

ENJOY AND ACHIEVE STRATEGY GROUP REPORT TO THE BOARD

Introduction

The Enjoy and Achieve outcome area within the ECM Framework has the following aims and goals:

Aims

- Ready for school
- Attend and enjoy school
- Achieve stretching national educational standards at primary school
- Achieve personal and social development and enjoy recreation
- Achieve stretching national educational standards at secondary school

Goals

- Every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11
- Every young person with the skills for adult life and further study with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent of two A levels by age 19

The Enjoy and Achieve Strategy group brings together key leaders and managers from across the partners within the Children's Trust, including representatives from schools, in order to analyse our outcomes in this area, identify key priorities and actions and monitor and evaluate our progress against our targets.

The group meets six times a year. There are some key sub-committees that report specifically into this group and these are:

- The Children's First Strategic Board (covering 0-5 provision and Children's Centres)
- The Extended Services Steering Group
- The Better Communication Group
- The Enjoy and Achieve LAC Sub-Group

In addition there is an annual work programme designed to ensure that the group is regularly monitoring progress against achieving the expected outcomes across the teams and services that contribute to this outcome area. The annual work programme is as follows.

Annual Work Programme for Enjoy and Achieve

Term	Details
Autumn 1	<ul style="list-style-type: none"> • Any slight amendments to the Enjoy & Achieve section of the C&YP Plan in the light of the summer performance • Report on Standards • Report on priority areas of support for schools identified through summer term SIPs visits • Report on Enjoy activities for LAC
Autumn 2	<ul style="list-style-type: none"> • Report on Enjoy activities from the VCFS • Report on EAL/vulnerable groups/FSM/NEG work • Report on attendance
Spring 1	<ul style="list-style-type: none"> • Report on destinations/NEET/September Guarantee/L2/L3 • Report on progress with SEN and inclusion • 14 – 19 Strategy • Report on outcomes of the “banding” of schools • Report on target setting
Spring 2	<ul style="list-style-type: none"> • Report on attendance • Report on PSHE and SRE and Healthy Schools • Report on Specialist Schools • Review of the Enjoy & Achieve section of the Children & Young People’s Plan (and preparation for CAA)
Summer 1	<ul style="list-style-type: none"> • Continuation of review of the Enjoy & Achieve section of the C&YP Plan and preparation for CAA • Report on Enjoy activities for LAC • Report on Youth and Play activities (report on previous year)
Summer 2	<ul style="list-style-type: none"> • Report on progress with SEN and inclusion • Report on Behaviour, exclusions and SEAL • Report on Leadership and Management development

Overview of Progress November 2009

Key recent achievements	<ul style="list-style-type: none"> • Continued progress with both Primary and Secondary Review of school places. • Continued improvements in performance in 2009 at Early Years, Key Stage 1, Key Stage 2 and Key Stage 4. • Particular improvements in performance in primary ISP schools. • Only two schools (one of which is the new Birkenhead High School Academy) are now not meeting the Extended Schools till Core Offer. • Continued development of Children’s Centre provision; external evaluation of their provision and self-evaluation by Together for Children is very positive. • SEAL and Family Works programmes demonstrating impact. • Only 1 school in an OFSTED category. • Outcomes of secondary OFSTED reports have over half outstanding. • Improvements in performance in National Challenge and Gaining Ground schools are at a higher rate; only 4 schools are now below the KS4 floor target with three very close. • Support for new OFSTED framework. • Successful implementation of 1-1 tuition. • Continued improvement of attendance figures and especially in Persistent Absence schools. • Good performance of LAC at Key Stage 2. • High quality programme of Leadership and Management development.
Key issues	<ul style="list-style-type: none"> • Moving towards implementation for Primary Review Phase 5 and Secondary Review Phase 1. • Very ambitious Early Years targets; narrowing the gap in Early Years. • Measuring impact of Children’s Centres and ensuring vulnerable groups are being targeted. • Implementation of new Early Years funding formula. • Delayed implementation of “Parent Know How”. • Children’s Centres moving to statutory designation. • Implementation of the new OFSTED framework. • Continued implementation of e-learning strategy. • Impact of AFL and APP. • Narrowing the gap between FSM/non-FSM pupils at KS4. • Narrowing the gap between SEN/non-SEN pupils at KS2 and KS4. • Improve performance of LAC. • Improve performance post-16.
Key challenges ahead	<ul style="list-style-type: none"> • Implementation of secondary school reorganisation including at least maintaining outcomes/standards. • Impact of budget challenges. • Impact of 21st Century Schools White Paper. • Narrowing the Gap. • Machinery of Government. • Implementing 14-19 Diplomas.
Risks to outcome delivery and proposed actions	<ul style="list-style-type: none"> • Implications of budget challenges. • Implications of 21st Century Schools White Paper. • HR issues – managing staff changes. • ICT infrastructure and support.
Areas requiring further partnership involvement	<ul style="list-style-type: none"> • Efficiencies across partners in response to budget challenges. • Continued implementation of multi-agency working and clarity with schools and their role. • Delivery of Narrowing the Gap.

	<ul style="list-style-type: none"> • Delivery of Children’s Centres.
Equalities impact assessment areas for development and progress made	<ul style="list-style-type: none"> • Good progress made with the actions in the EIA plan. • Need to improve outcomes for some specific groups. • Need to continue to raise awareness of the needs of some specific groups.
Areas for promotion /publicity / communication / engagement	<ul style="list-style-type: none"> • Extended schools. • 1-1 tuition and other personalised support. • Children’s Centre and Sure Start programmes. • 14-19 reforms.

Areas for Reporting Focus

Case Study 1: Primary: Intensive Support Programme

Improving Schools Programme (ISP)

‘The ISP is a whole school strategy for developing, embedding and sustaining school improvement. ISP supports the development of strong and effective leadership and accountability across the whole school: Governors; senior leadership teams; subject leadership and class teachers. Elements of the programme are now widely used in schools across the LA, not just in schools of concern.

‘The cycle of analysis, action, evaluation and review is the key to building sustainable improvement. The cycle is ongoing and provides the means to build capacity for leadership, drawing upon and contributing to school improvement.’
(The Improving Schools Handbook)

The Improving Schools Programme supports schools on Wirral where standards achieved by pupils in Y6 fall below one or more of the national floor targets. There are three floor targets taken into account: English; mathematics; and English and mathematics combined. In addition, schools are monitored for the percentage of pupils who make two levels of progress (2LP) in English or mathematics.

Schools are identified through a thorough analysis of data and discussions within the Primary Team. There is often a trend of underachievement and a school may have been below floor targets for a number of years. Any school on Wirral in an Ofsted category is supported through ISP. Ofsted reports have acknowledged ISP support as a key element in these schools exiting from an Ofsted Category.

10 schools were identified for ISP support 2008-2009. Analyses of data from 2009 showed the following:

2008-2009	English and mathematics combined	6 schools improved
	English L4+	7 schools improved
	Mathematics L4+	7 schools improved
	2LP English	3 schools improved
	2LP mathematics	5 schools improved

1 school improved in all 5 indicators and 3 schools improved against 4 or 5 indicators.

A further 10 schools were also supported through WISP (Wirral Improving Schools Programme). Of these schools:

- 7 schools improved their results between 2008-2009 for English and mathematics combined, 2LP mathematics and mathematics L4+;
- 4 schools improved 2008-2009 for English 2LP and English L4+.

Sustained improvement has been seen in other ISP schools. It is an important part of the programme that schools continue to improve after the intense support has been withdrawn. Where schools have been tracked over 3 years there is evidence that ISP has led to sustained improvement.

ISP and WISP schools all have Raising Attainment Plans (RAP). These are drawn up by the Local Authority in conjunction with key members of the staff in a school. They are reviewed on a termly basis. Where possible headteachers and other members of the Senior Leadership Teams (SLT) meet with relevant members of the LA School Improvement Team - Principal Managers, Advisers, Consultants, Advisory Teachers and SIP to ensure that support is identified and dates for support are written into the RAP.

All schools are asked to submit data on a termly basis. They update the predicted results for pupils to ensure they are on track to attain L4+ English and L4+ mathematics; English/mathematics combined and 2LP for English and mathematics, across KS2.

Other whole school data is also included in the RAP. This covers the Foundation Stage and Key Stage 1 to ensure that pupils' progress is being carefully monitored as they move through the school.

Network meetings each term enable headteachers to share good practice with other schools in ISP/WISP. These meetings have been well attended by headteachers of both new, second year and past ISP/WISP schools.

ISP electronic tracking sheets are used by schools to analyse data. Many of the features have been incorporated into the Assessment Manager 7 data analysis programme which has been developed for Wirral with CAPITA during 2008-2009. ISP/WISP schools were in the first cohort to be offered the bespoke training and consultation using the schools own data, supported by a headteacher consultant and technical support services.

All Primary SIPs have the handbook for ISP with data tracking CD and so can incorporate some of the ISP strategies into their own school improvement techniques. As such, ISP school improvement structures form the basis for all school improvement strategies across the LA.

Case Study: Primary School

One Wirral primary school had been below floor targets for eight years, one of only 66 schools nationally. The school was designated a 'Hard to Shift' school by DCSF and National Strategies in 2008/9 and as such was monitored by the strategy and DCSF.

The school has engaged fully with the programme. Funding was allocated to the school by the DCSF, with additional funding/support from the LA. This included bespoke weekly mentoring and coaching support from a recently retired Wirral Headteacher.

As part of the ISP, the school has had a dedicated Consultant who has supported the Leadership and Management (Headteacher, Governors and Senior Leadership team), in developing and embedding structures and systems which support Whole School Improvement with a focus on learning and accelerating children's progress. Consultants and Advisory Teachers from the English, Mathematics, Early Years and Assessment Teams gave bespoke training and support across the school.

As a result, in 2009 results in all the national indicators were above floor targets for the first time. The school is no longer a nationally identified Hard to Shift school and will continue to have support through ISP in order to sustain improvement.

Case Study 2: Secondary: National Challenge Programme

Background

In June 2008 the Secretary of State for Education announced the National Challenge Programme to support schools with less than 30% of their pupils achieving 5 or more A*-C grades including English and maths (5+A*-C incl Eng&Ma). Six Wirral schools fell into this category.

In response the local authority, working with the schools, drew up detailed plans to ensure that, by 2011, no Wirral school would be in the National Challenge category. The plans were approved by the DCSF, and attracted funding totalling £592,000 for 2008/09. The Wirral total for 2009/10 was £317,000. The amount allocated to a school depended on its risk rating for not attaining the 30% 5A*-C inc. English and maths floor target (as assessed by the DCSF) and whether or not the school was undergoing a structural solution.

Discussions have been ongoing with the DCSF and the Office for the Schools Commission as to possible structural solutions for some of the Wirral National Challenge schools. This includes the current proposals for the two academies in Birkenhead.

Three National Challenge Advisers (NCAs) were appointed in November 2008 to support and challenge the National Challenge schools. The NCAs were all experienced ex-headteachers with a proven track record of school improvement. The level of support for 2008/09 ranged from 15 days for schools considered to be at medium risk of not meeting the floor target to 20 days for those considered to be at high risk. These days have been reduced for 2009/10 by the DCSF due to the perceived risk of being lower.

Schools were required to draw up further detailed plans (Raising Attainment Plans – RAPs) focusing on KS4. The local authority developed a planning tool to help schools create their plans efficiently, and worked closely with the NCAs to ensure the RAPs would meet the necessary quality standards first time – which they did.

The NCAs and local authority officers, including subject specialists, meet regularly to discuss the progress of the National Challenge schools and re-orient, where necessary, the support provided by the Local Authority. The six schools have been allocated over 50% of the total curriculum support for all Wirral secondary schools from the Local Authority for 2009/10.

The progress of the schools is monitored by the National Strategies and the DCSF. At the two most recent meetings on July 13th 2009 and September 9th 2009, the National Strategies/DCSF judgement for the progress of all Wirral's schools was 'green' (positive) in each case and for the LA overall. This is not the case for most other North West Local Authorities. The NCAs have been quality assured by the National Strategies and have been rated at least satisfactory.

Impact

GCSE 5+A*-C incl Eng&Ma

School	2007 Result	2008 Result	2009 Predicted result	2009 Provisional result	Change from 2008
Park High School	23%	26%	30%	27%	+1%
Pensby High School for Boys	26%	25%	41%	40%	+13%
Ridgeway High School	27%	38%	64%	47%	+10%
Rock Ferry High School	18%	23%	32%	25%	+2%
The Oldershaw School	28%	18%	32%	27%	+9%
Wallasey School	29%	29%	35%	29%	-1%

Overall, the rise in the National Challenge schools was 5.2% compared with a rise of 1.1% in all other Wirral secondary schools from 2008 to 2009.

Overall, the rise in attainment for Free School Meals pupils in National Challenge schools was over 3%, compared with a rise of 2% in all other Wirral schools from 2008 to 2009.

Brief SWOT Analysis of the Outcome Area

Strengths	Weaknesses:
<ol style="list-style-type: none"> 1. Extended Services 2. High quality provision (schools) with good or better performance. 	<ol style="list-style-type: none"> 1. Performance of LAC. 2. Difference in performance of vulnerable groups. 3. Progression targets. 4. Need to speed up implementation of 14-19 reforms.
Opportunities:	Threats:
<ol style="list-style-type: none"> 1. Machinery of Government changes 2. Multi-agency working 3. School reorganisation 	<ol style="list-style-type: none"> 1. Budget constraints and capacity 2. Impact on school improvement of the 21st Century Schools White Paper.

Summary

Across the Enjoy and Achieve Outcome area we are making good progress in most areas. Standards and outcomes are high for most children. We need to maintain and further develop that but with a particular focus at all phases on improving outcomes of vulnerable groups and narrowing the gap. We need to ensure that all are aware of which children fall into this category and harness the benefits of multi-agency working to impact on these children and families.

Recommendations:

That Wirral Children's Trust Board endorse the report.

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Appendices

Appendix 1 Enjoy and Achieve Priority Framework
Appendix 2 Enjoy and Achieve Performance

Enjoy and Achieve Priority Framework

Children and Young People's Plan Enjoy and Achieve Priorities 2009/10

- Public money is spent to maximum effect in all our schools.
- Young children and families are well supported, especially the most vulnerable, through the network of Children's Centres.
- Children and families are supported with their social and emotional development.
- Extended Services, delivered through schools and partners working in clusters, impact upon the outcomes for children and families.
- Continue to raise standards in schools and settings by continuing to improve the quality of leadership and management, curriculum, assessment and learning, thereby ensuring none fall into an OFSTED category.
- Close the attainment gap where poverty and disadvantage affect achievement.

Wirral Council Corporate Plan 2008-2013 Enjoy and Achieve Linked Aims

- Close the attainment gap where poverty and disadvantage affect achievement
- Reduce numbers not in employment, education or training
- Increase numbers going to university, especially from disadvantaged communities

Local Area Agreement Related Indicators

Statutory Indicators (non-reward grant):

- 72 - Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
- 73 - Achievement at level 4 or above in both English and Maths at Key Stage 2
- 75 - Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths
- 87 Secondary school persistent absence rate
- 93 - Progression by 2 levels in English between Key Stage 1 and Key Stage 2
- 92 - Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest.
- 94 - Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2
- 99 - Looked after children reaching level 4 in English at Key Stage 2
- 100 - Looked after children reaching level 4 in maths at Key Stage 2
- 101 - Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and maths)

Enjoy and Achieve Performance Report

Performance Indicator report for 2009/10 latest data at Quarter 2.

	Title	Yr End Target	Yr End Forecast	Q2 Target	Q2 Actual	On Target	Direction of Travel
NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	56%	51.7%	56%	51.7% (P)	Amber	n/a
NI 73	Achievement at level 4 or above in both English and Maths at Key Stage 2	77%	74%	77%	74% (P)	Green	n/a
NI 75	Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths	55.2%	53.2%	55.2%	53.2% (P)	Green	↑
NI 92	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	30.2% (Lower is Better)	31.4%	30.2%	31.4% (P)	Green	↔
NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	86%	81.6%	86%	81.6% (P)	Amber	↔
NI 94	Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2	79%	77.8%	79%	77.8% (P)	Green	↔
NI 100	Looked after children reaching level 4 in maths at Key Stage 2	44%	52%	44%	52% (P)	Over Performing	↓
NI 101	Looked after children achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and maths)	7.4%	7.3%	7.4%	7.3% (P)	Green	↓
NI 103a	Percentage of final SEN statements issued within 26 weeks (Excluding exceptions).	98.0%	100%	98.0%	100% (A)	Green	↑
NI 103b	Percentage of final SEN statements issued within 26 weeks (Including exceptions)	92.0%	98.0%	92.0%	98.9% (A)	Green	↑

Performance Issues

Portfolio	PI no	Title	2009/2010 Q2 Target	2009/2010 Q2 Actual	On target	Direction of travel
Children's Services & Lifelong Learning	NI 72	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy	56%	51.7% (P)	Amber	N/A

Context: This data release is still provisional and therefore subject to change at a future date.

Corrective action: There is ongoing National Strategies training that we expect schools to engage with. School Improvement Partners will discuss with head teachers reasons for underperformance and what corrective action is needed at a school level.

Portfolio	PI no	Title	2009/2010 Q2 Target	2009/2010 Q2 Actual	On target	Direction of travel
Children's Services & Lifelong Learning	NI 93	Progression by 2 levels in English between Key Stage 1 and Key Stage 2	86%	81.6% (P)	Amber	Unchanged

Context: This data release is still provisional and therefore subject to change at a future date.

Corrective action: There are number of schools sending English scripts back for remarking. School Improvement Teams will analyse the attainment data both at LA, school and subject level. In particular they will be analysing data especially where results have been markedly different from school predictions. Through this the teams will identify schools where there is evidence of underperformance and target them for detailed monitoring, challenge, intervention and support. There will be targeting of intensive consultant support to schools, to ensure there is accelerated progress in English and maths. English and mathematics teams have projects and training plans for next academic year to target schools. There is ongoing National Strategies training that we expect schools to engage with. School Improvement Partners will discuss with head teachers reasons for underperformance and what corrective action is needed at a school level. SIPS (and Consultants in our Intensive Support Programme schools) are being asked to have discussions with Head Teacher and Senior Leadership Team about progress in Y4 to ascertain the percentage of pupils on track with 1 level progress, and what action is planned for those children not on track. In particular there will be a focus on identifying children on track for L4+ in either English or maths but not both and again what action is planned. Where there are specific concerns, schools may be placed into our Intensive Support Programme or, in rare cases, may even be identified as a School Causing Concern. The monitoring conversation with the SIP will be used to inform LA support; this is also reported to the school's governing body. Effective Pupil Progress meetings are key for the Head Teacher to challenge underperformance with staff and these are part of ISP. Two key programmes (Assessing Pupil Progress and Assessment for Learning) will continue in the autumn term and these will help ensure accurate levelling, improved moderation and secure tracking of pupils.