities and food that they might not normally have access to. We are very fortunate to live in an amazing part of the world and the children get to explore one of our national treasures“

Primary Academy

Costs

5 day residential with activities, fully catered from £233 self-catered from £177 per child.
Part weeks and weekends available

Improving Schools and Settings : School Support Services

Dartmoor Centres

It is well recognised that residential and adventurous activities contribute towards a successful school's curriculum and the opportunity to take part greatly enhances a child’s success at school and in later life.

Our Outdoor Learning Centres provide good quality, value for money, residential accommodation and adventurous activities at two sites in the unique landscape of Dartmoor: Pixies Holt and The Dartmoor Training Centre.
Bespoke Consultancy

- Specialist Music Leads offer support and advice for schools, federations and learning communities
- Bespoke packages designed around your school's specific needs, to achieve your goals. This could involve working directly with young people, or in providing professional training to inspire, enthuse and empower colleagues about the delivery of instrumental music in the classroom and develop musical leadership in your school staff in the following areas:
  - First Access: Music Leads can support you in the delivery of whole-class instrumental tuition on a range of instruments
  - Singing: Bespoke days or longer term programmes of support for all levels of vocal development
  - Progression: Next Steps enrichment opportunities for young people
  - An array of ensemble development programmes for schools and communities

Musical Instrument Hire

More than one hundred class sets are available to support whole-class ensemble teaching and project work. Extensive range of class sets available.

Did you know... Pupil Premium funding can be used to support individual instrument hire or tuition

Benefits

Music Service input can support school improvement by:

- Helping to raise standards and narrow the achievement gap
- Targeting specific priorities such as transition, peer assessment, personalised learning and/or peer mentoring, engaging hard to reach groups
- Supporting creative cross-curricular learning experiences
- Creating opportunities for 'deep' learning

Ten important facts. Music:

1. boosts schools’ attainment levels
2. improves learning skills
3. fosters team working
4. enhances social skills
5. underpins better behaviour
6. encourages creativity
7. is for life
8. is an educational building block
9. is fun
10. is for everyone

“There is increasing international evidence that playing a musical instrument has a positive impact on attainment at school.” Professor Susan Hallam and Kevin Rogers

“The help with music this year has been amazing and we have a much more vibrant and engaged group of schools because of your work with us.” Head teacher

“I was very pleased with the obvious engagement with and enjoyment of music displayed by the children and young people. It was a great advert for the support that DMEH offers to areas who can often feel a little cut off.” Music Cluster leader

“An amazing, enjoyable concert which has helped me a lot in understanding more about set works in GCSE music.” GCSE student

Costs

Daily rate: £436
Instrument Hire
Class sets available available FREE of charge to Devon LA schools.
Be a better governor

What governors and clerks need to know, when they need to know it.

Full access to all written articles on Better Governor is free of charge to all registered users. For access to webinars, podcasts, online forum and much more, either purchase a subscription for £199 per school or buy a service level agreement that includes a subscription.

register now at: www.bettergovernor.co.uk
National Professional Qualification for Executive Leaders (NPQEL)

Lead your MAT with confidence and ability to meet and exceed your goals.

Babcock Education has been approved as a national provider for the NPQEL programme which is a comprehensive programme for current and aspiring executive leaders of schools and multi-academy trusts.

Being an executive leader – what does the role require?

Being the executive leader of a multi-academy trust or school partnership requires you to be a strategist and visionary, a communicator and ambassador, a change agent, a business developer, a leadership and talent developer and a guardian of the ‘spiritual flame’ of the organisation.

Benefits of this programme

- Provides delegates with the strategies and skills needed to ensure that they can lead their schools with confidence and ability
- Delegates will use best practice principles to address the individual and organisational challenges that leadership within a complex educational environment demands
- The programme is led by experienced facilitators from successful business and education contexts using proven strategies and practice from both these environments
- Learning is blended; whole-group, one to one and self-directed using digital and workplace approaches

Who should attend?

This course is designed for:
- Current and aspiring leaders of MATs and other school partnerships

Learning outcomes

Participants taking this course will know:
- The leadership qualities and competencies of highly-effective Executive Leaders
- How to build an effective leadership team across a number of schools or academies
- The critical skills needed to lead and manage change in a challenging educational context
- How to secure the buy-in and engagement of key stakeholders
- How to build sustainable capacity to achieve excellent educational outcomes
- How to manage key HR and financial strategies
- How to ensure appropriate and effective governance structures and processes are implemented across the organisation
## Six key skills

1. **Strategy and Improvement** - Identifying changes in the environment, designing and leading the business development strategy and change programme.
2. **Teaching and Curriculum Excellence** - Assessing and improving teaching quality, pupil progress and attainment, and effectively deploying school-to-school support systems.
3. **Leading with Impact** - Motivation of a wide range of people across organisations around visionary or challenging goals. Acting as a convincing advocate for the organisation as well as contributing to local and central government policy making.
4. **Working in Partnership** - Identifying expertise from other sectors and deploying it effectively. Using and expanding school-to-school partnerships to drive improvement.
5. **Managing Resources and Risks** - Deploying resources strategically across organisations, to maximise efficiency whilst improving pupil outcomes. Maximising financial resources and holding those with responsibility for the management of resources and risks to account.
6. **Increasing Capability** - Identify strategic capability gaps across the organisation and deploying staff to increase responsiveness and resilience to change.

## About our facilitators

Our facilitators are from both business and education backgrounds and have many years’ experience in delivering leadership programmes.

Our business trainers are leadership and performance coaches and have worked with senior executives in some of the world’s leading companies, helping them redefine and refocus their vision, strategy, and the development of their leadership teams.

Our education trainers have worked and led at many levels and sectors within education and are now providing strategic leadership support for CEOs and senior leaders in education.

## Background to the Programme

This is an experiential course underpinned with straightforward theory and practical activities that can be directly applied by delegates to their own working environment. The total time commitment for delegates will be approximately 100 hours over a period of approximately six months. Considerable emphasis is placed on the principle of collaborative learning. Delegates will work together to challenge and support each other’s development.

## NPQEL Programme

<table>
<thead>
<tr>
<th>Directed</th>
<th>Executive Coaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
<td>WS1</td>
</tr>
<tr>
<td>Month</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Self-directed</td>
<td>Action Learning sets</td>
</tr>
<tr>
<td>L51</td>
<td>L52</td>
</tr>
</tbody>
</table>

The induction phase includes the initial application to join the programme, an assessment of the candidates’ suitability and a discovery conversation with the lead facilitators.

### Workshop 1

is a 2½ day residential session which covers key areas of business strategy, change leadership and resource and risk management. These topics are designed to prepare delegates to complete Project 1 during which they will complete a workplace assignment that covers these areas for their own organisation. During the Project 1 phase, delegates will participate in action learning sets as well as online learning activities focussed on business management such as finance and marketing. They will also receive 1:1 executive coaching.

### Workshop 2

is a second 1½ day residential workshop which will cover additional topics around school improvement, teaching and curriculum excellence across a number of schools. The second project will involve these areas and will be supported by additional online learning content covering sources of additional expertise, support partnerships, etc. Coaching and action learning sets also continue during this phase.

### Workshop 3

is a ½ day opportunity for all delegates to present their project work prior to formal assessment. The completion activities include the formal presentation of project work to their trust boards and the submission of a video of this presentation for assessment prior to award of the NPQEL.

Contact: wendy.newton@babcockinternational.com
If you are a headteacher or senior leader in a good school and want to develop both your own skill set and whole school bespoke systems to improve pupil outcomes then this three-day training package represents unbeatable value. This training package addresses the most common themes reported upon by Ofsted in recent inspections.

**Key Features**
Taking place over three, full training days hosted by outstanding schools, you will work with colleagues to get right to the heart of how to systematically improve teaching and learning in your school.
You’ll collaborate with other heads and senior leaders on practical tasks between the training days, sharing your knowledge and understanding, to take learning and teaching to the next level in your school.

**Day One – Leadership strategies that improve teaching.**
This includes a live guided observation of teaching in the host school – maximising your skills in accurate diagnostic observation and feedback to staff.

**Day Two – Leadership strategies that improve learning.**
This includes detailed scrutiny of pupil books, systems for ensuring good pupil progress and strategic timetabling.

**Day Three – Developing systems that work.** A comprehensive exploration of the bespoke systems that will guarantee success in improving pupil outcomes.

**Benefits**
- Improve pupil outcomes
- Improve Ofsted judgements
- Develop accurate, transferable diagnostic skills that can be used to support all the schools in a federation or MAT
- Get the strategy for improvement right first time
- Develop shared responsibility that translates into improvement across your staff

Some of the positive feedback from previous delegates:
- Excellent course. Thank you. Challenged my thinking greatly! Have already tried some of these ideas and my school will improve at a greater rate.
- Very informative, helping to see bigger picture. Less is more.
- Excellent. Just started new role as A.H so this has given me lots of strategies. Homework tasks were very appropriate to school improvement.
- Very good course, feel more informed and confident about going back to school with new ideas.
- Lots of actions to take back to school and discuss – already started these discussions.
- The course covered many school improvement areas and prepared me very well for making changes back in school.
- Refreshing clarity – challenged lazy thinking.

**Costs**
£550 per delegate or £1000 for two delegates from the same school (+ VAT)
It is impossible to overestimate the value of high-quality middle leadership in school. Join us to explore how you can excel in this vital role.

This comprehensive training package for Middle Leaders takes place over three days, spread out over time and represents unbeatable value. Each session is a masterclass in Middle Leadership.

Key Features
At the heart of school improvement lies shared responsibility.

It’s not just about sharing a philosophical desire for pupils to achieve as well as they are able, it is about everyone in your school being committed to making the consistently applied and embedded changes to practice that will drive up the quality of learning and teaching.

As Middle Leaders you have a key role in the leadership of planned change in your school, working closely with senior leaders and other middle leaders to bring about whole-school improvements.

Middle Leaders drive change, in the way that the chain transmits the power from the pedals of a bicycle to the wheel. In this way, your role is to connect the strategies of SLT to practical changes that impact positively on learners.

This training package comprises three action-packed whole day sessions. Each session will stimulate your leadership thinking and develop your leadership capacity to support and challenge, so that you can secure school improvement and develop personal career potential both for yourself and the colleagues you work with.

Benefits
• Develop the skills and knowledge of school leadership
• Understand the role of the middle leader and how to more effectively contribute to whole-school improvement
• Explore the importance of working collaboratively and with emotional intelligence to bring about school improvement through effectively managing people and change
• Consider the importance of impact evaluation and examine ‘what difference has my leadership made to the outcomes for our pupils/students?’

“I am so pleased I was able to complete the course before we got ‘the call’ this week. I felt in a much better place to be able to answer the questions asked of me and talk about the impact I was having as a leader. Thank you for your time in answering our questions and shaping the course around our needs so well. I would thoroughly recommend, and have done so, this course to other people in my position as it really has provided me with the knowledge and confidence I need to help to take our school and pupils further in my areas of responsibility.”

Costs
£450 per delegate (+ VAT)
What makes a great school? How can you take your school and smash through the glass ceiling of Ofsted ‘Outstanding’ to truly be ‘standing-out’ as a centre of educational excellence? This three day programme will stimulate you to begin to answer the above questions and more. Facilitated by National Leaders in Education and a Babcock specialist primary adviser, it will inspire, inform and empower you as a school leader to realise your own aspirations and vision for your school community, as well as the unique DNA of the school.

Through reviews of current research, inputs from outstanding practitioners, discussion, deep reflection and coaching, you will have the opportunity to consider the context of your school and plan clear next steps on the road to greatness.

Key Features
Research shows that effective school-to-school support can have a significant impact on supporting further improvement. This programme provides bespoke, facilitated support for good schools to become great by developing school leadership that promotes:

- a culture of unremittingly high expectations
- excellence in teaching, learning and assessment
- a world-class curriculum
- confident, articulate, self-assured learners
- outward facing schools which work with other schools to secure excellence for all pupils

The programme includes:

- Three days which focus on a key aspect of being a great school. The days are led and facilitated by NLEs and a highly experienced primary adviser. Through reviews of research, inputs from outstanding practitioners, discussions, deep reflection and coaching opportunities, leaders consider the context of their school in relation to the focus of the day.
- 6 hours of bespoke coaching, support and challenge from a NLE

Benefits
- Provides leaders with proven and practical strategies to take their schools beyond outstanding
- Develop a clear understanding of what a great school is and a compelling personal vision to articulate within your school
- Consider your unique school DNA blue print, and how to take advantage of this to provide a unique and compellingly different education experience for children and families in your community
- If your school is already judged outstanding you will learn what you need to do as leader to take beyond this category as you consider re-defining your education vision and mission for your school community

“This Getting to Great programme has been such an excellent piece of professional development for me personally, and being able to follow up my first visit with a second one has maximised the impact of it all. It will inspire us to tweak/change what we do to accelerate progress”

“I felt this was an excellent way to reflect on my own school and I also found it useful to listen and share ideas with fellow Heads at the same time”

“Thank you for the inspiration the course has afforded me.”

Costs
£1200 per school
Accelerating the progress of the Most Able

A review of the extent to which the most able pupils are being stretched and challenged in their day-to-day learning, through their curriculum experiences, and in relation to the teaching and learning opportunities presented to them. The key question is whether the most able pupils are accelerating in their progress in order to secure the higher attainment levels they are capable of in relation to their individual starting points from baseline assessments. The service can be provided bespoke to a subject, phase, or as a whole-school review.

The Review
Support may include all or some of the following:
• A review of the baseline assessments of the most able pupils, their current progress in relation to the set progress and attainment targets
• A review of the most able pupils' workbooks and learning portfolios within the subject/phase/across the school
• A review of the design, delivery and effectiveness of the curriculum in providing appropriate pathways to secure the most able pupils’ accelerated success
• Discussions with the most able pupils
• Discussions with achievement leaders/teachers/tutors of the most able pupils
• Discussion with Senior Leaders for pupils’ achievement
• Discussion with the Governor responsible for the most able pupils’ achievement
• A review of the effectiveness of the deployment and use of pupil premium funding for most able pupils who are eligible for this funding

Benefits
• Independent quality evaluation of the effectiveness of teaching, learning, curriculum, leadership and governance relating to the achievement of the most able pupils
• An independent review of the impact and effectiveness of the pupil premium funding expenditure for the most able disadvantaged pupils in relation to other pupils
• A coaching session with senior leaders and governors to review their effectiveness in ensuring the most able pupils continue to make accelerated progress in relation to their starting points

Costs
Based on day rates.
The work of governing boards is increasingly being scrutinised and judged. Boards need to be able to rely on a trusted and experienced source of training, information and advice to support them in the valuable work that they do, and to ensure that they meet their legal responsibilities. The Regional Schools Commissioner has governance as one of her top priorities. We can help to ensure that your governance stands up to scrutiny and that all those involved, in some increasingly complex structures are able to keep up to date with expectations.

The Governance Consultancy team knows and understands first hand the challenges facing school governors, trustees and clerks. Our experienced staff and team of associates support, inform, guide, train and advise governors, headteachers and clerks as they seek to achieve and maintain high-quality governance within their schools in a modern climate of clear, confident, strategic leadership and sharply focused accountability.

Benefits
- Enable your governing board to be trained, informed and up-to-date
- Access to our website for information, templates, model policies and proformas, when you need it
- Ensure support and advice targeted to your needs via access to email and telephone helplines
- Build evidence for Ofsted that your governors are developing their skills and fulfilling their legal duties
- Delivery by a team of experienced governor practitioners with a proven track record
- Receive support tailored to your requirements

“Enjoyed the course - trainer enthusiastic and knowledgeable. Course highlighted how much there is to learn!”
New Governors Induction

“Excellent course in a small group. Best training I’ve had in a long time!”
Role of the Chair

“An excellent morning, very informative - lots of important information, but just the right level: gave a great understanding of all clerking matters and carefully and thoughtfully answered all questions.”
Clerks Induction

Cost:
Taking into account the variety of different models of schools and academy trusts, we offer a straightforward charge either as a stand-alone school or academy, or based on the number of schools in a MAT or federation. This ensures that all those involved in governance can access the full range of our service, and the costs can be shared across the number of schools involved.

Stand-alone school/academy: £900
2 school MATs: £1100
Small MATs 3 - 5 schools: £1625
Medium MATs 6 - 10 schools: £2900
Larger MATs 11+ schools: EPOA

School-based development and training for individual governing boards improves individual and collective effectiveness of governance. Working with you to construct a bespoke in-house session to meet your governors’ needs.

Costs
Core subscriptions: See table opposite
Costs for additional services:
In-house training from £341
Adviser visits individually costed Governance Review (Standard) £597
Governance Review (Enhanced) £909
Parental Engagement Review £597
Website Review £407 (£352 for subscribing schools)
Review of Policies £407 (£352 for subscribing schools)
Bespoke Governance Development: from £341
Non-subscribing schools Governor/clerk attending a full-day course £153
Governor/clerk attending a part-day course £112
Improving Schools and Settings: Leadership and Governance

Governance and Co-Leadership Development Programme

A suite of courses designed to build and strengthen the co-leadership model in schools thus enabling effective, high impact, strategic leadership.

Headteachers – Facilitating Great Governance
A short day course for headteachers (new, experienced or aspiring) which focuses on how they work with their board to co-construct highly effective governance.

Key features
- A face to face session
- A blend of facilitated discussion, sharing of peer practice alongside examples of best practice plus action planning for improvement

Benefits
- Delivered by an advisor with first-hand experience of both senior leadership in school and of chairing a board of governors
- Headteachers can share barriers and solutions
- The session offers both the theory and the practice with example materials provided
- Focuses on partnership working
- Explores the difference between leadership and management and the benefits and challenges of this
- Promotes solution focused discussion on how headteachers can work with the board to develop a holistic but strategic approach to governance
- Explores how to develop the board’s monitoring and evaluation role

Chairs – Leadership Programme
A three-day package of training and mentoring to develop leaders and aspiring leaders so that they can lead effective change (these units can be accessed separately).

Key features
Face to face sessions linked to school-based activities and self-led learning which will enable you to:
- Develop yourself as an effective leader
- Build an effective team
- Deliver demonstrable school improvement
This includes access to peer mentoring and a tutor mentor.

Benefits
- Supports chairs to evaluate, plan and deliver improved leadership and governance
- Links your learning to real improvements in your setting
- Encourages capacity building and distributed leadership
- Delivers tangible improvements in governance by the end of the course

“The MA in Leadership and Management was 15 years ago, and I found the course excellent. It forced me to reflect on my role and make changes.”
CoG The Park

The Board – Leading and Owning School Leadership
A half-day session (or evening) for individual boards to explore how they take the lead on drawing together key information and context in order to deliver the best for children and young people.

Key features
A face to face session exploring how the strategic plan is developed, delivered, monitored and evaluated, with time for governors to reflect on current practice, identify barriers and consider next steps.
This is appropriate for all settings including groups of schools working as a federation or MAT.

Benefits
- Facilitated in-house session working with the whole board which can include senior school leaders, in order to build and strengthen co-leadership
- All members agree and sign up to an improved way of working
- Focuses on your school and your strategy
- Allows all leaders to develop a shared understanding of the different roles in leadership and strategy
- Enhances ownership and engagement in strategic planning

Costs
Headteachers £99
Chairs £399
(Separate units £150)
The Board £364
Choosing a new headteacher is the most critical decision for a governing board. A new headteacher has the potential to energise a school, develop staff and improve outcomes for young people. We will support governing boards throughout the process in making the right choice.

**Headteacher Appraisal**
Support to the governing board for headteacher appraisal. The four-and-a-half hour session provides: pre-visit preparation; on-site meetings with the headteacher and appointed governors and support to facilitate the review meeting and objective setting; post-visit drafting of review statement and agreed objectives.

**Benefits**
- Secure high-quality leadership for your school
- Maintain a confidential and secure recruitment process
- Access high-quality, impartial, value for money advice and support

“All questions were rapidly and very helpfully answered. The advice and help were delivered with clarity. Advertising and the information pack were prepared professionally and ensured a good response leading to timely shortlisting and interviews. It was a pleasure to work with your expert guidance.”
Chair of Governors, South West Primary School

**Costs**
- Headteacher Appraisal (4.5hrs) £513
- Primary headteacher recruitment from POA
- Secondary headteacher recruitment from POA
- Daily rate: £608
- Support visits of up to three hours: £326

**Did you know...**
All new headteachers in Devon schools/academies may attend one of our DCC funded Welcome to Devon sessions.
Please contact: BabcockEducationSW@babcockinternational.com for further information.
As the Appropriate Body with statutory responsibility for the quality of NQT Induction on behalf of Devon County Council, we have the experience and expertise to provide NQT services for Academies.

Core Package
- NQT registration with the NCTL
- Administration and NQT advice and guidance
- On-line and telephone support
- Documentation, including monitoring of assessment forms for both the NQT and named induction tutor
- The opportunity to access the wide range of CPD events and training to support the development of NQTs and school Mentors.

Bespoke Consultancy
- Assessment visits as required. For example, struggling NQTs often benefit from outside help. We can help you to identify an NQT’s most pressing needs, and to find ways of meeting those needs efficiently. We can also help NQT tutors who are facing challenges in their role.
- NQT support visits as required. We can also provide direct support for NQTs in consultation with you. We can also provide on-site training for NQTs in such areas as:
  - self-development and driving their own progress
  - generic aspects of teaching
  - behaviour management
- Training for NQT tutors – we run regular training sessions supporting existing NQT tutors and preparing new tutors for this demanding role.

Please note that additional charges may be incurred if:
- A school/academy has not worked with an NQT in the last 3 years. We may require a half day visit from a Specialist Induction Consultant to quality assure the school’s procedures for carrying out the induction arrangements in accordance with the Statutory Regulations.
- Significant issues are identified with a school’s induction programme that require us to support the school to ensure that statutory requirements are met and risks to the school and NQT are minimised.
- An NQT’s progress suggests that they may not be able to meet the requirements for the satisfactory completion of the induction period and the school requests additional support or guidance.

Benefits
- Expert advice from NQT professionals and specialists
- Support in all aspects of managing NQTs in your school, giving you peace of mind
- Services delivered by an education consultant with expert knowledge of the National Curriculum
- Support from professionals who have supported thousands of NQTs through their first year of teaching

Costs
Core Package
There is a single administration charge of £281 per NQT (full-time or part-time)
If you have more than four NQTs completing induction at your school we will reduce this charge to £230 per NQT
We can identify free school meals (FSM) eligibility within 48 hours and make sure your school maximises Pupil Premium funding! Streamlining your free school meals process, saving you valuable time and resources, enables shorter applications and eliminates the need for supporting evidence.

Subscription
One simple, effective service.

Simple for the parent or carer
Only 3 simple pieces of information to provide:
• NI number
• Surname
• Date of birth

Simple for your school or academy
• You send us the parent information, we process the claim overnight and by return you receive a report confirming whether or not a pupil is eligible for Free School Meals
• The whole process is confidential. Parents and carers sign their form to give us permission, to verify their application for FSM. The DfE’s Eligibility Checking Service is a secure system that only provides ‘true’ or ‘false’ eligibility results, ensuring all personal information remains confidential
• No need for schools to check through the applicant’s DWP benefit award notice or HMRC paperwork. With swift online checking, the whole process is much faster and provides real time information
• If your school has a cashless catering system, FSM eligibility can be automatically uploaded, reducing concerns around pupil stigma

Costs
Nursery, Primary, Special and PRU: £332 per yr
Secondary and Post-16: £508 per yr

Do you really have the time and expertise to analyse your free school meals eligibility?
Identified as a regional (South West) priority by Ofsted, our work to diminish the difference between outcomes for disadvantaged pupils and their peers encapsulates the belief that every child has an entitlement to receive a high quality education: education has the power to affect social mobility and change the life chances for all children. Recognising our moral imperative, the priority of narrowing the gap renews our focus on the outcomes of children in Devon schools who are disadvantaged to ensure that their education enables them to make accelerated progress.

In addition to the support and guidance already provided by the LA as a commissioned service we offer a range of services which include:

**Leadership support** (see pages 48-52)
Our generic leadership support package is tailored to meet your needs: an ‘in depth’ focus on leadership of the strategies to narrow the gap in your school could be an integral part of this support.

**Governor support and training** (see pages 54 and 55)
Have your Pupil Premium Governor and your SEND Governor benefitted from the range of training available through our subscription package? Understanding the different facets of these roles and exploring effective strategies will benefit disadvantaged children in your school.

**Pupil Premium review** (see page 10)
In undertaking the review, leaders and Governors will have the opportunity to evaluate their effectiveness in improving the life chances of disadvantaged children. This will include consideration of the published pupil premium statement on the school website and the school's evaluation of the pupil premium spend.

**Curriculum review** (see page 74)
A key driver leading to improved outcomes for disadvantaged children is the curriculum that they experience. A curriculum review would play a significant part in ensuring that children have access to a broad and balanced curriculum that prepares them for their futures. Whole-school, phase and subject level reviews can assess the quality of the curriculum, support identification of priorities and the design of a curriculum which secures greater depth in learning.

**English and Mathematics curriculum support**
(see page 76-79)
The teams provide support tailored to meet the needs of groups of schools, individual schools and individuals within schools. The advisers are experienced at working with all those involved in learning and teaching at the primary level – children, teachers, teaching assistants, subject leaders, senior leadership teams, headteachers, governors and parents – and provide professional development in all aspects of primary mathematics and English. Having run successful projects that have narrowed the gap in Devon schools, the teams are able to focus their support to improve outcomes for disadvantaged children.

**English and Mathematics intervention packages**
(see pages 76-79)
A substantial part of the Pupil Premium funding is allocated to intervention packages to support disadvantaged children. The English and Mathematics teams are accredited to run a number of nationally recognised intervention programmes and have written and produced training packages to support flexible interventions, developed with teachers and teaching assistants through action research. The training for these interventions can be delivered for individual schools or clusters of schools.

**SEND review** (see page 8)
The SEND review enables schools to evaluate the effectiveness of its provision for pupils with special educational needs and disabilities and helps to ensure that all children and young people, in all educational settings, achieve their very best, including the skills and qualifications that they need for successful transition to the next phase of their education. A SEND review is a key part of the strategy to narrow the gap in your school.

**Benefits**
- Keep up to date with developments and research around successful strategies to narrow the gap
- Improve or sustain your Ofsted judgement
- Understand how to monitor and evaluate your pupil premium spend
- Improve outcomes for disadvantaged children
- Increase the social mobility of children in your school
Are you ready for your inspection?
This review is designed to support all schools and settings in preparing for their Ofsted visit and can be tailored to address your school’s needs, to ensure that your school is Ofsted ready!

The Review
Support may include all or some of the following:

• External quality assurance of the school self-evaluation and improvement plan
• Guidance on how to identify key data trends and identification of key lines of enquiry
• Preparing the monitoring and evaluation evidence base and analysis
• Preparing SLT and Governors for leadership interviews

Further support for Governors including the Chair/Vice Chair and Committee chairs involved in the process can be accessed through the Governor CPD Training programme (including bespoke training) and/or through Governor Consultancy via the Governance Consultancy e-store:

• Coaching support for middle leaders to review evidence base and analysis and prepare for leadership interviews
• School website and policy compliance reviews
• Managing communications for parents and carers

Additional support can be purchased to undertake:

• Safeguarding Review
• Attendance Review
• Behaviour Review
• Post Inspection Support

Our service is prompt and starts immediately after inspectors have provided their feedback. We will mobilise the recommendations given by inspectors into post inspection improvement plans.

Post Inspection Action Plan
Following your Ofsted inspection, we offer a post inspection action plan (PIAP) process where a school improvement specialist will support you to draft your post inspection action/improvement plan(s)

• whole-school
• phase
• subject
• focus plans

Governance Improvement Plan
Following inspection or a review of governance, we offer a Governance Improvement / Action planning service where you will receive personalised consultancy to support governors to respond themselves to the school inspection report, so they can demonstrate the actions they are taking, and how these will contribute to improving the quality of education provided.

Benefits

• Give headteachers, senior leaders, middle leaders and governors confidence and guidance and will assist in preparing for an Ofsted visit
• Support is provided by experienced professionals with recent Ofsted experience
• Enable you to focus your time, energy and resources in the right areas to achieve success

Costs

Preparing for Inspection Review
Cost: up to 200 pupils £1216
more than 200 pupils £2432

Post Inspection Action Plan
Based on day rates.

Governance Improvement Plan
Based on day rates.
The Key for School Leaders is the national information service that provides busy school leaders with instant answers to questions on all aspects of managing a school. Members use the service to save time, solve problems and increase efficiency, and it offers high-quality, impartial information and guidance from authoritative sources and a wealth of practical resources.

**Key features of the service**

The Key supports all members of the senior team, including the headteacher and assistants/deputies, school business manager, department heads, special educational needs co-ordinators and others.

No question is too big or too small – from raising achievement to managing the school budget, safeguarding to preparing for inspection, the service covers all topics that are important to school leaders. Everything provided is carefully prepared to ensure it is clear, accurate and highly practical.

- **Save time** – rely on us for instant answers to questions and specialist expertise at your fingertips
- **Solve problems** – draw on experience, examples and case studies from across the country
- **Increase efficiency** – focus on higher-value tasks while we do the legwork
- **Improve outcomes and make a difference** - we can support you in driving whole-school improvement
- **Stay informed** – receive our weekly news round-ups, timely alerts and updates relevant to your role
- **Keep one step ahead** – use our interactive calendar, planners and checklists
- **Work effectively as a team** – get support for all your senior leaders and share information easily
- **Be inspection ready** – prepare your evidence with templates, checklists and questions that inspectors may ask
- **Write effective policies** – rely on us for carefully curated real-life examples, plus checklists and tips
- **Save costs** – reduce your need for consultancy and subscriptions to other services

**Benefits**

- 3,500+ online articles, with information and resources on all aspects of school leadership
- 1,000+ examples of school policies, plus policy checklists
- Downloadable template forms and reports
- Case studies from our teaching school partners
- QuickReads summarising new government policies and legislation
- School leader planners and checklists
- Our unlimited ‘Ask the expert’ service
- Help with preparing for Ofsted inspections
- An interactive online calendar of important dates
- Evidence Digests summarising research into different teaching and learning strategies
- News briefing weekly emails and need-to-know alerts

**Costs**

Available to purchase via the eStore. You can save 15% off the standard cost of The Key by purchasing these services via the Babcock SLA with schools. This discount is available until 15th September 2018 and membership will run for one year from 1st September 2018.

If your school is already a member of The Key, you are able to take advantage of this arrangement. In addition, schools that purchase a new subscription to The Key through Babcock will be able to sign up with no joining fee, representing a further saving of £100.

<table>
<thead>
<tr>
<th>No of Pupils</th>
<th>Key SL Rate Card</th>
<th>Key SL 15% Discount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-100</td>
<td>£530</td>
<td>£450.50</td>
</tr>
<tr>
<td>101-200</td>
<td>£595</td>
<td>£505.75</td>
</tr>
<tr>
<td>201-400</td>
<td>£675</td>
<td>£573.75</td>
</tr>
<tr>
<td>401-600</td>
<td>£810</td>
<td>£688.50</td>
</tr>
<tr>
<td>601-900</td>
<td>£1,000</td>
<td>£850</td>
</tr>
<tr>
<td>901-1500</td>
<td>£1,125</td>
<td>£956.25</td>
</tr>
<tr>
<td>1501-2000</td>
<td>£1,235</td>
<td>£1,049.75</td>
</tr>
<tr>
<td>2000+</td>
<td>£1,545</td>
<td>£1,313.25</td>
</tr>
</tbody>
</table>

www.babcockldp.co.uk  BabcockEducationSW@babcockinternational.com
The Early Years Consultant team can support your school and governor-run settings, to develop effective provision through our high-quality and aspirational consultancy, training and professional development services. The Early Years team is a highly qualified and experienced team of early years specialists. We have a range of knowledge across the broad EYFS curriculum and an understanding of the unique pedagogical approaches of early years teaching and learning to provide you with the most current thinking and creative approaches to meeting the needs of all children.

**Bespoke Consultancy 1 or 2 days**
One or two days' bespoke consultancy provided by an experienced Early Years Consultant. The focus of the visit is negotiated with school leaders and EYFS teaching staff to best meet the school's needs to support EYFS.

**Termly EYFS Briefings**
Attendance at termly half-day EYFS briefings

**Termly Teaching Assistant Briefings**
Attendance for TAs at Teaching Assistant Briefings. Two briefings annually focusing on supporting TAs to work effectively in the EYFS and support children's learning and development.

**Bespoke Consultancy**
- School improvement using EYFSP data
- EYFS transition (interpreting profile data to link into KS1 assessment and inform Year 1 practice)
- Managing and leading the EYFS
- Provision of an inclusive learning environment
- Use of the pupil premium
- Observation of teaching and learning
- Observation of the environment and organisation of the day
- Action planning/learning walk with EYFS leader/Senior Leadership Team (SLT)
- Planning support with EYFS staff
- Environment/continuous provision audit (quality of activities)
- Review of progress (following term)

**Benefits**
- Enhance the quality of teaching and learning in your Foundation Stage
- Understand the expectations under the Common Inspection Framework
- Quality assurance of your self-evaluation
- Development of the leadership capacity of your staff
- Improved provision of inclusive educational opportunities
- Add knowledge of effective analysis of assessment information to monitor progress and outcomes
- Ideas and interventions to support the use of EY pupil premium
- Confidence that the school is providing high-quality two-year-old provision
- Staff are confident about how to move children on from their starting points

“I found the EYC team very accessible, knowledgeable and supportive, they have really enhanced my understanding of the areas relating to the EYFS and they have been an invaluable source of support and advice.”
HT at Halberton and Uplowman

“We cannot thank you enough for all your support and positivity on the day. The setting is growing in confidence and the impact is huge on the pupils - so thank you.”
Head of Pre-Prep and Junior School, St Peters Lympstone

**Costs**
- Consultancy: 1 day £436 – 2 day £872
- EYFS Briefings: 1 place per school/federation: £168
- TA Briefings: 1 place per school/federation: £110
- Consultancy rate: £436
Improving Schools and Settings: Leadership and Governance

Early Years – Lighting up Learning

The Lighting up Learning approach is led by national Early Years expert Julie Cigman. The project will enable your school or setting to work with other practitioners to develop young children’s literacy skills with a particular focus on becoming a writer. It will help develop a shared understanding across the EYFS by improving partnership working and strengthening transition at all points of EYFS and into KS1. There will be focus on improving outcomes for disadvantaged children so they receive high-quality support across the EYFS.

Lighting up Learning will focus on improving practice to ensure staff:

• Develop the skills and knowledge in improving communication, language and literacy outcomes for all children
• Understand the broad view of disadvantage and identify children who are at risk of under achieving
• Quickly identify the areas of need relating to individual children and groups of children
• Can plan and deliver effective interventions to improve children’s outcomes

The programme will provide:

• An initial training day to explore key messages relating to disadvantage
• A planning session to identify training/development needs and what training is to be delivered in house
• Visits to setting by the Early Years Consultant to support embedding practice
• Assessment, tracking and moderation sessions with other schools and settings including data analysis
• Opportunities to share practice, learn from each other, and review good practice case studies

This will focus on:

• Developing effective practice through inspirational training, securing staff skills, knowledge and quality first teaching
• Ensuring robust systems for assessment, tracking and monitoring progress
• Improving identification of and interventions for children who are achieving less well than their peers and ensure they ‘catch up quickly’
• Sharing assessment and moderating judgements at all points of EYFS
• Opportunities to network, learn from others and develop learning communities that promote effective EYFS practice

Benefits

• Staff will develop the skills and knowledge to meet the needs of all children to improve their literacy skills
• Increase the number of children achieving GLD and being ready for yr 1
• Staff can evidence the impact of the interventions that they provide to show how they are making a difference
• Develop effective partnership working with other EYFS providers, other services and families to support the child
• Information shared with other providers and at transition points is robust and accurate

Costs

£499 per practitioner (minimum 10 people)
£900 per school up to 3 practitioners (minimum 5 schools)
With changes in inspection and external accountability, our visits will provide all of the challenge and insight that headteachers and senior leaders value, but offer you the opportunity to set the agenda, ensuring that the focus will be on supporting your school to achieve your goals.

**Bespoke Consultancy**
Eighteen hours’ bespoke consultancy provided by experienced advisers and associate advisers. The focus of visits is negotiated with school leaders to best meet the school’s needs.

**Headteacher Appraisal**
Support to the governing board for headteacher appraisal. The four-and-a-half hour session provides: pre-visit preparation; on-site meetings with the headteacher and appointed governors and support to facilitate the review meeting and objective setting; post-visit drafting of review statement and agreed objectives.

**Preparing for Inspection Review**
Are you ready for your inspection?
This review is designed to support all schools and settings in preparing for their Ofsted visit and can be tailored to address your school’s needs, to ensure that your school is Ofsted ready!

Support may include all or some of the following:
- External quality assurance of the school self-evaluation and improvement plan
- Guidance on how to identify key data trends and identification of key lines of enquiry
- Preparing the monitoring and evaluation evidence base and analysis
- Preparing SLT and Governors for leadership interviews (see page 58 for more detail)

**Benefits**
- Work with tried and tested adviser and associate adviser colleagues, with whom you have an established relationship
- Ensure excellent value starting from a shared understanding of your school’s context
- Consultancy tailored to your school’s needs
- Support your own school’s evidence base with our professional visit notes
- Enhance the quality of teaching and learning in your school
- Improve or sustain your Ofsted rating
- Quality assure your self-evaluation
- Develop the leadership capacity of your staff

“Many thanks for yesterday’s visit and for the very positive report. We are all delighted with the outcome which has given everyone a well-deserved boost and increased confidence that we’re all on the right track. We welcome your advice and will be making good use of the ‘challenges’ outlined in the report as we continue our school improvement.”
Headteacher, The Manor Primary School

“Thank you very much for your training session yesterday, we all found your expertise and knowledge inspiring and most helpful to us all.”
Chair of Governors, Dartington Primary School

“As always you were supportive and challenging in equal measure - thank you!”
Headteacher, White Rock Primary School

**Costs**
- Bespoke Consultancy (18hrs): £1824
- Headteacher Appraisal: £513
- Preparing for Inspection Review:
  - < 200 pupils £1216
  - > 200 pupils £2432
- Daily rate: £608
With changes in inspection and external accountability, our visits will provide all of the challenge and insight that headteachers and senior leaders value, but offer you the opportunity to set the agenda, ensuring that the focus will be on supporting your school to achieve your goals.

**Bespoke Consultancy**
Twenty-four hours’ bespoke consultancy provided by experienced advisers and associate advisers. The focus of visits is negotiated with school leaders to best meet the school’s needs.

This consultancy package includes support to the governing board for headteacher appraisal which provides: pre-visit preparation; on-site meetings with the headteacher and appointed governors and support to facilitate the review meeting and objective setting; post-visit drafting of review statement and agreed objectives.

**Preparing for Inspection Review**
Are you ready for your inspection?
This review is designed to support all schools and settings in preparing for their Ofsted visit and can be tailored to address your school’s needs, to ensure that your school is Ofsted ready!

Support may include all or some of the following:
- External quality assurance of the school self-evaluation and improvement plan
- Guidance on how to identify key data trends and identification of key lines of enquiry
- Preparing the monitoring and evaluation evidence base and analysis
- Preparing SLT and Governors for leadership interviews (see page 58 for more detail)

**Benefits**
- Work with tried and tested adviser colleagues and associates, with whom you have an established relationship
- Ensure excellent value starting from a shared understanding of your school’s context
- Consultancy tailored to your school’s needs
- Support your own school’s evidence base with our professional visit notes
- Secure continuous school improvement
- Enhance the quality of teaching and learning in your school
- Improve or sustain your Ofsted rating
- Quality assure your self-evaluation
- Develop the leadership capacity of your staff

“The Associate has a thorough understanding of data and its importance for support and challenge. She has a very thorough understanding of the context, recent history and challenges of the school. She is clearly well prepared for all her visits.”
Principal, Ilfracombe College

“We always agree aspirational targets well informed by good knowledge of the school and national agendas. The governors value the Associate’s support and advice hugely.”
Principal, Cullompton Community College

“The Advisers provided excellent incisive training for our senior leadership in Ofsted style lesson observations and new learning walk strategies that gave us a better handle on gauging student progress. They managed to blend a highly supportive approach with a great level of challenge. I thoroughly recommend this team for school improvement”
Principal, Braunton Academy

**Secondary Excellence Strategy Programme**
The Secondary Excellence Strategy has been designed to address those joint drivers – what the data tells us and what school leaders tell us – and it aims to ensure secondary schools have access to high-quality expertise and access to the most relevant and current learning, teaching, leadership and governance practices.
(see page 65 for more detail)

**Costs**
- Bespoke Consultancy (24hrs) **£2432**
- Preparing for Inspection Review **£2432**
- Daily rate: **£608**
In Devon we believe that every child is entitled to an outstanding educational experience that equips them for continued success in their learning, growth and development within rapidly changing globally social and technological landscapes. Our school leaders and governors want to provide every student with relevant, exciting and ambitious curriculum experiences, matched by only quality first teaching so that Devon children make continued accelerated progress in their personal and academic achievements throughout their journey in school and beyond. We aspire for all children and staff to be ‘standing-out’ in their achievements and successes.

In Devon we have a strong track record of continued success in educational achievement, rising against a more challenging landscape of performance measures and expectations in quality and standards. Data shows us that not all groups of children are making the same levels of expected or accelerated progress relative to their starting points. Our softer intelligence also tells us there are specific areas of school improvement that leaders and governors believe are crucial to meet the demands of modern leadership and governance, nurturing innovative pedagogy and incubating new learning, teaching, leadership and governance practices that will bring about the sustainable progress they want for all their students and staff.

The Secondary Excellence Strategy has been designed to address those joint drivers – what the data tells us and what school leaders tell us – and it aims to ensure secondary schools have access to high-quality expertise and access to the most relevant and current learning, teaching, leadership and governance practices. We deliver the strategy through a team of highly credible local, national and international education associates from within Babcock Education and from across our many partnering Teaching Schools. Babcock LDP understands that the credibility and professionalism of the staff deployed in the Secondary Excellence Strategy is crucial to our shared success. Together, our associates bring vast experience so we can deploy our associates to their strengths whether in leadership, learning, governance, curriculum, or pedagogy. Babcock is committed to providing the best match of expertise to meet the personalised needs of all secondary schools and academies. The quality and impact of our associates’ work is monitored and assured in line with local and national education and inspection standards, and to ensure it has a highly positive and lasting impact in classrooms where it truly counts and matters.

We believe the Secondary Excellence Strategy offers a comprehensive range of support, which can be tailored to provide bespoke solutions in order to address the highest priorities in Devon’s secondary schools.

Delivery in partnership with the South West Teaching School Alliance, Education South West, the West Country Teaching School Alliance and others.
# How the Secondary Excellence Programme can support your school

Programmes of work set within a specific school

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Support Available</th>
</tr>
</thead>
</table>
| **English, Mathematics or Science** | **Department Review**  
  - Leadership and management  
  - Lesson observations  
  - Work scrutiny  
  - Data analysis  
  - Accelerating students’ progress  
  - Curriculum review  
  - Governance  
  **Departmental Support**  
  - Leadership and governance support  
  - Support and training for improving pedagogy  
  - Co-planning and teaching  
  - Accelerating students’ progress  |
| **SEND** | **SEND support**  
  - Leadership and governance support  
  - Review of SEND provision and audit  
  - Developing monitoring and tracking systems  
  - Accelerating students’ progress  
  - Developing effective and inclusive interventions  |
| **Curriculum** | **Curriculum Review**  
  - Schemes of work to accelerate students’ learning journey  
  - Transition curriculum Y7-9 – the accelerator  
  - Curriculum design and delivery – meeting the needs of all students  
  - Pedagogy to develop skills and knowledge  
  - Assessment to secure rapid and sustained achievement |
| **Pupil Premium** | **Pupil Premium Review**  
  - Leadership and management of the Pupil Premium, including Governance  
  - Pupil Premium strategy  
  - Impact Evaluation of Pupil Premium spending  
  - Data analysis  
  - Lesson observations  
  - Work scrutiny  
  - Accelerating the progress of disadvantaged students  
  - Using the curriculum to maximise students’ progress |
| **Post 16** | **Post 16 Review**  
  - Leadership and management, including governance  
  - Data analysis  
  - Lesson observations  
  - Work scrutiny  
  - Progress checks  
  - Curriculum review (design and delivery) |
| **Middle Leader Development** | **Bespoke programme offering group training on:**  
  - Roles and responsibilities  
  - Data analysis  
  - Measuring progress and impact of interventions  
  - Holding people to account - difficult conversations  
  - Curriculum design and delivery  
  - Securing rapid and sustained improvement  
  - Building effective teams and leadership capacity |
| **Middle and Aspiring Senior Leaders** | **Measuring the Quality of Teaching and Learning**  
  - Lesson observations – what are you seeing?  
  - Work scrutiny – what does this tell us?  
  - Data and progress – the evidence of your leadership  
  - Triangulating leadership impact  
  - Measuring and demonstrating the value of your leadership  
  - What do you do now? |
Programmes of work involving staff from different schools coming together

<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Support Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle and Aspiring Senior Leaders</td>
<td><strong>Measuring the Quality of Teaching and Learning</strong></td>
</tr>
<tr>
<td></td>
<td>• Lesson observations – what are you seeing?</td>
</tr>
<tr>
<td></td>
<td>• Work scrutiny – what are you looking for?</td>
</tr>
<tr>
<td></td>
<td>• Data and progress – How can it be used?</td>
</tr>
<tr>
<td></td>
<td>• Triangulating information</td>
</tr>
<tr>
<td></td>
<td>• What do you do now?</td>
</tr>
<tr>
<td>KS2 – KS3 Transition</td>
<td><strong>English</strong></td>
</tr>
<tr>
<td></td>
<td>• What is happening in KS2?</td>
</tr>
<tr>
<td></td>
<td>• What should Yr 6 be able to do?</td>
</tr>
<tr>
<td></td>
<td>• How to build an effective Yr 7/9 curriculum</td>
</tr>
<tr>
<td></td>
<td>• How to develop the skills and pedagogy needed to accelerate progress in Yr 7</td>
</tr>
<tr>
<td></td>
<td>• How to effectively build curricular transition Yr 6/7</td>
</tr>
<tr>
<td></td>
<td>• Developing resources materials</td>
</tr>
<tr>
<td></td>
<td><strong>Non-Subject Specialists Training</strong></td>
</tr>
<tr>
<td></td>
<td>• Upskilling teachers for whom Maths is not their first subject</td>
</tr>
<tr>
<td></td>
<td>• Developing outstanding pedagogy in Maths</td>
</tr>
<tr>
<td></td>
<td>• Understanding barriers in Maths for students</td>
</tr>
<tr>
<td></td>
<td>• Overcoming misconceptions in Maths</td>
</tr>
<tr>
<td></td>
<td>• Taking Maths one step at a time</td>
</tr>
<tr>
<td>How do the SLT and senior MLT actually lead learning?</td>
<td><strong>Leadership of Learning</strong></td>
</tr>
<tr>
<td></td>
<td>A three-day course based each day in a teaching school. In between people visit each other’s schools and focus on learning with feedback. The focus is on:</td>
</tr>
<tr>
<td></td>
<td>• Lesson observations Effective feedback</td>
</tr>
<tr>
<td></td>
<td>• Works scrutiny</td>
</tr>
<tr>
<td></td>
<td>• The curriculum and timetable</td>
</tr>
<tr>
<td></td>
<td>• Improving teaching</td>
</tr>
<tr>
<td></td>
<td>• Holding people to account</td>
</tr>
<tr>
<td></td>
<td>• Appraisal</td>
</tr>
<tr>
<td>School review</td>
<td><strong>Evaluation Visit</strong></td>
</tr>
<tr>
<td></td>
<td>The visit will look at all aspects of the school through a mixture of:</td>
</tr>
<tr>
<td></td>
<td>• Lesson observations</td>
</tr>
<tr>
<td></td>
<td>• Work scrutiny</td>
</tr>
<tr>
<td></td>
<td>• Data analysis</td>
</tr>
<tr>
<td></td>
<td>• Student voice</td>
</tr>
<tr>
<td></td>
<td>• Talking to MLT and SLT</td>
</tr>
<tr>
<td></td>
<td>• Discussing school improvement with governors</td>
</tr>
<tr>
<td></td>
<td>• The school can also suggest a focus based on their own analysis</td>
</tr>
<tr>
<td></td>
<td>The school receives a report by the end of the day</td>
</tr>
</tbody>
</table>

Bespoke consultancy delivered by our team of SLEs, Headteachers and NLEs/NLGs. Please contact:

Sally.Watts@babcockinternational.com
to discuss your requirements and pricing
A former secondary Head of Science, Heidi has a keen focus on the requirements of the Science curriculum and has a particular interest in promoting practical approaches to Science in the classroom.

A former headteacher at The King’s School in Ottery St Mary, an outstanding school, Faith works with heads, governors, and teachers across a wide range of specialist areas of expertise to secure highly effective and sustained improvement strategies through embedded leadership.

Bekah has extensive experience in leading English in a range of secondary schools. She supports a number of schools in English and regularly leads whole-school CPD, focusing on improving pedagogy and practices in a changing curriculum landscape. Bekah works closely with the University of Exeter to develop KS2-3 transition strategies.

As a Science specialist, Julia led the highly successful Science team at Teign School for many years. Her experience as a Head of Science and also as a class teacher teaching from years 7-13, give her a broad perspective to know how to maximise students’ progress across the age and ability range.

As a former HMI leading inspectors across the South West, he brings a wealth of experience in the school evaluation and inspection, and has a special interest in Post 16 provision and developing outcomes for disadvantaged students. Tom conducts whole-school evaluations and pupil premium reviews, and provides leadership support and training.

A former Secondary headteacher in Cornwall and a former lead inspector for Ofsted, John brings his wisdom and expertise to support school improvement as a school improvement professional, and in conducting evaluation visits.

As Lead Primary Mathematics Adviser, Ruth's professional expertise and credibility is respected nationally particularly in her role as the Primary Mastery Lead for the Jurassic Maths Hub. Leading effective transition in Mathematics curriculum from KS2 to years 7-9 is a key area of expertise provided through Ruth and her team.

A highly experienced SENCo with extensive experience of developing provision for SEND students in schools, Karen has extensive management and leadership experience gained in both the public and the private sector. She is an SLE in SEND for SWTSA.

A former executive lead inspector for Ofsted, Paul is a well-respected Science specialist, leadership and curriculum expert, particularly on developing and delivering strategies for improving Science provision across all key stages.

Rebecca Cosgrave

As Lead Primary English Adviser at Babcock LDP, Rebecca is highly respected by the University of Exeter with whom she collaborates to provide Spelling and Grammar training and strategies for schools across England. She leads a team in working closely with secondary colleagues to develop effective KS2-3 transition approaches in English to accelerate students’ progression in English.

Gillian Douglas

A former Executive Headteacher, Gillian has extensive knowledge and expertise in leading SEND provision across mainstream and special schools, and is a Strategic Lead for Inclusion at Babcock LDP. She has a particular interest in designing and delivering curriculum to enable all children to maximise their potential through highly inclusive provision and settings.

Heidi Foxford

A former headteacher in the South West, Tom was a senior HMI leading inspectors with whom she collaborates to provide Spelling and Grammar training and strategies for schools across England. She leads a team in working closely with secondary colleagues to develop effective KS2-3 transition approaches in English to accelerate students’ progression in English.

The work of all of our associates is carefully monitored and their impact measured as part of our quality assurance processes. You can be certain that we provide only the very best and most up to date expertise to support you to help your school become successful in its journey to ‘standing-out’.

To find out more about our Secondary Excellence Programme please contact:

Sally.Watts@babcockinternational.com

www.babcockldp.co.uk
Aligned with the September 2016 Ofsted Framework, Supported Peer Reviews are not an inspection, but a process which results in a key judgement about the extent to which the team can uphold a school’s own self-evaluation. The process ends with a report which covers strengths and areas for development.

**Introduction to Supported Peer Review**

**Supported Peer Review:**
- Is a sustainable approach to school improvement
- Focuses on all schools on their journey to excellence
- Is designed to support self-improving schools and build leadership capacity
- Recognises the centrality of partnership working
- Supports schools to self-evaluate, celebrate, challenge, support and learn together

Depending on the model purchased, a Babcock Education School Improvement Consultant can work with you. This brings many advantages, particularly for headteachers new to the review process or short of time. The consultant can offer training to the review team to:
- Guide them through the process
- Help them to use and apply review ‘tools’
- Securely plan the review
- Facilitate team meetings and deal with any unforeseen issues arising.

**Benefits**

To provide external peer review and validation of a school’s own self-evaluation:
- Celebrate strengths and identify future challenges
- Secure continued improvement more rapidly through collaboration
- Support the school’s continued development
- Exchange ideas and strategies resulting in the sharing and transfer of effective practice
- Enhance professional development for school leaders

**Costs**

- **Level 1:** £1224
  - Peer Review Training and Documentation
- **Level 2:** £2091
  - Documentation, Peer Review Training and consultant at one Peer Review
- **Level 3:** £POA
  - Documentation, Peer Review Training and consultant at each Peer Review – price depends on the number of schools in a cluster
How well does your school’s curriculum secure accelerated achievement and promote greater social mobility to secure greater life chances?

The Ofsted review of the place of the curriculum within its accountability framework has brought with it a new opportunity to focus on the power of the curriculum in holistically enhancing your pupils’ life chances, accelerating their achievements, and ultimately as the driving force for improving social mobility, particularly for the most disadvantaged pupils.

Our curriculum specialists can support you to review the design and effectiveness of the curriculum in relation to the outcomes achieved by your pupils, the uniqueness of your school context, your community ambition, and your school’s vision.

These support packages bring together the very best strategies from research and contemporary practice in order to unlock the potential in every school’s DNA.

Curriculum Review

Whole-school, phase and subject level reviews can:

- Give senior leaders, governors and subject leaders confidence and reassurance about the quality of the school’s curriculum
- Support the identification of curriculum priorities and plan how to address them to secure accelerated achievement and greater social mobility
- Support the design of a unique and enriched curriculum which secures greater depth in pupils’ learning, growth and holistic development in a global and digital learning setting

Additional support is available, delivered in your school.

Senior leader seminar (half or full day)
The seminar will explore the key ideas above and begin to consider how senior leaders and governors in individual schools, federations and MATs can unlock the potential within each school’s unique DNA, as well as harness the collective strengths of a group of schools, to create a compelling and unique curriculum experience for all pupils which secure accelerated outcomes and life chances.

Local area middle leader seminar (half or full day)
Literacy and Mathematics advisers will work with middle leaders and governors to explore how connections can be made across the wider subject domains so that learning is set within rich and meaningful contexts that weave key aspects of literature and Mathematics as the golden threads which secure higher levels of achievement and greater social mobility.

Bespoke training and support
Individually tailored support to meet the needs of individual and groups of schools as well as supporting individual leaders and governors within school settings. The support focuses on curriculum design and delivery, including the pedagogy within the unique context and DNA of a school within its community.

Costs
Based on daily rates from £608
All subjects can be covered.
Embedding computing across the curriculum through consultancy, training and CPD to:

- Support computer Science and digital literacy
- Align curriculum requirements to your school improvement plan
- Ensure everything is in place for inspection

School Online Safety Review
The online safety review is a means for schools to perform self-evaluation led by a visiting auditor. The review will encompass review of policies, plans and both desirable and required documents, as well as discussion with pupils, teachers, SLT, governors and parents. It is intended to help triangulate areas of strength and weakness in the provision of the school and identify how well the content of the policies are understood by each of the stakeholder groups within the school. The visit will include both curriculum and hardware/software considerations, as well as refer to findings from the latest recommended and statutory papers. The review will culminate with a report document that will include recommendations for each area of the review, as well as a follow up visit which can be either a parent presentation or staff CPD opportunity the content of which will be agreed in consultation with the school based on the findings of the review.

Subject Leader Update Meetings (primary)
The subject leader update meetings are a timely and efficient way for subject leaders to gain knowledge of current thinking in the industry, new resources sites and services, both free and commercial, as well as gain and evaluate material to support the planning, assessment and delivery of the Computing curriculum across both Key stage One and Two. News and information about new hardware, devices and the apps and programmes that are available across different operating systems such as iOS, Android and Windows are included. Networking opportunities are also highly valued with chances to discuss with other subject leads, share expertise and pose questions

Programming Day – including Microbit, Scratch, Minecraft
A practical exploration for teachers of the use of blockly programming solutions, primarily Microsoft MakeCode in a range of situations (such as to programme MicroBit and within the Minecraft code connection setup, as well as detailing a progression across both key stages and into first programming steps with JavaScript (which is included in MakeCode). Pedagogical thinking and evidence included to support the projects explored, and opportunities to practice and ask questions/network with other delegates about the use.

Office365
Detailed practical introduction to Office365 for teachers including a look at the full range of tools, facilities and apps included in office365 across Windows, iOS and Android, as well as the web apps. Opportunities to try hands-on curriculum projects using Office365 working collaboratively to create rich media learning resources, teaching support material as well using OneNote and the Class Notebook Creator.

Using ICT to Empower the Curriculum
A practical review of a range of educational apps, websites and tools to both deliver the curriculum in an engaging and exciting way, but also tools that allow pupils to work collaboratively, creatively and produce high-quality results through digital tools across iOS, Android and Windows. Current thinking and guidance around device and app use, as well as safe practices online, and projects that will inspire and empower pupils to engage with the curriculum in new and purposeful ways. A range of projects that culminate in real world audiences and purposes.

Bespoke Consultancy
Consultancy time can used to review both hardware and software provisions, curriculum content and schemes of work, and can make recommendations for each. Curriculum review and design can be incorporated into any visit, as well as a consideration for strategic planning and target setting. Visits can be as specific as a focus on a certain area of the computing curriculum, or as broad as a look at the school’s use of IT across the whole organisation.

Benefits
- Provide a strategic approach to the development of computing in the school in line with the national and school requirements
- Empower subject leaders in computing
- Focus on raising student attainment in computing
- Specialist support for computing/ICT training and consultancy

Costs
School Online Safety Review (2 days) £1216
Subject Leader Update Meetings (3 per year) £168
For groups of up to 20 delegates (3 meetings per year) £1560
The English and Mathematics teams offer up-to-date guidance and support to enable schools to develop and enhance their understanding of how children learn and the most effective ways to support learning. The work of the advisers is underpinned by current research and the teams are actively involved in research projects and publication.

One of the characteristics of effective CPD, which has an impact on pupils, has been identified as being the use of specialist, external expertise (Understanding What Enables High-quality Professional Learning Centre: A report on the research evidence CUREE 2012). The English and Mathematics teams provide this specialist expertise in a number of areas.

Subject Leader Network Meetings:

**Package 1**
Attendance at termly half-day subject leader network meetings in English and Mathematics (three meetings in each subject across the year – one place per school/ federation/MAT)

**Package 2**
Attendance at local cluster subject leader network meetings (MAT/federation/LLC etc) in English and Mathematics (as per package 1) – venue and refreshments provided by the cluster for a maximum of 20 people.

Subject Leader Development Programme: an extended professional development programme across two terms. Each of the sessions is designed to stimulate leadership thinking and develop leadership capacity to support and challenge, in order to secure school improvement in English/Mathematics and develop personal career potential.

Subject Reviews: The advisers can provide reviews of provision in Mathematics or English. These:
- Give headteachers, subject leaders and governors confidence and reassurance about the teaching and learning of Mathematics or English throughout the school
- Support the identification of priorities and planning how to address them

Subject and Pedagogical Knowledge and Understanding
All of our primary English and Mathematics courses can be offered for schools or groups of schools. Currently, courses on offer include:

Mathematics
- Developing reasoning in KS1/KS2
- Making sense of mastery in KS1/KS2
- Understanding mastery for teaching assistants
- Developing early number sense
- Fluency through reasoning: making the best use of No Nonsense Number Facts
- Meaningful assessment in Mathematics
- Improving KS2 Maths results
- Making the best use of Children as Evidence

English
- Early reading and phonics
- Spelling Y2-Y6
- Getting Going with Teaching Sequences/Moving on with Teaching Sequences
- Developing Reciprocal Reading
- Grammar subject knowledge
- Proof reading in the Primary Curriculum
- Developing vocabulary
- Making good use of No Nonsense Spelling/No Nonsense Grammar

Research Projects
The primary English and Mathematics teams have experience of leading research projects and can support school-led projects in terms of project management, external expertise and evaluation. The teams are particularly skilled at and experienced in supporting collaborative lesson research (lesson study). Recent research projects led by the teams include ‘Supporting children to be active and influential participants in Mathematics lessons through effective use of assigning competence and pre-teaching’ and ‘Transition KS2/3 for disadvantaged pupils in English’.

Intervention
The English and Mathematics teams are accredited to run a number of nationally recognised intervention programmes and have written and produced training packages to support flexible interventions, developed with teachers and teaching assistants through action research. The training for these interventions can be delivered for individual schools or clusters of schools. Please contact us for further details on specific programmes and costs.

Programmes currently offered include:

**Mathematics:**
- Numbers Count Y1 to Y8
- Success at Arithmetic: number sense Y3 – Y6
- Success at Arithmetic: calculation Y5 – Y9
- Talk 4 Number Y3 – Y4
- From Counting to Calculating Y2 – Y6
- Making a Difference: developing additive reasoning Y3 – Y8
- Fair and Equal: developing multiplicative reasoning Y3 – Y9
English and Mathematics (primary)

English:
• Reading Recovery: A one to one reading and writing intervention for Y1 (teacher led)
• Readers Count Y2-4
• Project X Code Y2-5
• First Class@ Writing: Writing intervention for Y3, and 5
• FFT wave 3 Y1-6
• Inference Training KS2/3
• Boosting Reading Potential FS-Y6
• Talking Partners F2-Y6
• Write Away together: For Y1-6

In addition advisers can provide:
• Support to review provision for individual pupils, identifying gaps and misconceptions through detailed diagnostic assessments which can inform a personalised learning programme
• Reviews of intervention provision and outcomes

Assessment
The English and Mathematics teams provide a range of support and training covering statutory assessment in Y2 and Y6 and in-school assessment for all year groups. This includes:
• Training for Y2 and Y6 annually to meet statutory expectations
• Supported moderation for Y2 and Y6 statutory teacher assessment
• Moderation support for schools and clusters of schools in any year group
• Publication: (Children as Evidence in Maths, and Assessment of Writing as part of No Nonsense Literacy) and web based resources

Bespoke Training and Consultancy
The teams provide support tailored to meet the needs of groups of schools, individual schools and individuals within schools. The advisers are experienced at working with all those involved in learning and teaching at the primary level – children, teachers, teaching assistants, subject leaders, senior leadership teams, headteachers, governors and parents – and provide professional development in all aspects of primary Mathematics and English.

The Mathematics team holds the NCETM (National Centre for Excellence in Teaching of Mathematics) National CPD Standard and are NCETM Professional Development Accredited Leads as well as being Numicon Affiliates. The team works closely with the two local Maths hubs; the team lead is a mastery lead for one of the hubs.

The English team are accredited KS1 and 2 writing moderators.

Benefits
• Keep up-to-date with developments and research
• Access external expertise
• Support to raise attainment and increase progress in priority areas
• Enhance the quality of teaching and learning in your school
• Improve or sustain your Ofsted rating
• Develop the leadership capacity of your staff and quality assure your self-evaluation Improved confidence of staff to teach areas outside of their specialism or area of expertise
• Improve the learning climate

“...”

Costs
Subject Leader Network Meetings
Package 1: £299
Package 2: £3121
Daily rate: £520

“We very much appreciate the huge amount of time you invested to make this possible, both in preparation beforehand and presenting on the day itself. The initial feedback received has been very positive with delegates referring to the presentation as helpful, useful, good to have clarity, very interesting, very clear information, good as ever, well presented and succinct.” Feedback from DAPH conference 2016

“I had a lovely letter from a parent to say what a difference the way I taught Maths made to her child after your input; it truly changed the way I helped those children with anxiety about Maths so you deserve the praise!”
Senco Devon

“It was great to think about how to apply mastery for all. I went home and planned a sequence of lessons after the course and am excited about changing the culture of learners in my class! Thanks!”
Teacher, Devon
The English secondary team offer up-to-date guidance and support to enable departments to develop their provision and practice.

One of the characteristics of effective CPD, which has an impact on pupils, has been identified as being the use of specialist, external expertise (Understanding What Enables High-quality Professional Learning Centre: A report on the research evidence CUREE 2012). Babcock provides this specialist expertise in a number of areas.

**Department Leadership**

**Head of Department Network Meetings:**
Attendance at termly full-day subject leader network meetings in English (three meetings across the year – one place per school/federation/MAT)

**Subject Review**
- Give headteachers, heads of department, and governors a thorough understanding about the teaching and learning and outcomes for pupils throughout the school
- Support the identification of priorities and planning how to address them

**Subject and Pedagogical Knowledge and Understanding**
All of our secondary courses can be offered for schools or groups of schools. Currently, courses on offer include:
- Supporting NQTs and Early Careers teachers in their continuing subject development in English
- Where has all of the talk gone? Using talk to improve progress in English
- Reading into writing; writing into reading. Planning and teaching a coherent curriculum
- Teaching the most able in English: the road to a Level 9.
- Supporting non-specialist English Teachers in understanding progression in English and how best to structure learning for progress
- Auditing and Repurposing KS3 English in line with new KS4 and 5 requirements
- Using phonics at KS3 to teach spelling and reading to struggling pupils at a whole-class level
- Becoming an A Level English Literature Teacher
- Developing Leadership skills: a view to leadership within English teams

**Research Projects**
The English advisers have experience of leading research projects and can support school-led projects in terms of project management, external expertise and evaluation. The team is particularly skilled at and experienced in supporting collaborative lesson research (lesson study). Recent research led by the team includes transition KS2/3 for disadvantaged pupils in English.

**Intervention**
The English team is accredited to run a number of nationally recognised intervention programmes and has written and produced training packages to support flexible interventions, developed with teachers and teaching assistants through action research. The training for these interventions can be delivered for individual schools or clusters of schools. Please contact us for further details on specific programmes and costs.
The Mathematics secondary team offer up-to-date guidance and support to enable departments to develop their provision and practice.

One of the characteristics of effective CPD, which has an impact on pupils, has been identified as being the use of specialist, external expertise (Understanding What Enables High-quality Professional Learning Centre: A report on the research evidence CUREE 2012). Babcock provides this specialist expertise in a number of areas.

Department Leadership

**Head of Department Network Meetings:**
Attendance at termly full-day subject leader network meetings in Mathematics (three meetings across the year – one place per school/federation/MAT)

**Subject Review**
- Give headteachers, heads of department, and governors a thorough understanding about the teaching and learning and outcomes for pupils in Mathematics throughout the school
- Support the identification of priorities and planning how to address them

**Subject and Pedagogical Knowledge and Understanding**
All of our secondary Mathematics courses can be offered for schools or groups of schools. Currently, courses on offer include:
- Developing reasoning in KS3/KS4
- Making sense of mastery in KS3/KS4
- Understanding mastery for teaching assistants
- Meaningful assessment in Mathematics
- Developing proportional reasoning in KS3
- Improving KS4 Maths results
- Supporting NQTs and Early Careers teachers in their continuing subject development in Mathematics
- Teaching the most able in Mathematics: the road to a Level 9
- Supporting non-specialist Mathematics teachers in understanding progression in Mathematics and how best to structure learning for progress
- Auditing and Repurposing KS3 Mathematics in line with new KS4 and 5 requirements
- Becoming an A Level Mathematics Teacher
- Developing Leadership skills: a view to leadership within Mathematics teams

**Research Projects**
The Mathematics advisers have experience of leading research projects and can support school-led projects in terms of project management, external expertise and evaluation. The team is particularly skilled at and experienced in supporting collaborative lesson research (lesson study). Recent research projects led by the team includes Supporting children to be active and influential participants in Mathematics lessons through effective use of assigning competence and pre-teaching.

Intervention
The Mathematics team is accredited to run a number of nationally recognised intervention programmes and has written and produced training packages to support flexible interventions, developed with teachers and teaching assistants through action research. The training for these interventions can be delivered for individual schools or clusters of schools. Please contact us for further details on specific programmes and costs.

Programmes currently offered include:
- Numbers Count Y1 to Y8
- Success at Arithmetic: number sense Y3 – Y6
- Success at Arithmetic: calculation Y5 – Y9
- Talk 4 Number Y3 – Y4
- From Counting to Calculating Y2 – Y6
- Making a Difference: developing additive reasoning Y3 – Y8
- Fair and Equal: developing multiplicative reasoning Y3 – Y9

In addition advisers can provide:
- Support to review provision for individual pupils, identifying gaps and misconceptions through detailed diagnostic assessments which can inform a personalised learning programme
- Reviews of intervention provision and outcomes

**Assessment**
- Training for Y2 and Y6 annually to meet statutory expectations
- Supported moderation for Y2 and Y6 statutory teacher assessment
- Moderation support for schools and clusters of schools in any year group
- Publication: (Children as Evidence) and web based resources

**Bespoke Training and Consultancy**
The team provides support tailored to meet the needs of departments, groups of schools and individuals within schools. The advisers are experienced at working with all those involved in learning and teaching at KS3 and 4 – pupils, teachers, teaching assistants, subject leaders, senior leadership teams, headteachers, governors and parents – and provide professional development in all aspects of Mathematics.

The Mathematics team holds the NCETM (National Centre for Excellence in Teaching of Mathematics) National CPD Standard and are NCETM Professional Development Accredited Leads as well as being Numicon Affiliates. The team works closely with the two local Maths hubs; the team lead is a mastery lead for one of the hubs.

**Costs**
- Head of Department Network Meetings: £299
- Daily rate: £608

www.babcockldp.co.uk  83  BabcockEducationSW@babcockinternational.com
Mobile Learning Solutions

LearnPad Tablet

Bringing learning to life with curriculum based activities

ClassVR – Virtual Reality for Education

Pedagogically sound virtual reality content together with curriculum designed lesson plans
The service assists schools and settings to manage their responsibilities, and those of the LA, for the health, safety and well-being of children and young people when engaged in off-site visits and activities.

Subscription
The purchase of a subscription supports the management and delivery of outdoor education, visits and off-site activities. This includes:
• Specialist advice from the LA Outdoor Education Adviser
• Use of Devon County Council/Torbay Council Policy
• Use of Evolve software adapted to school needs
• Approval and endorsement of visits
• Use of supporting documents adapted to school needs
• Half-day day Adviser visit to school for training/support
• Attendance of EVC at twice yearly EVC briefings
• On-going telephone support

Bespoke Consultancy
The team provides invaluable support and guidance to party leaders taking groups to both local facilities and to more remote and challenging parts of the world.
• Additional support may be purchased on a pay-to-use basis, at standard rates
• Schools and settings are required to pay for attendance at EVC training (new EVCs)

To discuss alternative purchasing options for your MAT please contact us: Brendan.Stone@babcockinternational.com

Benefits
- Address more substantial and specific school-based issues related to the management of visits and off-site activities
- Ensure additional peace of mind through the support of staff with extensive experience, informed by nationally accepted good practice

“I appreciate all of the help and advice you have given me throughout the year – you really have been great support and I couldn’t have got through the year without your guidance.”
Education visits co-ordinator, Devon Secondary school

“It is really reassuring knowing your advice is so readily available.”
Education visits co-ordinator, Devon Secondary school

Costs
Daily rate: Consultant £410

<table>
<thead>
<tr>
<th>Sub</th>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sub 1</td>
<td>Primary (small) Up to 100 pupils</td>
<td>£196</td>
</tr>
<tr>
<td>Sub 2</td>
<td>Primary (medium) 100-300 pupils</td>
<td>£296</td>
</tr>
<tr>
<td>Sub 3</td>
<td>Primary (large) 301+ pupils</td>
<td>£444</td>
</tr>
<tr>
<td>Sub 4</td>
<td>Secondary (small) Up to 900 pupils</td>
<td>£612</td>
</tr>
<tr>
<td>Sub 5</td>
<td>Secondary (medium) 901-1800 pupils</td>
<td>£1060</td>
</tr>
<tr>
<td>Sub 6</td>
<td>Secondary (large) 1801+ pupils</td>
<td>£1597</td>
</tr>
<tr>
<td>Sub 7</td>
<td>Special school</td>
<td>£612</td>
</tr>
</tbody>
</table>
Preparing for statutory PSHE education and wanting to engage in professional development - the National PSHE CPD Programme provides effective training for all PSHE professionals.

The Children and Social Work Bill 2017 ensures that PSHE will become statutory in our schools - this is expected to be from September 2019

The National PSHE (Personal Social Health and Economic) CPD Programme, provided by Babcock, combines practical activities and theory to provide the very best in PSHE developmental training and pedagogy. More than 10,000 teachers and other professionals have benefitted from taking part.

PSHE addresses skills including communication, assertion, reflection, managing emotions and assessing risk. It also considers the specialist areas of Drug Education, Sex and Relationships Education, Staying Safe, Financial capability and Emotional Health and Wellbeing – making a huge contribution to the Behaviour and Safety and Spiritual, Moral, Social and Cultural development of children and young people.

Key Features

This three- day training programme is delivered at levels 4, 5 and 6 (formerly HE1, 2 and 3), equivalent to first, second and final year degree level, and is accredited at 30 credits through the University of Roehampton.

The course explores areas surrounding:

- the theory and concepts underpinning PSHE and its specialist areas
- guidance and appropriate laws which support and impact upon PSHE
- assessment and evaluation in PSHE
- being a reflective practitioner
- inclusion and equalities
- normative education

Suitable candidates will already be contributing to a sustained programme of PSHE for children or young people in a school or other setting.

All participants are asked to submit an assignment to support their developmental journey, along with a reflective lesson plan, a scheme of work and a lesson observation.

(The Length of the assignment will depend on the level you choose to study: 3,000 words at Level 4, 3,250 at level 5 and 3,500 at level 6)

For further information please contact: sue.madgwick@babcockinternational.com

“IT increased my confidence in both leading and teaching PSHE. I developed a new Scheme of Work for my school, and we are currently trialling it over this academic year. I have received positive feedback from colleagues.”

PSHE Co-ordinator

“There was a positive impact on my understanding of where PSHE fits within a school curriculum and how, as an external provider, I can have a constructive input within a planned set of lessons.”

Police Officer

“The relevance of the content of the course was extremely significant. I am much more confident as I now have the knowledge and resources to equip my team of non-specialist teachers to enable them to deliver outstanding lessons.”

Teacher and Curriculum Leader PSHE

Costs

Please contact us to discuss prices.
Our consultants for PSHE, Health and Wellbeing (including Relationships and Sex Education (RSE) and Drug Education), Healthy Eating, Emotional Health and Wellbeing (EHWB) provide bespoke support, advice and training for schools and agencies supporting children and young people in all areas. With extensive experience of working to support positive outcomes for children and young people we have a proven track record built upon quality, expertise, trust and reliability.

Bespoke Consultancy

- PSHE, Relationships and Sex Education (RSE) and Drug Education policies are robust and support your school’s values:
  - The spiritual, moral, social and cultural development of pupils
  - Anti-bullying
  - Safeguarding
  - Behaviour management
- Establish a positive climate for learning, including the management of sensitive and controversial issues including bereavement and loss, mental health awareness, staff health and wellbeing, and anti-bullying
- Ensure that pupil voice informs the school decision making processes effectively
- Increased confidence that effective pedagogy and assessment is used within all areas of health and wellbeing

Benefits

Raised knowledge, skills and understanding of staff in all areas of PSHE, Health and Wellbeing
- Improved confidence of staff to teach areas outside of their specialism or area of expertise
- Improve the learning climate

“Very satisfied with the course content; fantastic ‘tools’ made available from Babcock which were easy, useable and relevant.”
Primary Teacher

Costs

Please contact us to discuss your requirements, prices are tailored to the needs of individual schools and the consultancy time involved.
Science – Primary
To review your school’s current Science provision and pedagogical approach and determine how best we can support subject leaders and teachers to provide an excellent Science education across the primary phase.

Bespoke Consultancy
• Effective advice and support for implementing and embedding the primary Science curriculum
• We can help to review your existing provision and ensure that policies, schemes of work, progression, assessment and effective Science teaching and learning are securely embedded at your school. Additionally, we can support with developing strategic direction for the subject, forward planning and guidance to help you move forward. Monitoring and evaluation of impact on pupils’ learning could be offered as part of our support

Science – Secondary
All students have to study some Science up to the age of 16. The key stage 4 Science curriculum is compulsory in maintained schools, and academies are required to provide a broad and balanced curriculum up to the age of 16. (DfE 2016) New Science GCSEs became available for teaching from September 2016, with the first examinations in summer 2018 so it is crucial that you remain abreast of current developments in Science, a subject of significant importance nationally and internationally, that has key status within the STEM agenda.

Bespoke Consultancy
• Schools can choose from a range of bespoke support visits to include:
  • Improving progress and attainment
  • Closing the gap between the performance of pupil premium students and their peers
  • Improving teaching and learning: moving from good to outstanding
  • Supporting and challenging heads of department
  • Improving the provision for and attainment of able pupils
  • Mentoring new, struggling or non-specialist teachers
  • Developing questioning

Benefits
• Ensure the Science provision in your school reflects the requirements of the national curriculum, so that your pupils’ experience a truly excellent Science education
• Advice and guidance from our Science team on improving current practice to enable effective progression in key scientific concepts
• Staff competence and confidence in the Science curriculum through support with subject knowledge and effective interactive teaching and learning opportunities
• Our Science team can offer coaching to help improve practice or bespoke CPD to meet specific needs of your school
• Secure progression between year groups and assessment procedures including appropriate recording, analysis and evaluation of data
• Effective Science policies and procedures in place to support your school in delivering the primary Science curriculum
• Up-to-date health and safety advice

Costs
Multiples of six hours’ delivery and support £608
No Nonsense Resources - Training Sessions

The NO NONSENSE resources have been devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling, grammar, literacy and number facts. To complement the NO NONSENSE teaching resources, we have developed a range of training sessions to help you get the most out of your resources.

No Nonsense Spelling

This training session is an introduction to No Nonsense Spelling and will:
• Introduce No Nonsense Spelling and support schools with effective implementation
• Develop clear understanding of the progression through a teaching sequence
• Identify the range of possible uses of Assessment for Spelling

No Nonsense Grammar

This training will introduce staff to the materials in the resource and will cover:
• The organisation of the resource
• Effective pedagogy for teaching grammar
• Strategies for adapting the resource in your classroom
• Core subject knowledge

No Nonsense Number Facts

This training will introduce delegates to the materials, concepts and approaches used in the No Nonsense Spelling programme. The training will cover:
• Principles of teaching and learning in spelling
• Teaching the lessons: spelling content and spelling strategies
• Adapting the resource to your children
• Routines and resources for independent learning and ownership

No Nonsense Literacy

This training session is an introduction to No Nonsense Literacy and will:
• Introduce No Nonsense Literacy and support schools with effective implementation
• Develop clear understanding of the progression through a teaching sequence
• Identify the range of possible uses of Assessment for Writing

Benefits of our accessible and affordable training – delivered to you via WebEx (video conferencing and screen sharing)
• delivered at a time suitable to you and your staff e.g. twilight session or during inset
• session exclusively delivered to your school or setting
• cost-effective and no need for you to incur travel costs
• real-time interaction with the trainers and authors of the No Nonsense resources

Contact us direct to find out more or to book your session:
No Nonsense Spelling, Grammar and Literacy training: Rebecca.Cosgrave@babcockinternational.com
No Nonsense Number Facts training: Ruth.Trundley@babcockinternational.com

Technical requirements: screen/whiteboard, internet connected computer, microphone. Full technical specifications can be found at https://www.webex.co.uk/support/support-system-requirements.html

Up to a 3 hour session delivered via WebEx direct into your school or setting (for up to 20 delegates) £274 + VAT
Babcock LDP associate consultants and advisers, with support from Specialist Leaders of Education from our local Teaching Schools, provide subject specific advice and training.

**Bespoke Consultancy**

**Subject Improvement**
- Supporting heads of department to be effective leaders
- Pedagogical support and improvement
- Targeted subject development
- Learning technology enhancements
- Mentoring new or struggling teachers
- Developing assessment in specific subject areas

**Curriculum Programme Development**
- Curriculum design and improvement
- Subject coaching and teacher support
- Teacher CPD

**Consultancy and Support Services**
- Interim departmental management
- Facility design consultancy
- In-school research and evaluation

**Benefits**
- Enhance the quality of teaching in your school
- Improve the proportion of pupils that achieve the EBACC in your school
- Enrich learning across the curriculum
- Develop the leadership capacity of your school to monitor, resource and raise standards

“The visit was extremely helpful both in terms of backing my judgement about what I thought was good and gave me some excellent ways to improve.”

Primary Teacher

**Contact**
BabcockEducationSW@babcockinternational.com

---

**Physical Education – Subject Leader Network Briefings**

Three termly briefings to focus on curriculum development, safer practice and outstanding teaching and learning ideas. (1 place per school/federation/MAT).

**Costs**
3 meetings per year £168
Undertake a Primary PE and Sport Premium Review to maximise the impact of your funding

For 2017 to 2018, schools with 16 or fewer eligible pupils receive £1,000 per pupil. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport.

This means that you should use the premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

How Babcock can help your school

Undertake a Sport Premium Review. The purpose of the review is to improve your school’s sport premium strategy.

Review and evaluate existing provision, with a focus on how you’ve spent or will spend the funding for this year, and the effect it has had on pupils’ PE and sport participation and attainment.

Review published information to ensure that under the Ofsted Schools Inspection Framework supports the school to demonstrate to inspectors that leaders use the premium effectively and can measure its impact on pupils’ PE and sport participation and attainment.

Undertake a Sport Premium Review to achieve self-sustaining improvement in the quality of PE and sport in primary schools. It will:

- Review and evaluate existing provision
- Help you support planning for your provision and budgeting for the coming year to ensure that:
  - All pupils engage in regular physical activity – kick-starting healthy active lifestyles
  - The profile of PE and sport is raised across the school as a tool for whole-school improvement
  - Knowledge, skills and confidence of all staff in teaching PE and sport increases
  - The school offers a broader experience of a range of sports and activities offered to all pupils
  - There is increased participation in competitive sport

How Babcock can help your school

Delivered by expert Primary Physical Education specialists who will support the school to ensure that the school funding is used to make additional and sustainable improvements to the quality of PE and sport they offer, and

- Develop or add to the PE and sport activities that your school already offers
- Make improvements now that will benefit pupils joining the school in future years

Mainstream and Special Schools

PRICE LEVEL 1 £608
Includes:
- Preparation for visit based on review document and data scrutiny
- Half-day (3 hours) in school focusing on key areas identified
- Report outlining strengths and areas for development

PRICE LEVEL 2 £934
Recommended for larger schools or those with more than one site.
Same as Level 1 but with a whole-day (6 hours) in school

Quality Assured Support
The Data and Assessment team supports schools to provide effective advice and guidance on all elements of statutory national curriculum assessment, recording and reporting requirements across all key stages.

The team provides advice and support for schools on the new General Data Protection (GDPR) legislation which is in force in the UK from 25 May 2018. The team continues to provide comprehensive information in relation to pupil performance data issues in schools and colleges, working with a number of external data providers to ensure that Devon schools have access to up-to-date information, advice and guidance in a period of fast moving educational developments.

In addition, the team are able to support bespoke training and guidance drawing on the most recent legislation and information to meet the needs of the educational community in Devon.

Core Subscription

- Advice, guidance and support for all elements of the statutory assessment, recording and reporting requirements as detailed by government legislation
- Helpline services for headteachers, teachers, governors and parents on all matters relating to National Curriculum assessment
- Access to support for all elements of statutory National Curriculum monitoring and moderation requirements
- Administration of and helpline support for statutory data collection procedures
- Helpline support for school-based staff in all areas relating to pupil performance data and National Curriculum assessment requirements

FFT Aspire Subscription

FFT Aspire Subscription package and access to locally based helpline support and complementary training.

Data Review

A review of current arrangements and suggested improvements to ensure that your school is making the best use of data systems such as ASP, FFT, Perspective Lite, and other proprietary data systems.

Bespoke Consultancy

Specialist staff offer a range of bespoke data and assessment services and training to meet the needs of school-based staff, governors and groups of schools. Working closely with individuals and groups we are able to provide flexible solutions to meet identified needs including interpreting school and pupil data and the latest assessment requirements.

Benefits

- Bespoke support to ensure shared understanding and effective responses to new and existing legislation, including GDPR
- Access up-to-date advice, guidance and information from across the education community to inform school processes
- Co-ordinated input that draws on knowledge from across the organisation to ensure best value and focused support

“I just to say a very big thank you for leading the session on Wednesday. It was really useful and gave us lots of ideas. I always love your positivity!”

Headteacher, Devon Primary school

Costs

Core Subscription:
- Sub 1 Primary: £612
- Sub 2 Secondary: £357
- Sub 3 Special: £357
- Sub 4 All Through: £779

FFT Subscription: Prices not available at time of going to print. Please see e-store for current prices.

Data Review: £127 per school (3 hrs including preparation work)

For federations/groups/MATs please contact us for bespoke prices.

Please enquire for bespoke consultancy rates.

Is your school GDPR compliant?
We can support you to fulfil your obligations.

See page 38
Support for schools to fully understand the statutory requirements for teacher assessment with reference to information from the Standards and Testing Agency (STA). This service enables schools to secure improved consistency in making judgements of pupil attainment.

Key features
Advice and guidance on all elements of statutory national curriculum teacher assessment leading to accurate end of year data.

- Access to up-to-date advice and guidance in relation to national changes
- Coordinated subject input that draws on knowledge from across the organisation to ensure best value and focused support (English and Maths)
- The opportunity to discuss and moderate judgements on pupil performance against the requirements of the interim TA frameworks

Moderation Subscription
All Primary Academies are required to purchase support for statutory moderation, monitoring and data collection in line with the terms of individual DfE funding agreements. Academies may purchase this support from any LA and will be required to confirm that arrangements are in place with DfE Statutory Testing Agency annually. This reduced subscription is based on a pay as required arrangement as moderation requirements are based on a four year cycle and statutory monitoring less frequently.

Minimum support element
- Advice guidance and support to ensure completion of statutory data collection at the end of EYFSP, Year 1 and 2 Phonics and end of KS1
- Inclusion in end of KS1 moderation at least once in each four yearly cycle. Moderation may be appropriate more frequently as per local authority moderation requirements. Advice, guidance and helpline support available to year 2 teachers to ensure successful completion of moderation requirements. KS1 moderation is completed by individual school visit
- Inclusion in end of KS2 moderation at least once in each four yearly cycle. The exact requirements for KS2 moderation in 2018 have not been specified but are likely to be similar to those completed in previous years. KS2 moderation is completed by individual school visit
- Selection for statutory monitoring checks during either KS2 test week or Year 1 phonics screening check week

Benefits
- Keep up-to-date with national changes

“*We feel that having moderation this year has enabled us to be more secure in our judgements and given clarity on areas we need to develop, to ensure all evidence is available at the time of moderation.*”
Headteacher, Devon Primary School

Costs
Training: £80 per delegate
Attendance at Statutory Assessment Training for Year 2 and Year 6 (1 day)
Book at: www.babcock-education.co.uk/ldp/cpd
Moderation Subscription: POA
Safer Recruitment - meet your statutory responsibilities in ‘Keeping Children Safe in Education’ (DfE April 2014) with this 90-minute online training course.

This cost effective, sustainable training solution is for all school staff and governors involved in recruitment activities and will ensure compliance with Statutory responsibilities and Ofsted guidance.

Children as Evidence - assessing understanding in Mathematics by talking to children

Assessing Mathematics should involve assessing mathematical thinking, related to key mathematical ideas. Talking to children is the best way to do this, as it allows teachers to probe children’s understanding, reasoning and decision making. These materials provide questions related to key mathematical ideas for each year group along with a clear indication of how to interpret responses in relation to age-related expectations.

Purchase the complete set of six year groups at £79 (each individual year group is £15) or for further information, please email Ruth.Trundley@babcockinternational.com

Sign to Me: British Sign Language Signing club for primary schools - ideal for schools, after school clubs, lunch time clubs and other groups, this resource can contribute to your Modern Foreign Language offer.

36 practical lesson plans include activities, vocabulary lists and resources. It is an invaluable support to qualified parents and staff to share their expertise.

Speech, Language and Communication Needs (SLCN) is a key area of Special Educational Needs. Communication skills are prominent in the new National Curriculum for primary and secondary schools, now with an OFSTED judgement on teaching standards for communication skills.

These four 90-minute webinars provide complete support for SLCN across the primary and secondary phases of education.
Improving Schools and Settings

Business Support Services
Improving Schools and Settings: Business Support Services

Finance Consultancy

Compliance with the Schools Financial Value Standard means that effective management of the delegated budget is required – we can help you achieve this substantial task.

Services for Single Academy Trusts and Multi-Academy Trusts (MATs) with Centralised Finance

<table>
<thead>
<tr>
<th>Core Package</th>
<th>Core Package Plus</th>
<th>Core Package Light</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online Tools and Templates including:</strong></td>
<td><strong>This package provides the complete Core Package as described, plus:</strong></td>
<td><strong>This package provides the complete Core Package as described, except for:</strong></td>
</tr>
<tr>
<td>• Salary Calculator &amp; Budget Tools – including budget submission &amp; cash flow</td>
<td>• 4 further days of on-site support, making 6 days in total</td>
<td>• On-site support</td>
</tr>
<tr>
<td>• Year End Template &amp; Guide</td>
<td>• The support can be taken at any point in the academy financial year and can provide training or guidance to set up accounts or internal control processes, implement electronic tools or produce DfE returns or financial statements</td>
<td>This package is recommended for recently converted academies where additional support is required in the first financial year.</td>
</tr>
<tr>
<td>• Mapping Tool to align the chart of accounts to management reports.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Asset Management Planning Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Curriculum Capitation Planning Tool</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Finance Policy Template</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Information, Guidance and Support, including:</strong></td>
<td><strong>This package is recommended for academies which have an experienced or qualified Chief Financial Officer in post and where the academy is established and has submitted at least one set of year-end financial statements. All support is provided remotely, except for the Workshops, Professional Seminar and support for new Headteachers or Bursars.</strong></td>
<td></td>
</tr>
<tr>
<td>• Regular Updates and Monthly Newsletters to ensure you always have the latest financial information at your fingertips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Access to our helpdesk for telephone or email support each work day 9 -5. Call us for support on accounting queries, funding issues, setting up reports or accounting queries. All electronic tools are supported through the helpdesk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Access to the members only section of our website providing access to tools, templates and further information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• An invitation to our annual Professional Seminar for two people which is designed to support the ongoing CPD of the SBM and will include outside speakers on a range of topical issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• 2 financial &amp; accounting workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>On-site Support providing up to 2 days for:</strong></td>
<td><strong>2 financial &amp; accounting workshops</strong></td>
<td></td>
</tr>
<tr>
<td>• budgeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• setting up management reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• projections of funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• setting up electronic tools and templates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• the first VAT return</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• setting up the Fixed Assets Register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• preparation of cash flow reports</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• supporting the production of the year end statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Support for new Heads and School Business Managers:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Induction Support for New Headteachers to provide an overview of the financial requirements of managing the Trust budget and provide support to understand the role of internal audit and the role of the Accounting Officer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Induction Support for New Bursars to discuss the financial issues directly related to your academy accounts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Costs**

**Single Academy Trusts and MATs with Centralised Finance**

- Core Package £1715
  (2 support days included)
- Core Package Plus £2807
  (6 support days included)
- Core Package Light £1170
  (no support days included)

**Multi-Academy Trusts with Delegated Finance**

- Core Package: £1715
- Commissioned Services Consultancy Days: £341

**Maintained schools**

- Core Package
  For schools and single budget federations. Please note that schools within federations with separate budgets and finance systems will require separate SLAs £1178
- Consultancy
  Additional consultancy days may be purchased as an addition to the core subscription £341
- Recruitment £341
- Schools Financial Health Check POA
The core package includes consultancy and on-going support as well as the added benefit of access to our helpline, the website and a named consultant for continued support throughout the year. The SLT, Governors and Local Authority need to see an accurate picture of the school finances which starts with the budget, and the team can work with you to produce the necessary reports from the Financial Reporting Suite to monitor progress.

Services for Multi-Academy Trusts with Delegated Finance

Core Package
This service provides the following package to all schools within the MAT. The price includes the lead school with 2 days on-site support; further schools receive the package for the reduced price of £970 with 1 day on-site support. The support can be re-directed during the year to meet the needs of the individual schools.

Online Tools and Templates including:
- Salary Calculator & Budget Tools – including budget submission & cash flow
- Year End Template & Guide
- Mapping Tool to align the chart of accounts to management reports
- Asset Management Planning Tool
- Curriculum Capitation Planning Tool
- Finance Policy Template

Information, Guidance and Support, including:
- Regular Updates and Monthly Newsletters to ensure you always have the latest financial information at your fingertips
- Access to our helpdesk for telephone or email support each work day 9 -5. Call us for support on accounting queries, funding issues, setting up reports or accounting queries. All electronic tools are supported through the helpdesk
- Access to the members only section of our website providing access to tools, templates and further information
- An invitation to our annual Professional Seminar for two people which is designed to support the ongoing CPD of the SBM and will include outside speakers on a range of topical issues
- 2 financial & accounting workshops

On-site Support providing up to 2 days for:
- budgeting
- setting up management reports
- projections of funding
- setting up electronic tools and templates
- the first VAT return
- setting up the Fixed Assets Register
- preparation of cash flow reports
- supporting the production of the year end statements

Support for new Heads and School Business Managers:
- Induction Support for New Headteachers to provide an overview of the financial requirements of managing the Trust budget and provide support to understand the role of internal audit and the role of the Accounting Officer
- Induction Support for New Bursars to discuss the financial issues directly related to your academy accounts

Benefits
- Ensure excellent value for money
- Ease the burden of financial management with on-going support, help at year-end and assistance with everyday financial processing
- Ensure you meet regulatory and reporting requirements
- Increase integrity of financial and management information upon which strategic decisions are made
- Boost school finance staff skill sets

“Thank you for the work you did on reviewing our Pupil Premium allocation and expenditure. Coincidentally, Ofsted arrived two days after your visit and we were able to confidently discuss our Pupil Premium expenditure and impact.”

Services for Maintained Schools

Core Package
- Two half-day visits tailored to your requirements
- A half-day induction for new headteachers and new bursars, including a school administrators’ information pack
- Access to the Finance Consultancy website and regular newsletters
- Helpdesk answerphone enquiry line
- Bursar Briefings (1 place per briefing per school/federation). Additional places will be charged.

Bespoke Consultancy (available only to subscribing schools)

Additional consultancy days can be purchased to provide support as required. Examples of support are:
- Budget preparation/review for submission to Governors using the Local Authority (LA) Budget Planning Tool
- Production of the Financial Reporting Suite reports for Governors and the LA
- Support the production of action plans/revised forecasts where there are significant variances to plan
- Set up of the new financial year including any required structure changes
- Consistent Financial Reporting (CFR) mapping and review of issues versus the LA information
- Support the Governing Body in meeting the Schools Financial Value Standard (SFVS)
- Benchmarking as part of the SFVS requirements

Benefits
- Ensure excellent value for money
- Ease the burden of financial management with on-going support, help at year-end and assistance with everyday financial processing
- Ensure you meet regulatory and reporting requirements
- Increase integrity of financial and management information upon which strategic decisions are made
- Boost school finance staff skill sets

“Thank you for the work you did on reviewing our Pupil Premium allocation and expenditure. Coincidentally, Ofsted arrived two days after your visit and we were able to confidently discuss our Pupil Premium expenditure and impact.”
Improving Schools and Settings: Business Support Services

Finance Consultancy (cont’d)

Compliance with the Schools Financial Value Standard means that effective management of the delegated budget is required – we can help you achieve this substantial task.

### Additional Finance Services

**Financial Health Checks as approved by the DfE**

- **Level 1 - Review and Develop Capability**
  - Review forecasting and planning, analysis of benchmarking, support to improve current monitoring reports.

- **Level 2 - Financial Recovery and Action Planning**
  - In-depth analysis of costs and curriculum-led planning to provide three-year plans, avoid a deficit and set a sustainable budget.

- **Level 3 - Support and Implement Solutions**
  - Review financial leadership, support to re-structure staffing, raise understanding of financial management and compliance, support for NTI issues and implement recommendations.

  Take advantage of our free consultancy helpdesk support to determine the appropriate level of support for your school. We agree all charges before the start of any work.

  **POA** (based on our standard hourly rate depending on time required)

**Recruitment of Finance Staff**

- Support the process
- Help with shortlisting
- Question setting for interview
- Training/Induction

  **£341** per day

### Bursarial Service Package A

This service is designed to carry out the monthly period-end and produce initial FMRs and budget plans. The service can be tailored to support the school business manager and would include pre-planned visits to carry out:

- All period-end reconciliations
- Monthly budget monitoring
- Budget plan
- Draft budget plan (in consultation with the Headteacher or SBM)
- Allocation of budget on finance system
- Closure of the year-end accounts
- Production of the CFR
- Health check on local bank account

  **£260** per day (based on standard day rate)

### Bursarial Service Package B

Planned visits to carry out financial processing such as orders, invoices, BACS and cheque processing, account receivable and petty cash.

The service can be tailored to support the school business manager and additional time can be purchased during peak periods.

  **£260** per day (based on standard day rate)

### Academy and MAT Conversion Services

**Start-Up Service for Converters and MAT Expansion**

With our support your MAT can open on day one with effective procedures and accounting structure which supports the production of year-end financial statements and all DfE submissions. This service provides:

- Conversion Planner check-list
- Finance Policy template

PLUS: Two half days working with you to provide:

- Support for key budget differences
- Advice on setting up new management reports
- Support to transfer the school balances and set-up inherited assets

  **£655**

**Enhanced Conversion Service**

This enhanced service provides support through the initial opening period and encompasses the following: Start-Up Service plus:

- Support to implement the detailed conversion checklist to meet the deadlines of your Trust
- Creation of the first Budget Plan for the MAT
- Access to our Salary Calculator and Budget Tool if required
- Support to implement the agreed Finance Policy and ensure consistency of financial practice across the Trust
- Operational support to claim rates rebates, make the first VAT claim and produce the first period-end report
- Regular newsletters

PLUS: An invitation to one of our academy workshops. This service is flexible to accommodate the number of schools converting and the number of on-site visits required to meet conversion deadlines. Prices are based on standard rates plus travel where incurred

  **Indicative price based on up to 10 schools forming a MAT**

  **POA**
# Forthcoming Conferences 2018

Our range of conferences cover a range of topics to innovate and improve outcomes in schools and settings

## Summer Term 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT Masterclass with Mark Anderson @ICTEvangelist</td>
<td>Tuesday 17th April</td>
<td>Exeter</td>
<td>09:00 - 12:30</td>
</tr>
<tr>
<td>South West Administration Conference: Maximise the Efficiency of your School</td>
<td>Wednesday 25th April</td>
<td>Exeter</td>
<td>09:30 - 16:00</td>
</tr>
<tr>
<td>Leadership Masterclass with Andy Buck: Making The Biggest Impact on Pupil Outcomes</td>
<td>Tuesday 22nd May</td>
<td>Exeter</td>
<td>09:00- 12:15</td>
</tr>
<tr>
<td>Marketing and PR Masterclass: Maximising your School’s Reputation</td>
<td>Thursday 24th May</td>
<td>Exeter</td>
<td>09:00- 12:30</td>
</tr>
<tr>
<td>South West SEND Conference: Valuing and Enabling Every Child</td>
<td>Thursday 7th June</td>
<td>Exeter</td>
<td>09:15-15:45</td>
</tr>
<tr>
<td>Educational Psychology Literacy Conference: Improving outcomes for pupils with literacy difficulties</td>
<td>Monday 18th June</td>
<td>Buckfast</td>
<td>09:30-16:00</td>
</tr>
<tr>
<td>The Mix 2018</td>
<td>Wednesday 20th June</td>
<td>Bridwell House and Deer Park</td>
<td>10:00 - 16:00</td>
</tr>
<tr>
<td>South West Safeguarding Conference: Prepared Not Scared – Protecting Children in 2018</td>
<td>Tuesday 26th June</td>
<td>Exeter</td>
<td>09:15-15:45</td>
</tr>
<tr>
<td>South West Teaching and Learning Conference: Making Professional Development Matter</td>
<td>Monday 2nd July</td>
<td>Exeter</td>
<td>09:30-15:30</td>
</tr>
<tr>
<td>South West Science Masterclass</td>
<td>Tuesday 23rd July</td>
<td>Exeter</td>
<td></td>
</tr>
</tbody>
</table>

## Autumn Term 2018

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>EYFS Conference with Neil Farmer</td>
<td>Thursday 11th October</td>
<td>Exeter</td>
<td>09:15 – 15:45</td>
</tr>
<tr>
<td>Annual Primary and Secondary NQT Masterclass</td>
<td>Friday 12th October</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>Finance Masterclass</td>
<td>October 2018</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>South West Primary English Masterclass</td>
<td>Tuesday 16th October</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>South West Behaviour Conference with Louise Michelle Bomber</td>
<td>Friday 23rd November</td>
<td>Exeter</td>
<td>09:00 – 16:00</td>
</tr>
<tr>
<td>South West Primary Maths Masterclass</td>
<td>November 2018</td>
<td>Exeter</td>
<td></td>
</tr>
</tbody>
</table>

## Spring Term 2019

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
<th>Venue</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>South West Governance Masterclass</td>
<td>February 2019</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>South West Pupil Premium Conference</td>
<td>Monday 19th March</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>Data and Assessment Conference</td>
<td>March 2019</td>
<td>Exeter</td>
<td></td>
</tr>
<tr>
<td>Mental Health Masterclass with Natasha Devon</td>
<td>March 2019</td>
<td>Exeter</td>
<td></td>
</tr>
</tbody>
</table>

For further details on our scheduled CPD events, visit: [www.babcock-education.co.uk/ldp/cpd](http://www.babcock-education.co.uk/ldp/cpd)
or contact the Training and Conferences Team: conferences@babcockinternational.com | 01392 287224
Service Information

Babcock LDP brings together a range of professional expertise in educational improvement, enrichment and inclusion services to support improved outcomes for children and young people.

Babcock LDP works with schools and settings, Devon County Council (DCC) and other local authorities (LA) and with a range of regional and national bodies. Our single integrated service enables us to understand more fully the needs of customers and to deliver the best services to meet those needs.

Our values are people, partnership and performance, which are founded on integrity and an ethos of public service.

Quality of service provision
As a provider of services to schools, we aim to:
• Ensure a high level of satisfaction throughout the term of the service
• Work in partnership with schools to develop services that are efficient, effective and valued
• Listen and respond to customer feedback

Customer feedback
We want to ensure all of our services meet the needs and expectations of schools. For this reason, we urge you to get in touch with any comments, praise or complaints you may have with any of our services so that we can work to continuously improve our offer. Our aim is to become the educational partner of choice for schools. For all comments, please contact Lyn Shaddick, our Business Support and Resource Manager, in the first instance, so that queries or concerns can be resolved through a single point of contact.

Lyn Shaddick, Business Support and Resource Manager
ldp.customercare@babcockinternational.com

Service costs and payment
Subscriptions and packages of support
Annual subscription(s) and packages can be purchased through the Babcock LDP e-store at www.babcockeducationestore.co.uk/ldp

If you have forgotten your password, please click on ‘forgotten password’ on the login screen. If you have any queries please contact BabcockEducationSW@babcockinternational.com.

Bespoke Consultancy may be purchased from all our teams at our standard daily rates.

Daily rates are based on six hours’ delivery and support.

Prices exclude VAT and travel (where applicable).

Information in this directory is correct at time of going to print.

Terms and Conditions
Terms and conditions are applicable to all orders and must be read and accepted as part of the ordering process. A copy of the terms and conditions is available upon request from BabcockEducationSW@babcockinternational.com.

Bespoke training
This can be delivered in a school or establishment of your choice. Maximum number of delegates will vary according to the type of training number of trainers required. This will be clarified by the delivery team.

Academies
Schools that transfer to academy status will be contacted by a Babcock LDP Relationship Manager to discuss variations to provision.

Federations and MATS
Federations may also purchase services through the e-store. All federations and MATs have an account. If you require details of your user name and have any queries about services for your federation or MAT, please contact Katie Symons.

Additional Purchases
Schools that wish to vary their service provision, i.e. buy an additional service or increase the level of an existing service, please use the e-store to place additional orders www.babcockeducationestore.co.uk/ldp The additional services will be added to the service level agreement for the year.

Meet with us
In addition to the Directory and web-based information, we would also like to offer a Babcock LDP representative to meet with you to help inform your work and to answer questions about the Services to Schools offer. The objective is to ensure all of your Babcock LDP service requirements are efficiently commissioned. Please contact Katie Symons if you would like to arrange a suitable time and date for such a meeting.

Information about services is provided within the Directory and the e-store:
www.babcockeducationestore.co.uk/ldp

Katie Symons, Education Sales Support Adviser
BabcockEducationSW@babcockinternational.com
Launching new website

- Easier navigation mirroring our services directory
- Speedier access to materials and restricted subscription content
- Fully mobile responsive

take a look now...

www.babcockldp.co.uk

Investing in our future together