

# **Children, Families and Adult Safeguarding Overview and Scrutiny Committee**

## **Supplementary Document**

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| <b>Date:</b>  | <b>Monday, 1st September, 2014</b>   |
| <b>Time:</b>  | <b>2.00 pm</b>   |
| <b>Venue:</b> | <b>Committee Suite 1,2 &amp; 3, Westfields, Middlewich Road,<br/>Sandbach CW11 1HZ</b> |

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The agenda is divided into 2 parts. Part 1 is taken in the presence of the public and press. Part 2 items will be considered in the absence of the public and press for the reasons indicated on the agenda and at the foot of each report.

### **PART 1 – MATTERS TO BE CONSIDERED WITH THE PUBLIC AND PRESS PRESENT**

#### **5. Relationship with Schools and Raising Achievement (Pages 1 - 32)**

To consider a report of the head of Corporate Manager: Standards and Learning.

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For requests for further information

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# Raising Achievement Strategic Plan

## 'ACHIEVEMENT FOR ALL'

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**Cheshire East Council and its Partners are committed to its strategic aim :**

***'Shaping local provision that addresses the needs of young people early in order to maximize the learning opportunities for all***

Over the last 5 years, education standards in Cheshire East have improved at all key stages. Over 85% of all learners attend a school which is good or outstanding based upon Ofsted judgements which places Cheshire East in the top 20% of all Authorities. Our Early Years and Primary rankings against all Authorities show that the Borough provides the best start for young people. Overall, there is much to celebrate in terms of the performance of our schools, colleges and settings, not only in term of academic standards but also in the diversity of personal and community achievements. Nevertheless, there are identified areas for improvement and the Council, in partnership with its Schools, Colleges and Providers, is committed to raising standards even further to ensure that the best educational opportunities are available to all'

To sustain improvement, the Borough's partners have drawn together their **Raising Achievement Strategy, 'Achievement for All'** which builds on what has been achieved previously and most importantly, reflects new integrated working. Future improvements will be shaped by effective collaboration in order to maximise resources, utilise outstanding practitioners and fully embrace sector led improvement.

**This is a strategy to which all partners sign up to work together for the long term benefit of our learners and our local communities.**

### **Fulfilling our statutory responsibilities ....**

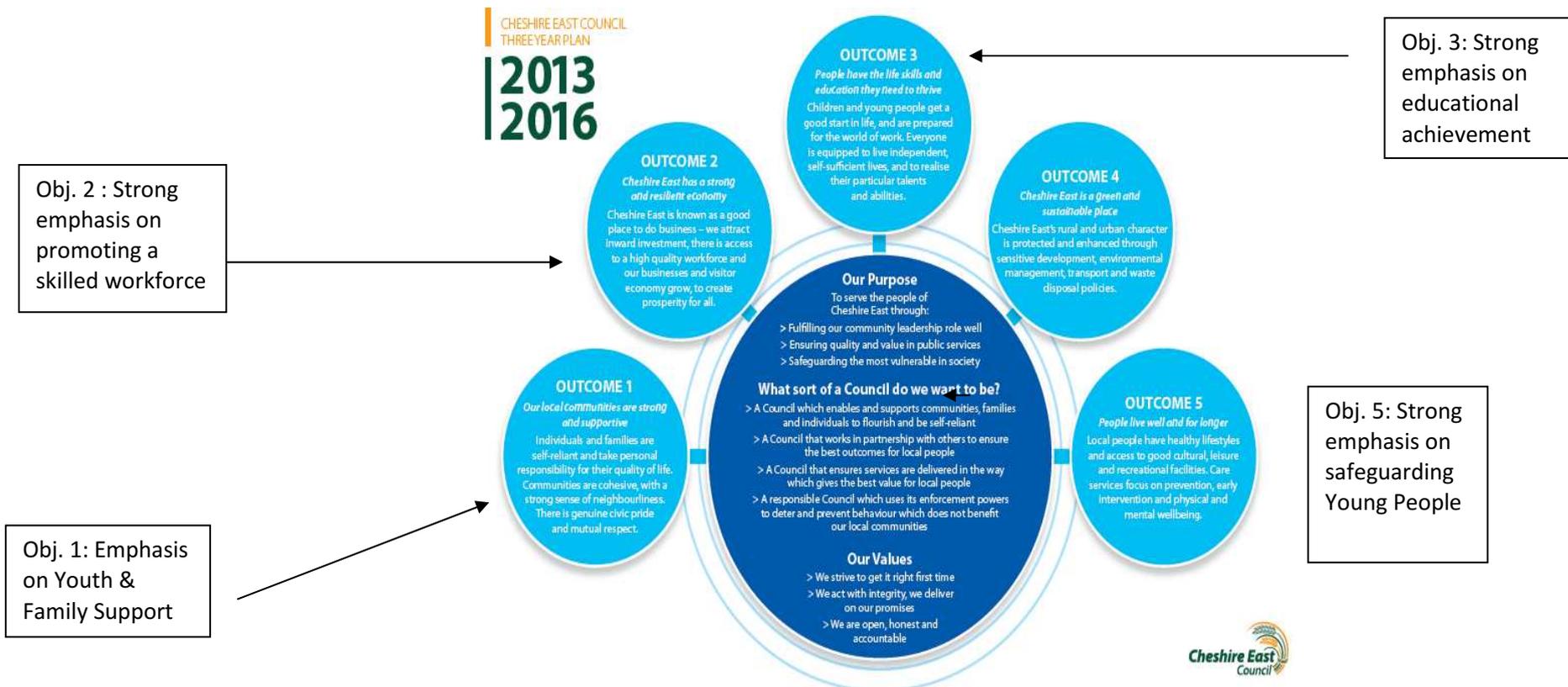
Local Authorities retain the statutory duty under Section 13A of the Education Act 1996 to exercise their functions with the view to promote high standards, ensuring fair access to educational opportunities and promoting young peoples' learning potential. This duty is owed to every young person wherever they are educated. Ofsted is empowered within the Education & Inspections Act to inspect the Local Authority function for standards of school performance and this applies to schools regardless of status.

In terms of the specific Local Authority statutory responsibilities which apply to all schools, these include :

- |                                    |   |
|------------------------------------|---|
| Admissions                         | Premises – (health & safety & capital building support) |
| Safeguarding                       | Employment (negotiations with Trade Unions)             |
| Payroll & Pension responsibilities |   |

The Authority retains core teams to support schools and settings in a range of School Improvement functions with the purpose of increasing capacity for self sustaining schools and settings. The Authority continues to work across all schools and settings in preparing for a future Local Authority Inspection by Ofsted of its School Improvement function. The role of the newly shaped partnership is crucial to the outcome of this inspection.

The Raising Achievement Strategy is set within a strategic planning framework that engages all relevant partners across the Borough in the drive to improve educational outcomes. It is set within the context of the Council's new 3 Year Business Plan to promote a local economy where people have the life skills and education they need to thrive.



### Achieving our strategic aim ....

Our aim will be achieved by building a long term sustainable, sector led model for School Improvement and children and young people's achievement **By 2016 – 17, the intention is that :**

- 100% of learners attend Good or Outstanding Schools and 85% attend Good or Outstanding settings. *This would equate to improving 14 or the 20 schools currently graded below good.*
- Over 40% of schools are judged as Outstanding by Ofsted. *This would equate to improving 20 of the current 88 schools judged as good.*

- During the Early Years Foundation Stage, 70 % of learners achieve or exceed a good level of development. There are no schools within an Ofsted category of concern. *This would equate to removing this category from 2 schools currently.*
- At Key Stage 4, our rate for pupils achieving 5+ A\*-C including English & maths as well as progress rates in the core subjects is accelerated ensuring that Cheshire East is one of the higher achieving Authorities in the country. *Currently, Cheshire East is ranked 53<sup>rd</sup> for %A\*-C including English & maths.*
- Increasing the educational achievements of our Cared for Children at all Key Stages but especially at Key Stage 4. *By 2015, GCSE performance including English & maths should exceed 30% - currently 14%*
- Achievements for our Disadvantaged pupils are improved to ensure that we have narrowed any gaps at Key Stage 2 but particularly at Key Stage 4. By 2013-14, the reduction in the gap is targeted to reduce to 27% with further reductions to single figures by 2016-17. *Currently, 14 schools have a disadvantage gap larger than the national average at the end of key Stage 4*
- Governors are highly effective, highly trained and well led. *Currently, 13 schools are judged only satisfactory for leadership & management including governance within the latest Ofsted Inspection framework.*
- Through different school partnership arrangements including our Teaching Schools Alliances , schools have access to outstanding practice on a day to day basis.
- Schools work effectively in a range of emerging structures including trusts, federations, multi- acadmey trusts/umbrellas yet remain committed to our overall Raising Achievement strategy.
- Succession planning strategies provide high quality local school leaders, including governors, to sustain our commitment to raise standards even higher. *Currently, there are 4 NLGs, 4 NLEs available across our schools*
- Effective use of pupil premium funding is made by all schools in tackling variance in pupil outcomes. *Currently the disadvantage gap at KS4 is 38% compared to a national average of 25%*
- The expectations of the Children & Families Bill especially relating to SEN are fully communicated to all schools and clear and effective strategies are embedded which promotes a clear and robust local offer which supports the needs of SEN pupils
- Our learners leave compulsory education with the skills needed to realise their particular talents and abilities and move onto meaningful education, employment or training. *Currently, 16-18 year old NEET rates close to 5.%*

## Intended Outcomes ...

The Raising Achievement Strategy commits to a number of specific objectives to raise levels of achievement to improve overall performance, tackling any inequalities in provision across the Borough to accelerate progress rates for vulnerable groups. **Key outcomes include :**

- (i) Further Improvement in the quality of provision in the Early Years Foundation Stage in response to the new expectations of Good Levels of Development.

- (ii) Ensuring that targeted support in the early years reaches the children most at risk of underachievement so that the gap between the lowest achievers and others is closed.
- (iii) Increasing the proportion of young people who achieve Level 1, Level 2 and Level 3 qualifications by age 19 in our schools and colleges.
- (iv) Ensuring that the number of primary and secondary schools below the national floor standards continue to reduce.
- (iv) Reduce the number of fixed and permanent exclusions.
- (vi) Improve attendance rates across primary and secondary schools
- (vii) Improve Apprenticeship starts and success rates
- (viii) Rates of 16-18 NEET have further reduced to below 4.5% with no ward above 10%

## Core Principles ...

**Our Raising Achievement Strategy is based upon six core principles.** The principles reflect our vision and ambition for children in Cheshire East and we believe that raising achievement is a shared responsibility. Effective partnerships, integrated working and engagement with local communities are fundamental to achieve excellence.. The principles underpin the framework against which we will plan and commission activities to raise achievement.

**Our collective responsibility is in ensuring that all young people have access to the highest quality of educational provision. Establishing and embedding effective partnership working which improves outcomes for all is the common purpose upon which schools, settings , colleges and partners work together.**

**Agree the fundamental principle that in working together, we can all learn from each other, share our achievements, utilise our resources and support one another in times of need. Collaboration can work alongside increased autonomy if there is a genuine commitment to make a difference for our young people.**

**All protocols and agreed methods of working are based upon mutual trust between partners and rely upon honest and transparent working relationships. Full commitment to agreed working arrangements is a given, not an option.**

**The partnership is committed to supporting any school regardless of size, status or structure as long as the core principles are adhered to.**

**The partnership is responsive and adaptable to the changing educational landscape so that all schools, settings and colleges continue to see the benefits of being an active member.**

**Schools, settings and colleges across Cheshire East aspire to achieving very high outcomes for all their learners with an increasing focus upon narrowing the attainment gap for certain vulnerable groups. Being able to share successes and truly promote excellence between schools should be beneficial to us all.**

## Developing and implementing the strategy ...

Schools, settings and Colleges will be key partners in implementing and delivering the strategy with schools not only leading their own improvement but actively contributing to the improvement of others. The role of our four Teaching Schools will be crucial in brokering local expertise through structured school to school support arrangements. Most of the resource for improving schools and raising achievement will sit within funding allocated directly to schools but the Local Authority will utilise funding, and where appropriate specialist expertise to target support where there is greatest need and where there is the greatest impact. The importance of promoting high quality CPD across the partnership is essential which includes promoting effective action research initiatives. The establishment of the new communication portal will prove crucial in this area.

Implementation of our strategy will include drawing upon potential partners from outside Cheshire East including formal arrangements within the Learn Together Partnership, the NCTA and other NW regional groups. Our Teaching Schools may also access highly effective partners as part of their Alliances. The central drive for the implementation of the strategy will be through the **Cheshire East Education Partnership Board**. This newly formed strategic group will have the key role to oversee the implementation, monitoring and overall evaluation of the Raising Achievement Strategy and will use the agreed 'Task & Finish Groups' to be the drivers for change. The make up of the Board as well as the core purposes of these operational groups are shown below :

|   |   |
|---|---|
| <b>Chair of CEASH ( Secondary Schools )</b> | <b>Fintan Bradley : Corporate Manager</b>           |
| <b>Chair of Primary Executive.</b>          | <b>Andy Kent – Liaison/Gov</b>                      |
| <b>Chair of Special Schools</b>             | <b>Anne Gadsden – Monitoring &amp; Intervention</b> |
| <b>FE Sector Representative</b>             | <b>Pam Davies SEN &amp; Inclusion</b>               |
| <b>Representative of Teaching Schools</b>   | <b>Jo Cooper – Traded Services</b>                  |
| <b>Chair/ Rep of CEAGB ( Governance )</b>   | <b>Carol Sharples, Early Help &amp; Early Years</b> |
| <b>Diocesan Representatives</b>             | <b>Peter Cavanagah 14+ Manager</b>                  |
| <b>Mark Bayley : Corporate Manager</b>      |   |

The initial tasks of the Strategic Board has been to establish a series of operational groups which will address a range of priority work streams. The Board will receive regular monitoring updates from these groups to review progress against agreed targets. One of these groups should include Learner Voice to ensure that the learners are proactive in shaping provision leading to higher standards for all.

## **The importance of supporting our most vulnerable young people ...**

The fundamental principle around which our strategy is based is that educational opportunity is equal for all children and our most vulnerable young people are able to access appropriate, additional and alternative resources to close attainment gaps and maximise their potentials. Currently, some of our schools have attainment gaps between disadvantaged pupils and their peers which are too large and the overall performance of our cared for learners is disappointing. Collectively, across the partnerships, greater emphasis has to be given to agree a clear strategy to tackle areas of underperformance and agree policies and procedures which will improve outcomes for our most vulnerable young people.

## **The importance of governance .....**

Expectations of governing bodies, and scrutiny of their impact is now significantly enhanced, with a much greater focus on their role in the current Ofsted framework. Lord Nash has said recently that 'Governors can effect significant change ... Although governance is a voluntary role, it's a highly professional, highly responsible job, performing an absolutely critical role'. The inspection of services which support governors is also an integral part of the Ofsted framework for inspection of Local Authority School Improvement services.

The core strategic functions of governing bodies has recently been redefined by the Government as:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding the headteacher to account for the educational performance of the school and its pupils; and
- Overseeing the financial performance of the school and making sure its money is well spent.

It is widely acknowledged that without high quality governance high quality school performance is less likely to be achievable and unlikely to be sustainable.

In line with the school to school support agenda, the Local Authority will seek to utilise its own and other expertise to build the capacity of system leaders and teaching school alliances, alongside other partners, so that they are able to take an increasing role in the commissioning of the provision of advice, support and training to governors in all schools and academies within the Borough.

## **The importance of economic development and employability**

The strategic 3 year business plan for the Council is aimed at promoting investment by both our existing businesses and new inward investors. Key to this economic growth is working with partners to encourage and retain an appropriately skilled workforce ensuring people with the right qualifications are attracted to the area to strengthen local businesses and the economy. The role of schools and education partners is crucial to this agenda in encouraging all young people to make informed decisions around career opportunities which will lead to an improving local workforce which businesses can invest in.

## **The importance of effective communication & consultation .....**

Our intention is to develop a new, interactive and bespoke communication portal for schools which will act as the single interface for all matters relating to schools. Phase 1 of implementation is expected to be up and running for September 2013 based around the following key themes :

The Strategic Board will make every effort to consult with key stakeholder groups in order to gain feedback on relevant issues which are impacting on the effectiveness of school improvement. The Board will commit to undertake an annual evaluation with all school leaders and Governors in order to ensure that there is detailed evaluation of the work of the Board and its effectiveness in achieving its strategic priorities.

## **The role and responsibilities of elected members .....**

Ensuring that there is synergy with the work of local members across the Borough is essential. Members have an ambitious vision for improving schools and offer regular, constructive feedback through the work of the Policy Development Group (PDG). Emerging protocols of information exchange, support & challenge as well as joint working will allow for the emergence of a partnership which enjoys the engagement and commitment of all. Identified PDG members specifically identified to work on this strategy include Cllrs Edwards, Hoyland and Merry

### **Shaping and monitoring the Strategic Action Plan .....**

It is essential that the work of the Strategic Board and its Focus groups is monitored against a clear set of priority actions in order that performance targets are met. The strategic Action Plan below has been drawn up to identify the specific actions and intended outcomes from work planned over the coming 12 months. This Action Plan cannot contain all the actions being initiated across the

partnership but should be considered alongside a range of other plans – service plans, Teaching School Alliance plans etc which will directly influence the overall raising achievement strategy.

## **External Inspection procedures –The role of Ofsted .....**

As from June 2013, Ofsted have introduced an inspection framework to judge the overall effectiveness of a local authority's role in school improvement. The introduction of the Academies Act 2010 and the Education Act 2011 has not revoked any local authority duties towards schools or school improvement. This framework strengthens the important role the Local Authority in remaining highly influential on supporting all schools to accelerate the achievements of all learners

Authority teams have evaluated the overall effectiveness of our work against the 9 key headings within the Ofsted framework. Detailed evidence has been collected from a range of sources which will be added to as further successes are achieved through our various programmes with schools. The importance of the Raising Achievement Plan is vital to our strategic commitment to closing gaps in achievement and having a robust framework which is supported by all schools and partners.



**Strategic Education Board**  
(Maximum 6 Meetings per year)

**RAISING ACHIEVEMENT PLAN & PERFORMANCE REPORTING**

**Primary Focus Group**  
Maximum 6 meetings in advance of Board meetings

**Special School Focus Group**

**Secondary Focus Group**  
Maximum 6 meetings in advance of Board meetings

**Teaching School Group**

**Business & Education Group**

**Vulnerable Groups:**  
Strategic Framework

**School Improvement**  
Strategic Framework

**Business Links & Employability**

Narrowing the Disadvantage Gap & effective use of Pupil Premium

Monitoring & Intervention initiatives

Establishment of Business & Education Partnership Group

**Strategic Links :**

SEN & C&F Bill

EYFS & 2 YO Offer

Schools Finance & Forum

Admissions, FAP & Capital Projects

SEN & Cared for Children & Key Targeted Groups :, New Arrivals, EAL, COOS, CME, GRT, previously C4C

School to School Support :  
Priorities, Programmes & CPD

Tackling NEET  
Early Intervention & Local Hubs

Pupil Behaviours :  
Inclusive practice, Exclusions & Attendance & Risk of NEET

Ofsted Programmes :  
Getting to Good  
Promoting Outstanding

Post 16 Curriculums, RPA & Information, Advice & Guidance

**Alternative Provision**

**Other Associated Action Plans**  
Service Planning, Teaching School priorities

**Strategic Action Plan**  
Key actions against the 3 priority Areas

**School to School Support**  
Shaping up the local offer for all schools

# STRATEGIC ACTION PLANNING FRAMEWORK

## Evaluation of the strategic work of the Board 2013-14:

- Ensure that all young people have access to the highest quality of educational provision and that learning opportunities are maximised for everyone.
- Act as a consultative group of key stakeholders to influence, develop, promote, monitor and evaluate the effectiveness of the 'Raising Achievement Plan'. The plan acts as the strategic framework through which the Board is held to account.
- Ensure that Cheshire East Educational provisions are informed and prepared to respond to national directives / initiatives as identified by the central Government, DfE , National College and any other key national organisation.

### **RAG Rating : AMBER**

- a. Attendance at both Board and Focus Groups is high with impact being seen on key work streams.
- b. The strategic priorities and role of the Board was seen as strength in the Peer to Peer Challenge (involving Liverpool and Warrington Authorities) – there was a real 'passion' for improvement with evidence of effective communication.
- c. Agenda items tend to be dominated by Authority members – greater use of external invitees to share best practice and activities from across the Partnership. E.g.?
- d. Consultation with all stakeholders has encouraged feedback on the work of the Board but limited response – need to audit more extensively on priorities for 2014-15 and the work of the Board in general
- e. Real efforts have been made to ensure the Board receives regular updates from regional and national initiatives – e.g. 2YO, Teaching Schools, Economic Growth/LEPs.
- f. The number of good and outstanding schools is the highest it has ever been – Primary 89.5%, Secondary 71.7% Overall : 87.3%. We now have significantly more outstanding schools ( 40) than Requires Improvement ( 18).. This highlights the fact that more young people are accessing the highest quality provision.
- g. There is real evidence of rigour and accountability through work of the M&I Team to avoid certain schools receiving a poor Ofsted outcome based upon structured risk assessments and early contact/liaison with the more vulnerable schools.

### **Evidence /Impact**

- a. Peer to Peer Report – April 2014.
- b. Minutes of Board and Focus Group meetings.
- c. Ofsted reports on role/effectiveness of structured support.
- d. IOP programme

### **Priorities for 2014-15 :**

- a. To implement the recommendations from the Peer to Peer report including reviewing membership, political engagement and accountability of the Board as a strategic lead for school improvement. Showing greater impact of its work has to be a priority for the Board going forward.
- b. Audit / Feedback process established to set and agree priorities going forward for 2014-15
- c. To ensure full and effective liaison with future Corporate strategies for 0-25
- d. Finalise and agree new Chair to increase independence
- e. Improve levels of challenge in terms of reports and monitoring of activities and interventions.

## 1. VULNERABLE GROUPS

| ANALYSIS OF NEED   | INTERVENTIONS  | IMPACT   |
|--|--|--|
| <p><b>Supporting EAL pupils to successfully integrate into mainstream schools.</b></p> <p><b>DATA :</b><br/> <i>Primary EAL : 3.4% Secondary EAL : 3.4%</i><br/> <i>Year Group Cohorts :Have the data don't understand the sheet!</i><br/> <i>Concentrations within Localities: Crewe 15.1%</i><br/> <i>(Primary 16.15, Secondary 13.7%, Special 5.8%)</i></p>   | <p>a. Establishing clear communication channels between schools and LA to know all details of EAL pupils.</p> <p>b. Secure additional funding to establish improved ways of working.</p> <p>c. To agree a clear protocol for the effective 10 week transition of EAL pupils prior to integration into a mainstream school. Agreement on venue, staffing and curriculum with strong emphasis on basic literacy.</p> | <p>ALL EAL pupils are known to the Local Authority.</p> <p>Additional resources secured to directly target better outcomes for EAL pupils.</p> <p>EAL pupils have a clear start within a transitional location to assess needs and allow for a successful into mainstream schooling.</p> |
| <p><b>RAG Rating : AMBER</b></p> <p>a. The Partnership has focused its work for EAL learners on those who join secondary schools in Crewe and are immediately challenged in terms of engaging fully with the curriculum. A commissioned service has been established focused on 4 Crewe Schools where identified Key Stage 4 learners spend 3 half days a week at South Cheshire College for intensive literacy support. This programme commenced prior to summer half term with baseline assessments and will be evaluated over the summer ahead of potential future programmes. 6 week programme at the College commences early June</p> <p>b. EAL Network : Early plans are in place to establish a network meeting to share best practice across schools.</p> <p>c. EAL database – establishment of up to date data feed based upon PLASC.</p> <p><b>Evidence /Impact</b><br/>           EAL pilot in place – initial impact by end of July</p> <p><b>Priorities for 2014-15 :</b><br/>           To develop a better understanding of those identified primary schools which receive agreed EAL funding – Edleston and The Marlborough.<br/>           To link increasing EAL activity with performance data.<br/>           To fully evaluate the Secondary EAL pilot and consider ways of developing this option further.</p> |  |  |
| <p><b>Improving the outcomes for Disadvantaged Pupils and close attainment gaps especially at Key Stage 4.</b></p> <p><b>DATA :</b><br/> <i>2012-13 : Key Stage 4 gap : 38% ( Nat : 27%)</i><br/> <i>Key Stage 2 gap : 21% ( Nat 17%)</i></p>  | <p>a. Appoint PP Leads – initially at Secondary sector to provide direct support for all schools.</p> <p>b. Collate data to ascertain the projections from all schools based upon accurate data.</p> <p>c. To establish PP networks using identified PP champions in all schools including Governors.</p> <p>d. To establish similar structures at Key Stage 2 to close gaps across the primary sector.</p>        | <p>Initiate a major launch event across all schools focused on PP gaps.</p> <p>Appoint key specialist staff for PP initiative.</p> <p>Establish leads in all schools.</p> <p>To evaluate strategies in the summer 2014 and see reduction in achievement gaps to below 27% at KS4.</p>    |

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| <p><b><u>RAG Rating: AMBER/GREEN</u></b></p> <p>a. Successful launch in February utilising the national expertise of John Dunford.<br/> b. Appointment of Kevin Harrison as PP lead for secondary sector – excellent feedback from support and challenge with Senior staff and Governors.<br/> c. Establishment of PP networks and sharing of best practice.<br/> d. Collection of predicted data – March : predicted gap = 25% ( potential reduction of 13%)<br/> e. June – Primary PP launch using Aspirer Teaching School as lead.<br/> f. Establishment of a range of interventions in key areas – eg Literacy and promotion of T&amp;L.</p> <p><b><u>Evidence /Impact</u></b></p> <p>Initial Year 11 predicted data for this year shows reduction in Disadvantaged gap from 38% to 25%. Further data cut collected in May/June.<br/> Initial report on the work of Kevin Harrison across all secondary schools.</p> <p><b><u>Priorities for 2014-15 :</u></b></p> <p>Summer results show acceleration in closing of disadvantage gap – review of targets for 2014-15.<br/> Clarification of funding streams beyond July 2015.<br/> Establishment of primary thematic hubs and senior management reviews.<br/> Full evaluation of current intervention strategies – what has worked and really made a difference ?</p> |   |   |
| <p><b>Supporting schools to secure appropriate Alternative Provision placements which are time related, outcomes focused and quality assured.</b></p> <p><b><u>DATA :</u></b><br/> 2012 : 408 pupils under 16 are accessing education off site.<br/> 27 of these were C4C/CIN/CP</p>   | <p>a. Updating the Directory of AP providers to ensure it is accurate and quality assured.<br/> b. Clarity of protocols in terms of information exchange of pupils on AP placements.<br/> c. Clear agreements are established with pupils, parents ad providers regarding expected outcomes from AP placements.</p> | <p>All AP Placements are known and are safe</p> <p>All pupils on AP attend a ‘regulated’ placement.</p> <p>Clear and consistent protocols are known and followed.</p> |
| <p><b><u>RAG Rating : RED</u></b></p> <p>a. Piloting 4 primary schools working with Forest Schools Programme – 6 x 4 hour sessions. This will include 12-15 learners with a pre and post evaluation of impact. This includes staff CPD as part of the programme.<br/> b. Ongoing work with Steve Bellairs ( 14-25) on other AP provision.<br/> c. Strategic direction commenced on the role of the PRU including its use of AP.</p> <p><b><u>Evidence /Impact</u></b></p> <p>a. There is a Authority directory of AP providers for schools to access – further work needed on quality assurance processes.</p> <p><b><u>Priorities: 2014-15</u></b></p> <p>a. Agreement on how to ascertain the number of learners who are regularly accessing AP provision – liaison needed with 14+ team and Vulnerable Grps Strategy.<br/> b. The strategic role and function of the PRU</p>  |   |   |

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| <p><b>Establishing robust procedures for the identification and monitoring of CME Pupils</b></p> <p><u>DATA:</u></p>   | <p>a. Clarify lead role(s) and available resources within LA – JF.</p> <p>b. Clarify expectations of Schools in terms of sharing known information.</p> <p>c. Generation and maintenance of highly accurate database for CME.</p> <p>d. Pilot project with HMRC on data exchange to help identify CME.</p> | <p>The LA utilises all available channels to identify children missing from education and takes appropriate steps to ensure they are safe.</p> <p>Roles and responsibilities are clearly known and the systems to pass on information effectively.</p> <p>CME data is regularly shared with EST, SMT and LSCB for monitoring purposes and actions where required.</p> |
| <p><b>RAG Rating : AMBER</b></p> <p>a. Greater clarity in terms of information on school referrals for CME.</p> <p>b. Further work needed to cleanse current admissions data in order to establish an up to date CME list.</p> <p>c. Dedicated business support to support the identification of CME learners.</p> <p><b>Priorities 2014-15</b></p> <p>a. Increased clarification of roles and responsibilities and realign with policy and procedures.</p> <p>b. Evaluate best practice across NW region – what are others doing to address this issue.</p>   |  |   |
| <p><b>Further embedding Fair Access policies and procedures especially within the Primary Sector.</b></p> <p><u>DATA:</u></p>  | <p>a. Facilitate &amp; support continued development of local panels.</p> <p>b. Establish primary monitoring group.</p> <p>c. Training and signposting for relevant DfE guidance and case studies.</p> <p>To establish a database of agreed moves and outcomes.</p>  | <p>Fair Access Panels are embedded across all Localities and phases.</p> <p>Vulnerable YP are identified early and are placed in schools which are agreed by schools and LA and allows for effective integration and long term stability based upon personal &amp; academic progress</p>  |
| <p><b>RAG Rating : AMBER</b></p> <p>a. Secondary panels in place and there is robust QA procedures being established through monitoring group – good evidence of increased HT engagement.</p> <p>b. Primary : FAP monitoring group is established and there are some FAP panels in place in consider local needs and issues.</p> <p>c. Improved capacity to provide detailed analysis of challenging learners in agreeing the appropriate next steps.</p> <p><b>Evidence /Impact</b></p> <p>a. Database maintained of all secondary moves and ongoing cases which is reviewed and monitored through FAP processes.</p> <p>b. Minutes of meetings showing agreed outcomes for identified learners.</p> <p><b>Priorities for 2014-15 :</b></p> <p>a. Integrating FAP into the wider and strategic decisions relating of dual registration and securing appropriate provision for vulnerable learners. Widening of FAP processes and procedures across all primary schools.</p> |  |   |

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|---|---|---|
| <p><b>To establish appropriate behaviour support resources which successfully promote inclusive practice and address challenging pupil behaviours</b><br/><b><u>DATA :</u></b></p>  | <p>KS1&amp;2 : BESD Provision at St Johns Wood</p>  |   |
| <p><b><u>RAG Rating : RED</u></b><br/>a. Pilot of working with an established school to trial a short stay provision – successful outcome.</p> <p><b><u>Priorities for 2014-15 :</u></b><br/>Replicate pilot programme with other vulnerable learners.<br/>Longer term strategy and provision established.</p>  |   |   |
| <p><b>To improvement the academic achievement of all Cared for Children and champion their interests in their transition to adulthood.</b></p> <p><b><u>DATA: 2013</u></b><br/><i>Good level of development -% making expected progress in all areas - No pupils</i><br/><i>% Reading, writing &amp; maths L4+ - 48% ( N = 50%)</i><br/><i>% 5+ A*-C (inc Eng/Ma) – 14% ( n=15%)</i><br/><i>Overall absence rate % - 7.4% ( n = 4.7%)</i><br/><i>% children with at least 1 FT exclusion – 10.5% ( N = 12.3%)</i></p>   | <p>a. Improve monitoring and tracking system so that information about attendance, predicted outcomes, qualification entries and ongoing performance data is routinely collected and kept up to date.<br/>b. Ensure that all partners are clear about responsibilities regarding education and PEP processes. Analyse data and use rigorously in PEP meetings to identify support needs, challenge schools to provide and monitor actions taken.<br/>c. Challenge schools to ensure that they offer maximum support to cared for children as they prepare for exams, identifying and overcoming barriers which might prevent this.<br/>d. Define post-16 support plan to contribute to New Belongings programme. Work with schools, education providers and other LA teams to develop education packages to meet the diverse needs of cfc moving into LA.</p> | <p>A detailed and effective monitoring framework is established – we know the predicted data for our C4C.</p> <p>Academic monitoring reports to EST/SMT on 6 weekly basis.</p> <p>PEPs are clear, understood and rigorously quality assured leading to improved focus on academic progress and clear progress measures.</p> <p>All available resources are effectively targeted at those C4C in most need in terms of academic progress/outcomes.</p> |
| <p><b><u>RAG Rating : AMBER</u></b><br/>a. Systematic restructuring of the VS team with regular reporting through to SMT on data, outcomes and improvements in VS policies and practice.<br/>b. Increased rigour in the accuracy and use of tracking data – both school provided and using welfare call.<br/>c. Increased rigour in use of PEPS both in auditing current provision and quality of training with schools.<br/>d. Increased resources for VS team – appointment of data officer and post 16 transition.<br/>e. Projections now for YP are accurate and have increased focus on academic needs rather than social and emotional support.</p> <p><b><u>Evidence /Impact</u></b><br/>a. VS data tracking systems and information collected via Welfare Call.</p> |   |   |

- b. Ongoing PEP audits.
- c. Feedback from recent training on quality of PEPs.

**Priorities for 2014-15 :**

- a. To improve outcomes for all learners and consider implications of curriculum changes at KS4 especially in terms of appropriate benchmarking.
- b. To further refine the quality and use of performance data to shape the work of the team.
- c. To establish the PEP process as a robust and effective method of summarising the journey and expectations of all C4C.
- d. To integrate new appointments successfully into the team.

**To improve the integration of services to support learners at risk of or known to have offended and those identified as CP/CIN.**

*Data:*

2012-13 % accessing 25hours - 69% ( 65 yp)  
2013-14 % accessing 25hours – 47% (44yp)

Ongoing support for YP at risk or engaged in youth crime is provided through post within VS team – case management recently reviewed to ensure more targeted work is undertaken to improve statistics.

The % of YP receiving 25+ hours education improves from current rates which are well below expected target.  
  
Reporting mechanisms improved to ensure that EST and SI teams have ability to influence and work with schools where engagement and outcomes could be improved.

**RAG Rating : AMBER/RED**

- a. Recent analysis over last 2-3 years has seen a decline in the educational status of YP as they complete their court order.
- b. Whilst support and interventions are actioned and monitored, greater collaboration needs to take place across teams to tackle poor outcomes – i.e. below 25Hours.

**Evidence /Impact**

- a. Detailed reports available as presented to YES and EST.

**Priorities for 2014-15 :**

- a. To establish improved liaison between YES and EST to ensure that a detailed understanding of the data is known and how to best work with all schools to raise the number of hours accessed.

**To respond appropriately to the implications of the Children & Families Act**

Activity is in the following Area  
Preparation for Adulthood  
Local Offer  
EHC Plans  
Personal; Budgets  
Joint Commission

The activity has been focused on the development of a framework that will support the implementation of the Children & Family Act. There will be a transition of 3 years for some aspects of the work and impact will be difficult to measure in the early pahse of implementation

**RAG Rating : AMBER**

**Priorities for 2014-15 :**

Implement the EHC plans and and integrated assessment process from September 2014

Implementation of Local Offer from September 2014  
 Implementation of personal budgets from September 2014  
 Transition to adulthood assessment and transition process in place

## 2. SCHOOL IMPROVEMENT

| ANALYSIS OF NEED   | INTERVENTIONS  | IMPACT  |
|--|--|---|
| <p><b>To initiate a review of the performance of Secondary Schools and to initiate appropriate interventions which narrow gaps in the summer 2014.</b></p> <p><b>DATA:</b><br/> <b>KS4:</b><br/> <b>Attainment Gap : 5+A*-C inc E&amp;M - 38% ( N = 27%)</b><br/> <b>Progress : English – 32% ( N = 19%)</b><br/> <b>Progress : Maths – 35% ( N = 23% )</b></p>  | <p>a. To finalise a detailed analysis of data esp at KS4 which presents a clear understanding of where the priorities lie in terms of specific groups and subjects</p> <p>b. To provide a clear role/brief and expected outcomes for KH in terms of working directly with Secondary Schools.</p> <p>c. To identify strategies for all schools in terms of sharing best practice in NtG and curriculum development– where is out best practice and how can we use it ?</p> <p>d. Establish subject and thematic networks to fully promote collaborative working</p> | <p>The analysis of data shows the specific areas which need addressing and ALL schools have access to such analysis.</p> <p>A succinct set of priorities are identified based upon detailed audit of schools which reduce the gaps in summer 2014.</p> <p>Highly effective sharing of best practice and school to school support.</p> |
| <p><b>RAG Rating : AMBER</b></p> <p>a. Data captures now established through PP monitoring to see impact on all KS4 learners not just disadvantaged. Ability to set accurate targets going forward.</p> <p>b. Establishment of data managers network to share best practice and initiate comprehensive debate on curriculum and assessment changes proposed from 2015</p> <p>c. Establishment of Core subject leaders meeting – Maths , English &amp; Science to share best practice and provide valuable support mechanisms in raising standards.</p> <p><b>Priorities for 2014-15 :</b></p> <p>a. To support schools in the transition to new curriculums and Progress 8 to ensure schools are not working in isolation.</p> <p>b. To establish well attended and effective network structures across core curriculum subjects</p> |  |   |
| <p><b>Schools below an Ofsted grade of Good are fast tracked to achieve at least Good at their next Inspection.</b></p> <p><b>DATA</b><br/> <b>87.3% of schools currently Good or Outstanding</b><br/> <b>13 Primary and 7 Secondary Schools currently judged as Requires Improvement.</b></p>   | <p>a. Structured programme of CPD and monitoring established for all RI schools co-delivered by HMI, LA and Schools.</p> <p>b. Clear external monitoring arrangements set up to ensure that progress of these schools is accelerated.</p> <p>c. School to school support is promoted using a range of internal as well as external expertise.</p>  | <p>The LA and schools are as prepared as possible for their next Inspection.</p> <p>RI Schools which experience their next Section 5 Inspection achieve at least Good.</p> <p>Schools are clear as to their journey to achieve Outstanding</p>  |

|  |   |   |
|--|---|---|
| <b>June : 12 Primary &amp; 6 secondary</b>   |   |   |
| <b>RAG Rating : AMBER/GREEN</b>  |   |   |
| <ul style="list-style-type: none"> <li>a. Out of original 20 Getting to Good schools identified for the programme, 5 have now moved to Good (25%)</li> <li>b. Risk Assessment on all schools approaching Ofsted with visits undertaken to schools</li> <li>c. Range of strategic CPD events to emphasise key areas of Inspection framework.</li> <li>d. Close working relationship established with HMI on supporting RI schools.</li> <li>e. Peer to Peer Challenge identified Monitoring &amp; Invention Team as effective</li> <li>f. Two Ofsted Inspectors now trained within M&amp;I / LA Teams</li> <li>g. LA Inspection of SI Function – SEF judges ourselves as Effective</li> </ul> |   |   |
| <b>Priorities for 2014-15 :</b>  |   |   |
| Increased number of visits to schools including academies – feedback on visits has been positive and well received.<br>Further reduction of schools below Good.<br>Increase number of schools which are judged as outstanding – currently 26.8%  |   |   |
| <b>Promoting and sustaining Outstanding Schools across the primary sector.</b>   | <ul style="list-style-type: none"> <li>a. Share findings from consultation with outstanding schools.</li> <li>b. Seek to buddy up outstanding schools with initially RI schools to share their best practice.</li> <li>c. Evaluate impact of linking schools from both viewpoints.</li> </ul> | RI schools improve their confidence and capacity to achieve a Good at their next Section 5 Inspection.<br>Staff receive high quality CPD based upon forging positive and effective S2S school.<br>Outstanding schools have quality evidence of S2S which is recognised by Ofsted. |
| <b>RAG Rating : AMBER</b>  |   |   |
| <ul style="list-style-type: none"> <li>a. Undertaken audit of outstanding schools to seek their views and support for RI/Good schools</li> <li>b. Majority of outstanding schools now directly supporting RI schools through brokered programme.</li> <li>c. Financial Support for Good to Outstanding initiative – One school moved up. Good evidence of triad working and sharing of best practice.</li> <li>d. Purchase of Lesson monitor resources to promote outstanding classroom practice.</li> </ul>   |   |   |
| <b>Priorities for 2014-15 :</b>  |   |   |
| Increase number of outstanding schools and have more detailed evidence as to potential barriers to achieving outstanding status.   |   |   |
| <b>To further develop and strengthen the work of the Monitoring &amp; Intervention Team and its impact on school improvement.</b>  | <ul style="list-style-type: none"> <li>To ensure all schools receive the appropriate levels of support according to need and which have direct impact on outcomes.</li> <li>To ensure schools are fully prepared for Ofsted inspections</li> </ul>  | Percentage of schools receiving good or outstanding judgements continues to rise and moves above 90%.<br><br>Levels of support and challenge to more universal schools is increased.  |
| <b>RAG Rating : GREEN</b>  |   |   |
| a. Move from specific IOP programme to more bespoke levels of support including ‘targeted and targeted plus’. Greater focus on those schools of some concern rather than intensive concerns.   |   |   |

- b. Structured pre-Ofsted visits to identify schools which have been well prepared for and well received.
- c. Schools currently buying back a range of services via CHESS - NQT, CLEAPS, EVOLVE, FFT
- d. Very strong monitoring of KS1&2 assessment arrangements – highly effective.
- e. Support for schools in appointment processes for senior post as well as support for PM of Heads.

**Priorities for 2014-15 :**

- a. Increased number of visits to schools to undertake rigorous SI evaluation.
- b. Further improvements in Ofsted outcomes to meet target of 100% of schools being good or outstanding.

### 3. BUSINESS LINKS & EMPLOYABILITY

| ANALYSIS OF NEED  | INTERVENTIONS   | IMPACT  |
|---|---|---|
| <p><b>To establish effective partnership working between local businesses and education in order to promote the best employability opportunities for young people across the Borough.</b></p> <p><u>Data:</u></p>   | <ul style="list-style-type: none"> <li>a. To establish a dedicated group of partners from Business &amp; Education which best prepares our YP for the world of work and champions employability opportunities.</li> <li>b. To generate a detailed needs analysis.</li> <li>c. To increase business links within schools in terms of direct interface with employers.</li> </ul> <p>11<sup>th</sup> February – Initial meeting</p>     | <p>Schools are fully aware of local business needs and the opportunities available for YP within the local area.</p> <p>Business and schools shape together the most effective strategies to secure employment opportunities for YP.</p>  |
| <p><b>RAG Rating : AMBER</b></p> <ul style="list-style-type: none"> <li>a. Establishment of Business and Education Group where strategies to share best practise and coordinate work streams are established.</li> <li>b. Localised support for integrating businesses and schools undertaken leading to improved outcomes for YP – e.g. Crewe</li> <li>c. Increased engagement with Economic Growth and prosperity services with the appointment of key managers – Karen Tierney.</li> </ul> <p><b>Priorities for 2014-15 :</b></p> <ul style="list-style-type: none"> <li>a. To be agreed with new management structure.</li> </ul> |   |   |
| <p><b>Establishing a clear strategy for the use of Alternative Provision and the promotion of Apprenticeships which is known and understood by all stakeholders.</b></p>  | <ul style="list-style-type: none"> <li>a. The CE Apprenticeship profile is presented to SMT and the Board to get a greater understanding of current demand, impact and capacity.</li> <li>b. 14+ Skills Manager to liaise closely with Econ Growth &amp; prosperity teams to consider resources available to establish a coherent strategy for the Authority.</li> <li>c. To appoint additional staffing to address AP and</li> </ul> | <p>All schools and partners have a clear understanding of an Apprentice strategy and understand their role to promote this.</p> <p>Young People benefit from this strategy and have improved opportunities to move forward in their careers.</p> <p>Recent appointment of secondment of experienced HT to audit use of AP in our schools and share best practice.</p> |

|  |  |  |
|--|--|--|
|  | IAG issues in schools to both safeguard YP and promote more effective and appropriate use of AP. |  |
|--|--|--|

**RAG Rating : AMBER**

- a. Initial Apprenticeship report presented to the Board and SMT for consideration.
- b. Evidence shows that focus is needed on pre-apprenticeship programmes to help improve retention rates.
- c. Currently, there are a range of initiatives and groups involved with the promotion of apprenticeships although there is limited coordination of the work of these informal groups. A clear strategy is needed aligned with the developing service for economic growth and the development of the LEP.

**Priorities for 2014-15 :**

- a. To establish a coordinated plan for the promotion of Apprenticeship especially within the schools environment.

## **Appendices**

- 1. Strategic Year 1 overview of Raising Achievement Plan priorities**
- 2. Detailed Impact Analysis – Improving Outcomes for Learners**
- 3. Ofsted profile of Schools – July 2014**
- 4. Ofsted LA Inspection of Local Authority SI Function – current status**
- 5. Peer to peer Challenge Report – April 201**
- 6. Initial school performance headlines – 2013-14**

## **APPENDIX 1 : RAISING ACHIEVEMENT 3 YEAR PLAN : Year 1 Overview**

Our aim will be achieved by building a long term sustainable, sector led model for School Improvement and children and young people's achievement  
By 2016 – 17, the intention is that :

| Strategic target  | Evidence / Impact after first year   | Are we on Track ? |
|---|--|-------------------|
| 100% of learners attend Good or Outstanding Schools   | Data as of June shows that 88% of all schools are good or Outstanding. Projection as that if inspected, at least 9 RI schools will move to Good/OS resulting in a rise to 93% minimum. This assumes no inspections decline in their overall judgement. |                   |
| Over 40% of schools are judged as Outstanding by Ofsted   | Current data shows that 27% of schools are outstanding. NW data shows overall reduction in schools achieving this grade. Same rate as last year.   |                   |
| At Key Stage 4, our rate for pupils achieving 5+ A*-C including English & maths as well as progress rates in the core subjects is accelerated   | Predicted data from all schools shows an acceleration of performance this summer in both attainment and progress – we need to sustain this improvement,  |                   |
| Increasing the educational achievements of our Cared for Children at all Key Stages but especially at Key Stage 4   | Improvements predicted for this summer based upon more robust and targeted working of the VS Team.   |                   |
| Achievements for our Disadvantaged pupils are improved to ensure that we have narrowed any gaps at Key Stage 2 but particularly at Key Stage 4  | Predicted data shows real evidence of impact that we hope will convert into final results which significantly close gaps.  |                   |
| Governors are highly effective, highly trained and well led   | Continued strength of Authority – some schools have been identified by Ofsted for external reviews.  |                   |
| Through different school partnership arrangements including our Teaching Schools Alliances , schools have access to outstanding practice on a day to day basis.                           | Not embedded – improving strategies in place to foster better partnership working with better, more integrated working with TS.  |                   |
| Schools work effectively in a range of emerging structures including trusts, federations, multi-academy trusts/umbrellas yet remain committed to our overall Raising Achievement strategy | Still slow to emerge. Conference planned for Autumn term for federation Options. MATs slowly establishing but continued strong support for existing collaborative working.   |                   |
| Succession planning strategies provide high quality local school leaders, including governors, to sustain our commitment to raise standards even higher                                   | Range of programmes in place but not structured and coordinated strategy To identify leaders for the future. A lot of work with Aspiring leadership programmes through TS.   |                   |
| Effective use of pupil premium funding is made by all schools in tackling variance in pupil outcomes.   | Stronger evidence that funding is being targeted effectively in secondaries Too early to see impact in primary sector  |                   |
| The expectations of the Children & Families Bill especially relating to SEN are fully communicated to all schools and clear and effective strategies are embedded                         | Much work in place to establish structures and processes especially based upon local offers. As prepared or better than many Authorities.  |                   |
| Our learners leave compulsory education with the skills needed to realise their particular talents and abilities and move onto meaningful education, employment or training               | NEET figures low as are Not Knowns. We need to improve intelligence on matching employer needs and learner skills to aptitudes.  |                   |

## APPENDIX 2 : Detailed Impact Analysis – Improving Outcomes for Learners

| <b>PRIORITY AREA :</b>   | <b>IMPACT / EVIDENCE</b>   | <b>NEXT STEPS</b>  |
|--|--|--|
| <b>Closing Achievement Gaps : Improving outcomes for disadvantaged pupils at Key Stage 4</b>                                     | <ul style="list-style-type: none"> <li>• Appointment of Kevin Harrison as PP Lead has had significant impact on sec. schools in terms of number of direct school visits.</li> <li>• Two detailed reports show clear evidence of impact of work – establishment of PP networks, PP Governor training, intervention reviews. Strong evidence of impact on literacy and numeracy interventions.</li> <li>• Projected data shows potential reduction of disadvantaged gaps of more than 10% against A*-C including E&amp;M.- 38% to 25-28%</li> <li>• Disadvantaged attainment projected to rise to 45% from 32%</li> </ul>        | <ul style="list-style-type: none"> <li>• Following summer KS4 results: re-prioritise schools in terms of level of support and challenge needed.</li> <li>• Widen scope and targeting of external reviews based upon latest gap analysis.</li> <li>• Broker improved multi-agency approach to disadvantaged learners.</li> <li>• Develop effective links to PP work across primary sector.</li> </ul> |
| <b>Closing Achievement Gaps: Improving outcomes for disadvantaged pupils at Key Stage 2 and EYFS.</b>                            | <ul style="list-style-type: none"> <li>• Structured commission of experienced Teaching School to deliver structure PP programme across all primary schools.</li> <li>• Headteacher PP programme commenced using NLE framework.</li> <li>• Thematic Hubs established – 6 areas agreed including Governance.</li> <li>• Commission monitoring arrangements set up to evaluate early impact.</li> </ul>   | <ul style="list-style-type: none"> <li>• Early impact analysis undertaken at first monitoring group – 17<sup>th</sup> October.</li> <li>• Agreement on structured PP CPD programme linked to wider Partnership plan.</li> <li>• Agreement on how best to initiate EYFS support using O/S Ofsted rated schools.</li> </ul>  |
| <b>‘Getting to Good ‘initiative – targeted support for RI schools involving jointly delivered CPD support – LA &amp; Ofsted.</b> | <ul style="list-style-type: none"> <li>• Structured programme throughout 2013-14 co- delivered.</li> <li>• Evaluation of current programme undertaken involving schools and Elected members.</li> <li>• Out of original 22 schools identified for programme:               <ol style="list-style-type: none"> <li>9/12 who have been inspected are now Good ( 75%)</li> <li>1/12 remained as RI ( 8%)</li> <li>2/12 regressed ( Ofsted category of concern) ( 16%)</li> </ol> </li> <li>• Based upon our own evaluation of remaining RI schools, we expect that if inspected, 9 further schools would move to Good.</li> </ul> | <ul style="list-style-type: none"> <li>• Delivery of new RI programme to be agreed for 2014-15.</li> <li>• Consideration of different delivery approaches with schools – less direct CPD and more in-school support and challenge.</li> </ul>  |
| <b>Use of Outstanding Schools and Teaching Schools to broker effective school to school support.</b>                             | <ul style="list-style-type: none"> <li>• O/S support to RI programme : 7 schools with evidence of impact.</li> <li>• Good to O/S : 2 phases of schools – one school moved up to O/S – Paul Tolley to provide specific evidence</li> </ul>  | <ul style="list-style-type: none"> <li>• Further evidence to be collated to assess impact on outcomes from OS/RI programme.</li> <li>• Strengthen relationships and effective brokerage of work with all TS in</li> </ul>  |

|  |  |  |
|--|--|--|
|  | <ul style="list-style-type: none"> <li>• TS : Commission service with Aspirer for PP primary work.</li> <li>• TS : Structured networks for Data Managers and English Leads in place.</li> <li>• TS/LA : 8 NLEs have /are undertaken effective work to improve outcomes and Ofsted outcomes.</li> </ul>   | <p>Cheshire east.</p> <ul style="list-style-type: none"> <li>• Establish maths and Science networks at Secondary level.</li> <li>• Broker support through TS for Curriculum development.</li> </ul>  |
| <p><b>Improvements in Ofsted profile for Schools : Increase schools judged Good or O/S</b></p> | <ul style="list-style-type: none"> <li>• Percentage of schools overall which are Good or O/S is 88% as of July 2014. This is the highest it has ever been.</li> <li>• Over last 12 months: 3 more schools now Good or O/S based upon all inspections during this period. No decline in O/S profile overall.</li> <li>• Our projections are for 9 current RI schools to move to Good if now inspected moving Good and outstanding % to increase to 93%</li> <li>• Percentage of Primary Schools Good and O/S is now over 90%</li> <li>• No secondary schools in a Ofsted category of concern for over 9 months</li> </ul> | <ul style="list-style-type: none"> <li>• CPD to be scheduled in response to latest Ofsted framework.</li> <li>• Ongoing strengthening of support for RI schools.</li> <li>• Strengthening work to increase number of schools which are O/S</li> </ul>  |
| <p><b>Increasing impact and effectiveness of IOP and Targeted Plus Schools</b></p>             | <p>As of September 2014</p> <ul style="list-style-type: none"> <li>• 4 x Intensive schools &amp; academies</li> <li>• 10 x Targeted+ schools &amp; academies</li> <li>• 16 x Targeted schools &amp; academies</li> <li>• 120 x Universal schools &amp; academies</li> <li>• The work undertaken in Intensive schools has seen an overall reduction in the need for 'high need' schools.</li> </ul>   | <ul style="list-style-type: none"> <li>• To continue to provide tailored support and challenge to identified schools which have specific areas for improvement.</li> </ul>   |
| <p><b>Individual support for 'Wobble' Schools within last 12 months.</b></p>                   | <ul style="list-style-type: none"> <li>• Specialised support in response to specific need : <ul style="list-style-type: none"> <li>a. 4 x schools</li> <li>b. 2 x schools now identified as targeted</li> </ul> </li> <li>• Impact of this work has been seen in Ofsted outcomes for these schools</li> </ul>  | <ul style="list-style-type: none"> <li>• To ensure capacity always remains to support such schools where specific needs arise.</li> </ul>  |
| <p><b>Improving outcomes for Cared for Children through work of Virtual School</b></p>         | <ul style="list-style-type: none"> <li>• Appointment of new Head of VS and 3 additional staff to increase capacity and effectiveness.</li> <li>• Improved data management of C4C performance and systematic reporting into SMT.</li> <li>• Projected results show : <ul style="list-style-type: none"> <li>a. 21% of C4C to achieve 5A*-C inc E&amp;M – up from 14%</li> <li>b. 46% expected to make national progress in English</li> <li>c. 59% expected to achieve L4+ in RWM – up from 48%</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• To strengthen quality of PEPs in monitoring pupil progress.</li> <li>• To further structure team to have specific phases of responsibility</li> <li>• To further strengthen data tracking</li> <li>• To improve focus on Post 16 learners and transition arrangements.</li> </ul> |
| <p><b>Improve Pupil Attendance and work of EWS</b></p>   | <ul style="list-style-type: none"> <li>• The Manager and Deputy Manager took VR April 2013 With strategic leadership moving to the Monitoring &amp; Intervention Manager.</li> <li>• The threshold has been raised from 93.5% to 94.9% for a school to be RAG rated as red.</li> </ul>   | <ul style="list-style-type: none"> <li>• To ascertain whether the change in legislation has reduced the number of leave of absence fines being issued and increased attendance</li> <li>• For an EWO to be dedicated to improving the PRU attendance figures</li> </ul>  |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• In 2013-14; 21.5% were RAG rated red or amber</li> <li>• In 2014-15; 16.4% were RAG rated red or amber</li> </ul> <p>The FPN legislation changed resulting in a threefold increase in the number of fines being issued for unauthorised leave of absence.</p> <ul style="list-style-type: none"> <li>• Over the last 12 months overall attendance has improved as below :<br/> Aut&amp;Spr 2012 : Primary 95.7%    Secondary 94.5%<br/> Aut&amp;Spr 2013 : Primary 96.5%    Secondary 95.3%</li> </ul> | <ul style="list-style-type: none"> <li>• For an EWO to focus on attendance of GRT</li> <li>• For an EWO to have the responsibility of tracking CME</li> <li>• For all EWOs to monitor EAL attendance</li> <li>• To increase the business support offer to cover EWS, FPN, E&amp;E and CME (funded from fines raised)</li> <li>• Appoint 1 x EWO temporary</li> </ul> |
| <b>Improve levels of achievement at all Key Stages across the Borough</b> | See Appendix 6 for initial 2013-14 performance headlines  | <ul style="list-style-type: none"> <li>• Detailed analysis of data to follow following latest FSR data</li> </ul>  |

## **Appendix 3 : Ofsted profile of Schools – July 2014**

Summary of Overall Effectiveness Grading based on inspection reports published by the end of July 2014

| Primary     | Grading                       | No of Schools | % of Schools  |
|-------------|-------------------------------|---------------|---------------|
|             | Outstanding                   | 32            | 25.8%         |
|             | Good                          | 80            | 64.5%         |
|             | Requires Improvement          | 10            | 8.1%          |
|             | Inadequate                    | 2             | 1.6%          |
|             | <b>Total</b>                  | <b>124</b>    |               |
|             | <b>Outstanding &amp; Good</b> | <b>112</b>    | <b>90.3%</b>  |
| Secondary   | Grading                       | No of Schools | % of Schools  |
|             | Outstanding                   | 5             | 23.8%         |
|             | Good                          | 10            | 47.6%         |
|             | Requires Improvement          | 6             | 28.6%         |
|             | Inadequate                    | 0             | 0.0%          |
|             | <b>Total</b>                  | <b>21</b>     |               |
|             | <b>Outstanding &amp; Good</b> | <b>15</b>     | <b>71.4%</b>  |
| Special     | Grading                       | No of Schools | % of Schools  |
|             | Outstanding                   | 3             | 75.0%         |
|             | Good                          | 1             | 25.0%         |
|             | Requires Improvement          | 0             | 0.0%          |
|             | Inadequate                    | 0             | 0.0%          |
|             | <b>Total</b>                  | <b>4</b>      |               |
|             | <b>Outstanding &amp; Good</b> | <b>4</b>      | <b>100.0%</b> |
| All Schools | Grading                       | No of Schools | % of Schools  |
|             | Outstanding                   | 40            | 26.8%         |
|             | Good                          | 91            | 61.1%         |
|             | Requires Improvement          | 16            | 10.7%         |
|             | Inadequate                    | 2             | 1.3%          |
|             | <b>Total</b>                  | <b>149</b>    |               |
|             | <b>Outstanding &amp; Good</b> | <b>131</b>    | <b>87.9%</b>  |

## **7. Appendix 4 : Ofsted LA Inspection of Local Authority SI Function**

Ofsted will make a judgement on: The effectiveness of the Local Authority Education functions in promoting improvement, high standards and the fulfilment of educational potential of children and young people in schools. (An intolerance to mediocrity and a rapid response to underperforming schools.). An overall judgement will be given of either effective or ineffective.

Ofsted will assess our effectiveness in nine strategic areas as outlined in the table below. This table includes an overall summary of our own self-assessment.

|  |  |
|--|--|
| <b><u>Corporate leadership &amp; strategic planning</u></b>  |  |
| 1. The effectiveness of corporate and strategic leadership of school improvement   | <p><b>Effective</b><br/>CE's 3 year plan - Outcome No 3 'People have the life skills and education they need to thrive'<br/>Communication at corporate level improved by Portfolio Holder now member of the Board and delegation of School Improvement to fellow councillor</p> <p><b>Next steps</b><br/>Communication to schools being improved by 'SLA online'/Twitter/Yammer account<br/>Alignment to 0 – 25 Strategy</p> |
| 2. The clarity and transparency of policy and strategy for supporting schools and how clearly the LA has defined its monitoring, support & intervention roles      | <p><b>Effective</b><br/>School Improvement Handbook<br/>School Causing Concern policy<br/>Roles &amp; Responsibilities of M&amp;I team linked to Performance Management objectives<br/>Director's Report<br/>Schools' Bulletin items</p> <p><b>Next steps</b><br/>Use new communication channels</p>   |
| <b><u>Monitoring, challenging, intervention &amp; support</u></b>  |  |
| 3. The extent to which the LA knows the schools, their performance and the standards they achieve and how effectively support is focused on areas of greatest need | <p><b>Effective</b><br/>Performance &amp; Data Team<br/>Level of Support &amp; Intervention<br/>School database (Monitoring &amp; Intervention)</p> <p><b>Next steps</b><br/>Capacity building; school associations and partnerships<br/>Review relations with Academies<br/>Records of Visits on NEXUS site</p>   |

|  |  |
|--|--|
| <p>4. The effectiveness of the LA's identification of, and intervention in, underperforming schools, including where applicable, the use of formal powers available to the LA.</p> | <p><b>Effective</b><br/> Level of Support &amp; Intervention<br/> Annual report<br/> Interim Executive Board at Audlem St James Primary School<br/> <b>Next steps</b><br/> Continue to Risk Asses as required for example floor targets, OfSTED, L&amp;M</p>   |
| <p>5. The impact of LA support &amp; challenge over time and the rate at which schools are improving</p>   | <p><b>Effective</b><br/> 87.9% schools good or better ( improving trend over time)<br/> National Leaders in Education deployment<br/> Improving Outcomes Programme (fewer schools in the programme)<br/> Level of Support &amp; Intervention<br/> <b>Next steps</b><br/> Set realistic targets for numbers of school to become good, remain good, become outstanding</p>   |
| <p>6. The extent to which the LA brokers support for schools</p>   | <p><b>Effective</b><br/> National Leaders in Education, National leaders in Governance, Local Leaders in Education, Executive Head Teacher, Teaching &amp; Learning reviews, Book Scrutinies<br/> School to school (S2S) support: Teaching School Alliances, Local Partnerships, Multi Academy Trusts (MATs)<br/> Commissioning of Governance Reviews<br/> Commissioning of Pupil Premium Reviews. ASPIRER Teaching School, dedicated secondary lead<br/> <b>Next steps</b><br/> Further develop S2S support<br/> Continue to fund Good to Outstanding project</p> |
| <p><b><u>Support &amp; challenge for leadership &amp; management (including governance)</u></b></p>  |  |
| <p>7. The effectiveness of strategies to support highly effective L&amp;M in schools.</p>  | <p><b>Effective</b><br/> Leadership &amp; Management coaching<br/> Commissioning of training events<br/> Working with regional HMI to deliver bespoke training<br/> Commissioning of Governance Reviews<br/> Commissioning of Pupil Premium Reviews. ASPIRER Teaching School, dedicated secondary lead<br/> <b>Next steps</b><br/> Secondary lead to support &amp; challenge Alternative Provision and Quality Assure Information, Advice and Guidance</p>   |
| <p>8. Support &amp; challenge for school governance</p>  | <p><b>Effective</b><br/> 85% of schools and academies buy back the service<br/> Promotion of National College chairs and new clerks programme and National College Teaching &amp; Leadership workshops<br/> School bulletin and link goes direct to Chair's personal e-mails</p>   |

|   |  |
|---|--|
|   | 2 x Governor Forums per year<br>3 x Director's briefings per year<br>Annual conference<br>Governance reviews<br><b>Next Steps</b><br>Develop National Leadership of Governance deployment within the Cheshire & Merseyside network.  |
| <b><u>Use of resources</u></b>  |  |
| 9. The way the LA uses any available funding to effect improvement, including how it is focused on areas of greatest need | <b>Effective</b><br>Teaching & Learning reviews/Book scrutinies<br>Training at strategic level; RAISEonline, phonics, Raising Achievement, Behaviour & Safety, Fischer Family Trust (FFT), Leadership & Management<br>Level of Support & Intervention<br>Additional School Improvement Partner days<br>Narrowing the Gap, Pupil Premium; ASPIRER Teaching School and dedicated secondary lead<br><b>Next steps</b> |

**Several LAs have already been inspected by OfSTED and these are the areas identified as requiring improvement.**

- Reduction in capacity of LA's resources resulting in variable levels of challenge for schools
- LA does not have strategic approach to building sustainable model of School Improvement
- LA's light touch approach (OfSTED terminology, CE describes as Universal) resulting in LA not providing sufficient challenge
- Where schools known to be failing LA's response not robust enough
- LA withdraws its support from schools too quickly
- Limited evidence of the LA monitoring the outcomes for specific groups of children
- HTs and Governors do not have a clear understanding of the LA's strategy for School Improvement.
- LA does not have clear strategy for maximising S2S support and that partnerships the schools have set up have a greater impact
- Partnership working is not well established
- Weaknesses in governance not tackled with sufficient urgency
- Training provided by the LA viewed by HTs as varying quality
- Variable responses to HR provision
- Lines of communication between school leaders and LA not always clear
- Seniors officers not responded quickly enough to rapidly changing educational landscape

## **Appendix 5 : Peer to Peer Review Report – April 2014**

**Peer to Peer Challenge Session at Cheshire East carried out by School Improvement officers from Liverpool and Warrington on Wednesday 23<sup>rd</sup> April 2014.**

The session began with a concise and informative presentation outlining Cheshire East's "Journey to Date", the local context, key priorities and other relevant background information. This was well thought out and provides a model for the "challengers" to replicate when the challenge takes place in Liverpool and Warrington later this year.

Cheshire East requested challenge on two key aspects:

1. The effectiveness of strategic leadership
2. The effectiveness of strategies to tackle underperformance and close gaps

Officers from Warrington and Liverpool divided into the two groups and conducted a number of short but informative interviews with elected members, Headteachers and others as listed above.

At the conclusion of the interviews, officers from Warrington and Liverpool collated a number of positive points and areas for development to feedback to colleagues from Cheshire East.

Positive evidence:

- From the initial presentation, through all of the interviews, there is a clear sense of direction which was articulated with some passion by those interviewed
- Confidence in, and respect for, the School Improvement Service and its current functions was evident throughout
- Priorities have been shared effectively and are clearly understood by officers, elected members and school representatives. There is clear and evident understanding about the need to work together to close and narrow gaps in pupil performance, but not at the cost jeopardising the performance of the most able
- There was an energetic and well-motivated desire to work together to meet the challenges identified building on strong relationships which allow for joined-up thinking and collaboration
- There is confidence in the new structures and sub-groups (Education Board; 'Achievement for All' 3 year plan) though with recognition that the journey to date is at early stages
- Positive and productive Headteacher partnerships and alliances which, together with the School Improvement Service, make strenuous efforts to include all schools- for some this is described as being in the 'club' of schools
- Headteachers are very positive about the School Improvement Service generally and its work to narrow the gap specifically which is beginning to gather momentum

- The small centrally retained budget for school improvement initiatives appears to be well used to support targeted work. A range of intervention programmes is in place
- Elected members are kept informed and are very supportive. They are keen to play their part in addressing the needs of schools and pupils in their authority. Their part in Policy Development and Scrutiny is a positive feature
- The appointment of a Pupil Premium Champion, and his early work in post, appears to be valued by schools. There is evidence of recent focus on the effective use of Pupil Premium including high profile training events

#### Areas for development:

- As the Strategic Education Board and the 3 year plan are at relatively early stages in their development it is not yet possible to demonstrate impact in any great detail. Evidence of the impact of the School Improvement Services' work to narrow the gap is needed; where gaps have narrowed it should be clear if this can be attributed to the work of the Service
- As the Strategic Board continues on its journey, officers might consider involving the Lead elected member for the portfolio on the Board to further develop the spirit of partnership and collaboration
- Teaching Schools and other school partnership arrangements appear to be in a strong enough position to work on school-to-school peer challenge on their School Self Evaluation. This could support the early identification of "amber" alerts to issues which could be resolved at an earlier stage by the School Improvement Service, thus preventing "red" alerts
- Consider how to present the evaluation and quality assurance of support and training provided to staff and governors in terms of its supporting impact and sustainable changes in participating schools
- Schools do not appear to fully understand the process by which they are categorised into differentiated levels of need/support
- Consider how to make better use of and access to best practice from schools within and beyond the Local Authority for all schools in Cheshire East
- Consider the level of challenge currently acceptable to governors in order to maintain a healthy balance which moves schools forward without driving governors away
- Avoid any potential duplication of events such as "Getting to Good" workshops, which impacts also on the "value for money" aspect of support to schools

## **Appendix 6 : Early School Performance Headlines**

### **1. Early Years Foundation Stage**

- The percentage of children achieving a Good Level of Development (GLD) has increased by 6% from last year to 62%. The national picture for this year is 60%.
- The percentage of Children accessing Free School Meals (FSM) with GLD has increased to 42% (35.4% last year)
- The percentage of Cared for Children achieving GLD has gone up to 40% (from 0%)
- 56% of the children living in the lowest 40% (by IMD) have achieved GLD.
- There is still a gender gap with 54% of the boys achieving GLD in comparison to 71% of girls

### **2. End of Key Stage 1 Test Results 2014.**

|        |                 | Reading: % achieving Level 2+ |      |      |      |            |
|--------|-----------------|-------------------------------|------|------|------|------------|
| LA No. | Local Authority | 2011                          | 2012 | 2013 | 2014 | Difference |
| 895    | Cheshire East   | 87                            | 89   | 90   | 92   | +2         |

National ; 89.7% - up less than 1pp

| Writing: % achieving Level 2+ |      |      |      |            |
|-------------------------------|------|------|------|------------|
| 2011                          | 2012 | 2013 | 2014 | Difference |
| 84                            | 86   | 87   | 90   | 3          |

National : 86.3% - up 1.3pp

| Maths: % achieving Level 2+ |      |      |      |            |
|-----------------------------|------|------|------|------------|
| 2011                        | 2012 | 2013 | 2014 | Difference |
| 91                          | 92   | 93   | 95   | 2          |

National : 92.2% - up 1.2pp

### 3. End of Key Stage 2 Test Results 2014.

| Indicator      | 2013 | 2014  | Difference | Comment                      |
|----------------|------|-------|------------|------------------------------|
| L4+ RWM        | 81%  | 84%   | +3         | National : 78.5%<br>NW : 79% |
| L4B+           |      | 74.3% |            |                              |
| L5+ RWM        | 27%  | 31%   | +4         |                              |
|                |      |       |            |                              |
| Maths L4+      | 88%  | 89.4% | +1         | National 86%<br>NW 87%       |
| Maths L5+      | 45%  | 49%   | +4         |                              |
| Reading L4+    | 89%  | 92%   | +3         | National : 89%<br>NW : 89%   |
| Reading L5+    | 51%  | 58%   | +7         |                              |
| Writing L4+ TA | 88%  | 88%   | 0          | National 85%<br>NW 85%       |
| Writing L5+    | 39%  | 41%   | +2         |                              |
| GPS L4+        | 79%  | 81%   | +2         |                              |
| GPS L5+        | 53%  | 58%   | +5         |                              |

**The provisional two levels progress figures for Cheshire East are:-**

Reading 2 levels progress - 2013 was 90% and 2014 is 94% (2014 is above Fischer Family Trust estimate (FFT D) of 93%.)

Writing 2 levels progress - 2013 was 93% and 2014 is 95% (this is above FFT D of 94%)

Maths 2 levels progress - 2013 was 90% and 2014 is 92% (this is between FFT B 89% and FFT D 94%)

**4. Key Stage 5 – Post 16**

| <b>2014 A-level grades</b> | <b>Grades from BBC<br/>(Early National)</b> | <b>Cheshire East<br/>2014</b> | <b>Cheshire East<br/>2013</b> |
|----------------------------|---|-------------------------------|-------------------------------|
| Grade A*                   | 8.2%  | <b>8.9 %</b>                  | <b>8.3%</b>                   |
| Grade A*-A                 | 26%   | <b>28.0 %</b>                 | <b>26.4%</b>                  |
| Grade A*-B                 | 52.4%                                       | <b>53.6 %</b>                 | <b>53.3%</b>                  |
| Grade A*-E                 | 98%   | <b>99 %</b>                   | <b>98.5%</b>                  |

**Please Note : Key Stage 4 provisional results will be presented on the day of the meeting – not released at point of submission of paper.**