

## **8 LOCAL PUBLIC SERVICE AGREEMENT TARGETS**

**Report By: Annie Bushby, Education Liaison Co-ordinator  
George Salmon, Head of Policy and Resources  
Ted St George, Head of Inspection, Advice and  
School Performance Service**

### **Wards Affected**

Countywide

### **Purpose**

1. To report on progress towards Local Public Service Agreement targets.

### **Financial Implications**

2. £920,000 pump priming was allocated under the LPSA scheme under which the Council agreed to work towards targets in 13 areas of work, for the 3 Education target areas, the pump priming was as follows:
  - £25,000 was allocated toward improving quality in early years provision (Report A) with an estimated additional £115,000 funding being required from the Education Revenue Budget.
  - £30,000 was allocated towards pupil attainment targets (Report B) with an estimated additional £160,000 funding being required from the Education Revenue Budget.
  - £80,000 towards improving the life chances of looked after children (Report C) with an additional planned contribution from the Council of £231,000.

It is noted if all 13 LPSA targets are met, Herefordshire will be awarded a grant of £3,530,880.

### **Report A - Improving quality in early years provision:**

3. In the National Childcare Strategy the DfES set two targets for quality of early years provision -
  - i. To ensure that 94% of all Foundation Stage settings inspected by Ofsted are satisfactory or better by 2004.
  - ii. To ensure that at least 40% of providers have been accredited by a quality assurance scheme by 2004.

4. Under the LPSA, the stretched targets to be met by September 30th, 2005 were set as follows:
  - i. To ensure that at least 98% of inspections in the future are satisfactory and do not produce a 1-2 year outcome, and that no setting remains in such a category after the subsequent inspection.
  - ii. Any setting that currently has significant weaknesses, resulting in a 1-2 year re-inspection outcome from its Ofsted Inspection, to improve sufficiently quickly to ensure that the subsequent inspection results in a re-inspection period of 3-4 years.
  - iii. 45% of settings in the County become accredited under a Quality Assurance scheme

### **Outcome of Ofsted Inspections**

5. In 2002, only 91% of settings received a satisfactory or better outcome for their Ofsted Inspection and less than 5% of settings had been accredited under a Quality Assurance Scheme.
6. Where Ofsted have found a need for some improvement in some areas of the foundation stage, extra support has been provided through the mentor teacher system and the early years inspector. Training sessions have been provided targeted at areas of weakness identified by Ofsted, and support has been given for development and implementation of post-Ofsted Action Plans. In 1998/99, 22 settings received a 1-2 year outcome on their Ofsted Inspection. Of the 22 settings, only 7 settings currently remain in the category requiring a re-inspection within the two years. These groups continue to be supported, but Ofsted have not as yet re-inspected nor provided a timetable for when that will be done.
7. The current indications are that the enhanced target will be met, so long as Ofsted carry out inspections of the groups in question in 2003/4, and no unexpected outcomes result.
8. Further improvement in Ofsted grades will depend on continued support from mentor teachers. The twelve mentor teachers are early years specialists whose expertise is available for up to 30 days per year to support voluntary and private playgroups across the County. Funding has been found in the Early Years Standards Grant which from April 1<sup>st</sup>, 2003 has been made part of the Childcare Grant. Under the Standards Fund, the LEA has had to find match funding of 53% (ie. approx. £30k). A similar amount will have to be found from the EFFS funded element of the revenue budget. The LPSA allocation has been used to fund a support group and two extra visits by mentor teachers each term to the settings remaining in the 1-2 year category.

### **Quality Assurance Scheme**

9. The targets linked to the quality assurance accreditation are more demanding, largely because the starting point is so low. The following action has been taken:
  - a quality assurance officer has been appointed
  - an accreditation scheme has been selected

- Assessors for the scheme have been appointed and training provided to them. Further assessors/mentors will be required following the pilot phase to ensure success of subsequent phases. Ongoing training for assessors and mentors is essential to maintain consistency in assessing the scheme.
  - 24 early years settings have joined the pilot scheme. 5 portfolios have been completed to bronze standard and are awaiting internal moderation. Most of the remaining 19 are well on the way to completion. 2 have been delayed owing to significant changes at the settings.
  - A further 12 group settings have so far requested a pack to join the scheme. Interested settings are contacting the Early Years Service on a regular basis for information about the scheme.
  - The initial programme for the new settings started in February 2003. Subsequent quality assurance accreditation will be run as a rolling programme as and when further settings come forward.
  - Development worker hours have been identified to offer mentor support to settings undertaking accreditation. Development Workers and Registration and Inspection Support Officers are instrumental in supporting settings in joining the scheme, as are all staff within the Childcare Unit. The local Ofsted Team Manager has openly endorsed the scheme at briefings for all settings about the Ofsted Quality Inspections. Several more settings have expressed interest following the briefings.
  - Childminders accreditation can be achieved by joining an accredited childminding network. It is expected that the majority of childminders in the County will join one of the three networks proposed. The first network has been established and a second network is planned within twelve months. Childminders not wishing to join a network may join the selected accreditation scheme.
10. Although good progress has been made in generating interest in an accreditation scheme, achieving the target will depend on the other 57 settings expressing interest in the scheme, and the majority of the 191 registered childminders in the County being persuaded to join a childminders network or join the accreditation scheme.
11. The accreditation work is new to the Council. Previously it has been left to individual settings to decide whether or not they were interested in such status, and this may explain the low figure of 6%. The additional staffing costs, training and assessor costs associated with the LEA led initiative have been estimated at £40k p.a. In 2002/03 the costs were met from the LPSA funding (£25,000) and Childcare Grant (£10,000) A bid to help support this work, submitted to Learning and Skills Council, was approved in principle, but funding not yet been made available. In the absence of external funding approx, £60,000 will be needed from the approved of Education budget in 2004/05.

## Report B - Pupil attainment targets:

12. **Progress on Target 9 “Improving the attainment levels of pupils in Herefordshire:** The LPSA outcome for Target 9 is for 62% of pupils to achieve 5 or more A\* - C grades at GCSE in 2004. In 2002, schools collectively achieved 56%. Schools are targeting to reach 60% in 2003 and their 2004 targets are currently being finalised at a figure close to 62%. At this point in time, the 62% figure for 2004 (whilst very demanding) looks achievable but it will require a further 6% rise cumulatively over two years (2003,2004).
13. **Progress on Target 10 “ Increasing the proportion of higher ability pupils obtaining 5 or more A\* - B grades at GCSE and level 5 and above in English, maths and science at the end of Key Stage 2:** In 2001, 28.5% of pupils achieved 5 or more A\* - B grades at GCSE and the 2004 LPSA target is for 31% of pupils to reach this level. In 2002 there was a drop to 24.8% of pupils achieving 5 or more A\* - B, a significant decline in performance at this benchmark which makes the 2004 target much more challenging. Interestingly, the overall improvement to 56% identified at the 5 A\* - C benchmark is the result of a rise in the numbers of pupils achieving a C grade at GCSE, demonstrating the success of schools in working with students close to the line between C and D grade performance.
14. In the 2002 round of target setting with schools (undertaken in the Autumn term 2002) to set targets for 2004 using pupil level performance data, all high schools were asked to set additional LPSA targets for the percentage of pupils who would reach 5 or more A\* - B in 2004. The Inspection Advice and School Performance Service is currently analysing these predictions, but at this point the 2004 LPSA target of 31% of pupils reaching 5 or more A\* - B grades at GCSE still appears to be attainable.
15. In 2001, 14.9% of pupils achieved a level 5 in English, mathematics and science at Key Stage 2 (11year olds). The LPSA target for 2004 is for 18% of pupils to reach this level. In 2002, 16.9% of pupils achieved level 5 in all 3 subjects, a significant increase in performance. All primary schools have set LPSA targets for 2004 for the first time in the Autumn term 2002 and IASPS is currently analysing these predictions. However, at this moment in time, there is good reason to be optimistic about reaching the 18% figure in 2004.
16. IASPS is continually evaluating the impact of the work being undertaken jointly with schools in relation to the Education Development Plan, target setting and the use of pupil performance data. The Primary and Key Stage 3 strategies and the proposed Excellence Cluster, which will include a strand on Gifted and Talented pupils, will also underpin progress towards achieving the LPSA targets.
17. The most immediate priority over the next year is to address the decline in the percentage of pupils achieving 5 or more A\*-B grades at GCSE.

## **REPORT C – Improving the life chances for children in care by improving their educational outcomes:**

18. Three targets were in existence prior to the LPSA to ensure that improved life chances were available for children in care -
- iii. 60% of care leavers in education, training and employment at 19 by March 2005.
  - iv. 15% of looked after children obtaining 5+ GCSEs at grades A\* to C by 2004.
  - v. 16 (13%) looked after children absent from school for 25 or more days by March 2005.
19. Under the LPSA, the stretched targets to be met by March 2005 were set as follows:
- i. 72% of care leavers in education, training and employment at 19 by March 2005.
  - ii. 5 (17.25%) looked after children obtaining 5+ GCSEs at grades A\* to C by March 2005.
  - iii. 11(9%) looked after children absent from school for 25 or more days by March 2005.
20. In March 2003, 76% of care leavers were in education, training and employment settings, 11.9% of looked after children obtained 5+ GCSE's at grades A\* to C during the school year 2001/2002, and 9 (6.5%) pupils raised attendance concerns.
21. Work to date to achieve better outcomes for looked after children at age 19 and enhanced GCSE performance has included:
- An Education Liaison Teacher being seconded to Connexions for 2 days per week.
  - 7 year 11 pupils receiving mentoring sessions with the Education Liaison Teacher.
  - A successful study seminar held in October 2002 and attended by 30 participants. A study skills day for year 11 was held in April – 4 young people attended and found it valuable.
  - All schools looked after pupils in year 11 are being visited and additional support requirements discussed and implemented.
  - A tutoring and home support scheme has recently been developed and one young person has used the support to date.
  - A successful awareness raising conference was held on 18<sup>th</sup> November 2002 and attended by 120 delegates.
  - GCSE results for 2002 were disappointing. Closer targeting of individual students is expected to lead to improvements for the 2003 results.
  - Work has begun on inputting data to the value added database in order to project performance and target scores more effectively.
22. Work to date to improve attendance has included:
- The deadline of 30th September 2002 for obtaining accurate data was met - despite some difficulties.

- The need for a policy relating to data collection on children placed for adoption has been identified and the Adoption Manager has agreed to collect the information.
- The overall attendance figure has improved from 21.3% (26) in March 2002 pupils being absent from school for 25 or more days to 6% (9) pupils in March 2003. However, a small core of pupils, including students living at home and others who have severe disabilities, remain a cause for concern. Where such concerns exist, social workers are informed and the issues discussed at regular meetings.
- Administrative support has been obtained in order to generate regular, half termly data on attendance. This has been extremely valuable in identifying trends and putting in support when necessary.

## RECOMMENDATION

**THAT the Committee considers the progress made towards the Local Public Service Agreement Targets, and identifies any areas of concern or further action needed.**