

WIRRAL COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY COMMITTEE

16 NOVEMBER 2011

SUBJECT:	SCRUTINY REVIEW OF LITERACY LEVELS AT KEY STAGE 2 (PROGRESS REPORT)
WARD/S AFFECTED:	ALL
REPORT OF:	ACTING DIRECTOR OF CHILDREN'S SERVICES
RESPONSIBLE PORTFOLIO HOLDER:	COUNCILLOR ANN MCLACHLAN
KEY DECISION?	NO

1.0 EXECUTIVE SUMMARY

- 1.1 In 2009 members of the Overview and Scrutiny Committee expressed concern regarding the number of young people who start secondary school without the apparent literacy skills to adequately further their learning. There was anecdotal evidence from the secondary school community which suggested that a significant and stubborn percentage of young people failed to reach the expected level. That anecdotal evidence was felt at the time to be substantiated by the Borough's SATs results which consistently showed that almost 20% of children were not attaining Level 4 in literacy at Key Stage 2.
- 1.2 It was therefore decided that members of the committee would undertake a scrutiny of literacy levels at Key Stage 2 in order to identify the key issues affecting literacy levels of children during their years in primary education.
- 1.3 The bulk of the evidence for the review was gathered from visits to five schools in the Borough plus from a questionnaire which was sent to the head teachers of all other primary and junior schools in the Borough. The evidence from the schools was supplemented by meetings with relevant officers and by written submissions/reports.
- 1.4 The initial brief for the Scrutiny Review was to review literacy levels at Key Stage 2. However, the resulting report in October 2009 commented that it very quickly became apparent to the Panel members that key issues arise not only when a child is in Years 5 or 6 but much earlier in their development. The scrutiny therefore also included an investigation of issues from babyhood to Early Years to Foundation Stage to Key Stage 1 and finally to Key Stage 2.

- 1.5 The Scrutiny Panel has made a total of 24 recommendations in their scrutiny report.
- 1.6 This report provides an overview of the progress made since the publication of the original scrutiny report.

2.0 RECOMMENDATION/S

- 2.1 That the report is noted and endorsement is given for the further actions indicated in the table under section 4.0.

3.0 REASON/S FOR RECOMMENDATION/S

- 3.1 This report is a response to a request for a progress report following the Scrutiny Review of Literacy Levels at Key Stage 2 undertaken by members of the Overview and Scrutiny Committee in October 2009.

4.0 BACKGROUND AND KEY ISSUES

- 4.1 The table in Appendix 1 attached outlines the actions that have been taken since the scrutiny report was written, the impact so far and proposals for further action.
- 4.2 Moving forward, Wirral Children's Trust partnership and the Council's Children and Young People's Department (CYPD) will address the ongoing recommendations through actions in the Children and Young People's Plan (CYPP) and will ensure that they are embedded in the refresh of the CYPP for 2011-12. They will also be addressed through the delivery of the Council's Strategic Objectives through the Corporate and CYPD Department Plan.

5.0 RELEVANT RISKS

- 5.1 None.

6.0 OTHER OPTIONS CONSIDERED

- 6.1 None applicable.

7.0 CONSULTATION

- 7.1 None applicable.

8.0 IMPLICATIONS FOR VOLUNTARY, COMMUNITY AND FAITH GROUPS

- 8.1 There are no specific implications for voluntary, community and faith groups arising from this report at present.

9.0 RESOURCE IMPLICATIONS: FINANCIAL; IT; STAFFING; AND ASSETS

- 9.1 There are no specific implications arising from this report at present.

10.0 LEGAL IMPLICATIONS

- 10.1 There are no legal implications arising from this report at present.

11.0 EQUALITIES IMPLICATIONS

11.1 There are no specific equalities implications from this report at present. However, improved levels of literacy can support improved outcomes for children and families and thereby play a part to reduce inequalities. There are actions and progress reports for work with children from minority ethnic groups and children with special educational needs within the table in section 4.0.

11.2 Equality Impact Assessment (EIA)

- (a) Is an EIA required? No
(b) If 'yes', has one been completed? Not applicable.

12.0 CARBON REDUCTION IMPLICATIONS

12.1 There are no carbon reduction implications arising from this report.

13.0 PLANNING AND COMMUNITY SAFETY IMPLICATIONS

13.1 There are no implications for planning or community safety arising from this report.

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APPENDICES

Appendix 1 – Table which outlines the actions that have been taken since the scrutiny report was written, the impact so far and proposals for further action.

REFERENCE MATERIAL

None.

SUBJECT HISTORY (last 3 years)

Council Meeting	Date

	Recommendation	What actions have been taken in response to the recommendation	What has been the Impact of those action	What do we propose to do next
1	A Children and Young People Departmental Review should be carried out to ensure that easy access and an appropriate offer of service is provided in all Children's Centres.	A review of the provision of Children's Centres was undertaken.	<p>There was a re-configuration of Children's Centre footprints using Super Output Area & Index of Multiple Deprivation data resulting in 16 designated Children's Centres with 3 identified Satellite Centres and a further 8 outreach bases. This was agreed by Government Office NW and adopted by Ofsted in March 2010.</p> <p>A staffing re-structure has ensured management cover at all 16 Centres and prioritised resources in the 30% most deprived geographical areas</p> <p>The Wirral Children's Centre Network is now clustered into 4 geographical areas, following the Social Care District Teams and the Health Visiting Team boundaries. There is greater consistency across the Network and Clusters and a coordinated approach to service delivery, depending on local need.</p>	<p>Continue to strive to achieve the corporate target of 70% registrations before 31st Dec 2011.</p> <p>Engage as one of 27 Trial Authority's across England for the DfE Payment by Results Pilot., which will support the further development of data and monitoring systems.</p> <p>Complete a full Sustainability Report on Children's Centres with recommendations by March 2012.</p>
2	In order to ensure that more families engage with Children's Centres, information available through websites should be improved and be timely. There should be better promotion of specific activities available at each Centre. Publicity could also	<p>The Family Information Service website has been established which includes information on Children's Centres' activities</p> <p>Publicity appears in Health Watch magazine, Maternity Magazine, Wirral Champion and Let's Go</p>	Electronic data systems are in place, enabling monitoring and evaluation of local and national data. Over 50% of children under the age of 5 yrs registered between Nov 2010 – Sept 2011.	<p>Working with marketing department to further develop the website and marketing materials</p> <p>Some information is in doctor's surgeries but this needs to be expanded to include all surgeries. Discussions underway with new GP</p>

	<p>be improved through a variety of outlets such as GP surgeries, local organisations and community groups.</p>	<p>publications.</p> <p>Individual Centres produce termly What's On's and a central data base is shared with partnering agencies (including schools, health teams and local community groups) showing all activities in Centres.</p> <p>Publicity events have been held to raise awareness and a press campaign is in place to celebrate achievements.</p> <p>Public access computers are in most of the Centres (where room allows) and the public are encouraged to use them as much as possible.</p> <p>Children's Centre Outreach staff are in the Registry Office to raise awareness and provide information for parents registering births.</p>		<p>Consortia</p>
3	<p>Health Visitors are a key contact for many families with young children. Wirral NHS and Wirral Borough Council are encouraged to enhance the role of Health Visitors in providing early identification of 'hard to reach' families and subsequent signposting to other services, particularly in Children's Centres. The delivery of the Healthy Child Programme in Wirral provides an opportunity for agencies to work together.</p>	<p>Wirral's Health Visiting service is one of 20 'Early Implementer' sites (Nationally) to deliver a new model of health visiting. As part of the local delivery of the Healthy Child programme, Wirral health visitors have been providing a comprehensive health and development review for all children (95% uptake) at 2 to 2½ years since July 2009. This has substantially increased the early identification of social and communication difficulties, with referral to SLT services and Children's Centres for those children identified as having difficulties. SLT services have implemented a service redesign providing a timely response</p>	<p>Both Paediatricians and SLT report a fall in the number of children with difficulties who are not identified until school entry at 5 years.</p>	<p>Continue to monitor outcomes from the implementation of the 2 year review. Review and revise the tools used in the review to ensure best practice. Maintain high uptake; share information as appropriate where children have not received a review.</p> <p>Ensure children identified with difficulties receive appropriate support and interventions from Children's Centres prior to nursery entry at 3 years.</p>

		to referrals and systems to ensure vulnerable children do not get 'lost' in the system. In addition, to manage the increased number of early referrals, have provided training to Early Years practitioners in the HV teams to undertake initial interventions to promote social and communication skills prior to entry into nursery.		
4	Professional barriers need to be broken down. Multi-agency services should be provided in Children's Centres, for example, Health Visitors, Social Workers, Dental Service, Speech and Language Therapists, School Nurse, Hearing and Sight Specialists, Paediatricians, Early Years Specialists, and so on.	<p>The Children's First Strategic Board is multi-agency and oversees the work of Early Years and Children's Centres.</p> <p>Every Children's Centre cluster has at least one Advisory Board, which supports and guides the work of the Centre and includes, head teachers, health visitors, social care and parents</p> <p>A pathway has been developed with local dentists, enabling staff to support parents to access dental services.</p> <p>A wide range of multi agency services are delivered in Children's Centres, including mental health services, 1:1 counselling, ante-natal services, post-natal services, child health clinics, domestic violence drop-ins, speech & language screening.</p>	Co-location of staff teams has supported closer working arrangements and information sharing between teams.	<p>Joint training and planning sessions take place regularly between health, voluntary organisations, Area teams and Centre staff; these will be extended to include others e.g. social care staff when they are available.</p> <p>Advisory Boards are continually developing and including new partners; this will continue with a priority on engaging parents and local community groups.</p>
5	The Local Authority should create a scheme to encourage greater involvement of parents,	Training programmes such as Family Works and Family Wise to support the empowerment of parents and	Reports presented to the Enjoy and Achieve Strategy group on Family Works and Family Wise have	<p>Retain the literacy support in place through letterbox and VRO.</p> <p>Training is planned to be delivered</p>

	businesses and older people in providing one-to-one reading support in schools.	<p>grandparents to support literacy developments.</p> <p>We have done a trial deployment of volunteers through the Volunteer Reading Organisation (VRO) in pilot schools to support vulnerable pupils develop reading skills and behaviours are in operation.</p>	<p>demonstrated that those children and families who have participated in those programmes have made improved progress in literacy and numeracy. These programmes also provide training for Teaching Assistants to be able to carry on this work so it becomes embedded in with way the school works.</p> <p>The Volunteer Reading Organisation (VRO) and the rollout of letterbox have contributed the improvement in results at KS2. KS2 English level 4+ has improved by 14% between 2010 and 2011. The gap between all Wirral pupils and LAC pupils has narrowed by 12% for K2 English level 4+ between 2010 and 2011.</p>	on the Successful Reading Partnership as part of the Education Quality (EQ) offer.
6	The Local Authority is encouraged to build on the moderation work that has already been carried out at the transition from Key Stage 1 to Key Stage 2. This consistent approach should also be applied to the transition from Foundation Stage to Key Stage 1.	<p>A minimum of 25% of schools and settings are moderated every year. Clear and constructive feedback is given to schools and settings.</p> <p>Schools with low CLLD and PRN scores have been identified and support given from the Early Years Team.</p>	<p>Moderation processes and practices have been judged by QCDA as exemplary.</p> <p>We have met National Indicator NI72 which shows our performance of 57% is in line with the national average.</p>	<p>A headteacher consultation group has been set up to determine agreed best practice.</p> <p>The Early Intervention Manager for Early Years will monitor the impact of training and support on identified schools.</p> <p>Training is planned to be delivered to identified target schools.</p>
7	The Local Authority should evaluate the success of the Communications, Language and Literacy Development (CLLD) programme and plan ahead to, if appropriate, enable funding for the existing schools to continue with the programme and to	CLLD remains a priority. There has continued to be dedicated training on speaking, listening reading and writing.	The focus on CLLD and the dedicated training continues to show a positive impact on EYFSP results. 57% of targeted schools showed increase of 6+ across all aspects of CLL.	We will continue to identify vulnerable groups at risk of language and literacy delay through scrutiny of EYFSP data and contextual factors to provide appropriate interventions.

	extend the programme to other schools.			
8	The Local Authority is encouraged to provide further in-school training in phonological awareness.	<p>Orrets Meadow Outreach provide training and support for schools with pupils (with specific language issues)</p> <p>A seconded teacher from Orrets Meadow supports pupils and schools with specific issues.</p> <p>Training on phonics has been delivered by the Early Years Team and the early Intervention Manager for English.</p> <p>All CLLD targeted schools continue to receive bespoke phonic training. Universal training available through school focus requests.</p>	<p>Impact of increased focus on the implementation of Phase 1 is evident on CLL baseline assessment on entry to Foundation 2 which show improvements in pupil progress.</p> <p>Targeted schools show an increase in reading at the end of key stage 1</p>	<p>Early Intervention Manager for English is planned to provide training for Advisory Teachers and subject leaders on phonics and reading strategies.</p> <p>Dedicated phonic training for Year 1 practitioners is in preparation for the phonic checklist in June 2012.</p> <p>We continue to support schools to implement a consistent approach over the phonic programme.</p>
9	Extended Services should be encouraged to give a higher priority to literacy-based activities.	<p>Clusters of schools have worked with Tranmere Rovers on a Journalism Project which was planned to engage boys and fathers and include interviewing players, attending a match and writing a match report.</p> <p>Six schools took part in a pilot project with Key Stage 1 pupils to look at physical development and links with literacy-based activities over a six week period.</p> <p>A conference on Narrowing the Gap took place which showcased various strategies and initiatives undertaken by individual and clusters of schools.</p>	<p>Schools measured the impact against end of Key stage results and also attitude of boys to writing and found the results positive.</p> <p>Analysis of the impact showed a direct correlation between physical development and progress in Literacy specifically in reading with pupils making significant progress.</p>	<p>Although Extended Services development support from the LA has ceased as a consequence of the grant ending, clusters do continue to share good practice via cluster meetings work with Tranmere Rovers to further develop projects. Where schools have continued to work on Extended Services activities, there is always the need to ensure there is impact on improved outcomes for children and young people.</p> <p>Sharing of findings reported at cluster meetings via a full analysis and shared with all schools via the extended services page on the Virtual Learning Environment.</p>
10	The impact of the Family Learning Service is welcomed.	Family Learning continues to be funded by Skills Funding Agency	In 2009-10, there were 897 adult learners were on Family Learning	In 2011-12 we will continue to target SFA courses at adults with low skills

	<p>With the forthcoming changes to Learning Skills Council arrangements, the Local Authority should consider how the service could be made more universally available.</p>	<p>(SFA) for targeted families. Additional courses have been offered where other funding has been available.</p>	<p>courses with a 95% achievement rate.</p> <p>In 2010-11, there were 839 adult learners on Family Learning courses with a 96% achievement rate.</p> <p>There is ongoing and additional impact on economic prospects for families, support for children, aspirations of families and children as a result of improved skills following their engagement with Family Learning programmes.</p>	<p>but offer paying courses for other people.</p>
11	<p>Greater emphasis should be given to the provision of a consistent link between schools and Children's Social Care Services. A Social Worker should be allocated to either a Children's Centre or a School Cluster Group, wherever is most appropriate.</p>	<p>The Area Teams each have social worker and the majority are co-located in children's centres. The Area Social Worker and Area Team Leader each have formal contact with the schools in their area, offering consultations.</p>	<p>Schools are more supported with responding to children with needs at Level 2 and 3 of the threshold and see the benefit of an early multi-agency response at an early stage</p>	<p>This work is continuing as part of the plan for each Area Team</p>
12	<p>The Council is encouraged to promote more multi-agency working, specifically by improving protocols for the sharing of information between health, social care and education professionals. This should apply particularly to 'hard to reach' families.</p>	<p>Area Teams are now co-located in Children's Centres.</p> <p>There is an information sharing protocol in place with the midwifery services and the health visiting services to</p> <p>There is an information sharing agreement in place between the MARAC (Multi-agency Risk Assessment Conference) and the Family /safety Unit,</p> <p>The electronic database (Estart)</p>	<p>There is now greater sharing of information, expertise and experience across teams.</p> <p>Children are included in decisions about service delivery at an appropriate level.</p> <p>There are now more swift and easy responses to domestic violence cases.</p> <p>Improved data enables Children's Centres to target specific streets and</p>	<p>More work is needed to develop partnerships between front line workers and Children's Centres – joint training and staff meetings will support this.</p> <p>We will explore the development of a Partnership Protocol between key agencies and staff teams to enable closer joint working.</p> <p>Continuing to develop multi-agency and integrated working remains ongoing work and a priority.</p>

		<p>enables the monitoring of families who are not engaged with the service through postcode tracking.</p> <p>The Guide to Integrated Working has been updated with the thresholds for service, the role of the areas team, Common Assessment Framework (CAF) and Team Around the Child (TAC) processes fully outlined.</p> <p>The Information Sharing Protocol is also contained within the guide.</p> <p>Training has been refreshed and is delivered on a monthly basis to all professionals working with children.</p>	<p>geographical areas.</p> <p>The level of activity for children receiving a service via CAF and TAC continues to increase (950 children at 31 March 2011).</p> <p>A multi-agency group quality assures CAF and TAC processes on a monthly basis, leading to improvements in the quality of assessments and plans and overseeing the yearly review of the training and the Guide to Integrated Working.</p> <p>In the last quarter July-September 2011, "attainment" was one of the top five reasons for undertaking a CAF or TAC and consultation.</p>	
13	<p>A review of the statementing process should take place with a view to the system becoming more flexible and quicker, whilst maintaining integrity. There is a need to identify children at a younger age. Consideration should be given to the development of guidelines which would enable children to be allocated places at Orrets Meadow without having to go through the full statementing process.</p>	<p>There is a National Consultation about the SEN framework and the place within that of 'statementing'.</p> <p>Locally we have set up a working group of that focused on the second and third elements of this action. The group consisted of representation from the CYPD, Orrets staff and governors, and Primary HTs Consultation Group.</p> <p>A process has been developed that:</p> <ul style="list-style-type: none"> - identifies pupils with the most severe literacy difficulties using NC data; - offers 25 places at Orrets Meadow for one year without a statement; - sees pupils dual rolled for the 	<p>At this stage it is too early to identify impact.</p>	<p>An evaluation process with a time line has been set up to inform next steps. e.g. How successful has the pilot been? What have we learnt? Should it be repeated? etc.</p>

		<p>pilot year with the host school contributing to transport costs.</p> <p>The first cohort began attending in September 2011 and these children will be monitored carefully.</p>		
14	<p>The funding arrangements for the Orrets Meadow Outreach Services should be reviewed to ensure consistent opportunity of provision to every child in need.</p>	<p>Places on the pilot outlined above do not require schools to have purchased outreach or part-time places. Part-time places, which were dependent on the schools' willingness or ability to pay, are no longer used.</p>	<p>There are now consistent opportunities of provision for pupils to benefit from the pilot.</p>	<p>As above.</p>
15	<p>At the next School Funding Review (2011-14), the Schools Forum should be requested to look again at the funding formula for SEN provision, with a view to provision being based on need rather than FSM (Free School Meals).</p>	<p>National Consultations about SEN, and about School Funding are underway. The latter has very detailed questions about the future of SEN funding.</p> <p>The Authority has responded to the SEN consultation, and is working with the Schools Forum to respond to the Funding Consultation.</p>	<p>This is future work and is reliant on national policy.</p>	<p>Further work may be identified as a result of these consultations.</p>
16	<p>The Panel welcomes the current review of the Speech and Language Therapy service and encourages greater use of therapists in training and consultancy roles.</p>	<p>Speech and Language Delivery has been reviewed. The Speech and Language service will now involve greater use of therapists in training and consultancy roles</p> <p>The Wellcom package has been launched to all primary schools and Early Years settings.</p> <p>Training has been delivered for SENCOs.</p> <p>Speech therapists are now allocated to geographical cluster providing</p>	<p>The Early Communication Strategy arose from the impact of the CLLD Programme, reflected in EYFSP outcomes and the ECaT programme data monitoring tool. These showed a decrease of 5% of children at risk of language delay and an increase of 2% of children with above expected language development.</p>	<p>There will be ongoing training as necessary on the Wellcom toolkit for schools and settings.</p> <p>Speech therapists will provide consultancy to schools and settings.</p> <p>Children needing specialist Speech & Language support will have it delivered in school settings with parents.</p> <p>We will continue to commission Speech and Language Therapists to deliver early language development</p>

		targeted support.		training to practitioners and act in consultancy roles within schools and settings
17	The Panel strongly supports the principle of the Speech and Language service being available either in Children's Centres or School Cluster Groups, whichever is most appropriate.	<p>Following the review of the Speech and Language service and in conjunction with Early Communication programme, therapists will provide a core offer of termly visits; a school/centre based service to discuss individual children (on caseload or not); updates communication targets; and they will discuss interventions and identify children requiring further assessment.</p> <p>Specialist intervention will remain clinic based.</p> <p>Emily McArdle has delivered pilot findings to primary headteachers and leaders in early years settings</p> <p>Emily has agreed to allocate speech therapists to clusters.</p>	<p>Early indicators suggest Head teachers, Children Centre managers and PVI sector welcome the revised level of on-site speech and language service.</p> <p>80 schools are engaged in the Early Communication programme to aid early identification of potential language delay.</p> <p>16 Children Centres are engaged in the Early Communication Programme.</p> <p>91 PVI settings are participating in Early Communication programme to support early language development.</p>	<p>New system for speech therapy will be rolled out in January 2012.</p> <p>We will monitor and evaluate the actions.</p> <p>We will make use of Report Wizard to establish the levels of speech and language development for all children within the authority.</p> <p>Case studies will provide qualitative evidence.</p> <p>We will monitor the amount of appropriate referrals to Speech and language therapy</p> <p>We will continue the use of monitoring tools to identify children's language development in terms of listening and attention, speech sounds and social communication.</p>
18	Consideration should be given to joint funding (between Wirral NHS and Children and Young People Department of Wirral Borough Council) of the specialist Children's Speech and Language Therapists. The day-to-day management of the Speech and Language Therapists should be within the Children and Young People Department of Wirral Borough Council.	<p>As above.</p> <p>The Early Communication Programme is providing the model for the development of working protocols between CYPD and the Speech and Language service to produce a more effective service.</p>	<p>As above.</p> <p>The development of a more coordinated approach between CYPD and Speech and Language Therapy is supporting early identification of children at potential risk of language delay.</p> <p>There is now more accessible local based support to schools and Children Centres from Speech and Language therapists.</p>	<p>As above.</p> <p>We will continue to monitor and evaluate the Early Communication Programme to provide evidence to support the financial commitment to the future of children's speech language and communication skills.</p>

19	Among Foster Carers, Social Workers and in Residential Homes a higher priority should be given to literacy. The Child's Annual LAC (Looked After Children) review should emphasise the importance of literacy progress	The Personal Education Plan (PEP) process has been reviewed and included targets for KS2 literacy. Literacy support is a priority when allocating the Personal Education Allowance (PEA).	KS2 English level 4+ has improved by 14% between 2010 and 2011. The gap between all Wirral pupils and LAC pupils has narrowed by 12% for K2 English level 4+ between 2010 and 2011	Implement a robust quality assurance process to audit the quality of PEPs. Deliver training to Foster Carers, Social Workers and staff in residential settings to emphasis the importance of literacy and the significance of achieving high outcomes for LAC.
20	Foster Carer training courses should include a module on literacy and raising standards.	Consultation has been undertaken with Children Social Care Staff Development and the Family Learning Service about a short course programme to be devised.	This is still to be implemented.	Delivery of training will take place from Feb 2012.
21	The Panel recognises the growing number of pupils with 'English as an Additional Language' (EAL). Wirral Council should enable schools to build additional capacity to further improve knowledge and expertise.	The MEAS team ran a Building Capacity Project (BCAP) in 8 targeted primary schools from 2009-11. These schools are now HUB schools offering support and good practice sharing with other Wirral schools. EAL training programme offered for all schools.	Staff across BCAP schools more confident and skilled in EAL. OFSTED reports for these schools in 2010-11 all mention excellent support for EAL pupils.	We continue to support HUB schools to enable them to share good practice with other teachers and other schools. We continue, through training and support to build the capacity of all schools and children's centres to enable the achievement of the growing number of EAL pupils. MEAS target s additional support for schools with EAL children identified as under achieving. EAL training programme and support network has been extended.

22	<p>Greater access to refresher training for established teachers in speaking, listening and reading skills should be provided. Particular support could also be given to newly qualified teachers and Teaching Assistants. This additional training could be provided through twilight sessions organised in School Cluster Groups.</p>	<p>Orrets Meadow runs training sessions for Teaching Assistants (TAs) on supporting reading. Training has been organised and delivered around phonics EQ schools are having training delivered in schools. Target schools are also receiving training on phonics and the teaching of reading.</p>	<p>Over 100 TAs attended training run by Orrets Meadow in September. Impact of work through the outreach project indicates improved progress for children in pilot schools.</p>	<p>Orrets Meadow is in discussion with EQ about providing similar support on reading for NQTs. Training will be delivered on phonics and Successful Reading Partnership. The revised OFSTED framework (January 2012) will inspect the teaching of reading in primary schools.</p>
23	<p>The Local Authority is encouraged to provide further evidence regarding the success of specific Intervention techniques.</p>	<p>Regular reports have been provided to various committees and groups within the governance structure of the Children's Trust. We have reported on various interventions such as National Strategies, National Challenge, Narrowing the Gap, CLLD projects, etc. The work of School Improvement Partners and now School Improvement Associates have monitored and challenged schools over the effectiveness and impact of various strategies and interventions.</p>	<p>These have demonstrated improved outcomes for children and young people. Performance in 2010 and 2011 show improvements at Early Years, Key Stage 2 and Key Stage 4. The profile of schools in terms of inspection outcomes continues to improve. Recent OFSTED inspections and recent OFSTED rating of Children's Services have demonstrated improved outcomes.</p>	<p>We continue to monitor and challenge schools over the effectiveness and impact of various strategies and interventions through the Schools Causing Concern process and through entitlement SIAs.</p>
24	<p>Consideration should be given by the Local Authority to using the Deprivation Funding to pilot a scheme to assess the success of small class sizes in raising literacy attainment.</p>	<p>This recommendation has not progressed. The Schools Budget Settlement has been maintained as "flat cash" over the funding period and with no growth. This limits the resources available for new initiatives.</p>		