

MEETING:	OVERVIEW AND SCRUTINY COMMITTEE
DATE:	29 NOVEMBER 2010
TITLE OF REPORT:	INTEGRATED CORPORATE PERFORMANCE REPORT – QUARTER 2 2010-11
REPORT BY:	HEAD OF POLICY AND PERFORMANCE

CLASSIFICATION: Open

Wards Affected

County-wide.

Purpose

To consider an overview of performance in the first half of the year against the Joint Corporate Plan 2010-13.

Recommendation

- THAT**
- (a) the report be noted, subject to any comments the Committee wishes to make;
 - (b) the Committee considers whether there are any other issues that should be referred to individual scrutiny committees for further investigation; and
 - (c) the Committee considers whether it wishes to make any other comments to Cabinet.

Introduction and Background

1. The report to Cabinet on 25 November is appended. Cabinet's decision will be reported at the meeting.
2. In July 2010 this Committee requested that the outcome of the Children's Services Scrutiny Committee's consideration of early years and primary school performance, scheduled for consideration on 22 October, be reported to this Committee on 29 November.
3. In considering early years performance that Committee noted the report, particularly the actions to drive further improvements. These included
 - a. Introduction of new systems for the collection, analysis and submission of the early years foundation stage profile data in 2010. The new system is known as E-Profile and is used by most other Local Authorities.
 - b. Introduction of a training programme for Head Teachers, School Improvement

Partners, Local Authority Advisors and Consultants to ensure consistent advice is given, and the profile data is used effectively to analyse and present standards in early years.

- c. Ongoing support and challenge to ensure EYFS/Year 1 teachers are making accurate judgements, collecting information, using and applying the data to inform their provision and practice.
 - d. Extension of the pilot programme to track progress of children attending pre-school settings so that accurate information on children's learning and development is provided on entry into school.
 - e. Support for strengthened quality improvement arrangements in children's centres ensuring early identification and intervention for vulnerable groups.
 - f. Strengthening engagement of parents in children's early learning and development. A particular focus on the development of children's speech and language through the 'Every Child a Talker' DFE funded project in preschools and the Communication, language and literacy DFE funded programme in schools.
 - g. Improving the accuracy of observations and assessments in early years. Introduction of E-Profile, a new EYFS data collection and analysis tool, with associated training for Heads, Teachers and LA Advisory Teams.
 - h. Reorganisation of the Early Years team to raise standards and ensure early identification of vulnerable groups. The team will need to be flexible in order to meet changing needs in line with new guidance and funding arrangements from the DFE.
4. The Committee also agreed an update report be presented in approximately 6 months with a fuller report being made in 12 months.
 5. In considering primary school performance the Committee noted the report, particularly the actions to drive further improvements set out in the report:

In view of the 2010 data the priorities for 2010/11 at key stage 1 for the School Improvement team have been identified as:

- Improving all subjects at key stage 1 with a particular emphasis on improving the performance of boys especially in reading and writing. Intervention programmes such as ECAW, ECAR, ECC and Numicon will help in addressing this. As will the early years CLLD phonics focus. *(Note Since the report to Children's Services Scrutiny Committee, central government decisions on funding for such initiatives as ECAR etc put all funding into schools unringfenced. It is not yet known at this stage if these will continue.)*
- Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
- Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a larger governor service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
- Improving the transition between Early Years Foundation Stage and the start of the National Curriculum at key stage 1. School Improvement Advisers and SIPs

will work closely with schools to ensure that Headteachers ensure an effective transition between early years and the first year of the National Curriculum.

In view of the 2010 data the priorities for 2010/11 at key stage 2 for the School Improvement team have been identified as:

- Improving all subjects at key stage 2 with a particular emphasis on improving the progress of all pupils in maths and the performance of the more able in the subject. Key interventions such as one to one tuition in English and mathematics will ensure that targeted support will be effective in accelerating progress and improving standards, The MAST training for teachers will improve teacher subject knowledge and will build up a team of teachers to support other schools in developing teacher subject knowledge in maths,
 - Improving the quality of leadership in schools to ensure that all pupils make the required progress and achieve well. Tightening up of SIP visits at school will ensure that leadership receives the rigour of effective challenge and support.
 - Improving the quality of governance to ensure that the leaders in schools are challenged and supported to drive improvements in standards. The setting up of a stronger governor support service will ensure that the delivery of key training will develop governor skills to focus on school improvement issues.
 - LA consultants will deliver focussed bespoke training and support for schools in targeting appropriate intervention to help move all pupils who achieve 2C at key stage 1 to level 4 at key stage 4, along with moving all pupils who achieve level 3 to a level 5.
6. The Committee requested that an update report be presented in approximately 6 months with a fuller report being made in 12 months

Background Papers

- None identified.