Quarterly Performance Report –Schools' Services

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Report Date   August 2012
Report Period   Quarter 1: April 2012 to June 2012

Introduction

The report is produced on a quarterly basis and provided to Executive members for review and assurance and will be available for Overview and Scrutiny Committees as part of their Forward Work Programmes.

The report consists of an overview to highlight the key messages across all work streams in Schools' Service. Parts 2 and 3 of the report include an assessment of performance in the quarter from the following sources:

- Improvement Plan Monitoring
- Strategic Assessment of Risks and Challenges
- Performance Indicators and Outcome Measures
- Improvement Target Action Plan Monitoring

- Key Actions from Service Plan Monitoring
- Internal and external regulatory reports
- Customer satisfaction and feedback
- Awards and accreditations
- Resource Management (HR, ICT, Finance, Assets)

1. Foreword

Report highlights for this quarter are the following items: -

School Improvement Strategy	Principal Officers, working with school improvement colleagues and Headteachers have planned school improvement activity in the School Improvement Strategy. In 2012-13 the Strategy Group has identified the following as the key areas for planning across all phases: • Improving standards in Literacy • To continue to raise standards in mathematics and further develop numeracy across the curriculum. • Reducing the impact of poverty and disadvantage on educational attainment • Developing collaborative working, curriculum continuity and effective transition to further raise standards • Raising standards by transforming teaching and learning through effective use of new technologies
Improving standards in Literacy	Initial awareness raising sessions have been held with officers and subject co-ordinators to review the National Literacy Framework proposals. A corporate response will be completed early in September. Framework Awareness sessions and training based on the framework are planned for the Autumn Term. A 'Teach Meet' event attended by 65 primary and secondary teachers was held in June in conjunction with NGfL Cymru and streamed live across Wales via the internet. The focus was on sharing innovative and effective strategies and teaching methodologies focusing on aspects of oracy, reading and writing with particular emphasis on raising boys' literacy levels. Regional meetings have been held to agree regional criteria for the appointment of 'outstanding literacy teachers'. These teachers are to be used to model and share best practice across Flintshire schools. A reading self-evaluation proforma has been produced and is being trialled in targeted primary schools to assist in the identification of school support to raise standards in reading. A meeting of representatives from the Foundation Phase Literacy Partnership Group met in June to produce an exemplar portfolio for reading and writing outcomes for all schools. Year 3 and 4 teachers from primary schools across Flintshire have attended four days of training on developing oracy, reading and writing provision. Data analysis indicates that all children in the target groups have progressed. Year 6 teachers have attended four half day sessions on providing opportunities for children to achieve the higher level 5s and 6s in

	English. This has resulted with four schools awarding level 6 at the end of year 6 and examples being collated as evidence of good practice.
	Teachers from Welsh medium schools have attended INSET to raise standards in writing KS2, standardisation and raising standards in the Foundation Phase. The Welsh medium schools have created a portfolio to exemplify writing outcomes.
	Targeted schools continued to be monitored and supported to raise standards in literacy. End of key stage data is being analysed to evaluate the impact of initiatives such as Read, Write Inc and to identify schools with a trend of weak performance or a substantial gender gap for more intensive monitoring and support next year.
To continue to raise standards in mathematics and further develop numeracy across the curriculum	Initial awareness raising sessions have been held with officers and subject co-ordinators to review the National Numeracy Framework proposals. A corporate response will be completed early in September. Framework Awareness sessions and training based on the framework are planned for the Autumn Term. Targeted groups of primary schools have been monitored and supported over the Summer Term to further raise standards in mathematics. 88% of pupils on RM Maths showed gains in NFER standardised scores. 89% of pupils targeted for Numicon showed gains in NFER standardised scores. To further strengthen standardisation and moderation officers have worked with subject co-ordinators from cluster groups of schools to create KS2 and KS3 pupil profiles. A meeting of representatives from the Foundation Phase Partnership Groups have met to produce exemplification materials for mathematical development outcomes in the Foundation Phase.
Reducing the impact of poverty and disadvantage on educational attainment	An analysis of how disadvantaged learners achieve has been initiated. The development of an Alternative Education provision within the portfolio of PRUs is underway and will be opening in October. The Pass survey has been completed by all schools and the Social Inclusion Service will work with schools to analyse the results and act upon them. The SEAL working group and interested schools are further developing the programme.
Developing collaborative working, curriculum	The development and delivery of more localised training and support programmes, through five Foundation Phase partnerships, has been very successful in its first 6 months. The Welsh Government consider it to be a highly innovative approach to

continuity and effective transition to further raise standards	embedding the pedagogy of Foundation Phase in order to achieve the highest outcomes for learners. The partnership areas have developed action plans based on key national and local priorities to ensure high standards of pupil outcomes through the effective delivery of the Foundation Phase curriculum. Each partnership has delivered a comprehensive range of high quality training events led by lead teachers in Foundation Phase practice and/or external providers. The partnerships are also producing support materials, including standardised portfolios of writing, to be shared across the Local Authority using Moodle. Evaluations undertaken within the partnerships indicate increased practitioner confidence and skills in delivering quality learning experiences for children, particularly in the key priorities of literacy and numeracy. Collaborative working within the Secondary Phase is strong with established Forums led by School Improvement Officers to share new and good practice. Regular meetings of Curriculum Leaders support collaborative working on curriculum development and an offer of collaborative courses at Key Stage 4 and Post 16, which broaden opportunities for learners and ensures that all schools meet the requirements of the Learning and Skills Measure. A Steering Group for Collaborative Working has been formed with Officer and Headteacher representatives, aiming to ensure that best practice in collaborative working continues as school improvement support become increasingly based with the regional service. Both Primary and Secondary Headteacher Federations agree the value of collaborative working. Headteacher and Primary/Secondary Officer representation on the Steering Group will ensure effective communication with the Federations. The Terms of Reference for the Steering Group have been written and agreed by group members and the Headteacher Federations. An audit of current collaborative working groups has been undertaken. This splits groups into "horizontal" groups focused on one key stage or phase and "vertical" groups which bring together colleagues from different phases.
Raising standards by transforming teaching and learning through effective use of technologies	Officers from the ICT Unit have made visits to individual secondary schools to identify the current and future needs (as far as is possible) for technical and infrastructure requirements of schools as determined by a cross –phase technology steering group. Shadowing of 3rd party wireless installation team has been arranged for summer holidays to support mobile device integration and other technologies identified by the steering group. Centres to be provided with improved advice on the safe use of technology through circulating outcomes of an audit on current

	provision. Audit has been designed by Officers on the Local Safeguarding Children Board planning group and has been piloted by a small group of schools in Wrexham and Flintshire. Amendments made ready for launch of audit to all schools in September.
Estyn Inspections	Four Primary Schools were inspected during the Summer Term 2012; current performance was judged as 'Adequate' at Ysgol Terrig and 'Good' at Ysgol Merllyn. Two reports have yet to be published. A new Acting Headteacher was appointed to Ysgol Terrig prior to inspection and good progress has been noted since her appointment. No Secondary Schools were inspected in this period.
Interim changes to the Primary School Improvement Service	A group of experienced headteachers have been appointed on a 'supply cost basis' to act as link officers/system leaders with groups of primary schools from September 2012 to March 2013 to support the workload of Senior Officers during this interim period of staff changes. Training to be undertaken termly.

2. Performance Summary

2.1 Improvement Plan Monitoring

__KEYS__
Progress RAG – Complete the RAG status using the following key: -

R	**Limited Progress** - delay in scheduled activity; not on track
A	**Satisfactory Progress** - some delay in scheduled activity, but broadly on track
G	**Good Progress** - activities completed on schedule, on track

Outcome RAG – Complete the RAG status using the following key: -

R	**Low** - lower level of confidence in the achievement of outcome(s)
A	**Medium** - uncertain level of confidence in the achievement of the outcome(s)
G	**High** - full confidence in the achievement of the outcome(s)

Council Priority	Target Date	Progress RAG	Outcome RAG	Commentary
7. To promote independent, healthy and fulfilled living in the community with the highest quality personalised and supportive social and health care services				
7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs	March 2013	A	G	See paragraph 3.1.1
9. To secure a modern and high performing range of learning, cultural, play and leisure opportunities for all ages with our schools, colleges and other partners.				
9.2 Improve learning outcomes in Flintshire schools	Ongoing	A	G	See paragraph 3.1.2

9.4 Review the range of services offered to schools and issue a revised partnership agreement and compendium of Service Level Agreements	Sept 2014	A	G	See paragraph 3.1.3

5.1.2 and 9.5 deleted as they have been superseded by other secondary priorities.
5.2 deleted as future actions now relate to Children's Services

2.2 Strategic Assessment of Risks and Challenges (SARC)

The table below summarises the position of SARCs at the end of the reporting period.

KEY

R	**High Risk**
A	**Medium Risk**
G	**Low Risk**

Commentary is included in section 3 for those SARCS: -
- that are showing a Red RAG status
- where the RAG status has changed since the last reporting period
- where the Green Predictive Date has changed since the last reporting period
- where there has been considerable change or additions of secondary risks and activity

SARC	Previous RAG Status	Current RAG Status	Green Predictive
CD22 School Improvement Regional project (Timescales for implementation included in the Quarter 4 2011/12 Report)	A	A	**April 2013**
CL12 Skill Needs of Employers	G	G	**Achieved**

2.3.1 Performance Indicators and Outcome Measures

The following Improvement Targets in respect of School Improvement Services are all reported on an annual basis and will be reported at Quarter 3.

Key

R	**Target missed**
A	**Target missed but within an acceptable level**
G	**Target achieved or exceeded**

The status of the indicators are summarised below:

R   0   A   0   G   0

An asterisk (*) indicates that the indicator is an *improvement* target.

Indicator	Previous Annual Outturn (Summer 2011)	Annual Target 2012/13 (Summer 2012)	Annual Outturn 2012/13 (Summer 2012)	RAG	Changes (Trend) e.g.: Improved / Downturned
EDU/002aiL* The number of pupils (including those in local authority care) in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification	7 pupils	10 pupils	pupils		
EDU/002aiiL* The number of pupils in local authority care in any local authority maintained learning setting, who attain the age of 16 during the school year and leave full-time education, training or work based learning without an approved external qualification	1 pupil	0 pupils	pupils		
EDU/002i* The percentage of all pupils (including those in local authority care) in any local authority maintained school aged 15 as of the preceding 31st August who leave education, training or work based learning without an approved external qualification	0.39%	0.60%	%		
EDU/002ii* The percentage of pupils in local authority care in any local authority maintained school, aged 15 as of the preceding 31st August who leave compulsory education, training or work based learning without an approved external qualification	5.88%	10%	%		
EDU/009a* The average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year	2 school days	3 school days	school days		

EDU/011* The average point score for pupils aged 15 as of preceding 31st August, in schools maintained by the local authority	413.53 points	459 points	points		✓
EDU/015b* The percentage of final statements of special education need issued within 26 weeks, excluding exceptions	100%	100%	%		
SCC/002* The percentage of children looked after at 31 March who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months.	9.52%	6%	%		
SCCC/035* The percentage of looked after children eligible for assessment at the end of Key Stage 2 achieving the Core Subject Indicator, as determined by Teacher Assessment	62.5%	25%	%		
SCC/036* The percentage of looked after children eligible for assessment at the end of Key Stage 3 achieving the core Subject Indicator, as determined by Teacher assessment	18.75%	40%	%		
SCC/037* The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	103.46 points	186 points	points		

2.3.2 Improvement Target Action Plan Monitoring

Key - ✓ on track, ✗ behind schedule, **C** completed

Ref	Action & Planned Completion date	Progress
EDU/002ai	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002aii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by	✓

	schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing	
EDU/002i	Schools are extending the opportunities for pupils to achieve external qualifications in Years 9/10. If pupils are unlikely to complete their education in full time mainstream provision the Inclusion Service, through Portfolio PRU, provide opportunities to gain formal qualifications. The range of qualifications available through the PRU provision has been increased. Ongoing	✓
EDU/002ii	More accurate recording is now possible using the ONE database to record the LAC pupil population. Pupil progress is monitored by schools and tracked by the LAC officer. Multi-agency systems are now in place aimed at preventing pupils from leaving school with no formal qualifications. RAISE funding is to be targeted to enable KS4 pupils to access appropriate qualifications. Ongoing	✓
EDU/009a	The number of permanently excluded pupils remains low. The Inclusion Service continues to work with Primary & Secondary Heads in implementing an agreed Protocol for managed moves which is being monitored. Ongoing	✓
EDU/011	Support for curriculum development through the 14-19 network and annual network development plan so that all schools meet the requirements of the learning and skills measure. Ongoing	✓
	Supporting collaborative working for co-ordinating and early operation of the Welsh Baccalaureate Ongoing	✓
EDU/015b	Regular monthly monitoring and evaluation by Head of Educational Psychology Service is undertaken and results in investigation and action where timescales may not been met. Ongoing	✓
SCC/002	Education Services whenever possible attempt to maintain young people within their own schools. Sometimes however, the distances from new foster placements make this strategy impracticable and too costly. Closer working relationships with children services will in the future help to keep young people in their own schools. Individual cases sometimes require a change of residence or kinship care placements OOC-this is a positive move. Ongoing	✓
SCC/035	LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓

SCC/036	LAC conference in October 2012 to highlight the needs of LAC and the emphasis upon those children achieving to the best of their ability. Emphasise the importance of attendance of LAC and reduce the numbers of LAC children excluded from school, through CPD and Governor training. Encourage schools to raise issues of underachievement of LAC with the LAC coordinator so that support can be afforded to the child through SEG. Develop the letter-box initiative to encourage foster carers to read & develop a culture of reading for their foster children from. Ongoing training for foster carers & social workers in relation to the national curriculum and proposed changes to assessment for ALN. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓
SCC/037	Through Learning Coaches, ensure that early identification of underachievement is reported to LAC co-ordinator. Schools to be encouraged to seek support for those LAC who it is felt may not achieve an average or above points score when they leave school. Use SEG to support LAC to achieve their full potential. Ongoing support for the after school one to one tuition, using in county home tutors working closely with the child's school Ongoing	✓

2.4 Key Actions from Service Plan Monitoring

The following table shows the key areas of improvement as identified in the Service Plan/Strategy. Any areas not on-track are indicated with a ✖. These are areas which have incurred slippage or have been subject to a revised timetable. Reference is made to the section where further detail can be found in relation to these areas.

Improvement Area	On-track?	Commentary
• Improving standards in Literacy	✓	See Section 1.
• To continue to raise standards in mathematics and further develop numeracy across the curriculum.	✓	
• Reducing the impact of poverty and disadvantage on educational attainment.	✓	
• Developing collaborative working, curriculum continuity and effective transition to further raise standards	✓	
• Raising standards by transforming teaching and learning through effective use of new technologies	✓	

2.5 Internal & External Regulatory Reports

The following internal and external audit/regulatory work has been completed during the year and the outcome of the work can be summarised as follows. Outcomes are discussed in more detail in section 3.

Undertaken By	Title & Date Report Received	Overall Report Status
	No reports received during Quarter 1.	

3. Exception Reporting

3.1 Improvement Plan Monitoring

3.1.1 - 7.8 Complete the Inclusion Services Review and implement new arrangements to support children with Additional Learning Needs

- The proposed structure of specialist provision has been outlined and consultation has taken place across the Inclusion Service and School Improvement Officers. Consultation is also underway with school and health professionals.
- Papers have been drawn up outlining the business case for selected regional services and consultation is underway with regard to staff.
- Consultation is underway with both primary and secondary schools regarding delegation of funding for social inclusion.

Future actions include: -

- Complete consultation with Inclusion Service Staff regarding the changes to the structure of the service team.
- Appoint to new posts
- Complete consultation with stakeholders regarding the regional work and increased delegation.
- Finalise structure of specialist provision with timeline for completion.

3.1.2 – 9.2 Improve learning outcomes in Flintshire Schools

School Improvement Strategy has been completed, agreed with Headteacher Federations and is being implemented and monitored.
School/LA partnership agreements will be harmonised on receipt of guidance from Regional School Effectiveness and Improvement Service (RSEIS).
Discussions with Standards Unit are ongoing through regular Stocktake meetings.
A draft Leadership and Management tool produced by RSEIS has been piloted in one Primary and one Secondary school.
Developments in literacy and numeracy are key priorities within the School Improvement Strategy.

3.1.3 - 9.4 Review the range of services offered to schools and issue a revised partnership agreement and compendium of Service Level Agreements

The Full Business Case has been completed and approved on the proposed Regional School Effectiveness and Improvement Service (RSEIS). A Review Group has been established for service reviews. Future actions for RSEIS will include completing work for

new school/Local Authority partnership agreement and support services to schools. Then Flintshire will be able to complete this priority.