

# WIRRAL COUNCIL

WIRRAL SCHOOLS FORUM December 13<sup>th</sup> 2017

## REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

### The impact of the School Intervention Grant and Combined Budget Contributions to School Improvement

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#### EXECUTIVE SUMMARY

This report outlines the expenditure and impact of School Budget contributions in 2016-17 in the following areas:

- School Intervention £674,500
- School Improvement £359,900

#### BACKGROUND

##### 1. School Intervention £674,500

The School Intervention contribution was combined to support the schools in most need of support. During this period of time there were three schools in special measures (one maintained secondary school and two primary schools (one church school and one maintained school)). One secondary school and another education establishment are sponsored academies as a result of a previous Ofsted judgement of inadequate. A total of £153,000 was used to support the following work:-

- Leadership development both at middle and senior level
- Raising standards in the quality of teaching and learning
- Improving accountability frameworks
- Improving or stabilising governance

The Local Authority Anti-Bullying Strategy has been supported, through £12,000 funding to provide leadership and support for anti-bullying projects in schools.

A total of £130,000 was used to offset the costs of the primary headteacher and secondary headteacher consultant posts. This enabled headteachers and schools to be represented on key consultation groups such as the Safeguarding Board and the appropriate subgroups.

Schools identified as Band 3 by the Locality Boards accessed advice, guidance and support. A total of £46,000 was devolved to key schools where the headteachers and/ or their leadership teams were providing relevant and bespoke support in primary schools. A total of £50,000 was used to commission school improvement support for secondary schools irrespective of whether the schools are academies (both sponsored and stand alone) or maintained schools.

£36,000 was used for developing assessment and moderation.

£31,000 was used to commission a bespoke Wirral Teaching Leaders Programme the impact of which was strengthen middle leadership in primary schools.

£30,000 was used to commission the Mathematics Ark Mastery programme for 11 secondary school.

An increasing concern has been the number of permanent exclusions in secondary schools. Last academic year there were 70 permanent exclusions, and increase of 11 from the previous academic year. Nationally it is recognised that a student is more likely to not be in education, employment or training (NEET) after Year 11 if a student has been permanently excluded. To try and reduce the number of permanent exclusions and support schools with strategies to prevent these students from being permanently excluded a number of strategies have been commissioned at a cost of £85,000. Work has focussed on:-

- A review of the membership and operation of the Fair Access Panel to include in year transfers, Alternative Provision Census applications and fairly allocating students who have been permanently excluded once back into mainstream secondary schools;
- Successful commissioning of a 12 week reintegration process with the recently establish Progress-School in Birkenhead for Key Stage 3 students permanently excluded for the first time. This has included a number of Key Stage 3 students who had previously attended the Pupil Referral Unit;
- The implementation of the Wirral Alternative Education Guild to coordinate alternative provision, monitor student attendance, behaviour and progress.

## **2. School Improvement £359,900**

### **IMPACT**

Funding by the Schools Forum and the amounts previously agreed have supported the aggregated school outcomes which are:

1. The number of 5 year olds reaching a good level of development (GLD) overall remained static. The South Wirral and Wallasey localities showed improvement from last year 1.8% and 2.8%.
2. More children at the age of 7 attained the expected standard this year (an improvement of 4%) for attainment in reading and writing and mathematics combined (RWM). When scrutinising individual subjects writing showed the biggest improvement (an increase of 3.4%) for all pupils. The gender gap has narrowed in reading and writing due to improved attainment by the boys. There is no significant gap between boys and girls in mathematics. This is attributed to more boys attaining the expected standard.
3. More children at the age of 11 attained the expected standard in reading and writing and mathematics (RWM) than last year – an increase of 8% (49% to 57%). More looked after children attained the expected standard this year. The gap between all Wirral pupils and CLA has narrowed by 1% from 17.1% to 16.2%. Attainment in mathematics and reading showed the biggest improvement, 7% and 6% respectively.
4. At the age of 16 the percentage of pupils achieving a grade 4 or above in English (77.1%) or mathematics (71.7%) was above the national average. Outcomes in English were higher than in mathematics. This was the same for each locality. The percentage of Wirral pupils attaining a Grade 4+ in English and Mathematics is above the national average by 7.9%.

5. Overall the percentage of Wirral pupils attaining a grade 5 or higher in English and mathematics is higher than the national average by 4.6%. South and West Wirral localities are above the national average. The percentage of pupils attaining a grade 5 or higher in English was significantly above the national average. The percentage of pupils attaining a level 5 or higher in mathematics was just above the national average.
6. 60% of primary schools in Band 3 exited into a higher band requiring less support and challenge. 64%% of Band 2 schools exited into a higher band.
7. At the time of writing this report at least 90% of all Wirral schools have been judged as good or better by Ofsted which is well above national average. 90% of all Wirral students attend good or better schools.
8. Due to bespoke intervention by headteachers on the Locality Boards and the two School Improvement officers, five schools were prevented from going into an Ofsted category.

### **Developments 2017-18**

As part of the Schools Budget for 2017-18 the funding for School Intervention and School Improvement has been restructured.

There is ongoing support for School Intervention of £136,000 to fund Headteacher consultancy and within School Improvement there is funding for a programme of £770,000 including part year de-delegation and transitional ESG support of £205,200.

Separately from September the LA has received a School Improvement Monitoring and Brokering Grant of £200,289. This grant is to monitor and broker School Improvement provision for low performing maintained schools and to intervene in certain cases. The grant is for a part year, on this basis should increase in future years to over £300,000, although no detailed allocations have yet been announced.

### **Developments 2018-19**

The withdrawal of ESG in its entirety from September 2017 left a shortfall in funding School Improvement Services. In response the Forum agreed to de-delegate funding from schools to support the service from September onwards. As a part year amount this was £101,600. The budget for 2018-19 will include a proposal to increase de-delegation to full year costs of £174,200 (an increase of £72,600).

### **RECOMMENDATIONS**

1. Schools Forum to note the contents of the report.

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