

ENJOY AND ACHIEVE STRATEGY GROUP REPORT TO THE BOARD

1.0 Background

- 1.1 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

2.0 Progress in 2011

Note that in any of the performance figures below, the performance of secondary academies has been included.

Key recent achievements	<ul style="list-style-type: none">• Continued progress with both Primary and Secondary Review of school places. University Academy of Birkenhead opened in January 2011. Phase 6 of the Primary Review is in progress with a report due to return to cabinet.• Improvements continue performance in Early Years. The percentage of children attaining 78+ scale points and Foundation Stage level 6+ in CLL & PSE improved (slightly). The percentage of children achieving Foundation Stage level 6+ in CLL, PHY and CRE improved. Children achieving above expected level 8+ increased in the 3 prime areas of CLL, PSE and Numeracy.• Performance at Key Stage 1 for L2+ is broadly in line with performance in 2010 for most indicators other than Speech and Language where that has been a decrease of nearly 2%. Performance at L3+ shows improvements in Speech and Language of around 1% and in Writing of around 1%.• Performance at Key Stage 2 for L4+ showed an increase on last year of 2% in both English and English/Maths combined. Performance in Mathematics remained static.• Attainment at L5+ in Maths increased but in English it dropped slightly with performance in both English/Maths combined remaining static.• At Key Stage 4, the provisional results for 5+ A*-C GCSE or equivalent grades including English and Maths showed further improvement of 3-4% with performance at a LA level almost very nearly at the FFT 'D' estimate. The provisional results for 5+ A*-C GCSE or equivalent grades also showed an improvement of 3-4% and performance at a LA level exceeds the FFT 'D' estimate.• Provisional analysis of the 100 Club project shows that we have narrowed the KS4 gap by 2% with the 100 Club project contributing to 1% of that improvement• Outcomes of OFSTED reports show 84% of primary schools getting Good or Outstanding; 88% of secondary schools getting Good or Outstanding; and 85% of Special Schools getting Good or Outstanding• Only 1 school remains in an OFSTED category.
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- Refinement and implementation of our School Improvement Strategy with the focusing of support and intervention at schools that are satisfactory and below.
- Development and implementation of Education Quality with a 94% buy-back.
- The success of the 2 year old funding initiative has been built upon to increase number accessing the free offer by 20%. The allocated number of funded places for Wirral is 142 places but currently, 205 children are being funded under this initiative, far in excess of the target.
- The e-start database is being used to capture engagement rates of local families that have children aged 0-5 years. The number of children now registered with Children's Centres currently stands at 58% and is rising.
- 8 out of the 16 Children's Centres have been inspected by the OFSTED with 2 achieving "satisfactory with good features" and 6 achieving "good" or "good with many outstanding features."
- OFSTED judgments of childcare show that 59% of Childminders are judged Good or better and 68% of Early Years and Childcare Settings are judged Good or better.
- In September 2011, the newly configured Early Communication Programme was launched, based on the success of the Communication Language and Literacy Development programme in schools and the Every Child A Talker initiative in early year's settings.
- Speech and Language Therapists are working with schools as an advice and consultancy service that effectively acts as a triage for concerns about speech and language issues.
- 46% of private, voluntary and independent sector providers currently enable parents to take their child's 15 hour early education and care entitlement flexibly.
- The Family Information Service webpage has been established enabling easy access to information and a marketing campaign in local publications is underway.
- An interim Childcare Sufficiency Assessment has been completed and is available for public access.
- The Enjoy and Achieve section of the OFSTED Fostering Inspection was graded Outstanding; the section in the OFSTED Adoption Inspection was graded Good.
- Continued improvement of attendance figures and especially in Persistent Absence schools.
- Development and implementation of reconfigured MEAS service with a greater focus on capacity building of teachers and schools.
- Development and implementation of revised Music Service in order to bring the service into budget, meet the requirements of the Henley Review and the Music Grant.
- Continued work on the PMLD review.
- Performance at Level 2 at age 19 has continued to improve and the gap between FSM/non-FSM has improved.
- Performance at Level 3 at age 19 has continued to improve
- Good performance of LAC at Key Stage 2 and at Key Stage 4 (relative to expected progress based on prior attainment).
- Foundation Learning programmes at Key Stage 4 continue to show demonstrable impact.
- Various national awards won for Work-Related learning, Apprenticeships and Equality & Diversity.

Key issues and areas for further development	<ul style="list-style-type: none"> • Completion of the Primary Review Phase 6. • Closing the gap in Early Years. • Measuring impact of Children’s Centres and ensuring vulnerable children and families are being targeted. Implementation of Payment by Results. • At Key Stage 1 implement strategies to raise attainment for Free School Meal pupils in reading, writing and mathematics. Narrow the gender attainment gap for more able pupils in reading and writing. • At Key Stage 2, reduce the gender attainment gap in reading (L4+) and reduce the attainment gap for Free School meals pupils in English. • At Key Stage 4 continue to reduce the attainment gap for Free School meals pupils by building on the 100 Club project. • At primary, target monitoring and support on satisfactory schools, those at risk of dropping below floor standard, those that have been below the floor standard for a given number of years out of the last five and any schools causing concern. • At secondary and Key Stage 4, target monitoring and support on satisfactory schools and those at risk of dropping below floor standard. • Implement EQ year 2 and EQ Plus for Academies. • Further develop the Music Service into a local strategic hub. • Oaklands to become fully self-sufficient. • Narrowing the gap between SEN/non-SEN pupils. • Continue to improve the performance of LAC especially at KS4. • Improve performance post-16 especially narrowing the gap at Level 3 at 19. • Moving further towards implementation of Raising the Participation Age. • Review and rationalisation of CLCs. • Continue to watch the implications of the SEN Green paper; work on the development and communication of the local offer. • Develop and implement an improved behaviour support strategy with stronger partnerships between LA (SESS), Gilbrook, secondary BESD schools, WASP and mainstream schools.
Key challenges ahead	<ul style="list-style-type: none"> • Implications of the Education Bill. • Managing expectations with reduced capacity. • Need to ensure that Education Quality continues to meet the needs of schools at a cost-effective rate. • Schools to take greater lead and ownership of school improvement in their area. Developing an effective School Improvement Strategy in that context. • Impact of budget challenges. • Continued need to Narrow the Gap. • Implement the outcome of the consultation and revisions to school funding and the implications of schools converting to Academy status • Consider revision to our early offer of help as a consequence of the Munro review.
Risks to outcome delivery and proposed actions	<ul style="list-style-type: none"> • Implications of the reduction in staff and ongoing budget challenges. • Implications of schools becoming Academies • HR issues – managing staff changes. • ICT infrastructure and support.
Areas	<ul style="list-style-type: none"> • Efficiencies within the department and with partners in response to

requiring further partnership involvement	<p>budget challenges.</p> <ul style="list-style-type: none"> • Continued implementation of multi-agency working; more effective working between Children’s Centres and Children’s Social Care; clarity with schools and their role. • Delivery of Narrowing the Gap. • Retaining Partnership momentum in a 14-19 policy vacuum.
Equalities impact assessment areas for development and progress made	<ul style="list-style-type: none"> • Further 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"> • Quality of outcomes for children and young people. • The grading by OFSTED of Children’s Services as excellent. • Early Years and Sure Start activity. • Family Information Service. • Education Quality.

3.0 Case Studies of Good Practice

3.1 Case Study 1: Step Into Leisure

The Programme

The Step into Leisure programme is run throughout the school holidays providing varied and stimulating activities for young people, aged 8 to 16 years, who are in the care of the Local Authority, Children and Young people known to Social Care and also, for siblings.

The Aims of the Programme

- To have fun in a safe environment
- To reduce anti-social behaviour
- To reduce placement breakdowns
- To enable young people who need support to stay at home
- To give young people the opportunity to taste new experiences and give them ‘continuing’ strategies,
- To promote their self-esteem, their health and emotional well-being
- Contribute to the Every Child Matters Framework and delivering the outcomes
- Contribute to achieving The National Physical Strategy
- Learning through alternative methods of delivery
- Helping to change lives through structured provision

A lot of thought and planning goes into the activities by staff and young people to deliver a wide variety of activities, that are in trend with the young people who attend the programme on a regular basis. We feel this is the secret of our success; we plan with young people for young people. They are learning whilst having fun. We also work in partnership with local agencies where possible, so that each activity has an exit strategy so that young people are able to access the activities when the holiday periods are over.

Activities

- Brook: 5week course for young people over 14yrs in Self Esteem/Confidence
- Dance/Drama workshop with Wirral Youth Theatre
- Bike maintenance course with the Local Police Community Safety officers and Wirral University Academy's safety officer giving the young people the opportunity to bring along their bikes and get them checked and if they don't have a bike, build one to use till they out grow it, they can then return it and build another one they also receive road safety tips throughout the course,.
- Football, Multi-sports, camping, Day trips, Beach activities, cooking, BBQ,

The programme achieved the aim of engaging 'at risk' young people and helped steer them away from anti-social behaviour. Group dynamics ensured that all the young people were involved at each session. All activities were designed to promote a feeling of well-being, whether emotional and/or physical and all activities were promoting new skills; enjoying and achieving, keeping safe and making a positive contribution. But, most importantly, ensured these outcomes were progressed whilst the young people were having FUN!

Access to Leisure

This offers the following to all Children In Care, Care Leavers, Foster Carers and their siblings under 18 yrs who live at home:

- Free Public Swimming
- Free Fitness Suite Sessions (over 16yrs)
- Free Wet and Dry Exercise Classes including I zone
- Free Outdoor Tennis
- Free Equipment Hire
- 25% off Court Hire (Team Courts must have 50% of players holding subscription)

This scheme will help towards removing the barriers to access our young people often experience and will help to promote family activities within Fostering.

Questionnaires have been designed to ask the young people's views on what Leisure opportunities they would like to take up or have been doing and can be used as part of their Care plan.

A Case Study

Young person had been arrested after a serious allegation Aug 2011. Following a risk management meeting, 24hr supervision was required putting the carer under serious pressure as they had other children in the household during holiday period. YOS and ACT teams where approached to put in support during this time but couldn't help due to capacity and legal issues. The young person was given respite for a couple of days from other carers and was given a place on Step into Leisure 5 days per week for the 5 week

period .Feedback from the carer was very positive: “it had relieved the load placed on them “at a very difficult time. The young person had really enjoyed the activities: “I was dreading being kept in all day with nothing to do; I knew that I had to behave but I had a good time“ The young person is now in the middle of a Level One award for Climbing.

3.2 Discovery CLC

See next page.

Discovery CLC

Noctorum Avenue
Prenton, Birkenhead
8483
Wirral
Mail:info@discoveryclc.co.uk
CH43 9EE



Tel:0151 641 8480
Fax:0151 641

E-

URL:www.discoveryclc.co.uk

A Children's Trust partnership case study of enjoyment and achievement

The aim of this case study is to demonstrate the value of learning provision beyond the boundaries of the school gate.

The value of primary pupil class visits to the CLC

Each year the CLC provides hundreds of one day, technology curriculum workshops to classes of visiting primary pupils. Teacher and pupil written feedback strongly supports the huge value of these visits. The environment is especially safe; activities cover key aspects of the curriculum difficult to deliver in school; learning is interactive and fun; pupils use new and interesting technology; a large body of material is covered in a day; lessons support school topic areas and pupils remember their visits long afterwards.

An excellent example is our popular control workshop. This started in September 2010 and is currently booked well into spring 2012 as schools clamour to rebook with new year groups. Pupils work in collaborative learning partnerships. They use Lego computer software to build and control moving models linked by cable to their computer. The use of the equipment is carefully embedded in sound pedagogical practice to ensure an effective computer-aided learning experience. The workshop is much appreciated by pupils and teachers alike. The written feedback is unbelievably complimentary!

The value of the CLC to secondary school off site education

In partnership with the external agency Onteca, the CLC delivers an NOCN ITQ Course. This is an intervention course for students who, for different reasons, find the school environment not conducive to learning. This computer based course has strong graphic and design components. Interesting use is made of Adobe Premier Pro and online software. There is a minimum reliance on Microsoft Office!

In the last academic year, students from four secondary schools joined at the beginning of the year and at different times throughout the year. They attended one to two days a week over different periods of time. Seven students obtained the Diploma at Level 2 (5 GCSEs equivalent), one obtained a Level 2 Certificate, and two students obtained a Level 2 Award. The diploma students showed tremendous commitment to obtain the qualification. These students were quite rightly delighted with their achievement.

For this new academic year, Level 3 (A Level equivalent) has been added to the course. KS4 and KS5 students can now study at levels 1, 2 or 3 to meet individual learning needs.

3.3 Education Quality

Summary

Education Quality (EQ) is a traded school improvement service developed by Wirral's Children and Young People's Department in joint partnership with schools over the last year. 94% of Wirral schools, including all academies, have bought back into the service. EQ is radically different and more comprehensive than anything Wirral, or indeed many of its local authority neighbours, have done this year or previously. EQ encompasses support for professionals and volunteers in schools through a range of services including, Safeguarding Support and Training; Governor Support Services; Leadership and Management Programmes; Whole School Improvement and Standards; Subject Leader Networks; Data Support and Analysis; Teaching, Learning, Curriculum and Assessment; Coordination of Wider Workforce Professional Development; Risk Management and Advice on Hazardous Activities and Swimming Coordination.

It has generated £850,000 of new income from its schools. This funding is used to second experts from schools, facilitate and co-ordinate school-to-school support, broker services on behalf of schools and bring in high quality speakers/trainers that schools would otherwise not be able to afford. The income has enabled the continuation of a number of services and roles that would otherwise have ceased as a consequence of grants ending and/or funding transferring to schools. The wider reconfiguration of school improvement services, of which EQ is a part, has contributed to the expected council savings needed this year and beyond.

Core Aims

Wirral's Children and Young People's Department (CYPD) and its school improvement services faced specific funding, resource and service delivery challenges in October 2010. The department had been given a clear steer by the Council, reflecting a major consultation it had done with stakeholders during the summer and autumn of 2010 on budget reduction priority areas, to ensure that amongst other aims:

- We should continue to provide support and sell services to schools cost effectively and efficiently in order to make best use of schools delegated budgets and reduce central expenditure.

Therefore within the framework of the Wirral Children and Young People's Plan 2011/12 and the priority of "Schools and settings are supported to improve educational provision and attainment", the Department resolved to:

- Develop and implement high quality traded school improvement services to support schools and settings to provide high quality education.

Challenges

Wirral has a rich tapestry of school provision including faith schools, all-ability (comprehensive) schools and secondary grammar schools. School

improvement services faced a number of challenges in respect of the continuation of a school improvement service including:

- the ending of National Strategies and other programmes
- changes to funding arrangements (with several grants transferring into schools' budgets)
- the implications of the Schools White Paper ("The Importance of Teaching") and the subsequent Education Bill 2011
- the implications of schools converting to academy status
- the general challenges we all face over budgets.

One option (which some LAs have taken) would have been to scale back the service to just meet the statutory duties of the Local Authority in relation to its schools and leave them to source their training, CPD and other school improvement services from other providers. Wirral Council gave a clear steer that the C&YP Department should attempt to implement services to schools that would make best use of schools budgets and reduce central expenditure.

Over December 2010 and January 2011 we engaged in a significant consultation with Head Teachers and Chairs of Governors with the intention to establish "from the bottom-up", what school improvement services schools wanted us to provide. Over 70 head teachers and over 70 governors engaged in this consultation process. Following this consultation we designed a range of programmes and packages taking into account the feedback we had received.

We worked on what school improvement services the Local Authority **must** continue to provide due to their statutory nature, **should** provide as part of our aim to continue to improve outcomes for children and young people and what services **could** be offered to schools on a traded basis – schools indicated they wanted them.

Partnership between the Local Authority and schools remained at the heart of the new school improvement service. In March 2011, after a rapid turnaround following the consultation we launched Education Quality (EQ), the new and expanded school improvement service.

Key Achievements

The overarching annual assessment of Wirral children's services has been judged by OFSTED as excellent. Our safeguarding and looked after children services have been inspected and are graded as 'good'. The large majority of services, settings and institutions inspected are good or better and most outcomes for children and young people are good or better. Educational standards continue to be high.

Wirral has had a successful curriculum support service level agreement with its schools for a number of years. EQ has developed this further. It is our view that, notwithstanding the excellent work undertaken in our schools and settings, the high quality of school improvement support in Wirral has contributed significantly to this achievement.

The most important outcome was that we managed to secure a 94% buy back from our schools into a relatively new and untried product. This includes almost all 12 secondary schools that have academy status or are seeking it. We are unaware of another local authority in our local region that have developed as comprehensive a traded school improvement service, almost from scratch in October 2010 and to have it up and running for September 2011 with the level of buyback we have.

We have many commendations and testimony on the work achieved in the design and implementation of EQ from our schools.

Some of the initial feedback from schools on the services offered through EQ has been very positive, including from one headteacher that the involvement of data support prior to and during a recent full OFSTED inspection had been crucial to the school receiving an outstanding overall judgement.

Because of the perceived quality of the service, we are now receiving enquiries from schools and other local authorities beyond the Wirral peninsula boundaries for some of key services generating income for Wirral.

Fundamental to the success of EQ was the clarity of the business model adopted of a joint partnership between the local authority and its school members. Wirral CYPD has good relationships with its schools and also school-to-school work is strong. From the start, Wirral schools were involved and consulted on what school improvement services they wanted to buy, and just as importantly what services they didn't want to carry on with. Within this business model of joint partnership is the governance arrangements of an EQ Management Board made up of headteacher and school governor representatives, as well as local authority officers. This is the group that takes the fundamental strategic decisions, as well as resolving some key operational issues.

Another fundamental aspect for the success of the EQ service has been that the service has been designed from scratch. No assumptions budgetary wise as to what services the local authority wanted to keep were made before the consultation with schools happened. From the results of the consultation, zero-based budget principles were applied and rigorous budgeting design principles were used. This meant that the service, and the services within, was fully costed to take account of all the relevant costs the service would incur to ensure that EQ would break even. Key elements and budgetary decisions were approved by the EQ Management Board and they receive budgetary updates on a termly basis.

As the Wirral Council is a key partner in the EQ enterprise, EQ is able to utilise Wirral Council financial controls and systems to ensure the highest financial standards are met and that the appropriate financial accountability measures are in place for this service that public money is being spent on. Also because there are nearly 120 EQ member schools, the service has been able to achieve cost savings through bulk purchasing of other services, such as a VLE, and also individual member savings with external organisation costs, for example reduced membership rates for National Governor Association membership.

3.4 Case Study on Special Education Needs

See separate report (to follow).

3.5 Case Study on Special Education Needs

See separate report (to follow).

4.0 Brief SWOT Analysis of the Outcome Area

Strengths	Weaknesses:
<ul style="list-style-type: none">• Improvements in EY and Foundation Stage• Improvements at KS2, KS4 and post-16• Performance of LAC v. National• Implementation of revised School Improvement Strategy• Profile of OFSTED inspections of schools and settings• Implementation of Education Quality	<ul style="list-style-type: none">• Need to increase registrations at Children's Centres, ensure that the most vulnerable are accessing support and demonstrating impact of support/services• Performance of LAC v. their peers• Difference in performance of children on FSM and those not on FSM• Some behavioural issues emerging
Opportunities:	Threats:
<ul style="list-style-type: none">• Closer working with National College for School Leadership• Continued service redesign• Payment by Results• SEN Green Paper• Education Act 2011• Munro review	<ul style="list-style-type: none">• Budget constraints• Capacity and expectations• Impact of economic climate• People's morale and well-being• Implications of increased numbers of schools becoming Academies

5.0 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 continue to focus at all phases on improving outcomes of vulnerable groups and narrowing the gap. We need to harness the benefits of multi-agency working to impact on these children and families.

6.0 Recommendations:

That Wirral Children's Trust Board endorse the report.

Report Author:

Name: Mark Parkinson
Title: Acting Deputy Director
Learning & Achievement

Contact:

Phone: 0151 666 4297
Email: markparkinson@wirral.gov.uk