

# WIRRAL CHILDREN'S TRUST BOARD – 27<sup>th</sup> November 2012

## Enjoy and Achieve Strategy Group Annual Report

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### 1.0 Background

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 2012

*Note that in any of the performance figures below, the performance of secondary academies has been included as these are included in the performance tables in the overall LA figures.*

#### 2.1 Key recent achievements

Generally Wirral schools and educational institutions achieved the best set of results in 2012 with all the key indicators improving on last year. This included:

- The percentage of children attaining 78+ scale points and Foundation Stage level 6+ in CLL & PSE improved by 4%. 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.
- Looked after Children have performed well at KS1.
- Achievement at Level 4 and above in both English and Maths at Key Stage 2 (PI 73) has increased to 79% achieving the Fischer Family Trust D target. Attainment has increased by 2 percentage points each year for the last 3 years. Attainment for both boys and girls has increased in all areas. The gender gap has narrowed. Attainment for FSM pupils has increased with the attainment gap narrowing. The attainment gap for English L4+ has narrowed by 3.4% to 14.3%. The attainment gap for Mathematics L4+ has narrowed by 0.9% to 14.5%. The attainment gap for English & Mathematics L4+ has narrowed by 2.4% to 18.3%, which is 1% off the target.
- The achievement at level 4+ in English and Mathematics of pupils with English as an additional language (EAL) has increased by 11.4% to 74.7% so exceeding the target.
- Achievement at level 4+ in English and Mathematics of Black Minority Ethnic (BME) pupils has increased by 7.9% to 83.9%
- The levels of early language development through implementation of the revised strategy for speech and language is measured through the percentage of children attaining 6+ points in Communication Language & Literacy (CLL). Results this year show 2 percentage points increase. Over the last 4 years attainment has increased in total by 8 percentage points. Attainment for both children in receipt of free school meals and non free school meals has increased with the attainment gap narrowing.
- At Key Stage 4, the provisional results for 5+ A\*-C GCSE or equivalent grades including English and Maths showed an increase of last year to 64.8% with performance at a LA level exceeding the FFT 'D' estimate for the first time. The provisional results for 5+ A\*-C GCSE or equivalent grades also increased to 88% and performance at a LA level exceeded the FFT 'D' estimate again.

- The achievement gap between pupils eligible for free school meals and their peers at Key Stage 4 (PI 102b) has narrowed by nearly 5 per cent from 2011 (34% down to 29%) and continues a positive downward trend. FSM pupils perform well against national averages whilst their non-FSM peers perform exceptionally well against national comparisons. Provisional analysis of the '100 Club' project students indicates that these FSM students have significantly outperformed their fellow FSM peers.
- Attainment for Looked after Children on Wirral has risen since last year for 5+ A\*-C including English and Mathematics and for 5+ A\*-C as well.
- Refocused MEAS service, using experienced staff team and HUB schools supported schools across Wirral, enabling them to achieve improved results for their EAL and BME pupils. % of EAL pupils achieving English and Maths L4+ increased from 63.% in 2011 to 74.7% in 2012.
- 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.
- National Indicator 148 (Percentage of Care Leavers in EET by the age of 19). March 2011 the proportion of care leavers in EET by age 19 was 37% and for March 2012 the percentage increased significantly to 52%, figures as of September 2012 show 60% of care leavers at age 19 are in EET. The target for 2013 is 65%.
- The number of primary schools below the current floor standards has decreased from 8 to 2. There are 10 schools categorised as causing the Local Authority concern. Action plans with clear measureable milestones have been produced. Progress is being reviewed every 8 weeks. A further 11 schools are below or close to the median of 2 of the floor target measures. Progress is being measured termly. Currently there are no primary schools in an Ofsted category.
- There are no maintained secondary schools below the current floor standards and there are no maintained secondary schools in an Ofsted category.
- Outcomes of OFSTED reports show 78% of primary schools getting Good or Outstanding; 73% of secondary schools getting Good or Outstanding; and 85% of Special Schools getting Good or Outstanding, which are all above the respective national averages.
- In regard to the key Ofsted judgement about behaviour and safety, 95% of primary and secondary schools have been judged as good or outstanding.
- 11 out of the 16 Children's Centres have been inspected by OFSTED. 9 of which are good with outstanding features.
- OFSTED judgments of childcare show that 62% of Childminders are judged Good or better, an increase of 3% while 80% of Early Years and Childcare Settings are judged good or better, an increase of 12% from 2011.
- A total of 187 SEN statutory assessments were completed over the time period January – October 2012 inclusive and over 95% of statutory assessment reports produced were completed within the designated time frame.
- 1<sup>st</sup> 4 Families has extended its philosophy and reach through the development of a Flourishing Families framework which aims to provide a common approach to family support via the Family Support workers in Children's Centres.
- The 14-19 LAC Employability Team have delivered various support programmes during 2011/12, including academic mentoring, visits to post 16 providers and general raising of aspirations & awareness of post 16 opportunities. During the 2011/12 academic year a total of 69 LAC received support from the programme. LAC have been supported in school / academy settings plus the two Wirral FE colleges. 2011/12 results from the programme showed that 91.7% of year 11 LAC that engaged progress onto a positive post 16 destination.
- The successful 2 year old funding initiative has continued with currently 620 children being funded under this initiative.
- 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 85% and is rising. The number of children contacted exceeds 65,000
- 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 years settings. This

exciting project has recently received national recognition and has been nominated for an award as part of the Shine a Light award scheme.

- 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. Some school has also purchased more support direct from the team
- 58% 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.
- The Childcare Sufficiency Assessment has been completed and is available for public access.
- The LA is one of 27 participating in the DFE Payment by Results project. This has resulted in additional funding for the LA with current performance indicators predicting a bonus for the excellent work completed in Wirral.
- Continued improvement of attendance figures and especially in Persistent Absence 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.
- Education Quality, the school improvement traded service, has achieved 94% buyback from Wirral schools over the last two years and overall generates in excess of £1,000,000 worth of income. 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 Educational Visits; and Swimming Coordination. EQ is currently a partnership between the LA and its member schools.
- The Shared Service for Statutory Assessment ensures all 3 member authorities (Wirral, Cheshire East and Knowsley) meet statutory assessment requirements, with Wirral being the lead authority.

## **2.2 Key issues and areas for further development**

- Increase attainment at the end of EYFS so that the gap between the lowest 20% achieving children and the rest to 27%
- At Key Stage 1 raise attainment at level 3+ in speaking & listening, reading, writing and mathematics.
- At Key Stage 1 continue to narrow the FSM attainment gap in reading and mathematics.
- At Key Stage 2 continue to raise attainment at Level 4+ in English and Mathematics to 81%.
- At Key Stage 2 to continue to narrow the gap between free school meal and non free school meal pupils attaining English and Mathematics Level 4+
- To continue to implement the School Causing Concern strategy to reduce the number of schools judged by Ofsted as requiring improvement or being placed into an Ofsted category.
- At Key Stage 4 continue to reduce the attainment gap for Free School meals pupils by building on the 100 Club project through the revised Raising Attainment for Disadvantaged Youngsters project.
- For secondary and Key Stage 4, target monitoring and support on satisfactory maintained schools and those at risk of dropping below floor standard.
- Prepare for SEN / high cost LDD funding reforms (transfer of funding from the Education Funding Agency to Local Authorities) due 2013/14. Preparations include the development of a robust local offer, commissioning process and funding principals.
- Continue to develop the systems of monitoring for Looked After Children to better report on the performance of this vulnerable group compared to their peers and also, to their "starting points".
- Continue to improve the performance of LAC especially at KS4.
- Continue towards implementation of Raising the Participation Age.

- Develop and implement an improved behaviour support strategy with stronger partnerships between LA (SESS), Gilbrook, secondary BESD schools, WASP and mainstream schools.
- Further develop the Music Service into a local strategic hub.
- Oaklands to become fully self-sufficient.
- Implement EQ Year 2 focusing on the core business for Wirral schools. Further pursue additional income opportunities and explore different business models for EQ and its relationship with other LA traded services.
- Review and rationalise CLCs.

### **2.3 Key challenges ahead**

- To continue to deliver the statutory and early intervention services during continued national policy changes and local budget proposals.
- There is continued pressure for schools to convert to academy. Schools judged by Ofsted as having serious weaknesses or in special measures will be compulsorily converted to academy.
- It is expected that the floor standard will increase by 5% for primary so increasing the number of schools falling below the floor target. This will increase the workload of the School Improvement Team but could also result in more schools being compulsory converted to academies.
- To ensure that the restructure of family support services centred around the early help and targeted support impacts positively so that the attainment of vulnerable children increases
- The implications of primary schools converting to academy and further secondary schools converting.
- To ensure that Education Quality continues to meet the needs of schools at a cost-effective rate and that all local authority traded services for schools are delivering what the schools want and that the financing and resourcing are transparent.
- Continued need to narrow the gaps for vulnerable groups.
- Implement the outcome of the consultation and revisions to school funding and the implications of schools converting to Academy status.
- Proposed SEN funding changes and the implications of the SEN white paper.

### **2.4 Risks to outcome delivery and proposed actions**

- Proposed budget savings will impact significantly on the way and where existing services are currently delivered and may also impact on the Council's ability to fulfil its statutory duties.
- Implications of restructuring the Children & Young People's Department in terms of service provision and delivery.
- HR issues – resolving current grievance and disciplinary cases.
- HR capacity to respond swiftly to the department restructure
- The new EYFS assessment framework could impact negatively if the assessment process is significantly different to the current system.
- Implications of schools becoming Academies
- ICT infrastructure and support.

### **2.5 Areas requiring further partnership involvement**

- The proposed restructuring of the department and the proposed move to locality working in 4 areas will require staff to work across agencies.
- Schools and children centres will need to work collectively so that they are able to continue to improve outcomes at the end of EYFS.
- Links with other colleagues through promoting Positive Mental Health Steering Group leading to joint training with CAMHS.
- Further links with community and voluntary groups and in particular school governors.
- Delivery of Narrowing the Gap within the Child Poverty developments.
- Retaining Partnership momentum in a 14-19 policy vacuum.

## **2.6 Equalities impact assessment areas for development and progress made**

- Further improve outcomes for some specific groups.
- Need to continue to raise awareness of the needs of some specific groups

## **2.7 Areas for promotion/publicity/communication/engagement**

- Outcomes for schools including key headline results for 2012 which generally show improvement on last year and overall Ofsted judgements.
- The Communication Strategy where the NHS Speech and Language Therapy department has collaborated with early years settings and schools has resulted in receiving a national award (Shine a Light).
- The '100 Club' outcomes on narrowing the attainment gap at Key Stage 4.
- EQ achieved a 94% buyback rate again for its second year.

## **3.0 Case Studies of Good Practice**

### **3.1 Payment By Results In Children's Centres**

Sure Start Children's Centres are seen as a key plank in the Government's strategy to improve early intervention and social mobility and there was a Coalition Agreement to investigate payment by results for children's centres. This is part of a wider cross-government emphasis on payment by results (DH, MoJ, CLG, Public Service Reform White Paper). There is also a strong interest in greater use of evidence based practice.

The Government has defined the core purpose of Children's Centres as:

- Improving outcomes for young children and their families
- Assessing need across the local community
- Providing access to universal services
- Providing targeted based early intervention services
- Acting as a hub for the local community
- Sharing expertise with other EY settings
- Leading integrated working across agencies

The Government wants to use payment by results to incentivise a focus on the core purpose of children's centres. This includes identifying, reaching and supporting the most disadvantaged families to improve their parenting aspirations and skills and to promote health and well being.

The PbR Trial will test local PBR with providers, improve local and national data systems, including establishing baseline data for the end of 2011-12 and improve approaches to identifying and tracking families in greatest need. There will also be opportunities to share emerging practice more widely, including with non-trial areas.

In Wirral, all 16 Centres included in the Trial and are working closely with health and the Health Visitor Early Implementation Plans. The development funding has been used to support management of project and investigation of impact measurement tools and there are three specific areas of work under scrutiny:

- Increase and sustain the number of vulnerable families engaged with Children's Centres
- Enhance the parenting and home learning environment
- Increase and sustain the number of volunteers supported through Children's Centres

Good progress has been made so far in reaching the targets set and our systems for allocation of 2 year old funding have been shared and adopted by Knowsley and Shropshire Councils. If work continues as it has, then Wirral will expect to achieve reward payments during summer 2013 for targets met.

The Trial is due to end on 31<sup>st</sup> March 2014 when announcements will be made as to whether the scheme will continue and be rolled out to the rest of the Local Authorities in England.

### **3.2 Dad's Matter Group West Wirral**

#### **Facilitator – Family Support Worker**

##### **Overview:**

Our group is held at Pensby and West Kirby Children's Centre's on alternate Saturday mornings from 10 till 12. It has 41 families registered and the number of dads/male carers and their children that attend has remained constant throughout the past year, with up to 16 dads/male carers and 22 children aged between 0-8 years attending any 1 session.

##### **Planning/aims of the group:**

Our main aim for this group is to provide a safe and secure environment for dads/male carers to spend quality time with their child/children and improve their parenting skills and confidence. Other aims include for them to have access to appropriate resources and activities, to gain support and receive advice, find out about other services on offer at the centre and within our community, to share experiences and knowledge with other dads/male carers and to have their own support network group to take ownership of and enjoy.

Within our planning we try to meet the needs of all that attend our group changing as we put it in to practise if required to meet specific needs of a child or dad/male carer. We follow the EYFS and Every Child Matters Framework when planning our sessions. Our sessions include messy play, sensory, art and craft, den building, songs, stories and sports day. We also invite visitors in to the centre, for example the library, in this session all families got a book pack and joined the library. We also go on trips out for example to the beach, farm and library, when organising trips we try to use and support our local community groups that are on offer to us and are free in the hope that the dads/male carers will continue to use these facilities more often not just when with the group. Although there is a planned focus to our sessions we endeavoured to meet/respond to the needs of the dads/male carers and children's interests when time and resources permit.

##### **Group demographic**

Our group is open to all dads/male carers with a child/children aged 0-8 years. Currently our group has several families who regularly attend the group. These families have been signposted to our group by a number of different ways mostly commonly by health visitors, family support workers, leaflets, mum attending the centre in the week or by a friend. The majority of dads/male carers attending our group are in full time employment and are in long term relationships with the mother of their child/children. However a number of attendees are unemployed and are not in a relationship with the mother of their child/children. We have a dad and his new born who attend who are both in foster placement and two male carers who are foster carers for the child/children. We have a number of dads/male carers who are in relationships with people who already have children and have had subsequent children. We have a dad and child who have specific needs (deaf) we have trained staff available to meet these needs and finally we have a number of dads/male carers that are or have received family support from our centre. Families that attend our group are from a diverse background. All attendees appear to benefit from the group having the opportunity to mix with their peers, gaining friends, support, advice and reassurance on everyday or more complex issues which have included sleep issues, crying, weaning, mental health,

relationship issues and behaviour support . The group has bonded very well and are very welcoming to new comers.

**Outcomes:**

This group is extremely beneficial and valuable to the dads/male carers and the children who attend. This is the only specific group held at our children’s centres that specifically targets dads/male carers. From the survey results the majority of dads/male carers felt that groups at the children’s centres where more targeted towards mums/female careers. Also my survey findings suggest that the dads/male carers could not attend sessions in the week due to work commitments and that there was not another service in our area that offered a specific group like this one for them to attend at the weekend.

**Areas for development/consideration:**

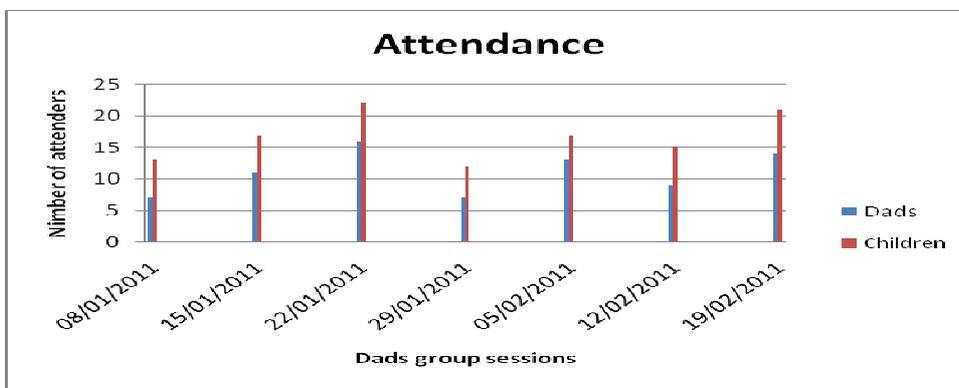
I feel at busy sessions snack time is a missed opportunity, I think that it would be beneficial if a member of staff sat with the dads/male carers and children whilst they were eating, however this is a very busy time and whilst one staff member is preparing snack the other is tidying up ready for songs and story time. I feel this is a missed opportunity to promote social eating but we have tried to address this by asking the dads to all sit down with their child/children.

Lack of space is also a concern, due to the wide age group that attend we have to keep an area cornered off for the very young babies that attend so they are safe from the older children walking about. Risk assessments have been carried out and dads/male carers are aware of this issue and older children spend majority of time outside or at table top activities.

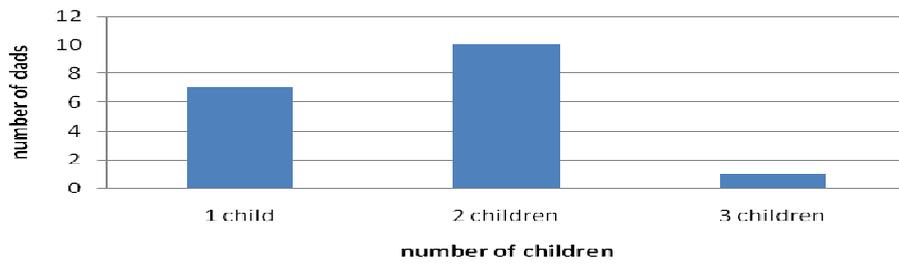
**Staffing:**

We have looked into staffing in order to try and save money, as we know it is costly to run these sessions, however a minimum of two staff members is vital to the group for health and safety reasons and also to meet the needs of the dads/male carers and children who attend the group. The group runs well with two paid members of staff from the children’s centre, both staff are qualified, they know how the group works and who attends, they know where all resources are kept and can set up the night before the group at no extra cost, no caretaker is needed to open or close the building as the staff are able to do this together. We have considered the use of volunteers to help run the group to save on cost but a caretaker would have to be paid to open and close the building a member of staff would also have to be on site in case anything issues were raised. One member of staff and a volunteer maybe able to run it together in the future.

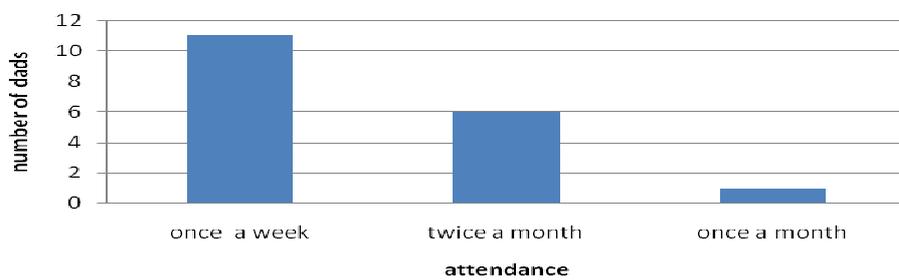
**Graphs/Findings from surveys:**



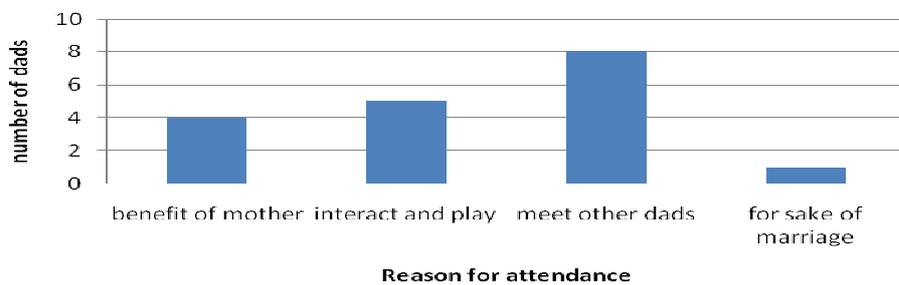
### How many children do you bring to the group?



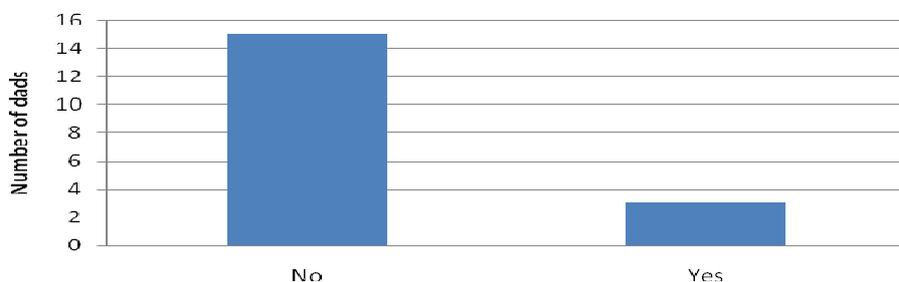
### On average how often do you attend the group?



### What are reasons for attending the group and return?



### Do you attend any other sessions at the children's centre?





### 3.3 Providing careers guidance

This case study appeared in a recent Local Government Education and Children's Services Research Programme publication, "[hidden talents: examples of transition of careers guidance from local authorities to schools](#)", published in October 2012.

**How is the Local Authority supporting schools in their new duty to provide independent and impartial careers guidance?**

The LA felt their responsibility is to meet their statutory duties around the RPA agenda and to ensure that there is appropriate and sufficient provision for all young people in the LA. It has maintained its online prospectus to enable young people and their parents to access information about the provision. The LA feels it has good relationships with their schools and is familiar with their careers guidance programmes. However, the extent to which schools are meeting their new statutory duty to provide independent and impartial careers guidance to young people in years 9 to 11 is perceived by the LA to be variable. They are not confident, as yet, that all schools will deliver a programme of impartial careers guidance.

In terms of support for schools, the LA keeps them up to date with the policy landscape and their statutory duties. They signpost careers providers to schools but they do not recommend any, and do not see that they have a role in quality assuring careers provision that schools might buy. Historically they have a system of support for schools in place, for example, they have a heads of sixth forms network and a joint careers guidance and work-related learning network in place so good practice can be shared. They also provide a traded service, 'Education Quality', through which schools can purchase packages of support, for example, U-explore, 360 degree tours of organisations, enterprise resources, job casts, Kudos software (a tool to self-assess skills) and professional consultancy.

In addition, the LA has made available an interactive web-based portal for use by teachers, learners and parents/carers. Mersey Interactive ([www.merseyinteractive.com](http://www.merseyinteractive.com)) aggregates skills and careers information/resources in a single access point.

### **How is the school preparing for their new duty?**

The school has a dedicated member of the senior leadership team, qualified to Level 4 in careers guidance, who leads the provision of careers guidance. She sees the new duty on schools from September 2012 as a 'continuation' to provide impartial careers guidance to students from year 7 to 13. She has been proactive in preparing for the new duty by, for example, gaining an understanding of the legislation (she felt Connexions provided a good summary), the expectations and impact on the school. She estimated that 60 per cent of her time is currently spent on making sure that the school meets the new statutory requirement. To gain information, she has used the internet and informal sources such as colleagues in school and teacher friends from other schools.

Overall, the school's model for the provision of careers guidance encompasses activity-based support, such as enterprise activities, careers fairs and talks and support delivered through assemblies, personal and social education (PSE) lessons and form time. There is a team of specialist PSE teachers, and a work-related learning group of staff, who are fully briefed and who share good practice and disseminate back to the subject departments. The school has a programme of careers education that builds from year 7 to year 11. It encompasses topics such as a young person's qualities and skills and explores these issues through enterprise skills and how to make choices and the options available in year 9 and pathways from 16 and 18 years old. In addition, all teachers are asked to have a display in their room that links their subject to possible careers; this is not only informative for the students but also ensures teachers have a better understanding of the importance of the careers agenda.

Year 11 students have one-to-one interviews with an ex-teacher of the school whose remit is to provide impartial careers information, to listen to the young person, to facilitate the young person to do their own research and to answer the list of questions that the student has formulated prior to the interview. In addition, the school holds group sessions on alternatives such as apprenticeships.

External speakers cover the range of options available to the young people on leaving school. This includes different universities and courses; apprenticeships; gap years and talks, visits and trips from employers.

The school does not host talks from alternative sixth form providers. However, they would not be averse to an open evening along with all local sixth form providers, should the LA want to organise this. In addition, assemblies direct students to obtain independent information from the school website that provides links to external sources, for example, the UCAS and National Apprenticeship Services' websites and U-explore. Letters are also sent to parents with information on the website and how to access further guidance.

### **To what extent are schools working in partnership to deliver careers guidance?**

The school works with local partners, such as universities. For example, the school has a service level agreement with a local university which provides support to young people from year 7 to 13. Additionally, the school works with training providers, who offer alternative provision, and a wide range of employers in terms of size, sector and focus who give talks on subjects such as setting up a business, apprenticeships or the perspective from a national company. The school does not work in collaboration with any other schools.

In terms of the new duty, the school has been approached by a range of careers providers. The school feels that most of the provision appears to be expensive and their current view is that they provide comprehensive careers guidance to their students already. They have chosen not to use Connexions as they view their provision as too expensive. At present, they have only purchased support from the LA to provide support for UCAS applications, for example, how to write a personal statement and the provision of mock interviews. In terms of other offers, they are reflecting on what will best support the curriculum and add value to their provision. They are also resistant to using providers until they are quality approved and feel that this may be a role for the LA.

### **What careers guidance do young people who are, or are at risk of becoming, NEET receive?**

The school identifies those young people who are at risk of becoming NEET early on through monitoring data such as behaviour tracking systems and provides a suitable curriculum and careers guidance for them. The LA has developed a risk of NEET indicator (RONI) tool which it is hoped will further help schools to identify at an early stage those young people with a high probability of becoming NEET. The RONI tool will be tested and trialled with seven schools during 2012/13.

As well as the provision of the traded service by the LA (described above), the LA also provides a targeted service. Through this, the LA identifies and provides additional support to young people at risk of becoming NEET. For example, those who have a statement (subject to a learning difficulty assessment) or those who are in care at key stage 4 or are post-16 carers.

### **Key elements of effective practice**

Effective practice in meeting the new statutory duty in this case study is characterised by:

- careers guidance having a high profile in the school through SLT support and direction
- high levels of staff awareness of careers guidance
- the use of external speakers
- the LA maintaining good relations with schools
- the LA offering a range of services
- ensuring all young people have access to appropriate careers information.

#### 4.0 Brief SWOT Analysis of the Outcome Area

<b>Strengths:</b>	<b>Weaknesses:</b>
<ul style="list-style-type: none"> <li>• Increased attainment at the end of EYFS, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.</li> <li>• LAC attainment at the end of Key Stage 1</li> <li>• BME/EAL attainment at the end of EYFS, Key Stage 1 and Key Stage 2</li> <li>• Registrations in Children’s Centres has increased to 80%</li> <li>• Profile of OFSTED inspections of schools and settings</li> <li>• Continued development of Education Quality</li> </ul>	<ul style="list-style-type: none"> <li>• Performance of LAC v. their peers</li> <li>• Difference in performance of children on FSM and those not on FSM</li> <li>• Some behavioural issues emerging</li> <li>• Performance of more able pupils at the end of Key Stage 1</li> <li>• Need to increase registrations at Children’s Centres, ensure that the most vulnerable are accessing support and demonstrating impact of support/services</li> </ul>
<b>Opportunities:</b>	<b>Threats:</b>
<ul style="list-style-type: none"> <li>• Further development of school to school support</li> <li>• Work with schools who have converted to an academy</li> <li>• Proposed new department structure will encourage multiagency working</li> <li>• Integrated Behaviour Strategy introduces a Managed Moves protocol in primary schools resulting in fewer permanent exclusions</li> <li>• Further redesign of School Improvement services</li> <li>• Reduction in management will result in reconfiguring of teams</li> <li>• Closer working with National College for School Leadership</li> <li>• Payment by Results</li> <li>• Income generation through EQ and other traded services</li> <li>• Redesign of SEN because of white paper</li> </ul>	<ul style="list-style-type: none"> <li>• Budget reductions and proposals</li> <li>• Spending freeze results in planned school improvement projects not to be implemented</li> <li>• Capacity and expectations</li> <li>• Impact of economic climate</li> <li>• People’s morale and well-being</li> <li>• Implications of increased numbers of schools becoming Academies</li> </ul>

#### 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 and are the highest area in most key performance indicators. 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

6.1 That Wirral Children’s Trust Board endorse the report.

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