`Quarterly Performance Report –Schools' Services

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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	A corporate response to the Literacy Framework has been completed and submitted to the Welsh Government. Framework Awareness sessions and training based on the framework are planned for the Autumn Term. School Improvement officers have received training in delivery of literacy across the curriculum to ensure consistency of advice within and across key stages. Planned support for schools has included many requests for support and guidance in this area. 14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment (Moodle) to support literacy development and raising standards. Regional meetings were held to determine criteria for the appointment of outstanding literacy teachers (LOTs). LOTs have now been appointed within Flintshire are now working within schools focusing on raising standards within KS2. A very successful best practice event was held on the 18th October.
To continue to raise standards in mathematics and further develop numeracy across the curriculum	A corporate response to the Numeracy Framework has been completed and submitted to the Welsh Government. Framework Awareness sessions and training based on the framework are planned for the Autumn Term. School Improvement officers have received training in delivery of numeracy across the curriculum to ensure consistency of advice within and across key stages. Planned support for schools has included many requests for support and guidance in this area. 14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment

| | (Moodle) to support Numeracy development and raising standards.

Regional meetings were held to determine criteria for the appointment of outstanding numeracy teachers (NOTs). Six NOTs have now been appointed within Flintshire and a training event was held on the 8th October. NOTs are now working within schools focusing on raising standards within KS2. |
|---|---|
| **Reducing the impact of poverty and disadvantage on educational attainment** | Estyn have published a document 'Effective practice in tackling poverty and disadvantage in schools- November 2012' The advice and contents contained in the document are being mirrored across many schools in Flintshire. Those schools that have high level of free school meals in Flintshire have excellent inclusive practices and they are successful in engaging and offering opportunities for all young people. One such High School has also allowed an onsite inclusion centre to be developed within the heart of the school.

The development of an Alternative Education and Adventurous Activities provision within the portfolio of PRUs has been developed and is temporarily based at the Delyn Centre in Mold. This provision will also be available for pupils in main stream schools- especially those in areas of poverty and disadvantage.

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.

The biding process into the Families First Fund has been completed, and a multi disciplinary team headed by the Social Inclusion Service has been successful with their project proposal to employ 6 workers. These workers will work in schools and help to tackle poverty and disadvantage by working with identified children and young people in informal ways to help them engage and stay engaged with education. This project is called the 'Time For Change' project. |
| **Developing collaborative working, curriculum continuity and effective transition to further raise standards** | Partnerships continue to deliver 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, and teachers have been given access to the Local Authority Moodle site facilitating sharing resources across the phase. Transition between Foundation Phase and Key Stage 2 has also been a focused area of training to support continuity in pedagogy.

Within the Secondary Phase, forums led by School Improvement Officers to share new and good practice have taken place with good attendance. Meetings of Curriculum Leaders to support collaborative working on curriculum development and an offer of collaborative courses at Key Stage 4 and Post 16 in 2013 are taking |

	place and will result in an offer which meets the requirements of the Learning and Skills Measure being recorded on the Careers Wales on Line Website, for all schools.

A Steering Group for Collaborative Working is meeting, including 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. The regional service (RSEIS) has been undertaking the appointment process for officers and a meeting is arranged with the Chief Officer to clarify the support this team will be able to provide for collaborative working in Flintshire. |
| **Raising standards by transforming teaching and learning through effective use of technologies** | Agreements have been reached with the majority of Secondary schools for them to part fund improved broadband links to future proof for new technologies. This work will be extended into Primary schools and information provided regarding the costing relating to this.

Wireless solutions continue to be investigated with suppliers.

Audit of perception of importance of e-safety has been launched across North Wales region by the Local Safeguarding Children Board groups. Results will be used to inform future training for professionals working with young people.

Moodle 2 has been launched with Secondary schools and regional training provided. 14-19 Network Digital Resources Group is planning regional training opportunities in using the Virtual Learning Environment (Moodle 2) to support Numeracy and Literacy development and raising standards. |
| **Estyn Inspections** | Inspections during the Autumn Term will be reported in Quarter 3.

The Local Authority has been advised that two primary schools have come out of a category of Estyn monitoring. |
| **Interim changes to the Primary School Improvement Service** | A group of experienced headteachers have been appointed, trained and are working on a 'supply cost basis' as acting system leaders with groups of primary schools. This will continue from September 2012 to March 2013 to support the workload of Senior Officers during this interim period leading to the implementation of RSEIS. |

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	G	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	To be confirmed	A	G	See paragraph 3.1.3

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	**Unable to determine at present**
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	0.00%	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. SEG 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. SEG 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 2.	

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, covering Primary and Secondary, in place and progress reported to Lifelong Learning Scrutiny committee.
- Flintshire has been above FSM benchmark performance in almost all indicators at KS3 and KS4. 2012 outcomes will be reported in Quarter 3.
- 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.
- The initial pilot of the draft Leadership and Management tool produced by RSEIS is being extended in Primary and Secondary schools.
- 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). RSEIS are nearing the completion of appointment of officers. 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.