

LEICESTERSHIRE SECONDARY EDUCATION AND INCLUSION PARTNERSHIPS

DATA REPORT DEC 2020

SECTION 1: Headlines

1. There has been an increase in the number of open cases across the partnerships and this is largely as a result of additional referrals to the new Inclusion Forums.
2. About 10% of the SEIPS Programme Managed students currently have an EHCP that specifies a SEIP as the provider and provides a £25.5k package to the SEIP.
3. The Secondary Inclusion Forums have been successfully established across the county. Referrals rates are still variable and some referrals are made when the case has escalated beyond the scope of the IF. Schools attending respond positively to the support.
4. The LA Inclusion Team is having a positive impact on the speed with which FA and Exclusion issues are resolved.
5. Partnership work with schools at Tier 2 is seen as valuable.
6. There has been a decline in the number of KS3 Programme Managed Students.
7. KS4 Programme Managed numbers appear to be stable although referrals this term are above usual levels.
8. Data suggests that there is a strong link between the level of referral for PM made by schools and the % of FSM on roll at the school. There are some exceptions.
9. There continue to be a significant number of City address students who are Programme Managed in the county.
10. The trend to educate programme managed students in “home based provision” has gone into reverse with a slightly larger number of hours in APs in most SEIPs.
11. Partnerships continue to hold significant unspent balances, with reductions in spending during lock down adding to these.
12. Costs per student continue to be variable.
13. LIP needs to be cautious about its growth in employment costs.
14. Processes for financial management in the SEIPS need to be improved.
15. Outcomes for Year 11 Leavers have improved significantly.
16. Most Year 11 Leavers move onto Further Education.
17. SEIPS continue to lack information about longer term outcomes for leavers.
18. Further work is needed to ensure that each SEIP effectively self-evaluates.
19. The current self-evaluation suggests that the SEIPs are highly successful in providing support to and sustain engagement of students who are programme managed.
20. The current self-evaluation suggests that, if the SEIPS continue to have relatively large numbers of programme managed students, they need to strengthen the curriculum offer.

SECTION 2: Student Register data

Table 1:

Total Number of Students in each SEIP						
	HBEP	LIP	MSCIP	SL	NW	Total
Year 11	32	50	21	26	28	157
Year 10	25	38	22	25	14	124
Year 9	21	26	23	21	9	100
Year 8	4	7	13	0	6	30
Year 7	0	2	0	0	1	3
Total active cases	82	123	79	72	58	414
Total July 2015	31	135	45	64	23	298
Total July 2016	79	116	87	63	45	390
Total July 2017	70	105	70	98	49	392
Total July 2018	66	97	55	103	43	364
Total Dec 2018	65	59	40	73	39	276
Total June 2019	74	86	85	79	28	352
Total June 2020	84	125	94	106	72	481
Total Dec 2020	82	123	79	72	58	414

Although there is an increase in the number of “open cases” during 2019-20 and into 20-21 this is largely explained by the emergence of the Inclusion Forums.

Table 2:

EHCP status of students on Register						
	HBEP	LIP	MSCIP	SL	NW	Total
Formal Assessment underway	4	1	0	5	3	13
Top Up currently paid	0	0	0	0	0	0
EHCP no additional funding	2	0	0	2	0	4
EHCP additional funding	0	0	3	0	0	3
EHCP 25.5k package	2	10	1	1	2	16
Total Does not include formal	4	10	4	3	2	23

The Register is collecting this information in a different way this year as all SEIPs have become more aware of the need to ensure that any additional moneys paid to schools is correctly transferred when students move to programme management. We are also ready to record when Inclusion Forum discussions begin to lead to the award of Top Up Funding.

All five SEIPs now have at least one programme managed student with the agreed £25.5k Top Up award. These students would otherwise be in specialist provision. With 16 students currently in this category this represents a significant cost avoidance for the High Needs Block – probably in the region of £400k.

SEIPs need to take care in building capacity for these students – some of whom may in future be more appropriately placed in semh school units or the two county SEMH schools.

Table 3:

Initial Referrals						
	HBEP	LIP	MSCIP	SL	NW	Total
All Referrals on Reg	82	118	79	81	53	413
New Referrals this year	4	34	18	22	7	85
Therefore previous referrals	78	84	61	59	46	328
Previous Referrals ending in T4 before 2	13	22	21	19	19	94
%of Referrals ending as T4	16.7	26.2	34.4	32.2	41.3	28.7

Table 4:

Inclusion Forums						
	HBEP	LIP	MSCIP	SL	NW	Total
Year 7	0	0	0	0	0	0
Year 8	3	2	7	4	1	17
Year 9	0	3	0	5	1	9
Year 10	1	1	0	3	1	6
Year 11	0	3	0	0	1	4
Total referrals Sep-Dec 20	4	9	7	12	4	36
Total Dec 2019	14	12	6	3	26	61

There have been 85 new referrals to the SEIPS from September to mid November. Table 4 shows that 61 of these were to Inclusion Forums. There are some differences between SEIPS that may need some reflection:

1. HBEP has been very successful in managing the number of Programme Managed students through its quota system. They are getting only a few referrals to the Inclusion Forum. Does this have an impact on discouraging early stage referrals and if so does this matter?
2. NWLLIP follows a different pattern of referral – merging its Panel with its Inclusion Forum. It also has a very thorough process of review of cases at subsequent meetings. The data in Table 4 shows only those cases brought to NWLLIP meetings that were both new and did not have outcomes above Tier 2. NWLLIP Inclusion Forum/Panel meetings have full agendas with thorough reviews of cases – this is an example of best practice.

Table 5:

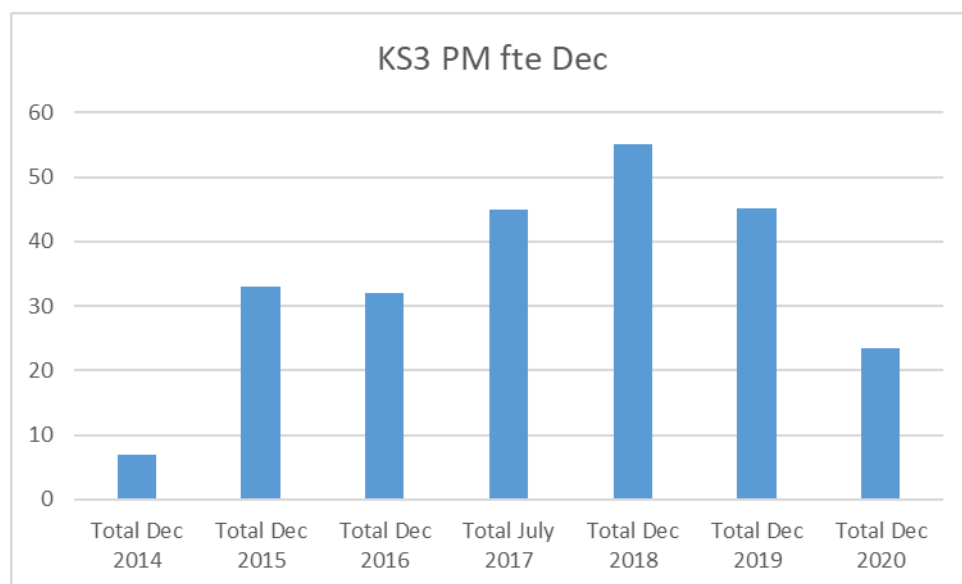
<i>Outcomes of most recent referral</i>						
	<i>HBEP</i>	<i>LIP</i>	<i>MSCIP</i>	<i>SL</i>	<i>NW</i>	<i>Total</i>
School to get on with it	4	8	0	6	1	19
A&G offered	0	5	5	7	6	23
Partnership "inschool support"	1	5	8	6	3	23
Top Up from SENA or P'ship	0	1	0	0	0	1
Other agency support	1	0	1	1	0	3
Short term Partnership placement	0	0	2	1	0	3
Managed Move	0	5	0	0	0	5
formal assessment begun	0	0	0	0	0	0
pt programme management	0	0	0	1	4	5
full time programme management	0	9	2	6	10	27
Specialist placement	0	0	0	0	0	0
Other	0	10	0	0	0	10
						119

Table 5 is new data as we classify and collect the outcomes from discussions at IFs and Panels. This represents only the first two months of the term so it is too early for patterns to emerge. There are more outcomes recorded than there are referrals because some students are recorded as having more than one outcome. The table does show that the Partnerships become actively involved at Tier 2 in schools either in providing advice or direct support to students. We should assume that this Tier 2 intervention at the least delays the journey of students to Tier 4 and at best prevents it.

Table 6:

KS3 Programme Managed Students						
	HBEP	LIP	MSCIP	SL	NW	Total
Totals	7	5	7	4	11	34
How many are full time with P'ship	6	5	5	4	5	25
How many are CMN	0	0	0	0	0	0
fte of hours in school for pt students	0.4	0	0.5	0	2.4	3.3
Adjusted total for comparison	6.6	5	6.5	4	8.6	30.7
<24hrs	1	0	5	2	5	12

Chart 1:



Numbers of KS3 students are well down compared with previous years. This is likely to be an effect of lockdown closures in the summer.

Table 7:

KS4 Programme Managed Students						
	HBEP	LIP	MSCIP	SL	NW	Total
Totals	13	29	20	24	10	96
How many are full time with P'ship?	12	27	17	24	8	88
How many are CMN	0	3	0	0	0	12
fte of hours in school for pt students	0	0	0.4	0	0.4	0.8
Adjusted total for comparison	13	26	19.6	24	9.6	92.2
<24hrs	4	10	16	3	8	41
Current Yr 10	4	12	8	11	1	36

Overall numbers seem reasonably stable at KS4. In the first two months of this term there have been 25 students moving into Programme Management. That is not exceptional – although there is evidence mounting that referrals will increase as a result of Covid disruption.

Chart 2:

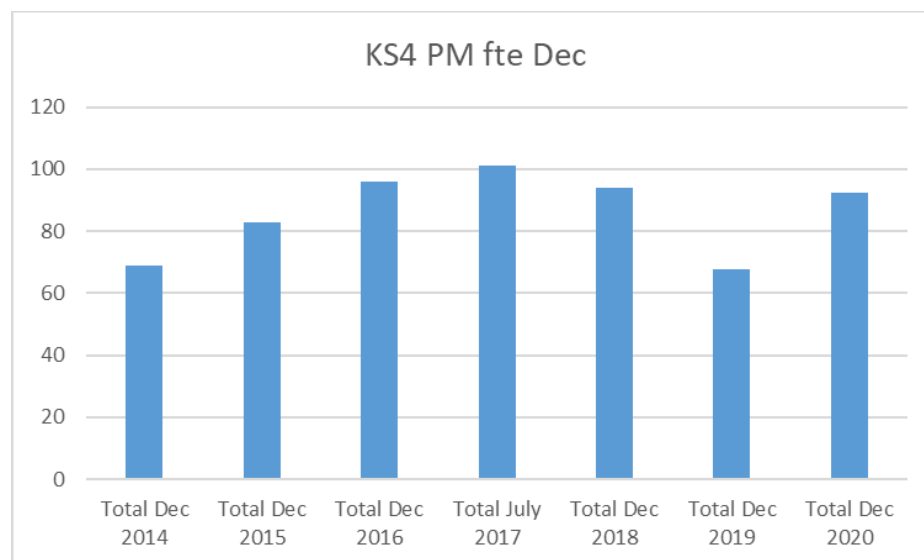


Chart 2 illustrates that numbers of Programme Managed Students at KS4 are stable.

Chart 3:

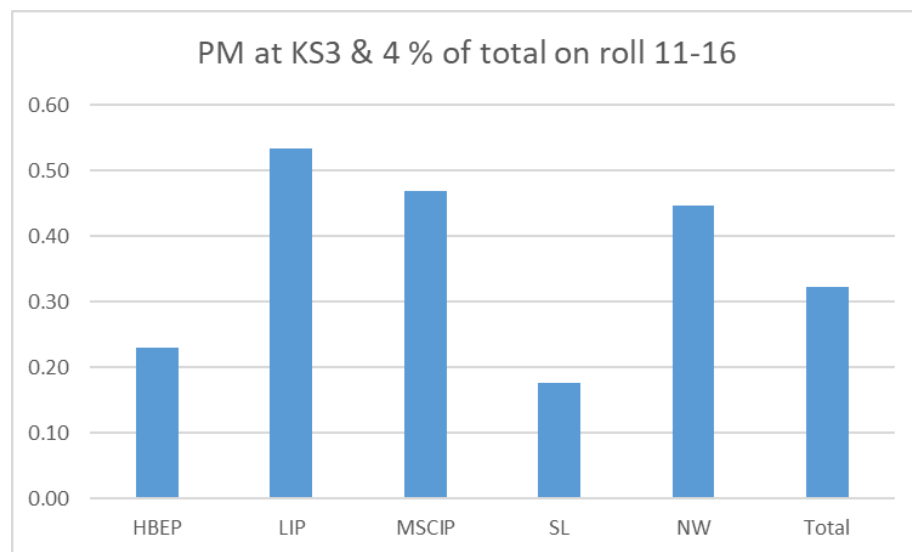


Chart 3 shows the percentage of the school 11-16 population in each area that are Programme Managed at both KS3 and KS4. LIP continues to have both the highest number of students and the highest percentage. LIP has the highest percentage of FSM compared with the other SEIPS – marginally above NWLLIP. The ranking of each SEIP for programme management coincides with that for FSM %.

Chart 4:

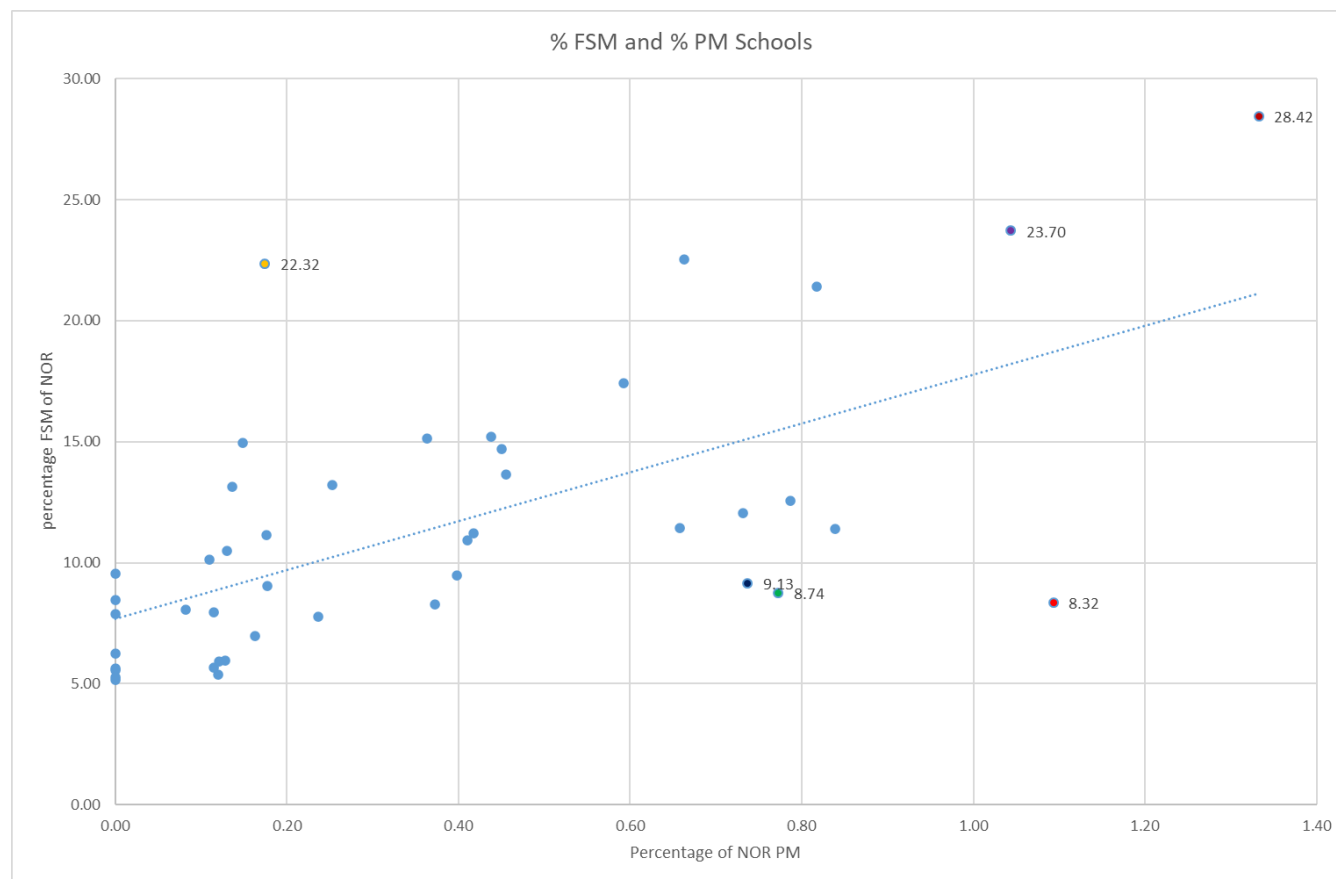


Chart 4 is a reminder of the danger of using the numbers of programme managed students as an indicator of the school's success in meeting the needs of those with challenging behaviour. This chart links the FSM % with the percentage of programme managed students. Because the numbers are small an additional student moving to or from programme management can have a large impact. Nevertheless there are some pointers worth considering. Currently for example Heath Lane stands out as high FSM % school with low PM %. Wreake Valley, Ashby and the Priory Belvoir have low FSM but relatively high percentage of PM. Charnwood College and Stephenson Studio School have the highest PM % but they also have high FSM %. They are seen as making high demands on their SEIPS but, if FSM are a reliable indicator of deprivation the demands are not excessive.

Table 8:

City Address Students						
	HBEP	LIP	MSCIP	SL	NW	Total
on the register	2	0	10	7	0	19
PM at KS3	0	0	0	0	0	0
PM at KS4	2	0	4	6	0	12
TOTAL	2	0	4	6	0	12

Table 8 shows that we continue to support from Partnership budgets (High Needs Block) a significant number of City address students. We might expect this number to come down as these students move through the system. Any increase will indicate that our new agreement with the City is not working.

Table 9:

Programme Managed Students split between in house and AP						
	HBEP	LIP	MSCIP	SL	NW	Total
No of PM students	20	31	26	28	18	123
Total hours/week purchased	399.5	221.0	426.0	445.0	411.5	1903.0
Average hours/week*	20.4	7.1	16.3	15.9	22.6	15.5
Total hours by directly employed staff	59.0	500.0	105.0	180.0	0.0	844.0
Av hours/per week by d.e.s	3.0	16.1	4.0	6.4	0.0	6.9
Average hours/week Dec 18	17.4	4.2	16.3	9.2	16.3	11.1
Average hours/week March 19	16.5	5.9	16.2	9.3	16.6	11.9
Average hours/week June 19	18.3	6.5	9.3	9.3	16.8	10.7
Average Hours/week Nov 19	16.7	6.5	12.7	11.1	20.0	12.8
Average Hours/week March 20	18.4	7.1	12.3	13.1	21.9	13.6
Average Hours/week Dec 20	20.4	7.1	16.3	15.9	22.6	13.6

It is noticeable that all the SEIPS have reversed the trend of recent years in reducing the amount of time that students are in AP. Co-ordinators report this as the result of an increase in the level of challenge from some youngsters. They are also reporting for the first time a difficulty in finding suitable placements for students, especially in the most effective APs. One explanation for the pressure on places is the need for APs to carefully control numbers to maintain Covid safe practice.

Table 10:

<i>LAC who are Programme Managed</i>											
	HBEP	of which out of	LIP	of which out of	MSCIP	of which out of	SL	of which out of	NW	of which out of	Total
KS3	1	0	0	0	0	0	1	0	2	0	4
KS4	2	0	2	0	5	4	0	0	4	0	13
Total	3	0	2	0	5	4	1	0	6	0	17

Currently NWLLIP have 6 students who are LAC, 4 of who are out of county. This represents a significant portion of the total number of PM and, if sustained represents a threat to their finances. NWLLIP reported a balance of more than £180k at the end of the school year 19-20 – the issue is therefore one of fairness rather than risk to fund holding schools.

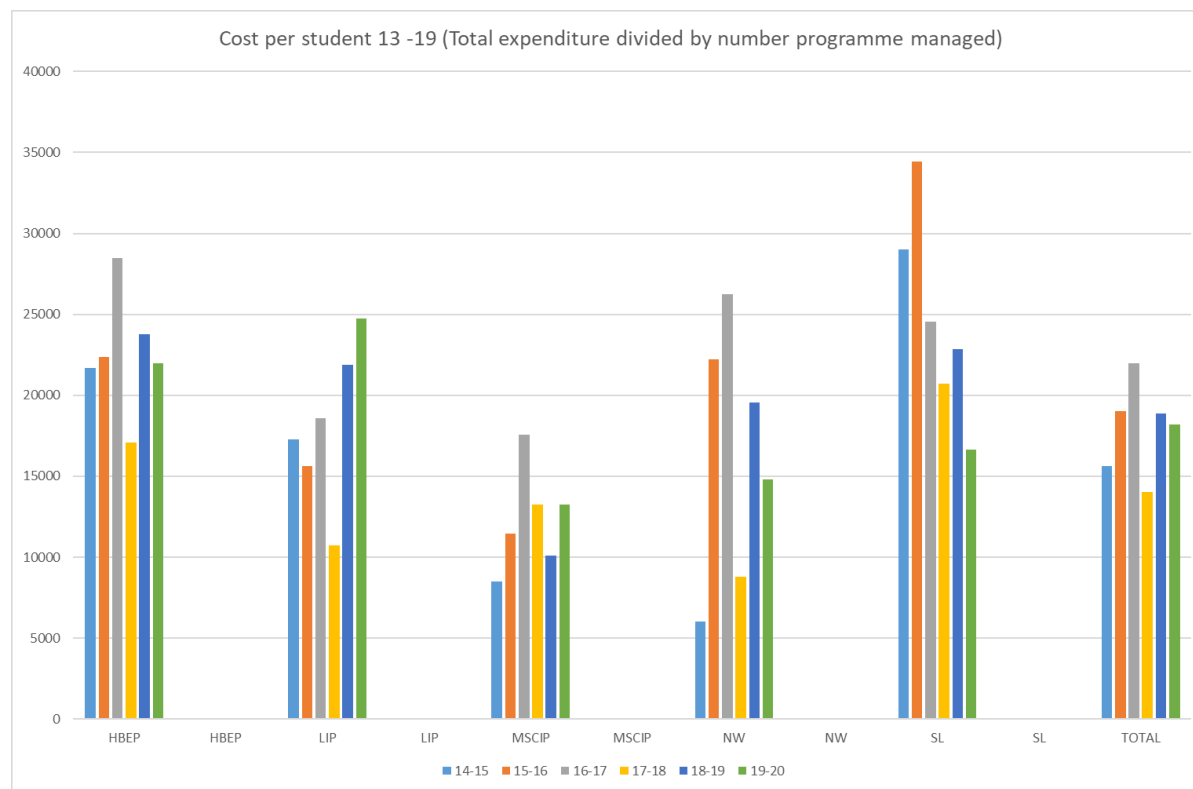
SECTION 3: Finance

Table 11:

School Year 19-20	HBEP	LIP	MSCIP	NWLLIP	SLIP	County
Balance brought forward	59586	0	145776	0	97132	0
Income from LA	481184	404531	336138	300802	632289	2154944
Income from LA (pilot)	0	109994	0	0	0	73327
Income from Schools	178455	239061	199014	78687	130046	825263
Other Income	76233	167319	0	14032	60733	318317
	735872	0	920905	0	393521	0
Total Income						
Directly employed staff salaries	214297	561177	138195	78976	460098	1452743
Other staffing costs	3480	37587	34716	3480	29318	108581
Premises and office	9898	34920	19367	13605	70944	148734
Payments to schools "Tier 3"	0	9501	0	0	0	2200
Payments to schools	0	0	0	0	0	0
Purchase of provision	261800	176327	227717	178071	250194	1094109
Transport	47239	49517	47461	46582	2940	193739
Other	21053	21996	5078	5215	-97980	-44638
Total Expenditure	557767	891025	472534	325929	715514	2955468
Balance at end of period	237691	175656	62909	164724	237547	849161
Balance as % of LA Grant	49.40	43.42	18.72	54.76	37.57	39.41

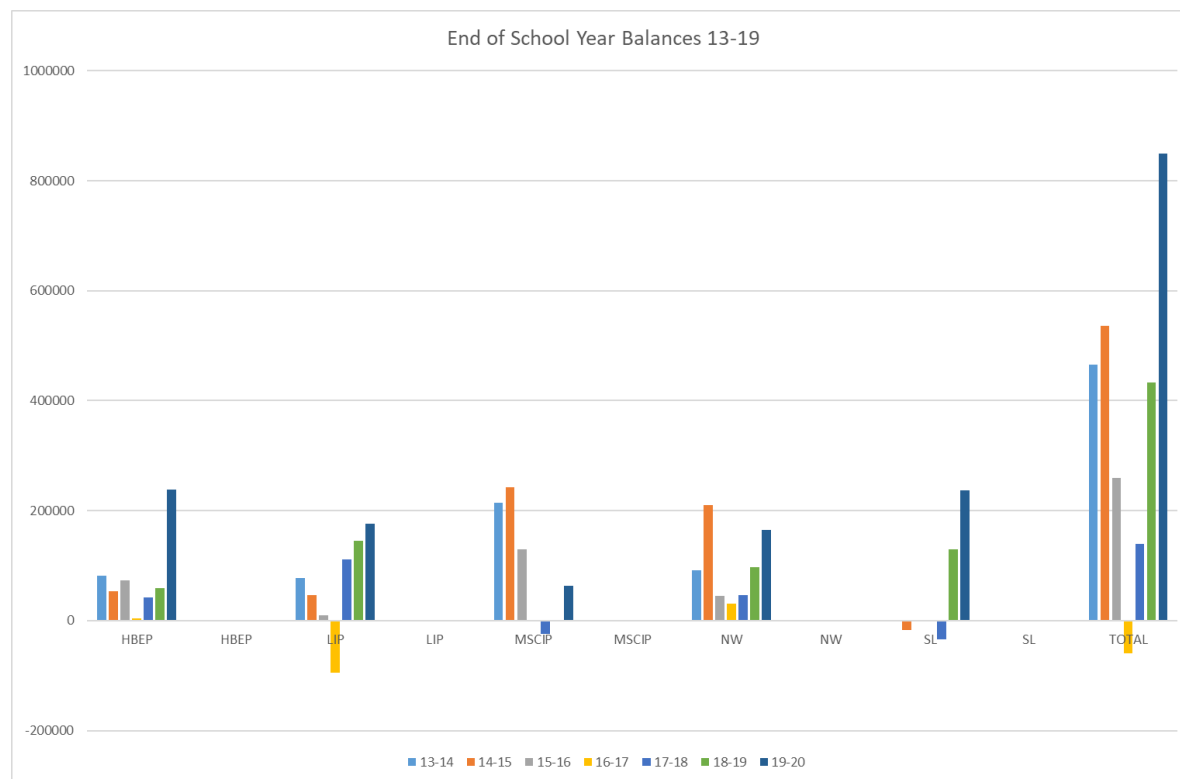
The SEIPS have been successful in working within their budgets. Costs were significantly lower during lock down although the SEIPS honoured commitments to APs in order to help sustain them for the future. There are small changes in the percentages spent under each heading but these do not represent significant changes in practice.

Chart 5:



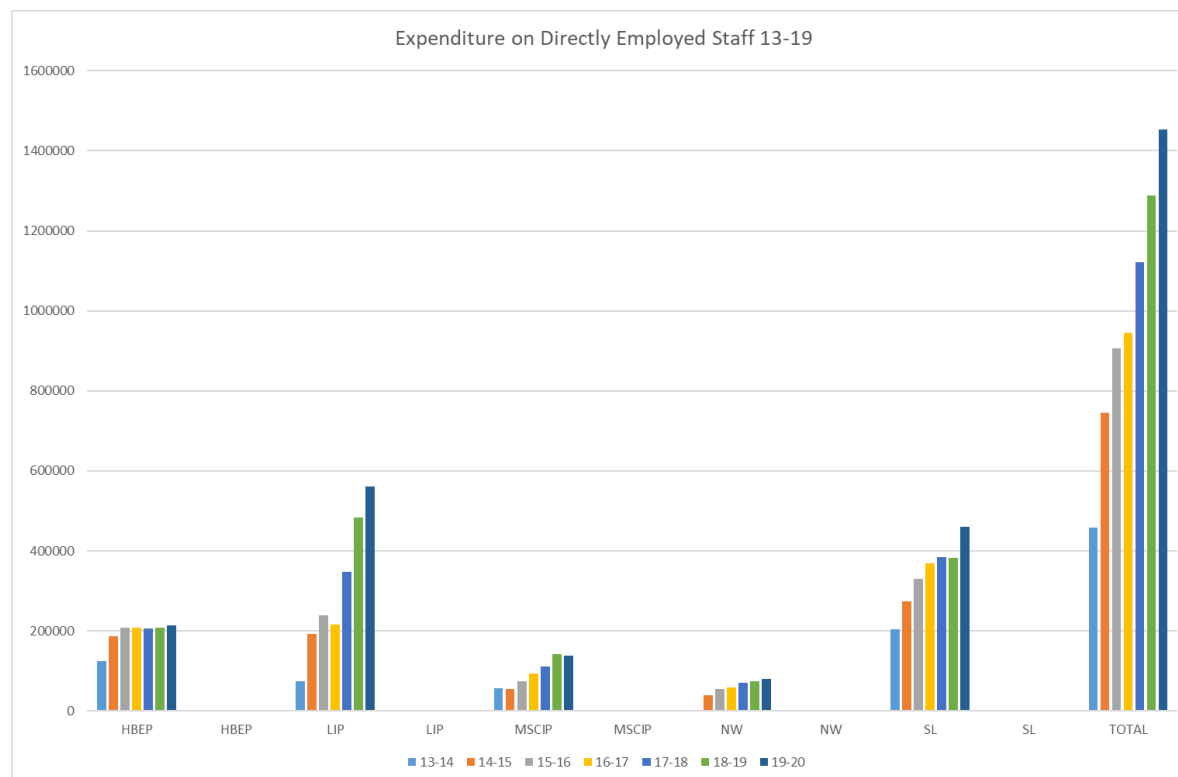
There are so many variables in calculating an average cost for each student. This chart will always underestimate cost because it uses the highest number of students that each partnership reaches in each school year. Costs per student seem to be consistently higher in HBEP and SLIP and consistently lower in MSCIP.

Chart 6:



Balances have grown further this year. This is in part due to the lock down, when costs particularly of transport went down considerably. Balances range from 18% of the LA Grant in MSCIP to 55% in NWLLIP. (A maximum of 5% is proposed in the new Partnership Agreement!)

Chart 7:



Three out of the five partnerships have not seen much growth in expenditure of directly employed staff but SLIP and LIP have. SLIP's budget intention return below shows planned spending that relies on the balance from 19-20 to break even – the data therefore indicates a potential risk of overspend in future years in meeting staffing costs. LIP has additional income from the LIP project and from significant numbers of EHCP students – a significant part of their income is therefore less predictable.

Table 12:

BUDGET INTENTIONS 20-21										
	HBEP	LIP	MSCIP	NWLLIP	SLIP	TOTAL				
Balance brought forward	165626	197000	62909	187504	237547	850586				
Income from LA Autumn	190769	161675	133205	106509	257037	849195				
Income from LA Spring	131154	111151	91578	80987	176713	591583				
Income from LA Summer	157384	133381	109894	97184	212056	709899				
Income from LA Autumn (pilot)		116665				116665				
Income from LA Spring (pilot)		36665				36665				
Income from LA Summer (pilot)		36670				36670				
Income from Schools	139580	243000	244594	45255	150000	822429				
Other Income	51000	157500				208500				
Other (LIP only 2 year agreement)	0	110000		0	0	110000				
Total Income	669887	1106707	579271	329935	795806	3481606				
Directly employed staff salaries	227216	535182	157945	141805	521920	1584068				
Other staffing costs	13480	39500	35552	12738	25000	126270				
Premises and office	35173	39500	33500	9510	50000	167683				
Payments to schools "Tier 3"	8100	65000			15000	88100				
Payments to schools	60000					60000				
Purchase of provision	249395	150000	289226	248000	386433	1323054				
Transport	172900	35000	60000	83000	20000	370900				
Other	22200	66500	12367		15000	116067				
Total Expenditure	788464	930682	588590	495053	1033353	3836142				
Contingency	45000			20000		65000				
Balance at end of period	47049	373025	53590	22386	0	496050				

All but SLIP have planned budgets that leave them with a significant balance at the end of the year. HBEP, SLIP and NWLLIP have planned budgets that will mean that they are spending well in excess of their income. They should therefore be careful to ensure that they are not allowing fixed costs to rise pushing them into deficit in future years. Overall the size of the end of year surplus appears still to be excessive.

A concern

- Finance returns from partnerships are often delayed
- Changes of fund holding schools leads to issues – with staff not sure how to manage these accounts
- The budget intention returns are prepared by co-ordinators who are sometimes not sure of the current financial position

- Balances are embarrassingly large
- The messages from colleagues about the state of their finances seem often to bare little relationship to the actual position that is reported.
- We are not able to check whether we are paying for transport and alternative provision placements at a consistent rate across the county

Should the SEIPS employ or commission a service to ensure that

- Fund holding schools are supported as they get to grips with the finances of the SEIPS
- A standard way of accounting is developed across the SEIPS that will ensure that payments to APS, Taxi firms etc are best value and correct – and that this standard approach is supported.
- A more regular process of tracking expenditure is developed across the SEIPS that enables the Co-ordinators to know where they are financially and to understand the impact of the commitments they enter?

SECTION 4: Year 11 Leavers

Table 13:

GCSE outcomes							
	HBEP	LIP	MSCIP	NWLLIP	SLIP	TOTAL	
No of Leavers	7	18	14	7	14	60	
No of GCSE's entered (includes U's)	12	77	36	25	29	179	
No of GCSEs graded	12	72	35	25	27	171	
Average entry per student	1.71	4.28	2.57	3.57	2.07	2.98	
Average no of GCSEs/student	1.71	4.00	2.50	3.57	1.93	2.85	
No of GCSEs at 4+	2	21	3	14	6	46	
Average no of 4+/student	0.29	1.17	0.21	2.00	0.43	0.77	
No of students achieving 1 or more at 4+	2	4	3	5	3	17	
No of students with no GCSE outcomes	1	0	3	0	7	11	
% of students achieving 1 or more GCSE	85.71	100.00	78.57	100.00	50.00	81.67	
No of students achieving 4 or more GCSEs	0	15	4	5	3	27	
% of students achieving 4 or more GCSE's	0	83	29	71	21	45	

The teacher assessment based qualifications undoubtedly benefitted programme managed students, removing all the “no shows” and “no engagements”. The headlines are strong:

- 82% of students achieved at least one GCSE.
- 45% of students achieved 4 or more GCSE's.
- 6% achieved GCSE English 4+
- 15% achieved GCSE Maths 4+
- LIP's outcomes were substantially improved on previous years – 83% of students achieved 4 or more GCSE passes compared with 13% last year
- NWLLIP continued to achieve strong outcomes for students – 71% (25% 2019) with nearly half gaining 4+ in Maths
- SLIP's GCSE outcomes declined in all measures of GCSE. The figure for 4 or more passes was 21% (43% in 2019)

Table 14:

	HBEP	LIP	MSCIP	NWLLIP	SLIP	TOTAL
No of Leavers	7	18	14	7	14	60
English entry	6	17	11	7	7	48
English 4+	0	2	0	2	2	6
Maths entry	6	17	13	6	6	48
Maths 4+	2	2	1	3	1	9
Eng entry %	86	94	79	100	50	80
Eng 4+ %	0	11	0	29	14	10
Maths entry %	86	94	93	86	43	80
Maths 4+%	29	11	7	43	7	15

Table 15:

Other Qualifications							
	HBEP	LIP	MSCIP	NWLLIP	SLIP	TOTAL	
No of Eng FS at Entry level	2	0	0	0	0	2	
No of Eng FS at L1	4	0	1	1	6	12	
No of Eng FS at L2	2	0	0	0	1	3	
Total no of entries for FS English	8	0	1	1	7	17	
No of Maths FS at Entry level	2	1	3	0	0	6	
No of Maths FS at L1	7	0	1	2	7	17	
No of Maths FS at L2	0	0	0	0	1	1	
Total no of entries for Maths FS	9	1	4	2	8	24	
No of other quals at Entry Level	4	6	0	4	1	15	
No of other quals at L1	8	3	2	2	8	23	
No of other quals at L2	0	3	0	0	3	6	
No of additional quals graded	46	14	12	12	42	126	
Av no of add quals/student	6.57	0.78	0.86	1.71	3.00	2.10	
No of students with no quals	1	2	2	0	2	7	

Some students who are placed with alternative providers are emerging from their time with no additional quals. All SEIPS need to move to the standards of the best by:

- Insisting on seeing and recording the qualifications and programme of study that students will be working on
- Ensuring those are recorded on student records for transfer to the next stage and recorded on data returns
- Monitoring progress at the providers using SDQ, Attendance and other data

Table 16:

Destinations							
	HBEP	LIP	MSCIP	NWLLIP	SLIP	TOTAL	
Further Education	5	15	8	5	12	45	
Voluntary Sector	0	0	2	0	0	2	
Employment	1	0	1	2	1	5	
Apprenticeship	0	0	2	0	1	3	
Custody	0	0	0	0	0	0	
Other/not known	1	0	1	0	1	3	
NEET	0	0	0	0	3	3	

Headlines:

- The majority of students enter further education
- The number of NEETS remains low
- The role of the Inclusion Team is enabling the SEIPS to pass vulnerable students on knowing that support will continue.

SECTION 5: SELF-EVALUATION: RAG Rating

Although this self-evaluation is informed by the data it is subjective. It was intended that each SEIP would carry out its own self evaluation and the framework was developed with this in mind. However this has been put to one side during the Covid emergency.

Year 11 Educational Outcomes	Improving – most achieve 1 or more GCSE pass. Numbers achieving 4+ in Eng and Maths has risen	Strengthen the focus on quals when placing students in AP Drive up expectations and standards in “home based provision”
Year 11 Engagement as evidenced by attendance	A small majority of students show improvements to attendance rates when they move to Programme management – but the data is limited	Improve data collection, especially in establishing base line as students arrive in PM
Year 11 wellbeing outcomes	SDQ measures show improvement – baseline data continues to be patchy	Work to establish SDQ as a standard approach across the county
Year 11 Destinations	Continue to be positive with most students transferring successfully to FE	Ensure that post transition checks are carried out and recorded
Knowledge of Destinations beyond Year 12	This information is not collected by SEIPS	LA to provide?

Other Year Groups		
Educational progress	No central collection of data	SEIPS need to develop academic tracking
Engagement as measured by attendance	As year 11	
Well being	As year 11	
Access to English and Maths GCSE	Much improved – majority accessing – and fewer relying on functional skills.	Need sharper focus on securing GCSE En and M at 4+
Access to other GCSE's	Variable and dependent on SEIPS internal arrangements and what is available in the “market place”	Reconsider what the basic educational offer should be.
Access to PSHE	A common tracking system to enable SEIPS to ensure good PSHE coverage is in place. Provision is good in parts.	SEIPs need to self evaluate using the evidence from individual students PSHE plans.
Access to pre vocational provision	Good and well planned, with programmes set up to strengthen engagement	Some SEIPs need better initial planning to secure pre voc quals
Access to SMSC	Strong “core values” promoted by all SEIPS, enrichment activities are limited, although some APs focus on these	More work to promote joint enrichment activities
Access to PE and Health Ed	Variable, but SEIPs quick to take up offers	
Access to specialist mental health support and therapeutic support	Underdeveloped but growing awareness of the need to build capacity in this area	Develop links with Special School sector
Access to individual counselling and support	Strong and effective, a high priority	

Engagement with parents and carers	Strong and effective often overcoming relationship breakdowns that have impeded student progress	
Engagement with "on roll school"	Good, good relationships between key staff and improving ongoing engagement of schools with PM students	Develop strategies to move forward those few schools that do not engage effectively
Safeguarding	Strong and effective with good interagency work, particularly the LA Inclusion Team	
Outcomes in preventing PM through AandG	Numbers of referrals seem stable suggesting that despite increased complexity of need schools are strengthening their capacity in this area of work	Need to develop this as an area of expertise
Outcomes in preventing PM through MM	Numbers of Managed Moves have increased in recent years – with about 50% lasting and resulting in no further referrals	Develop more consistency in best practice between SEIPS
Outcomes in preventing PM through Tier 3 Provision	This has declined – schools using APs do not necessarily work through SEIPS	Develop a county wide strategy to encourage a co-ordinated approach
FAP, 6 day provision dealt with within appropriate time frames	FAP cases are low and the majority are dealt with swiftly.	
Provision of Training and advice to school Practitioners	Good practice in some partnerships to provide training	Develop a county wide strategy that actively promotes the SEND semh approach to challenging behaviour
Use of Inclusion Forums	Great progress in setting up and running these with some really strong practice emerging but with limited take up and referrals at too late a stage from a significant number of schools.	Link with county wide strategy above

Panel and Core Groups to sustain school engagement with Partnership	Continue to be a strong feature. In some SEIPS are very effective in bringing peer advice and judgement to the community of schools	SEIPS should assess the extent to which schools continue to perceive their SEIPS as one that they own and control rather than an outside organisation.
Minimal risk of overspend	A very strong sense of caution has led to the building of significant balances. This caution is partly the result of inadequate internal financial processes and expertise that mean that operational staff have insufficient knowledge of finances	SEIPS must strengthen their financial processes so that money is used creatively and secures best value
Current state of finances	Sound but see above	
Securing best value	SEIPS may be paying differential rates to APs and transport. There may be issues of equitability re staff salaries	New Partnership agreement must ensure that the SEIPS have to report financial information to overcome these risks,
Buy in of schools	Evidence from LSH suggests that schools continue to value the SEIPS	Improve communication from individual SEIPS and the SEIPs collectively to schools
Schools engage with the partnership in providing leadership and securing accountability	The continuing commitment of Heads, especially those acting as Chairs or Fund Holders is a real strength	Standardise expectations of local accountability in new Partnership Agreement.
Engagement and understanding of current developments in this field	Highly committed and motivated operational leaders in all five SEIPs. They work hard to keep abreast of developments but are limited by their ongoing work load	Develop a vision for what SEIPS should be developing for the future and align staff training to this vision
Capacity of the current staff team to move forward	Strong	

SECTION 6: Links to more information

Complete data summary

Year 11 Leavers

County Finance summary 12-20

All at <https://www.leicsseips.org/accountability>

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