

To all Members of the

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

AGENDA

Notice is given that a Meeting of the above Panel
is to be held as follows:

VENUE: Council Chamber - Civic Office Civic Office, Waterdale,
Doncaster, DN1 3BU

DATE: Tuesday, 8th December, 2015

TIME: 10.00 am

Members of the public are welcome to attend

Items for Discussion:

1. Apologies for absence
2. To consider the extent, if any, to which the public and press are to be excluded from the meeting.
3. Declarations of Interest, if any.
4. Minutes of the meeting held on 17th September 2015 (*Pages 1 - 8*)
5. Public Statements

(A period not exceeding 20 minutes for statements from up to 5 members of the public on matters within the Panel's remit, proposing action(s) which may be considered or contribute towards the future development of the Panel's work programme).

A. Items where the Public and Press may not be excluded

Jo Miller
Chief Executive

If you require any information on how to get to the meeting by Public Transport, please contact
(01709) 515151 – Calls at the local rate

Issued on: Monday, 30 November 2015

Scrutiny Officer
for this meeting:

Caroline Martin
Senior Governance Officer

6. Quarterly Performance Trust Update Report (*Pages 9 - 28*)
7. Local Authority Doncaster Education Attainment Summary 2015 and School Improvement Strategy/Key Stage 2 Strategy and Progress Report (*Pages 29 - 162*)
8. Children and Young Overview and Scrutiny People's Panel Work Plan Report 2015/16 (*Pages 163 - 172*)

MEMBERSHIP OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY PANEL

Chair – Councillor Councillor Rachel Hodson
Vice-Chair – Councillor Councillor Neil Gethin

Councillors Nick Allen, Nigel Ball, Bev Chapman, James Hart, Alan Jones, Sue McGuinness and Sue Wilkinson

Invitees:

Jim Board (Unison)

Education Co-optees*

Damien Thorpe
John Hoare

*Education Co-optees are invited to attend the meeting and vote on any Education functions which are the responsibility of the Authority's Executive. They may also participate in but not vote on other issues relating to Children and Young People.

Agenda Item 4.

DONCASTER METROPOLITAN BOROUGH COUNCIL

CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL

A MEETING of the CHILDREN AND YOUNG PEOPLE'S OVERVIEW AND SCRUTINY PANEL was held at the CIVIC OFFICE, DONCASTER on THURSDAY 17th September, 2015 at 2pm

PRESENT:

Chair – Councillor Rachel Hodson
Vice-Chair - Neil Gethin

Councillors Alan Jones, Sue McGuinness, Sue Wilkinson, Nick Allen, James Hart

ALSO IN ATTENDANCE:

Councillor John Mounsey, Chair Overview and Scrutiny Management Committee

Mark Douglas, Chief Operating Officer, Doncaster Children's Services Trust
Damian Allen, Director – Learning and Opportunities: Children and Young People
Peter Featherstone, Business Manager - Learning and Opportunities: Children and Young People

James Thomas, Head of Performance and Business Intelligence

Sam Jones, Interim Complaints Manager

John Harris, Independent Chair, Doncaster Safeguarding Children Board (DSCB)

Rosie Faulkner, DCSB Business Manager

Suzannah Cookson, Head of Quality - Doncaster CCG

7.	<u>ORDER OF BUSINESS</u>	
	In accordance with Council Procedure Rule 4, the Panel agreed to the variation of the order of business that Agenda Item 8 and Item 6 replace one another. This is in order to accommodate meetings with Officers that have since been arranged with Ofsted who are undertaking an inspection this week.	
8.	<u>APOLOGIES FOR ABSENCE</u>	
	Apologies for absence were received from Councillors Nigel Ball, Bev Chapman, Damien Thorpe – Diocese of Hallam Roman Catholic Church and John Hoare – Diocese of Sheffield Church of England	All to note
9.	<u>DECLARATIONS OF INTEREST, IF ANY</u>	
	There were no declarations of interest made	All to note
10.	<u>MINUTES OF THE CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY MEETING HELD ON 25th June, 2015</u>	

	The minutes were agreed and approved as a true record.	
11.	<u>PUBLIC STATEMENTS</u>	
	There were no public statements made	
12.	<u>DONCASTER SAFEGUARDING CHILDREN BOARD (DSCB) ANNUAL REPORT AND PROTOCOL</u>	
	<p>John Harris, the Independent Chair of the Doncaster Safeguarding Children Board (DSCB) was in attendance to present his report to the Panel, and provide any updates to Members. Mr Harris gave a presentation outlining the following: -</p> <ul style="list-style-type: none"> • Overview • Role of Doncaster Children’s Safeguarding Board • Annual Report Requirements • Board Working Arrangements • Progress with Business Plan 2014-15 • Key Areas for Improvement <p>It was noted that there had been a Peer Review which resulted in a very positive response about distance travelled and leadership. Questions were raised around a number of areas which included the following: -</p> <p><u>Attendance at Board Meetings</u> – Concern was raised that there had been no attendance at Board Meetings by head teachers. It was explained to the Panel that there had been a number of head teacher resignations which were now being filled.</p> <p>It was reported that there was a lack of head teacher engagement at Board level and that this had been identified as a gap. It was supported that head teacher involvement on the board was very important. It was suggested that it could be a standing item on meetings with head teachers group in relation to safeguarding.</p> <p>Reference was made to the Education Advisory Group which had been revamped and was doing well. It was commented that this should be making more of a connexion with the head teacher group.</p> <p><u>Engagement with Partners</u> – Members were informed that each agency has a named Board Member and that substitutions were only allowed at certain exceptions as it’s about having the right level of people present at the Board Meeting. Regarding engagement with Safe at Last, Members were informed that the organisation was currently undergoing a major reorganisation due to loss of funding and that the Board Member has had to prioritise their time to within</p>	

the organisation.

Development and Training - Some of the work that had been undertaken with Board Members and support provided included the following: -

- Members were informed that outside the Board Meetings one to one's held were held with Board Members.
- Members were informed that Board Members had undertaken self-reviews about what they had contributed to the board, it was added that this had been completed by all the Board Members.
- Challenge training (including members from Doncaster Adult Safeguarding Board).
- Web access via a 'common room' enabling a safe space – providing lead practitioners with access to a wide range of information.
- The implementation and embedding of the early help pathway and thresholds – Members were informed that bespoke training and development events had been organised for practitioners to be briefed on thresholds.
- Reference was made to a challenge log which registers challenges made on a variety of issues.

Strategic Plan Progress (August 2015) – Members made reference to the Strategic Plan Progress in Appendix 2 which did not include any information within further action and completion dates. It was noted that some of the actions that were 'red' had completion dates that had already passed. Concern was raised that the annual report would be seen with an action plan that was out-of-date, incomplete and showing reds. Members were informed that the strategic plan had been around for some time and it was acknowledged that the plan should be reviewed and updated.

Members were assured that the plan was tracked every 6 weeks and updated at the Chairs Group meetings. If a delay was identified then remedial action was taken.

In relation to Strategic Priority 3 – Doncaster has effective arrangements for responding to key safeguarding risks (particularly child sexual exploitation, missing children and neglect) promoting early identification and support to prevent escalation of risk to keep children safe. Members were informed about a South Yorkshire inspection undertaken in May 2015 which was followed by a re-inspection in July 2015. It was reported that out of the inspection, concern was raised regarding inappropriate use of custody for young people. It was reported that within South Yorkshire an improvement plan had been developed for the four local authorities with clearer use of custody and that the police had been working constructively to address major weaknesses that had been identified.

	<p><u>Engagement with minority groups</u> - In relation to how LGBT children have been engaged with, Members were told that work had been undertaken with this group through work with Doncaster College, youth partner organisation and as part of work undertaken around Child Sexual Exploitation.</p> <p>It was acknowledged that everyone wanted to speak with young people. Members were informed that a mapping exercise was being undertaken to map young people groups and to see who is best to engage with those groups.</p> <p>In relation to an area for improvement identified in the report – for ‘the Board needs to develop a clear strategy in relation to listening to what Doncaster’s children and young people have to say about services’ Councillor Mounsey asked for progress on this strategy. A section of the report ‘Voice of the Child and Community Engagement’ was referred to as this outlined the positive work engagement that has been carried out in Doncaster on the participation of children and young people. It was added that there had been attendances of 180 at two conferences which had been held.</p> <p>It was noted that an update will be provided in February 2016 on the CSE review of the ten key scrutiny questions posed by the Panel early on this year. It was agreed that an updated Business Plan Report will be included on the agenda at a future Panel formal meeting.</p> <p>Councillor Mounsey addressed the Panel in relation to an area for improvement identified in the Annual Report which is to ‘develop an effective communications strategy to raise the profile of the DSCB by improving links with practitioners’. Councillor Mounsey gave an open invite as Chair of the Governors Board of Outwood Academy at Adwick to visit the academy and find out more about the good work being undertaken there.</p> <p>The Chair thanked Mr Harris for attending the meeting and for providing the Panel with an informative and useful update.</p>	
	<p>RESOLVED;</p> <p>i. that the Panel noted the Doncaster Safeguarding Children Board’s Annual Report; and</p> <p>ii. that an updated Business Plan Report would be brought to a later meeting.</p>	<p>Governance Services Officer</p>
<p>13.</p>	<p><u>Annual Complaints Report – Doncaster Children’s Services Trust</u></p>	
	<p>Sam Jones, Interim Complaints Manager attended the meeting to</p>	

respond to question in relation to the Annual Statutory Complaints Report 2014–2015. Members were informed that the report provided information about complaints made during the twelve-month period between 1 April 2014 and 31 March 2015 during a time when the complaints function was in transition within the period.

It was explained that the responsibility for the provision of Children's Social Care Services transferred to the Doncaster Children's Services Trust on 1st October 2014. At this time the Council continued to co-ordinate the complaints function until the 31st January 2015 and after this period the Trust took responsibility for the day to day management of the process. It was reported that the Council was still working with the Trust as its 'front door' in respect to gathering customer feedback via the Council's website and the Council's contact centre. Members were told that a review of these arrangements will formally take place at the end of September 2015.

There was a discussion around the following areas: -

IT and Data Capture - Members were informed that the system was more outcome driven now and that there was currently no internal database in place. It was stated that data capture needed to be improved and that work was being undertaken with the Council to implement a better computer system which would provide information faster. It was noted that joint work with the Trust and Council with sharing information could be better, but positive progress has been made.

Historic Complaints – it was explained that historic complaints was within the remit of the Council and that work was being carried out within the Service Level Agreement to make it clear about who's responsibility it should be to realistically investigate such complaints.

Complaints Process – The complaints process was described to members and it was added that there was a leaflet now available as well as on the Trust/Council websites. Members were assured that all complaints are looked at and registered. Members were also told how complainants were engaged with at an early stage.

Reference was made to the number of complainers against complaints. It was explained that a number of complaints came from a small number of people. Members were informed that where there were ongoing complaints from one source that further work was undertaken to look at the whether there was an underlying problem. It was explained that stage 3 complaints were not included within the reported 145 individual complaints

In respect of how information had been presented within the section 9.0 of the complaints report, Members were assured that where reference to a team had been repeated, this was because of

	<p>movements and splits within that team.</p> <p>In respect of what lessons have been learnt, Members were informed that this area could be improved. It was explained that outcomes from complaints were conveyed through PDRs and Members were told that specific practice issues were addressed with individual workers where appropriate. It was added that complaint issues were also communicated to Heads of Services as well as Senior Managers</p> <p>Opinions were shared on whether receiving complaints was useful in being able to improve or whether it was an indication of poor customer service which should have been right the first time. It was also noted that more should be conveyed in terms of compliments.</p> <p>It was agreed that an update should be brought back to the Panel on the 15 improvements under consideration around the effectiveness of the complaints function in 6 months' time.</p> <p>The Chair thanked Mr Jones for attending the meeting and responding to the Panels questions.</p>	
	<p>RESOLVED that;</p> <ul style="list-style-type: none"> i. the Panel noted the Doncaster Children's Services Trust Annual Complaints report. ii. an update is brought back to the Panel on the 15 improvements under consideration around the effectiveness of the complaints function in 6 months' time. 	<p>Governance Services Officer</p>
<p>14.</p>	<p><u>Quarterly Performance – Trust Update Report</u></p>	
	<p>James Thomas, Head of Performance and Business Intelligence from the Trust attended the meeting. It was noted by Members that the report was mainly a headline report and lacked detail and continuity compared to other reports. It was acknowledged that there needs to be further discussions and agreements as part of the annual review, regarding the level of information provided whilst taken into consideration any sensitivities or contractual issues. Also, subject to these conversations, for future update reports to the Panel to include an exceptions report with an explanation of those measures not going in the right direction and the reasons why. It was also commented that there had been a delay accessing Covalent (performance system used by the Council).</p> <p>The following issues were raised as part of the discussion: -</p> <p><u>Adoptive Parents</u> - Looking at current Contract Measures that were outside tolerance, Members were informed that in relation to</p>	<p>Head of Performance and Business Intelligence</p>

	<p>adoption there had been a challenge in placing older siblings and older boys with families.</p> <p><u>Placement costs out of the authority</u> – it was noted that efforts continued to reduce placement costs, that there was an increase in capacity in the Borough but not many specialist providers.</p> <p><u>Agency Staffing</u> - The Panel spoke about increased budgetary demands to the Trust and stated that agency staffing was now on a downward trend and stabilising at around 10%. It was added that Doncaster was a challenging area geographically and workers can source opportunities elsewhere where there were higher salaries.</p> <p>Councillor Mounsey commented about the high level of non-contract spends at an increase of £1.2 million (22%) on the last quarter. It was stressed that PDRs needed to be completed so that we can gain a better knowledge in-house to identify the skills and develop the quality of staff within the Trust to undertake their work. Members were informed that training and qualifying Social Workers (who require a formal degree) was a challenge and that it was difficult to develop staff in-house. It was explained that agency staff was sometimes key in bridging the gaps in a volatile market.</p> <p>The Chair thanked Mr Thomas for attending the meeting and responding to the Panels questions.</p>	
	<p>RESOLVED that the Panel noted the Quarterly Performance – Trust Update Report</p>	<p>Governance Services Officer</p>
<p>15.</p>	<p><u>Children and Young People’s Overview and Scrutiny Panel Work Report 2015/16</u></p>	
	<p>Councillor Sue Wilkinson updated the Panel on the progress of the Corporate Parenting Board on the following:-</p> <ul style="list-style-type: none"> • That there were currently 505 looked after children and 35 children that belonged to Doncaster Council through the disability service. It was reported that the reason behind the increase in looked after children was because there has been an increase of sibling groups which were coming into care. • That placement stability was the measure for a young person to have positive outcomes. The number of young people who have been in 3 placements in a 12 month period was reducing and the number of young people who have been in the same placement for 2 years is increasing. • That recruiters had been stopped for adoptive parents for babies and young children and that there was more of a focus on hard-to-reach children. 	

	<ul style="list-style-type: none"> • Virtual School – that there was a drive to recruit extra foster carers. • Ofsted review of council run care homes – All four children homes have been inspected, Tickhill Square received an overall rating of requires improvement and there was an action plan in place and being worked on. • Judicial Review – That in-house and out-of house foster carers all paid the same and therefore not an issue. <p>Caroline Martin, Senior Governance Officer updated the Panel on the workplan which included: -</p> <ul style="list-style-type: none"> • An informal joint meeting with Children and Young People and Health and Adult Social Care Overview and Scrutiny Panel to be arranged. It was explained that the purpose of this meeting is to look at Sexual Health with a particular focus on signposting and effectiveness of partnership working. • Additional items to the workplan now included updates on the Ofsted Inspection, Trust Complaints Improvement Areas and DSCB Business Plan. <p>Councillor Neil Gethin updated the Panel on the children disabilities review and informed Members that there would be two more meetings to take place.</p> <p>The Panel noted that a response had been provided to their letter responding to the previous Panel’s “Relationships with Academies and Educational Attainment” Scrutiny Review and recommendations.</p>	
	<p>RESOLVED that the Panel noted the revised workplan and updates.</p>	<p>Governance Services Officer</p>

Signed: _____

Dated: _____



**To the Chair and Members of the
CHILDREN AND YOUNG PEOPLE SCRUTINY PANEL**

QUARTERLY PERFORMANCE – TRUST UPDATE REPORT

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Education and Skills and Lead Member for Children's Services	All	No

EXECUTIVE SUMMARY

1. This report provides an update on the Contract performance monitoring arrangements, along with a summary of the latest Quarterly monitoring performance meeting.

The Trust is showing improvement or stability across the majority of contract measures. More measures are within tolerance or at/above target, and trends are largely positive. Declining trends have been arrested. The transformation programme is critical to the delivery of long term sustainable change that will enhance future performance above and beyond the current operational levels.

Where performance is outside tolerance, a deeper analysis is beginning to differentiate between temporary spikes in performance and those with underlying trends.

EXEMPT REPORT

2. There are no exemptions

RECOMMENDATIONS

3. That Panel gives consideration to the Quarterly Performance Trust Update report.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. Doncaster Children's Services Trust was established on 1 October 2014 at the direction of the Secretary of State with the mandate to deliver improvements to children's social care. This report provides an update of progress achieved to date by the Trust

BACKGROUND

5. Monitoring of the Service Delivery Contract – Governance Assurance

Summary of meetings / activities since last Scrutiny report

Quarterly Monitoring Performance Meeting

- 5.1 The Quarterly Monitoring Performance meeting is attended by Chief Executives from both organisations, along with representation from Trust Board, and Officers with Performance Management responsibility. The most recent meeting was 4th November 2015,

Monthly Operational Progress Group

- 5.2 The Trust Contract Performance Monitoring Report presented at the Monthly Operational Progress Group details key performance indicators and is accompanied by explanatory narrative. Meetings are attended by Assistant Director: Commissioning and Opportunities (DMBC), Director of Operations (Trust) and Heads of Performance from both organisations. The most recent meeting was 23rd October 2015.

Monthly Financial Monitoring Group

- 5.3 The Monthly Financial Monitoring group principally reviews the financial position of the Trust as it relates to the contract with the Council, the delivery of savings, and considers options to address budget pressures. Meetings attended by finance leads were held on 13th November and 14th October to discuss current progress and projected out-turn.

Annual Review

- 5.4 The Annual Review process of the Contract and monitoring arrangements commenced on 19th and 23rd November, with the purpose to review progress of the Trust over the period 1 October 2014 to 30 September 2015. Specifically, the Annual Review will assess:

- whether the Agreement is operating in the most satisfactory manner;
- whether the Services are being delivered to the Agreement Standard; and
- the Contract Sum payable by the Council to the Trust for the next Contract Year.

The output of the review includes a report to the Secretary of State for Education, which will be prepared by the Local Authority, with agreement from the Trust.

- 5.5 The recent Ofsted inspection of services to children in need of help and protection reported that *“formal systems for the Council to monitor and challenge performance by the Trust exceed the requirements set out in the contract between the organisations.”* The report also goes on to recognise the levels of engagement, and commitment by Mayor and elected members; and that they *“understand the successes and challenges faced by the Trust and Council.”* Further information on this inspection is reported

later in this report.

- 5.6 The Trust produces a number of internal performance management reports on a daily, weekly and monthly basis. This includes a monthly Corporate Scorecard, shared with Trust Board. A copy of the scorecard is provided in Appendix B.

5.7 Quarter 2 2015/16 Performance Summary – Performance Assurance

Progress on indicators, projects and other related matters

- 5.7.1 The latest full dataset is for Quarter 2 of 2015/16, July to September 2015. This was shared in the quarterly performance meeting, attended by Lead Member for Children's Services, Director of Children's Services, C/Exec of the Trust and senior leaders representing both organisations. Minutes of this meeting and the preceding monthly performance monitoring meeting are held within the Council and will provide evidence of challenge provided by the Council when considering the Trust's performance.

- 5.7.2 The dataset contains 23 key performance measures and a further 37 operational measures. These are supplied each month, with the exception of financial measures that are delivered quarterly. The measures cover:

- 1) social care pathway for children in need,
- 2) outcomes for children in care and care leavers,
- 3) the workforce, and
- 4) finance.

These measures are listed in appendix A, along with performance position against target at the end of Quarter 2 2015/16.

- 5.7.3 As at Quarter 2 Doncaster Children's Trust showed an improving picture in relation to overall performance; with demonstrable improvement across the majority of measures. This is due to the Trust's integrated approach to performance management and management oversight.

- 5.7.4 The end of Quarter 2 marked the first 12 months of the Trust's operation and therefore an opportunity to reflect on longer term performance trends. During the first quarter of Trust performance (Quarter 3 2014/15) reported 6 measures outside tolerance and three at or above target. At the end of the latest quarter there were 4 outside tolerance and 11 at or above target. Taking into account some fluctuation in specific measures, the overall trend is for performance improvement across the 4 areas of the contract measures.

- 5.7.5 At the end of Quarter 2 there were 11 measures at or exceeding target performance. These measures covered all 4 areas of the indicator set. Headline performance figures for these measures were:

- The percentage of children that were being re-referred as a child in need has dropped from 33% in September 2014 to 23% in the latest quarter. This is despite the overall number of referrals increasing in the same period.
- Children are visited within expected timescales
- Fewer children are becoming subject to a child protection plan
- Children are spending less time on a child protection plan
- Fewer children in care are experiencing 3 or more placement moves within a year
- More care leavers are in suitable accommodation.
- For staff that have joined in the last 2 years, turnover rates are low.

5.7.6 Performance remains within contract performance tolerance for a further 4 measures, and are showing an improving trend in most cases, suggesting that performance will meet targets. These include an increase in the proportion of children in care remaining in long-term placements, a reduction in the length of time to complete care proceedings, and the Trust's reliance on agency front-line staff.

Actions to address performance measures outside tolerance

5.7.7 Four measures lay outside tolerance in quarter 2, although they had previously demonstrated performance within tolerance.

5.7.8 Two of these measures are operational and have triggered a "deeper dive" to investigate the root cause. They are:

- The time taken to complete assessments when children are referred as a child in need. Whilst performance has previously been within target, it has temporarily dipped in quarter 2. This has triggered a deeper dive of the data. Analysis has demonstrated that a combination of increased referral rates and a small number of short term vacancies temporarily increased demand on services and the speed at which workers could complete assessments. At the same time the Trust were not willing to accept a drop in assessment quality. It can be reported that assessment performance has now increased back towards previous levels.
- The Trust has increased rigour and challenge to its case file auditing activity, with managers receiving additional training and deployment of a new audit tool. This has increased confidence in the audit activity, justified during the recent Ofsted inspection who confirmed our ability to grade files accurately. Both the training and recent Inspection have provided external calibration and assurance of the Trust's audit standards. Practice standards manuals and associated materials have been cascaded with staff, which should also improve file quality over time. An additional 90 cases were audited during the recent Inspection, providing further intelligence on case file quality and necessary steps for improvement. The Ofsted inspection recommended further work to improve quality and consistency of casework. This has been accepted

and is already part of the Joint Inspection Action Plan, shared between the Trust and Council.

5.7.9 The two other measures currently outside target tolerance relate to financial monitoring and forecasted projected spend against budget. Increased budgetary demands to the Trust are largely due to the cost of increased demands for placement costs, in particular costs of residential and independent foster placements for children with complex or challenging needs. Although it is the Trust's plan to place more children within Doncaster with its own Foster carers or homes, it would not be children's best interests to end long term and stable placements for this purpose alone.

5.7.10 These budgetary demands and forecasted out-turn are reviewed through the monthly finance meetings, as well as quarterly performance meetings.

5.7.11 Negotiations on the Council's contribution to Trust's budget are taking place through the Annual Review. This will consider the projected demands for services placed upon the Trust, including placement of children in care.

5.8 Ofsted Inspection

5.8.1 The Inspection of services for children in need of help and protection, children looked after and care leavers took place in September and October. Services delivered by the Trust and DMBC were scrutinised within the scope of the inspection.

5.8.2 The outcome of this report is embargoed to 27th November 2015, when it will be published by Ofsted. A verbal update will be given on the day. However, the draft report indicates progress across several judgement areas and recognises the improvements made and maturing relationship between Trust and Council. The report identifies 20 recommendations that both organisations accept and are already working towards.

5.8.3 The Authority is expected to provide an action plan to Ofsted within 70 working days of the report publication. It will set out the actions required to address the recommendations, clearly stating timescales and how progress will be evidenced.

5.8.4 In order to both meet Ofsted's requirement for a plan and to meet our own continuous improvement objectives, a joint action plan has already been prepared by Trust and DMBC, aligned to the 20 recommendations identified within the Inspection Report. The Trust has further action plans that cover other inspections of services they manage: Youth Offending Services, Regulated Children's Homes, Independent Fostering Agency and Voluntary Adoption Agency.

5.8.5 A separate presentation on the outcome of the inspection is attached as appendix C.

5.8.6 The joint action plan clearly identifies ownership for each action both at organisational level and to a named officer. Whilst organisations will take

ownership of actions allocated to them, a Joint Strategic Intelligence Group made up of senior managers from Trust and DMBC will meet monthly to monitor progress and escalate exception.

5.9 Any other assurance activity since last report

5.9.1 Since the last Scrutiny meeting all four children’s homes have been inspected by the Trust. Two have been rated as *Good*, one as *Outstanding*. The remaining home has been inspected but the report has not been published, however the Trust anticipates a positive outcome from this inspection.

5.9.2 The Trust has also been inspected as an Independent Fostering Agency and as a Voluntary Adoption Agency by Ofsted. Both were rated as *Good*, and recognised the progress made by the Trust to achieve these results.

5.10 Forward plan

5.10.1 Key areas of activity over the next quarter are:

- Completion of Annual review activities, contract sum agreed, report to Secretary of State submitted by DMBC.
- Action plan shared with Ofsted.
- It is likely that a number of our children’s homes are inspected as part of the routine inspection programme.
- Chair of Trust Board’s letter to Secretary of State on Trust progress will be submitted in January, alongside a progress update from the DfE’s Improvement Advisor, *Achieving for Children*.

OPTIONS CONSIDERED

6. Not applicable

REASONS FOR RECOMMENDED OPTION

7. Not applicable

IMPACT ON THE COUNCIL’S KEY PRIORITIES

8.

	Priority	Implications
	<p>We will support a strong economy where businesses can locate, grow and employ local people.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster’s vital services</i> 	<p>The Trust has been established with a mandate to continue delivering improvements in children’s social care. The formal contract with DMBC details a requirement for future Ofsted inspection judgements to be:</p> <p>- ‘Requires improvement’ or better by April 2016</p>

		- Good or better by October 2017 - And that overall the service should be Outstanding by October 2019
	<p>We will help people to live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>The Contract with the Trust relates to the delivery of services to children in need of help and protection, and therefore has an implication for the priorities relating to safeguarding our communities.</p>
	<p>We will make Doncaster a better place to live, with cleaner, more sustainable communities.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>The Trust is also a key strategic partner in delivering children's services, and therefore an effective partnership is critical to improving outcomes for the Children and Young People of Doncaster.</p>
	<p>We will support all families to thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>The Contract includes a budget for delivering services and therefore an expectation that the Trust will deliver value for money.</p>
	<p>We will deliver modern value for money services.</p>	
	<p>We will provide strong leadership and governance, working in partnership.</p>	

RISKS AND ASSUMPTIONS

9. There are no specific risks associated with this report

LEGAL IMPLICATIONS

10. In September 2014, the Secretary of State for Education issued a Direction transferring various children's services to Doncaster Children's Trust Limited ("the Trust"). Although the Trust performs Services on behalf of the Council, the legal powers and duties in relation to safeguarding children remain with the Council and court proceedings continue to be brought in the name of the Council.
11. On 30th September 2014, the Council entered into a contract with the Trust governing the provision of services by the Trust. The contract with the Trust contains various monitoring powers so that that the Council can assure itself that Services are being delivered correctly.

FINANCIAL IMPLICATIONS

12. See items 5.3 and 5.7.9

HUMAN RESOURCES IMPLICATIONS

13. Not applicable

TECHNOLOGY IMPLICATIONS (*Insert where applicable – see guidance*)

14. Not applicable

EQUALITY IMPLICATIONS

15. Not applicable

CONSULTATION

16. The Doncaster Children's Services Trust has been consulted in the development of this report.

BACKGROUND PAPERS

17. None.

REPORT AUTHOR & CONTRIBUTORS

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For

Paul Moffatt

Chief Executive, Doncaster Children's Services Trust

Appendix A

List of current key performance indicators for the Contract with Doncaster Children's Services Trust, along with position against contract target

Measures relating to the social care pathway for Children in Need

A1 – percentage of re-referrals in last 12 months, ON TARGET

A2 – timeliness of single assessment, OFF TARGET

A3 - Monthly case file audits rated as “requires improvement” or better, OFF TARGET

A4 - Percentage of young people with CP Plans where 2 weekly visits have not taken place, ON TARGET

A5 - Percentage of children becoming the subject of Child Protection Plan for a second or subsequent time, ON TARGET

A6 - Child Protection Plans ended lasting 2 years or more, ON TARGET

A7 – Children with Child Protection Plan or Looked After with an allocated qualified social worker, ON TARGET

Measures relating to Children in Care and Care Leavers

B8 – Average length of care proceedings, IN TOLERANCE

B9 - Stability of Placement of Children in Care: percentage of children living in the same placement for 2 or more years, IN TOLERANCE

B10 – Stability of Placement of Children in Care – percentage of children with 3 or more moves in 12 months, ON TARGET

B11 – Percentage of Care Leavers in suitable accommodation, ON TARGET

B12 – Percentage of Care Leavers in Employment, Education or Training, IN TOLERANCE

Measures relating to workforce

C14 - Percentage of frontline FTE posts covered by Agency Staff, IN TOLERANCE

C15 - Of the Permanent Staff that left, how many left within 2 years of starting, ON TARGET

C16 - Percentage of staff with up-to-date 6 weekly supervisions, NO TARGET SET

Measures relating to finance

D17a – Gross Expenditure vs Plan, OFF TARGET

D17b – Forecast Plan vs Budgeted Income, ON TARGET

D17c – Forecast Operational Expenditure, OFF TARGET

D17d – Trust Liquidity, ON TARGET

D17e – Current Assets cover compared to current liabilities, ON TARGET

D19 – Capital Expenditure/Income vs. Plan, NO TARGET SET

D21 – Progress against savings in plan, NO TARGET SET

Key:

ON TARGET: performance is equal to or better than the target set within the contract.

IN TOLERANCE: performance is not at target but is within the tolerance range specified within the contract.

OFF TARGET: performance is outside the target and tolerance set within the contract.

NO TARGET SET: No target was set within the contract, so position cannot be described.

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Our Vision is to become an OUTSTANDING partner and provider of services for Children, Young People & Families

High quality services for Children, Young People and Families

Measure	Baseline ¹		2014/15		2015/16		Latest	Target	6mth Trend	Measure	Baseline ¹		2014/15		2015/16		Latest	Target	6mth Trend	
	Rank ²	Fig.	Qtr3	Qtr4	Qtr1	Sep-15					Rank ²	Fig.	Qtr3	Qtr4	Qtr1	Sep-15				
Children in Need per 10,000 population	B	346	333	357	379	387			↑	LAC per 10,000 population	60	77	73	75	75	77			↔	
Referral Rate per 10,000 population	48	87	28	67	76	67			↔	LAC visits within Timescale	-	-	89%	92%	88%	93%			↑	
%Re-Referrals	D	37%	35%	30%	24%	23%	25%		↓	Episodes of CIC missing for >24 hours, in rolling 3 months	-	-	-	31	22	13			↑	
Single Assessments completed in timescale	82%	-	89%	91%	93%	64%	95%		↓	LAC Stability - 2 years in same placement	D	54%	62%	63%	65%	67%	70%			↑
CPP per 10,000 population	42	51	60	46	49	48			↔	LAC Stability - 3 placement changes in year	C	12%	10%	9%	8%	8%	9%			↓
Child Protection Visits within Timescale	58%	-	89%	91%	97%	96%	95%		↓	Timeliness of LAC Reviews	-	-	88%	89%	92%	94%			↑	
%Children subject to a CPP for a second time	C	17.6%	12%	17%	23%	11%	10%		↓	Participation of LAC in their Reviews	-	-	90%	94%	99%	86%			↔	
Children on CPP for more than 2 years	C	2.7%	15%	5%	6%	4%	10%		↔	LAC with a plan for Permanence	-	-	under development							
Cases open to the CSE Team	-	-	new measure		33	23				Time taken from child entering care to being placed with adopters ³	C	632	561	617	598	491	547			↓
Episodes of Children missing for >24 hours in rolling 3 months	-	-	-	53	63	45				Average Length of Care Proceedings (weeks)	-	34	34	27	29	29	26			↔
Quality of Case Files audited as Requires Improvement or better	-	-	75%	88%	94%	81%	99%		↓	%Care Leavers in EET	D	28%	51%	48%	64%	51%	55%			↑
Young Offenders in EET (quarterly figure)		76%	73%	69%	89%	87%				%Care Leavers in Suitable Accommodation	D	64%	98%	92%	98%	94%	90%			↓

Learning, Growth and Workforce

Measure	Baseline		2014/15		2015/16		Latest	6mth Trend
	Rank ²	Fig.	Qtr3	Qtr4	Qtr1	Sep-15		
Average Social Worker Caseload	B	16.0	14.2	14.3	15.8	16.7		↓
Average days lost to sickness	-	7.0	14.0	12.9	10.4	5.1		↓
%Permanent Staff that left within 2 years	-	50%	0%	0%	6%	0%		↔
Percentage of frontline FTE posts covered by Agency Staff	D	30%	13%	12%	11%	10%		↓
%Staff Satisfaction - UNDER DEVELOPMENT	-	-	-	-	-	-		
Live Conduct/Capability/Suspensions case work	-	3	-	-	9	10		
Live Grievances (inc. Bullying & Harassment)	-	1	-	-	2	1		
Quality of Cases Audited		19%	44%	33%	3%			

Effective Governance, Resource & Risk Management

Measure	2015/16		30-Sep	
	Budget	Forecast	Forecast	
Gross Expenditure and forecast	£45.9M	£46.2M	+£0.35M	
Cost of CIC Placements	£18.9M	£20.5M	+£1.6M	
Cost of staff pay	£19.3M	£18.6M	-£0.8M	
Progress against Efficiency Plan	66%			
Internal Audit analysis (see key below)	NA	LA	Rea	Sub
	0	2	0	4
				2

Key: No Assurance, Limited Assurance, Reasonable Assurance, Substantial Assurance

Other Headlines/Key Activity

Project	Progress (RAG)	Forecast Variance	Status
Growing Futures - Domestic Violence Project	G	G	Recruited Domestic Abuse Navigators and Perpetrator Specialists, Delivery commenced August 2015. Analysis of MARAC taking place
PAUSE - supporting mothers at risk of losing children to Care	G	G	Initial cohort has been identified, full cohort to be achieved shortly. Emerging themes from working with cohort. Data sharing protocols in development
Fostering Change (South Yorkshire CSE Innovation Project)	A	G	Partners have now agreed a sustainability model which agrees future funding and risk and reward share, joined up public awareness with SYP
Mockingbird - recruitment, training & resilience of Foster Carers	G	G	Mockingbird Family Model carers recruited from existing carer cohort and trained 21st September

1: Baseline is based on latest Nationally Comparative data, and is not available for local measures. If rank isn't appropriate the National average is provided
 2: Rank: A-Top Quartile > D - Bottom Quartile, based on National Rank

Arrow denotes direction of travel, colour denotes whether this is better (Green) or Worse (Red)

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Inspection of services for children in need of help and protection, children looked after and care leavers

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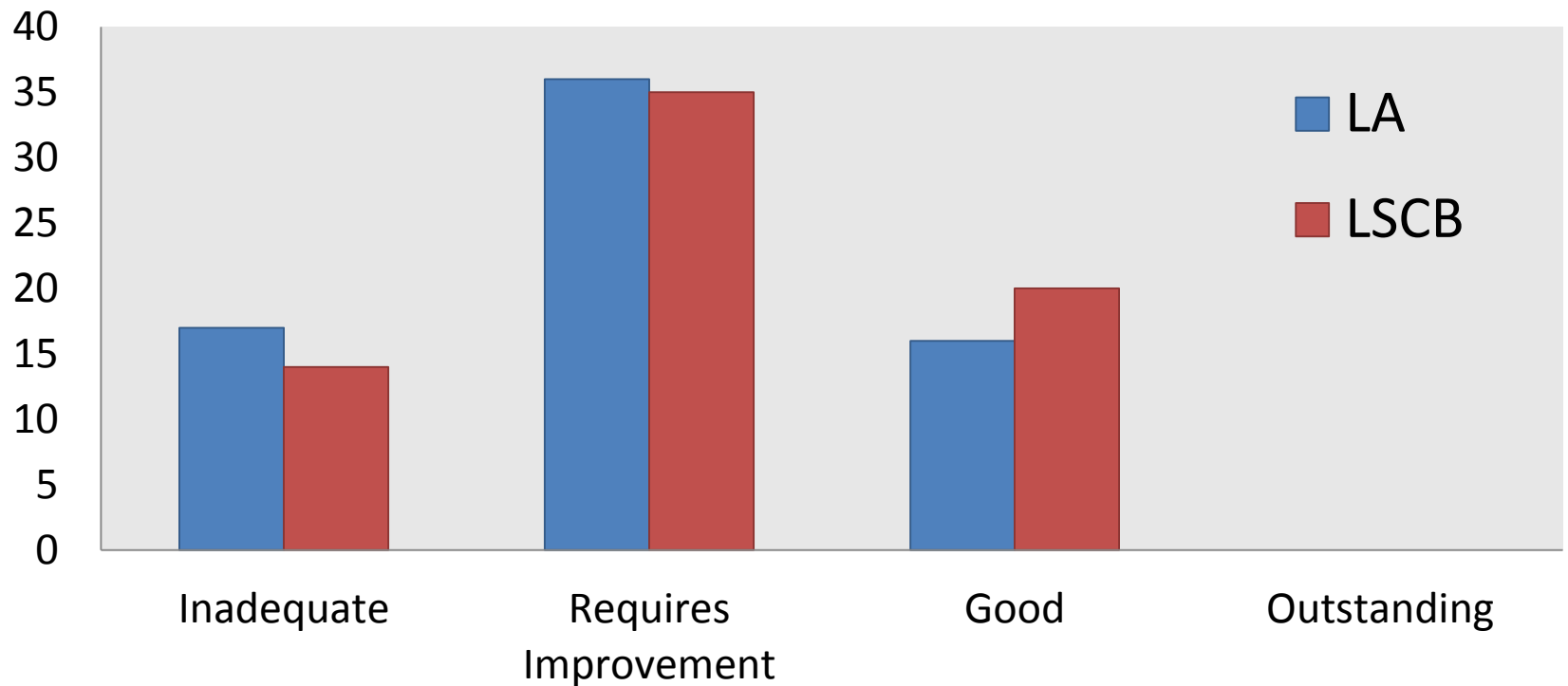
“Services to children and young people in Doncaster are improving.”

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“...inspectors have seen considerable cross party political desire and commitment to deliver better outcomes for children and families.”

The Challenge of getting to “Good”

Breakdown of 69 Inspections reported so far



Judgement from Inspection

Revised framework sets higher thresholds for gradings

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Judgement Area	Latest Judgement
Overall Effectiveness	★ Inadequate
Leadership, Management and Governance	★★ Requires Improvement
Children who need help and protection	★ Inadequate
Children Looked After	★★ Requires Improvement
<i>Adoption Services</i>	★★★ Good
<i>Care Leavers</i>	★★ Requires Improvement

“In this inspection, there is evidence of the progress made with services for children looked after and care leavers, requiring improvement to be good. Adoption is judged to be good. Overall, this is a reflection of the progress leaders and managers are beginning to make in improving outcomes through better services for children in Doncaster.”

Key Themes: no surprises

- Progress since last inspection recognised by Inspectors
- Positive working relationship between Trust & DMBC
- Good practice and good services seen and reported

But:

- Inconsistent quality of assessments and plans
- Early Help Offer not yet demonstrating impact or preventing children entering statutory services
- Drift and delay in meeting some children's needs
- Partnership working requires better coordination
- Management oversight is inconsistent

20 Recommendations within Report, covering:

Quality

- Effective and timely recording of casework.
- Improve quality and consistency of practice
- Ensure plans are SMART, regularly reviewed and updated

Management

- Improve tracking of case work to reduce drift and delay
- Routine supervision of staff
- Performance Management Framework to measure impact
- Strengthen partners' contribution to Child Protection work
- Effective Corporate Parenting Board

Prevention

- Provide assurance that Early Help services are making a positive impact
- Monitor and learn from episodes of children & young people who go missing

Readiness for Independence and Adult Life

- Support transition to independence for care leavers
- Improve outcomes for Children in Care through the Virtual School.

Action Plan

- Aligned to 20 recommendations
- Shared by Trust and DMBC
- Action plan to Ofsted within 70 working days of report
- Clear ownership and timescales for all actions
- Practice related actions to be complete and embedded within 6 months
- Trust's Practice Improvement Programme to address practice quality related recommendations
- Potential re-inspection within 12-18 months
- Potential for external assurance of progress

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Still on track to achieve “Good” by October 2017

“...there is evidence of maturing relationships and a growing trust between elected members, council officers and senior leaders of the Trust.”

“Senior leaders understand the service and improvement plans focus on the right areas to build sustainable improvement.”

“There is evidence of joint working to improve services for children and young people.”

“Social workers speak positively of working in Doncaster”

**To the Chair and Members of the
SCHOOLS CHILDREN AND YOUNG PEOPLE’S OVERVIEW & SCRUTINY PANEL**

Local Authority Doncaster Education Attainment Summary 2015 and School Improvement Strategy/Key Stage 2 Strategy & Progress Report

Relevant Member(s)	Cabinet	Wards Affected	Key Decision
Cllr Nuala Fennelly		All	For information only

EXECUTIVE SUMMARY

1. The report informs the panel about the 2015 Doncaster Attainment Summary for children and young people aged 5, 7, 11 and 16 and School Improvement Strategy/Key Stage 2 Strategy & Progress Report

EXEMPT REPORT

2. This is not an exempt report.

RECOMMENDATIONS

That the panel;

3. Notes that in response to declined performance at KS2 the Local Authority has implemented a robust ‘Key Stage 2 Rapid Improvement Strategy’ requiring all schools to participate in bespoke and general initiatives to boost performance.
4. Notes the challenges that are in place to the DFE, Governing Bodies and School Leaders to improve performance at all levels, including proposals for the growth of Multi-Academy Trusts.
5. Notes the updates to be provided verbally at the meeting on the recommendations as made in the Panel’s review of the ‘Local Authority Relationship with Academies and Educational Attainment’.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

6. Performance across difference age groups in 2015 has varied with younger children in Doncaster laying strong foundations to build on with performance improving in line with or greater than national averages.
7. There is still a need to ensure that Doncaster children build on the positive outcomes from a young age and translate them into better outcomes in the years of education that follow.

BACKGROUND

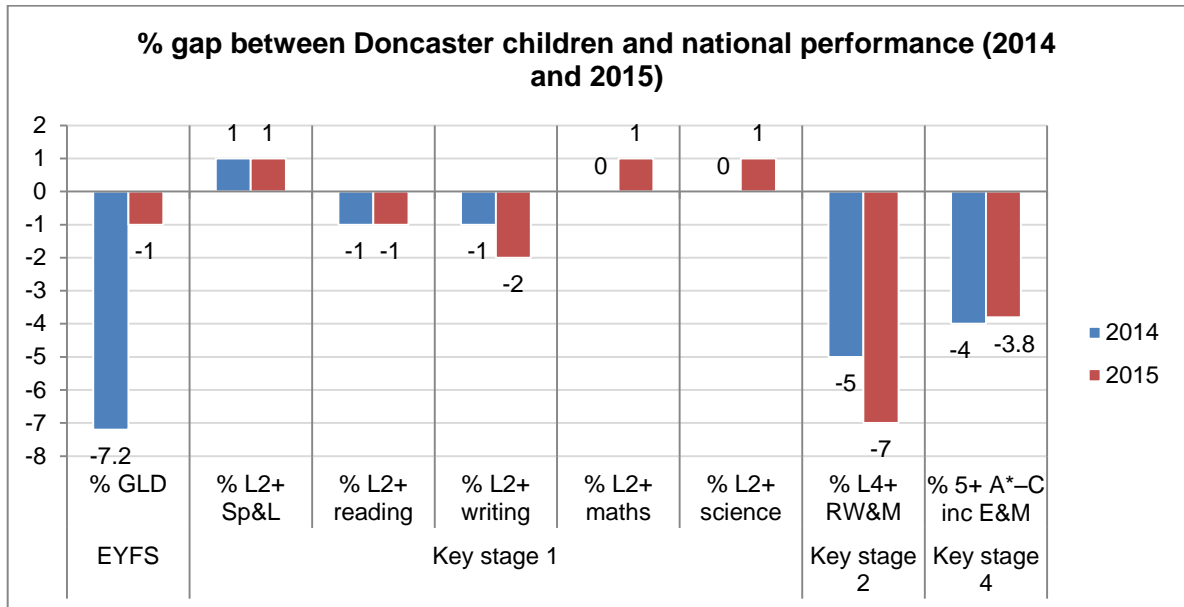
8. In 2015 approximately 18,000 children in Doncaster are assessed at various points in their school life. The 2014/15 academic year saw 3,737 five year olds undertake Early Years Foundation Stage assessments, 3,756 six year olds undertook Phonics screening checks, 3,795 seven year olds were teacher assessed at key stage 1, 3,281 eleven year olds sat national tests at key stage 2 and 3,260 sixteen year olds undertook GCSE and equivalent exams.
9. Local authorities are held to account based on the performance of children undertaking the above assessments and tests with the 2014/15 outcomes published as follows:

Stage	Age	Date	Final/Provisional
EYFSP	5	19/11/2015	Final
Phonics	6	25/09/2015	Provisional
Key stage 1	7	25/09/2015	Provisional
Key stage 2	11	05/11/2015	Final
Key stage 4 (GCSE)	16	15/10/2015	Provisional

10. This report covers performance of children across the borough over time and compared to their peers nationally to highlight where gaps in performance exist, if those gaps are reducing and, in brief, areas that are targeted by the Council Education Standards and Effectiveness service.
11. The Council has acted swiftly to address the underperformance demonstrated in the 2015 results. A variety of strategies are in place with robust monitoring and reporting mechanisms.

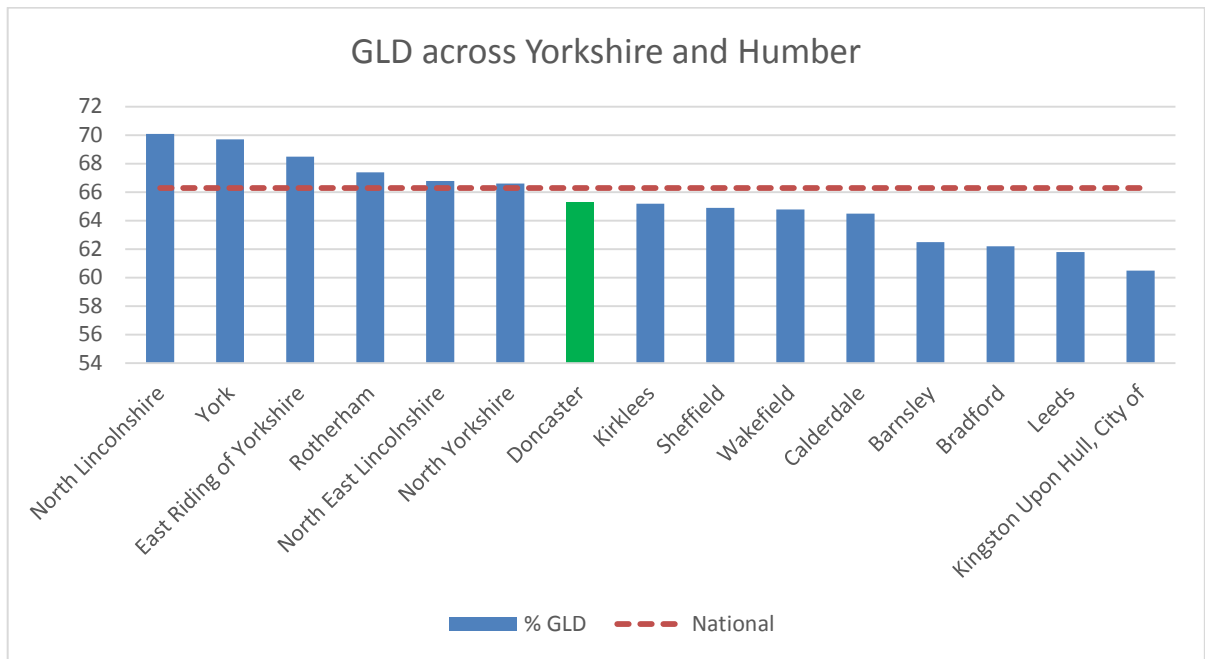
Outcomes for Doncaster

12. The gap between children's performance in Doncaster and national outcomes has changed since 2014 as follows:
 - The gap in EYFS outcomes has narrowed significantly, and the proportion of children achieving a good level of development is now only 1pp below the national average.
 - At KS1, the proportion of children achieving level 2 in speaking and listening remains slightly above average, and in reading remains slightly below average. In writing, children have fallen slightly further behind, while in maths and science they are now above average.
 - At KS2, the proportion of children achieving level 4 in reading, writing and maths (combined) has fallen further below the national average.
 - At KS4, the proportion of children achieving 5 GCSEs at C or above, including English and maths, remains below the national average, although the gap has narrowed very slightly.

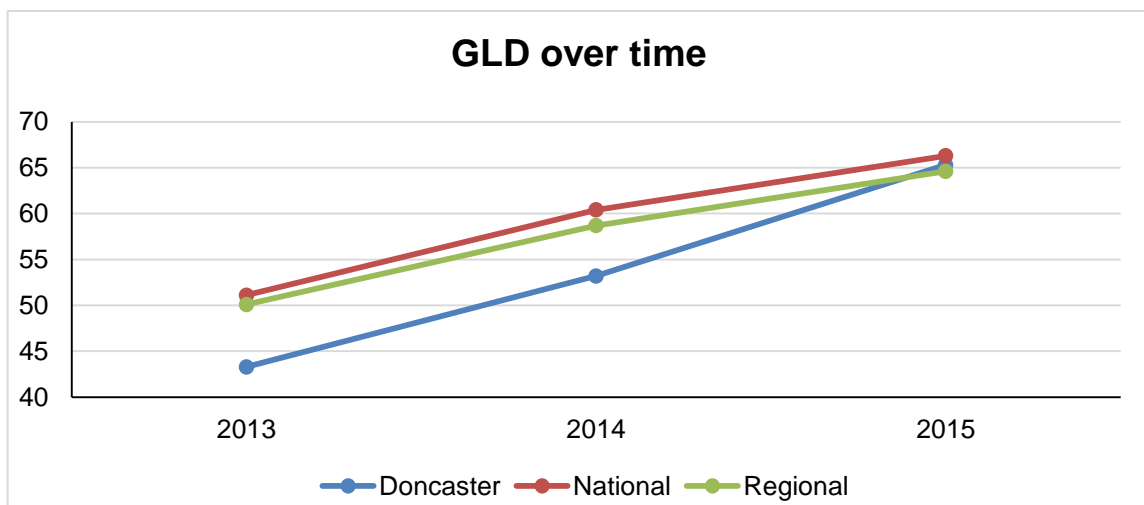


Early Years Foundation Stage (Children Aged 5)

13. The success of five year old children in Doncaster continues to improve at a rate faster than national with the government measure used to determine if five year old children are making a 'good level of development' improving on the previous year for the third year in succession and significantly reduced the gap to national performance, with Doncaster now just 1pp below the national figure.
14. Performance of Doncaster's five year old children is currently lower than the national average by 1% and shows that 2,431 (65.3%) of children at this phase are making a good level of development. This performance demonstrates a 12.1% increase in children making a good level of development since 2014 and for the second consecutive year the gap between Doncaster children and their peers nationally has narrowed.
15. Approximately 800 more children made a good level of development in 2015 than in 2013 when the standard was introduced.
16. Doncaster's performance for this age group ranks 7/15 for this measure when compared to the Yorkshire and Humber region meaning Doncaster ranks 7 places higher than the previous year.



17. Over time, Doncaster performance has improved at a rate faster than both the Yorkshire and Humber region and national figures.
18. While Doncaster performance is slightly lower than the national figure (1% lower) it is higher than the regional figure for the first time since the measure was introduced.

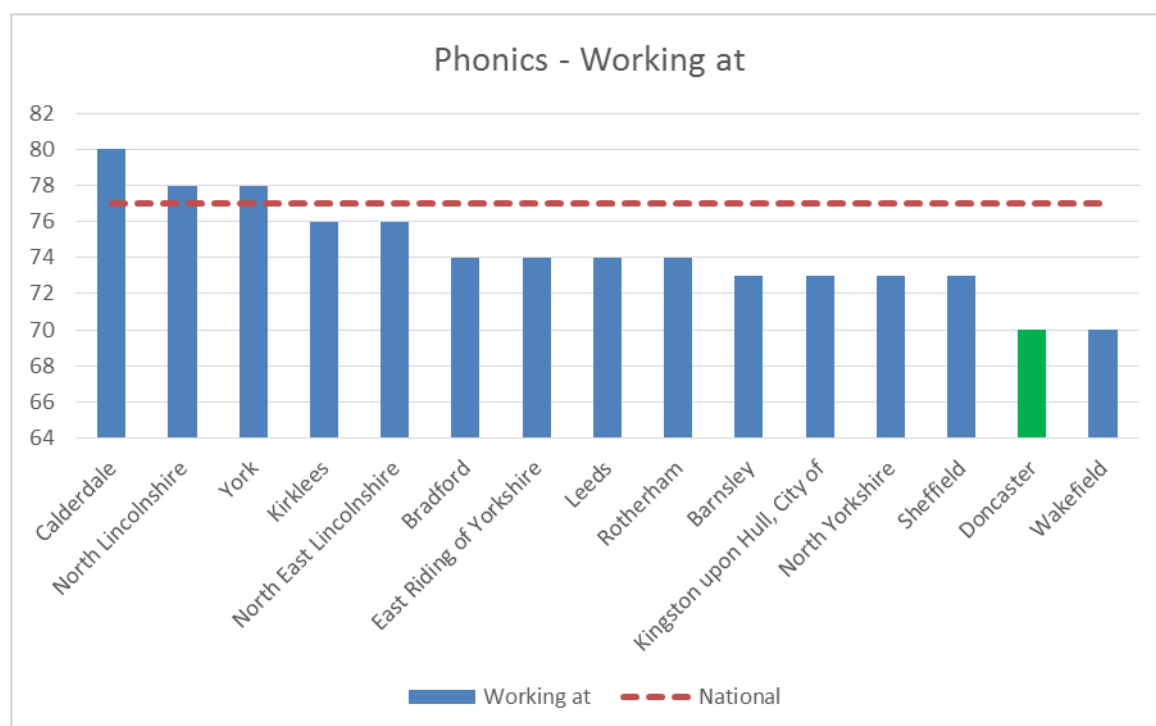


Summary

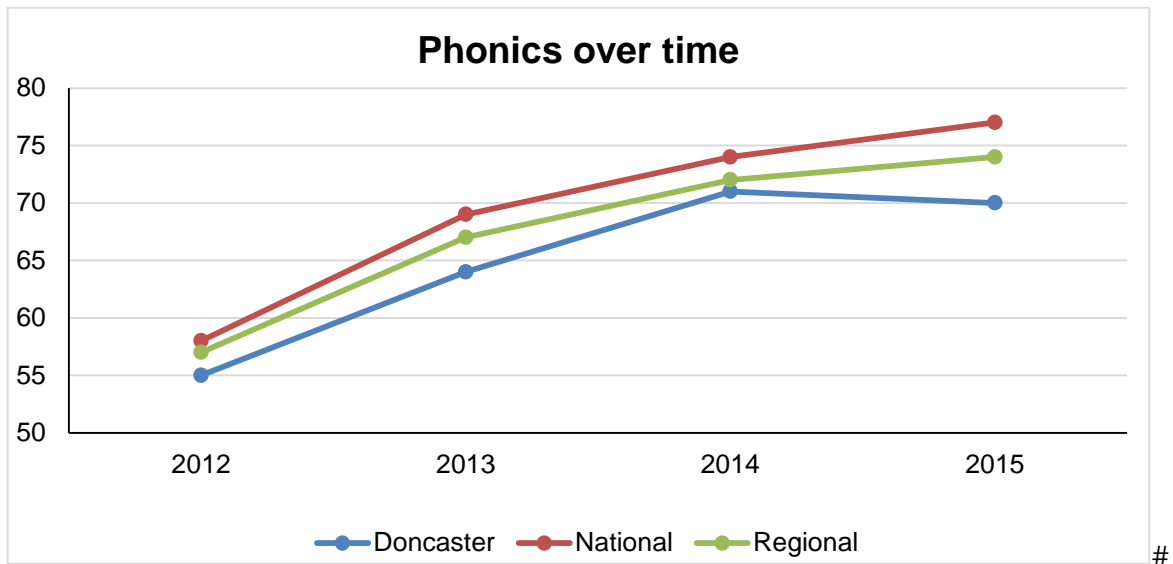
- The gap between Doncaster children assessed as making a good level of development and their peers nationally has narrowed since 2013
- The percentage of children aged five judged as making a good level of development has increased by 22% since 2013
- The percentage of children aged five judged as making a good level of development has increased by 12.1% since 2014

Phonics Testing at ages 6 and 7

19. Performance of Doncaster's six year old children is 7% lower than the national average and shows that 2,639 (77%) of children at this phase are working at the required standard.
20. This performance demonstrates a 1% decline on the previous year and means the gap between Doncaster children and their national peers has widened. Doncaster's performance for this age group ranks 14/15th for this measure when compared to the Yorkshire and Humber region.
21. Children who did not achieve the phonics standard in year 1 are required to resit the test in year 2 (aged 7). By the end of year 2, 88% of children achieved the phonics standard, which is close to the national average of 90% and demonstrates a slightly more rapid improvement than was seen nationally.

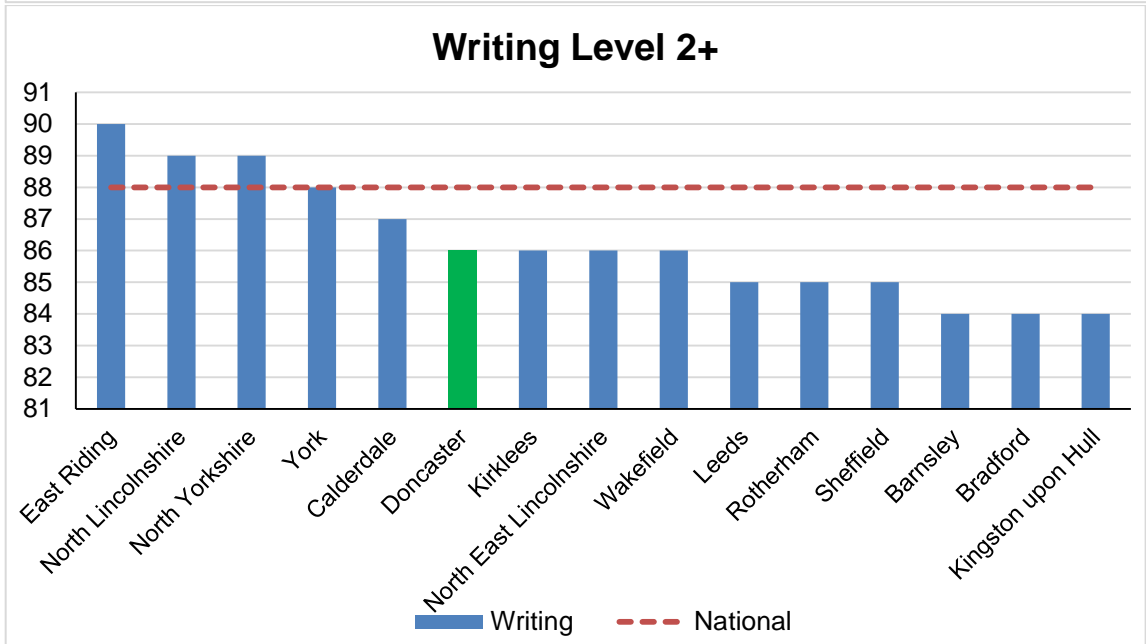
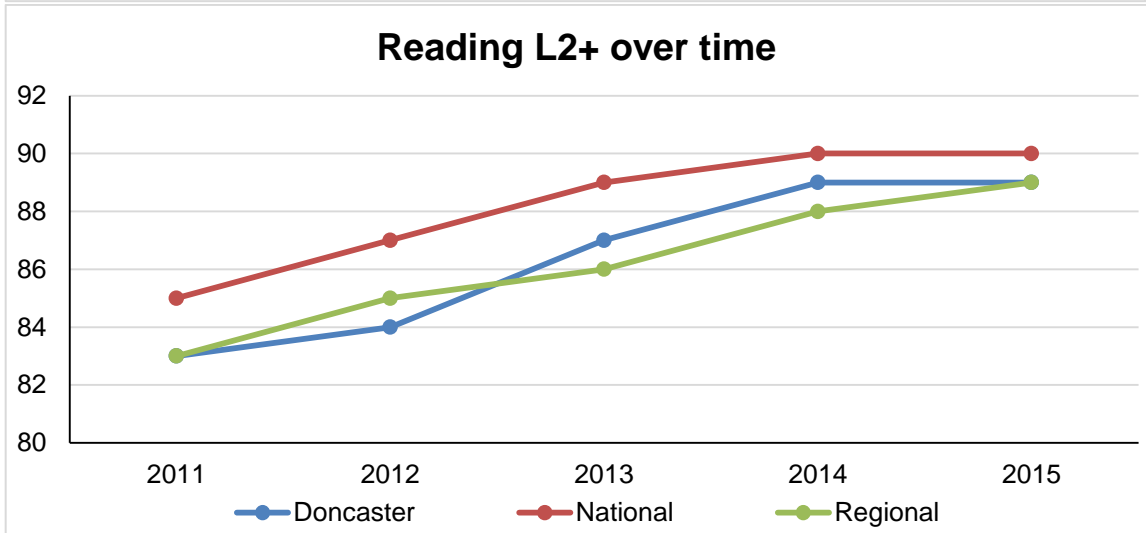
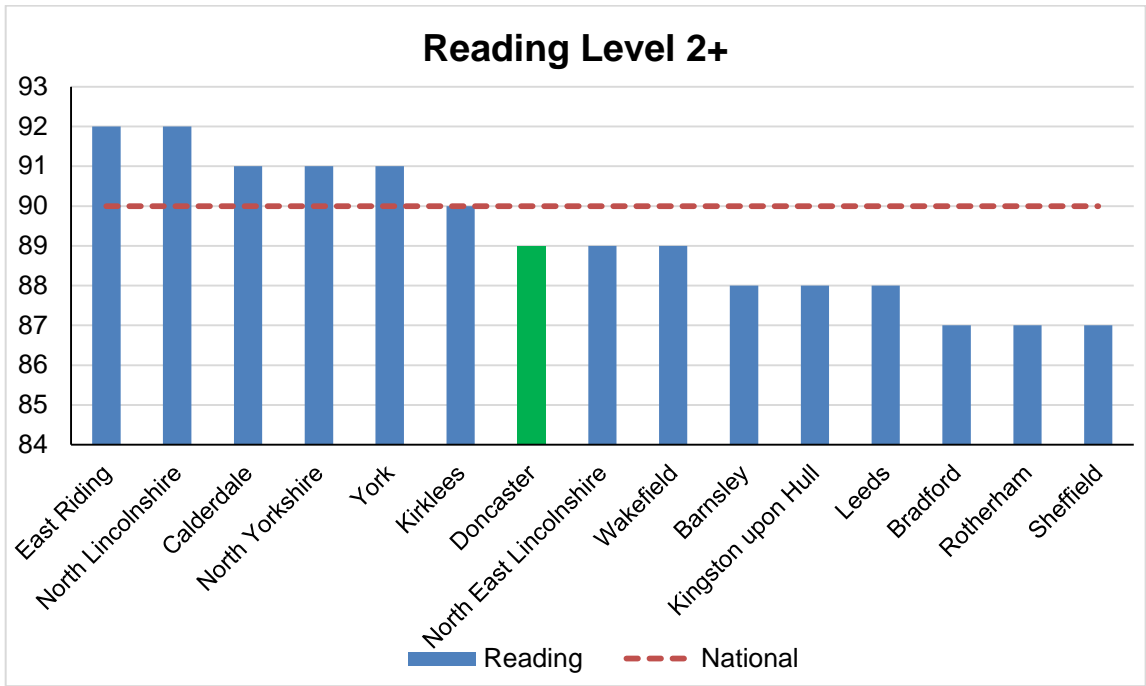


22. Between 2012 and 2014 improving performance year on year had narrowed the gap between Doncaster children and their peers nationally and regionally. However, the 1% decline in 2015 resulted in those gaps widening by 4% (to national) and 3% (to regional) respectively.

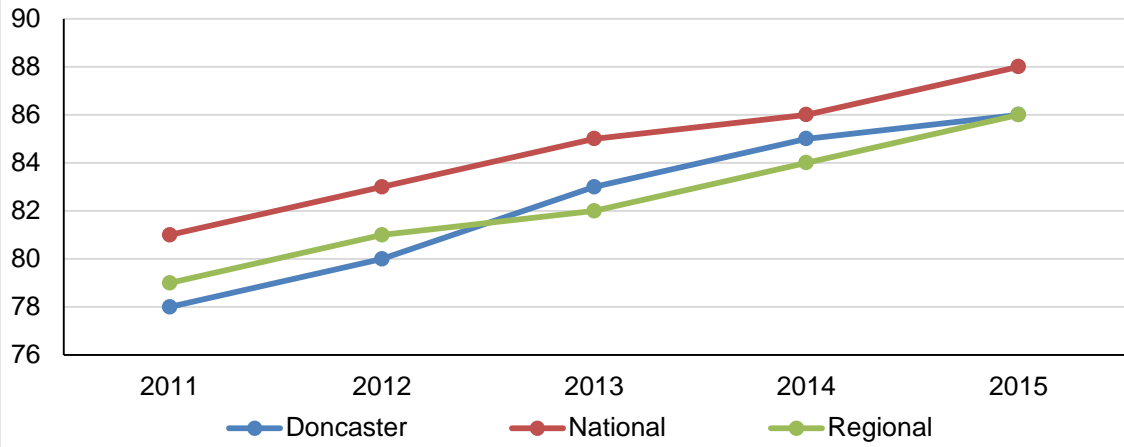


Key Stage 1 Attainment (Children aged 7)

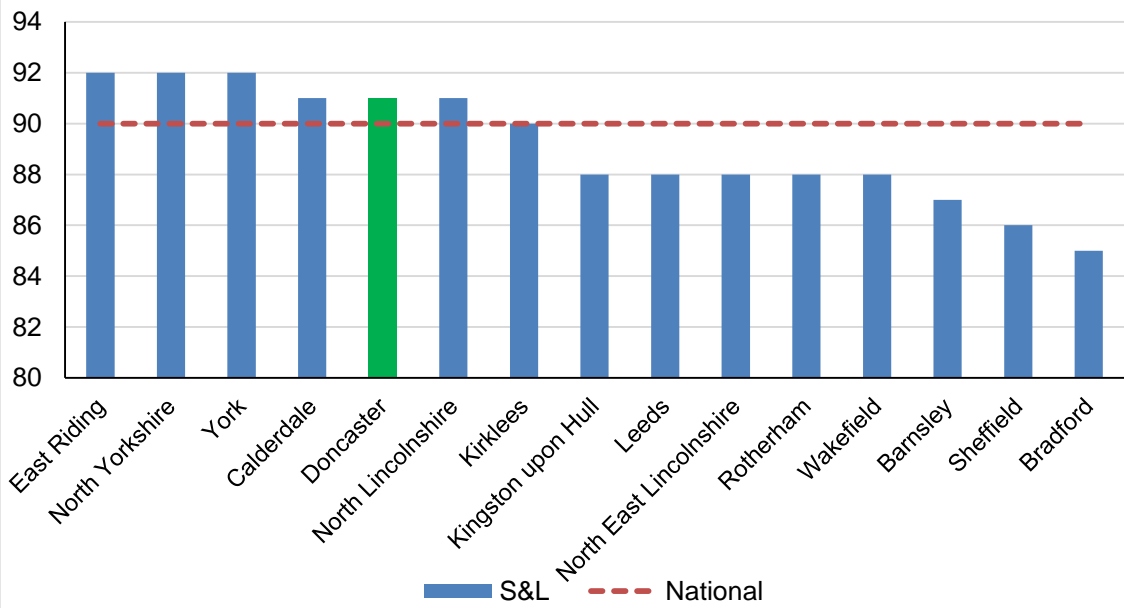
23. Seven year old children are assessed by teachers in the school they attend; these assessments are carried out in Reading, Writing, Maths, Speaking and Listening and Science.
24. Assessments show that Doncaster children have maintained or improved outcomes across all subjects when compared to 2014 and although the gap between Doncaster and national performance in writing has widened by 1%, we have outperformed the national average for maths, science and speaking and listening and were ranked highest in the Yorkshire and Humber region for maths.
25. In Doncaster 3,795 children were assessed with 3,449 (90.9%) being judged as reaching the expected level in Speaking and Listening, 3,396 (89%) in Reading, 3,262 (86%) in Writing, 3,555 (94%) in Maths and 3,503 (92%) were judged to be at the expected level in Science.
26. Performance of Doncaster children aged seven shows an improving trend over five years in all subjects.
27. When compared to the Yorkshire and Humber region, Doncaster performance ranks as follows:
 - 7th out of 15 for Reading
 - 6th out of 15 for Writing
 - 5th out of 15 for Speaking and Listening
 - 1st out of 15 for Maths
 - 3rd out of 15 for Science
28. The attainment gap between pupils eligible for free school meals and their peers is in line with the gap nationally.
29. Pupils with SEN support achieve results lower than similar pupils nationally, particularly in reading and writing; however, pupils with an EHCP achieve results significantly better than similar pupils nationally.



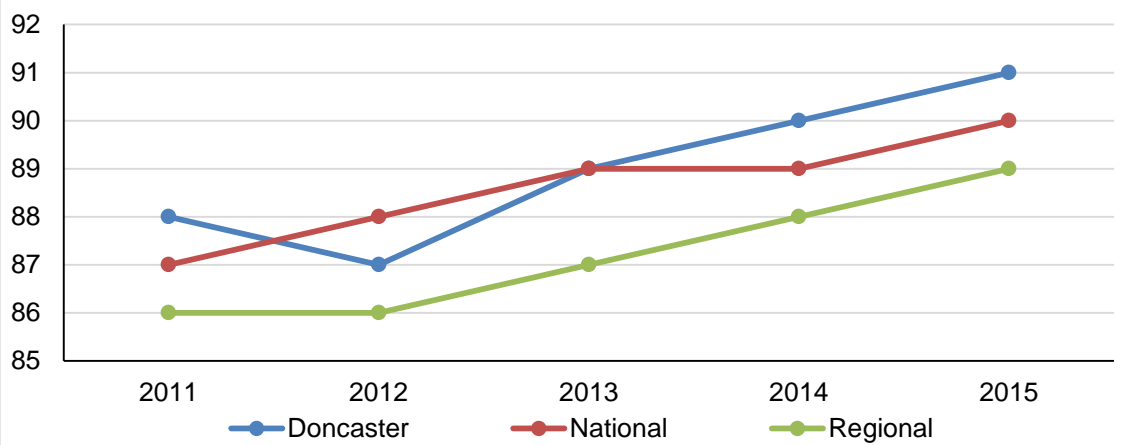
Writing L2+ Over Time



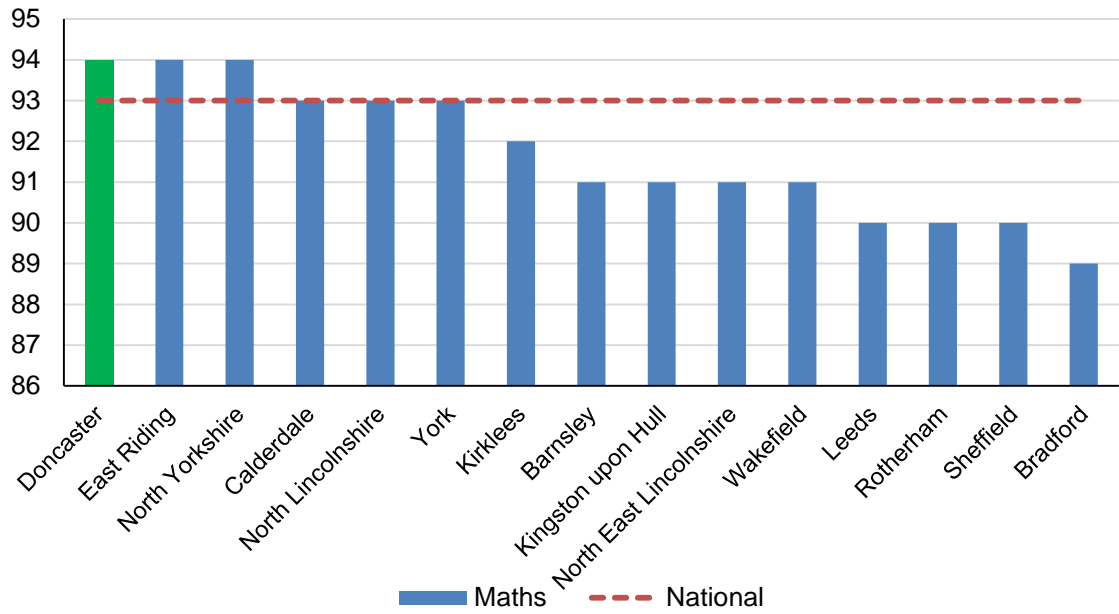
Speaking & Listening Level 2+



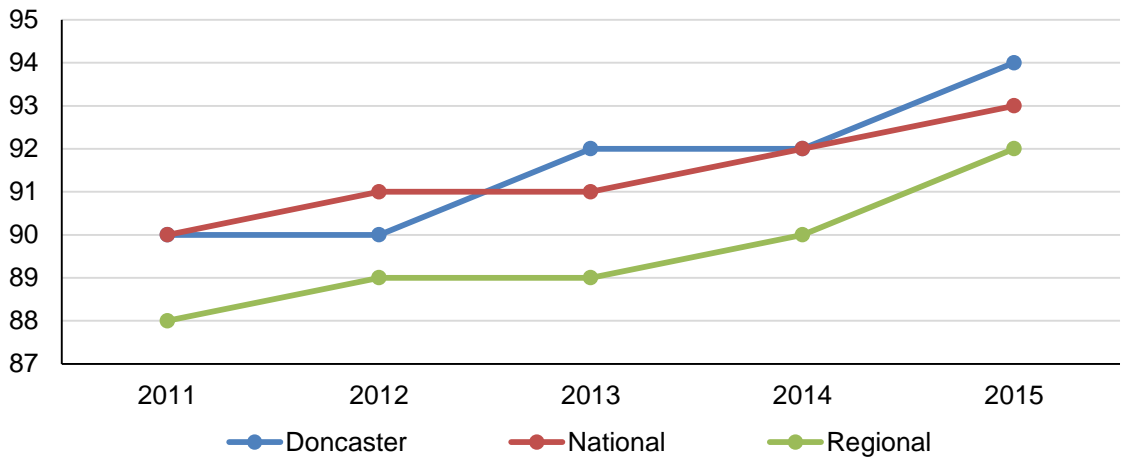
Speaking & Listening L2+ over time



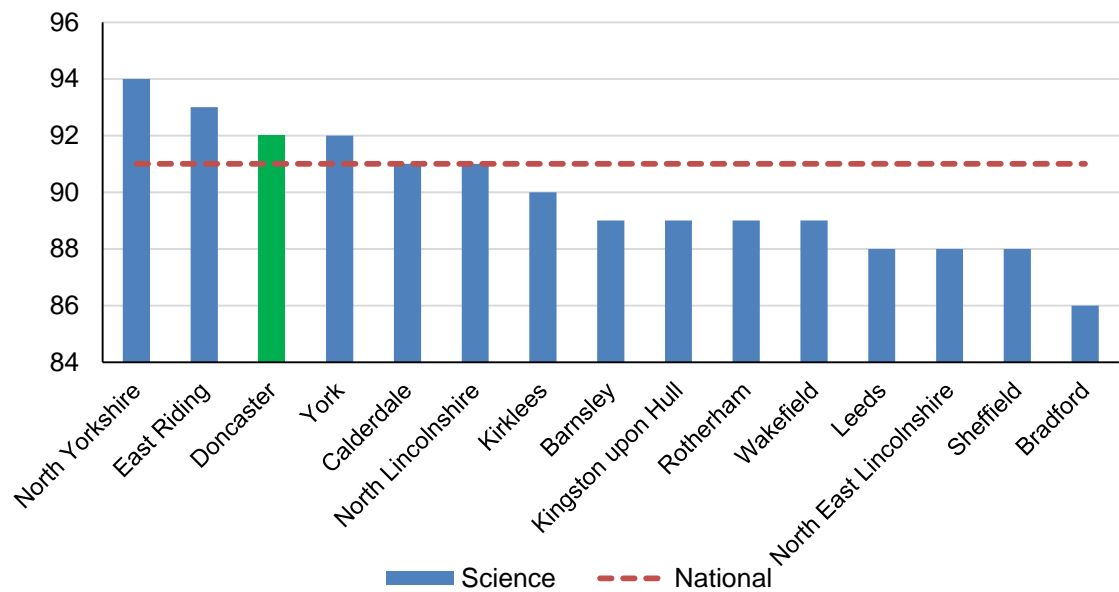
Mathematics Level 2+

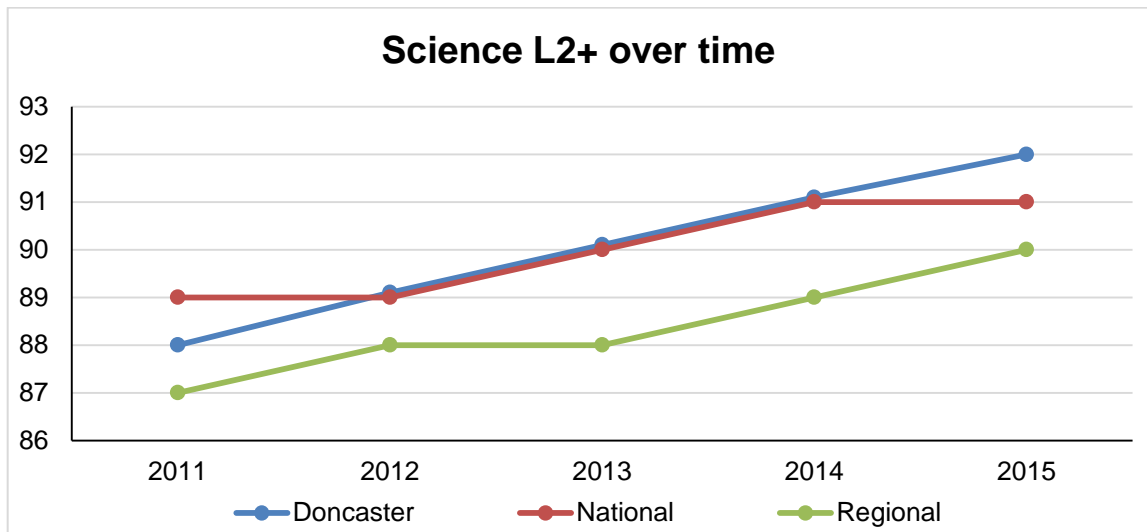


Mathematics L2+ over time



Science Level 2+





Summary

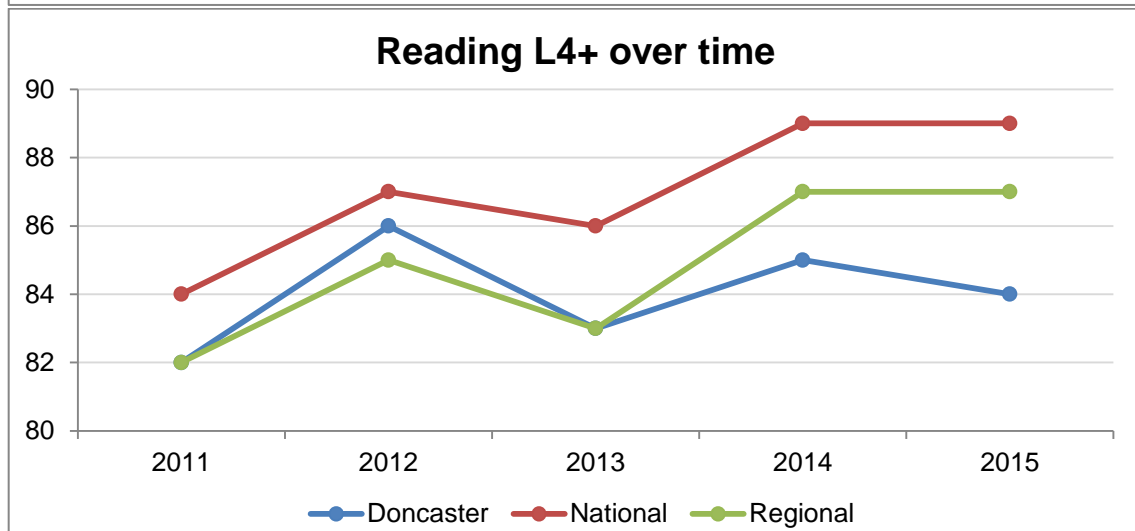
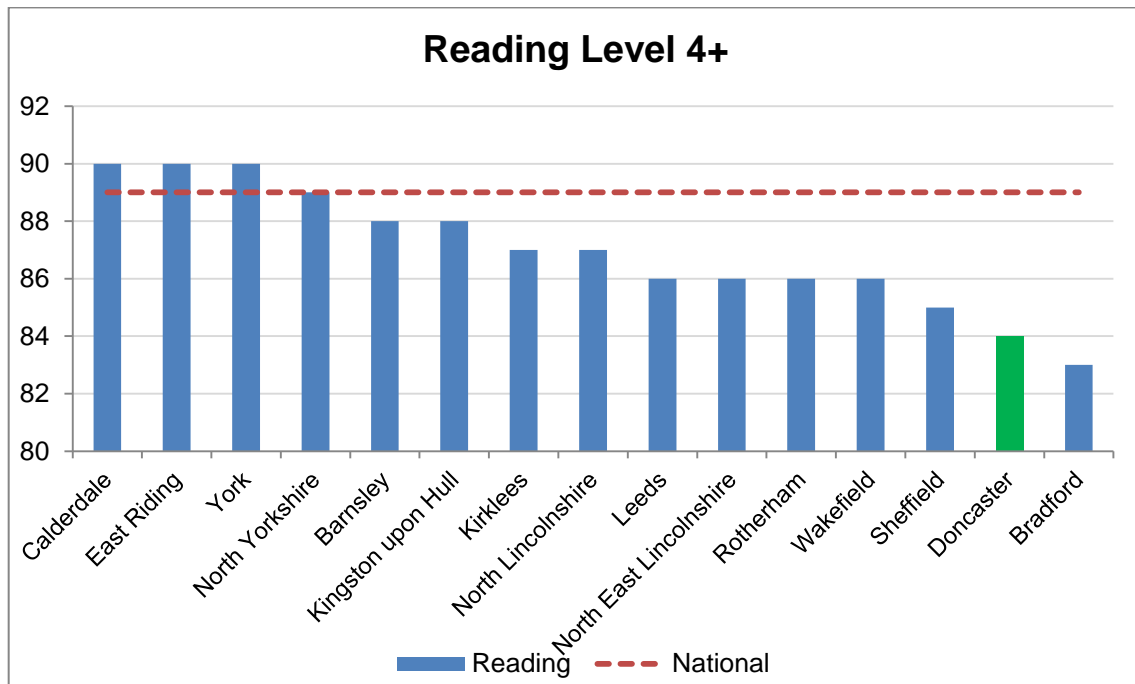
- The percentage of children aged seven assessed at the expected level in Maths is above the national figure
- Doncaster children assessed at the expected level in Speaking and Listening is again higher than the national and regional figures
- The percentage of children aged seven judged as working at the expected level has increased for three years in succession in Maths and Speaking and Listening
- Doncaster children now outperform their peers regionally and nationally for the first time.
- The percentage of children aged seven judged as working at the expected level in Science and Writing has increased every year for the last five years
- Performance in Reading and Writing is below the national average

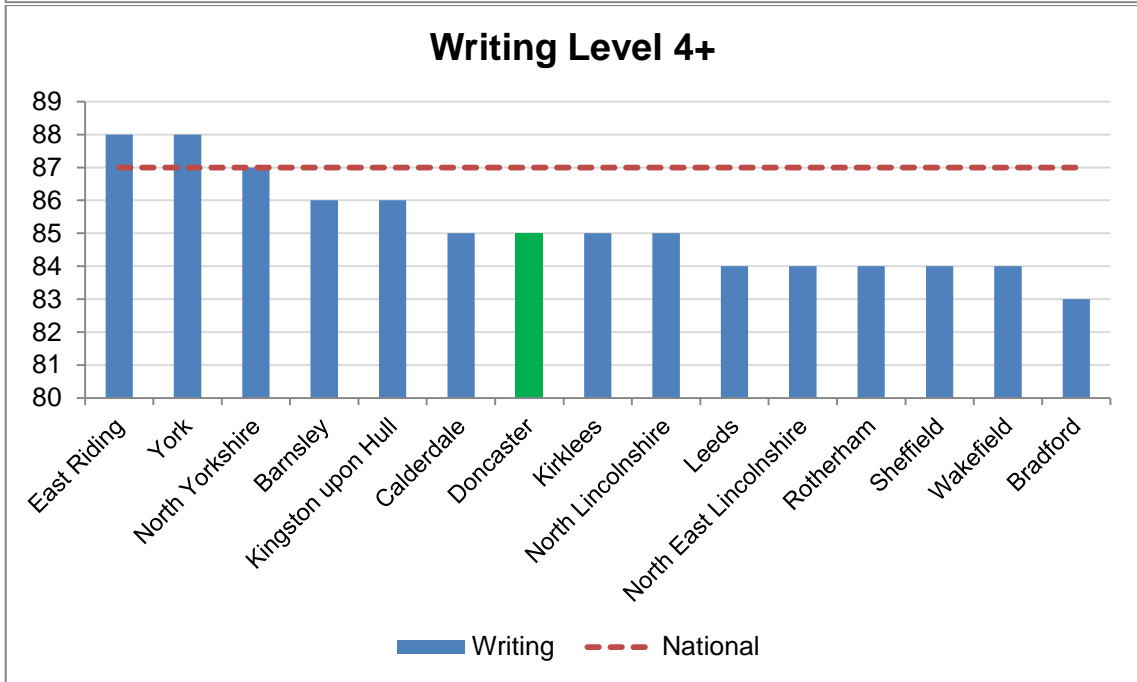
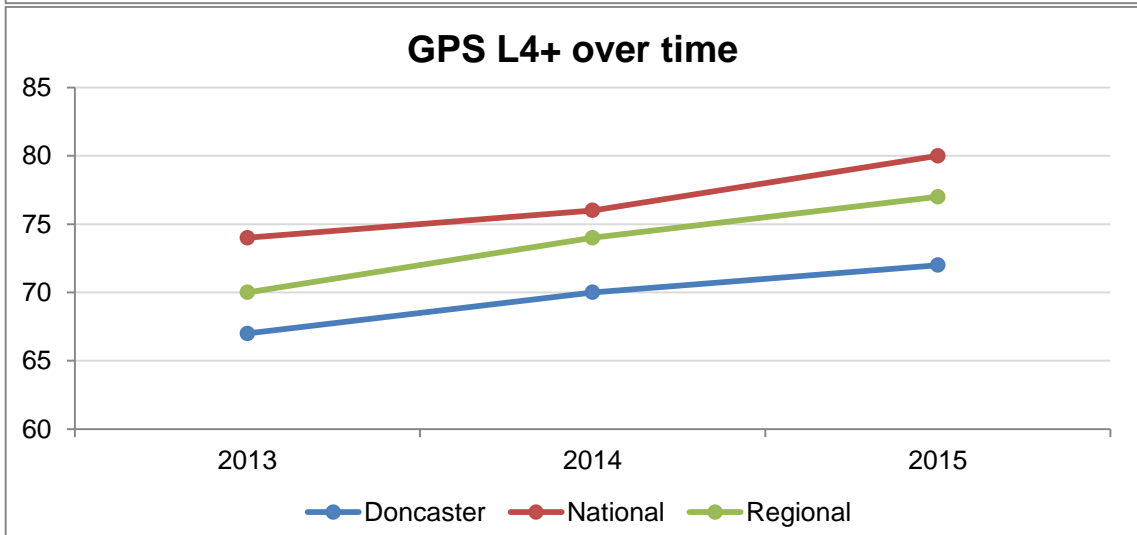
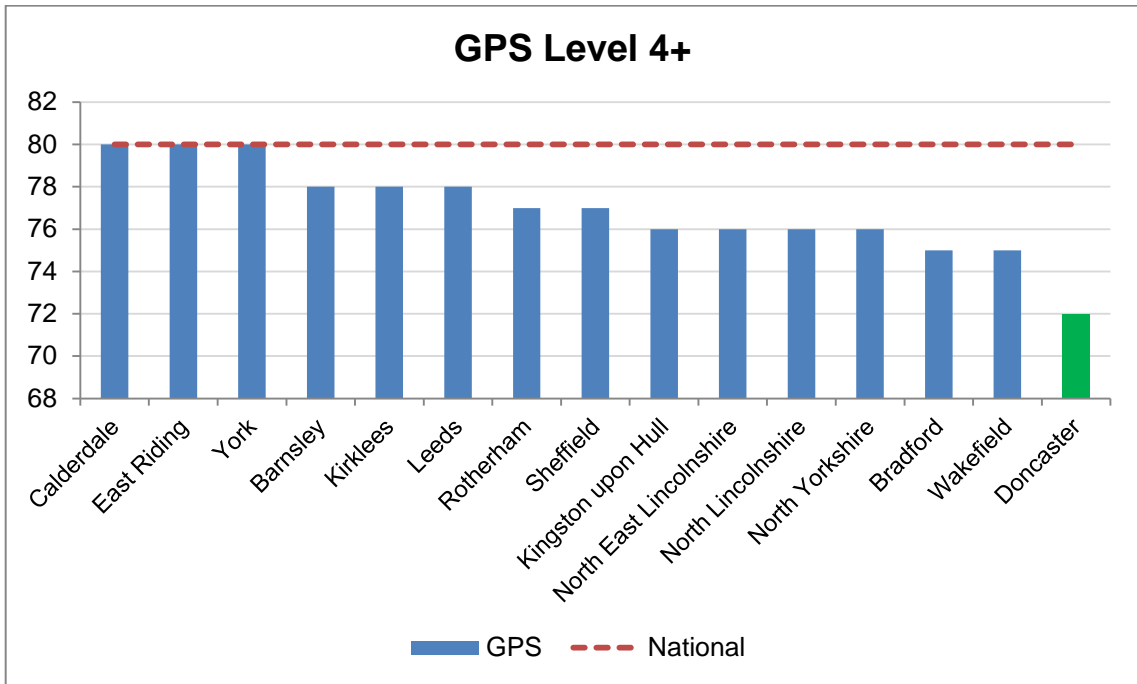
Key Stage 2 attainment (children aged 11)

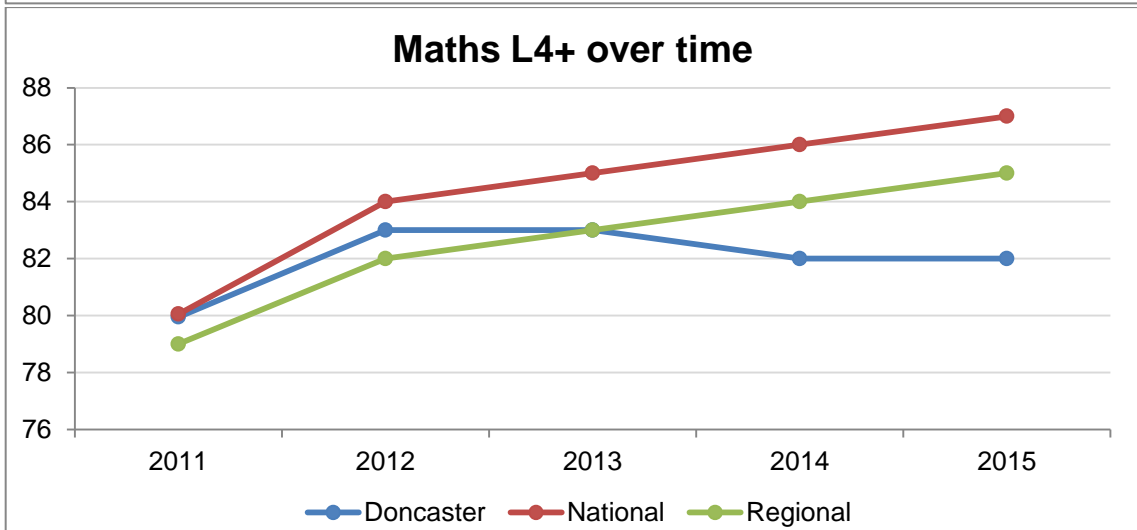
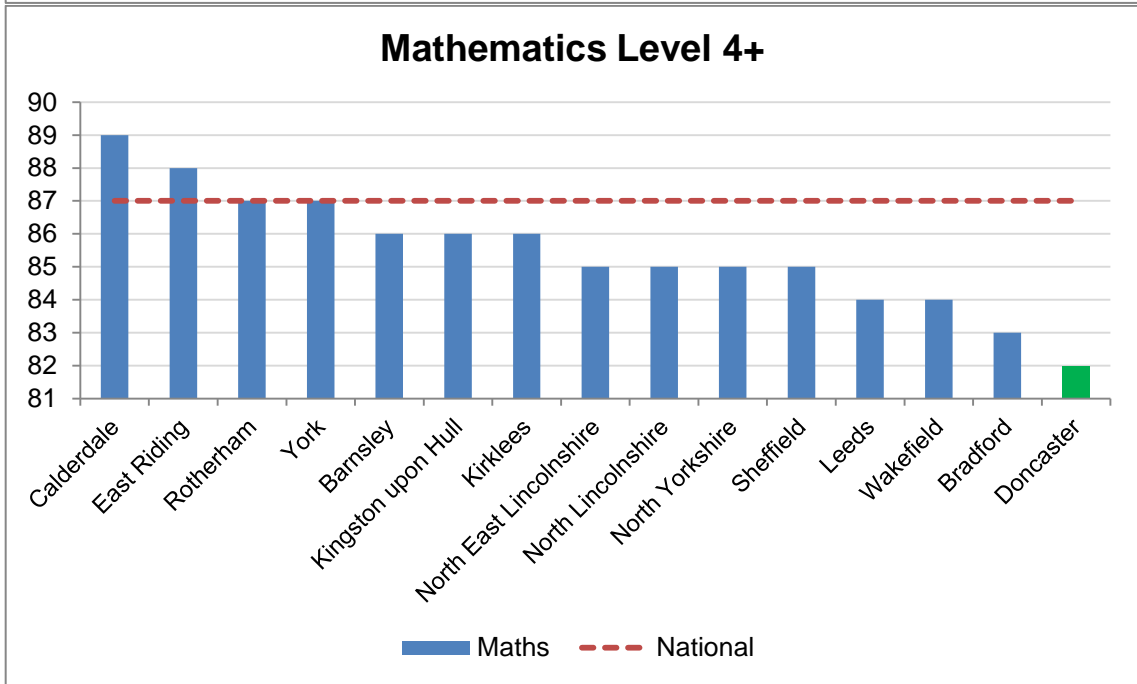
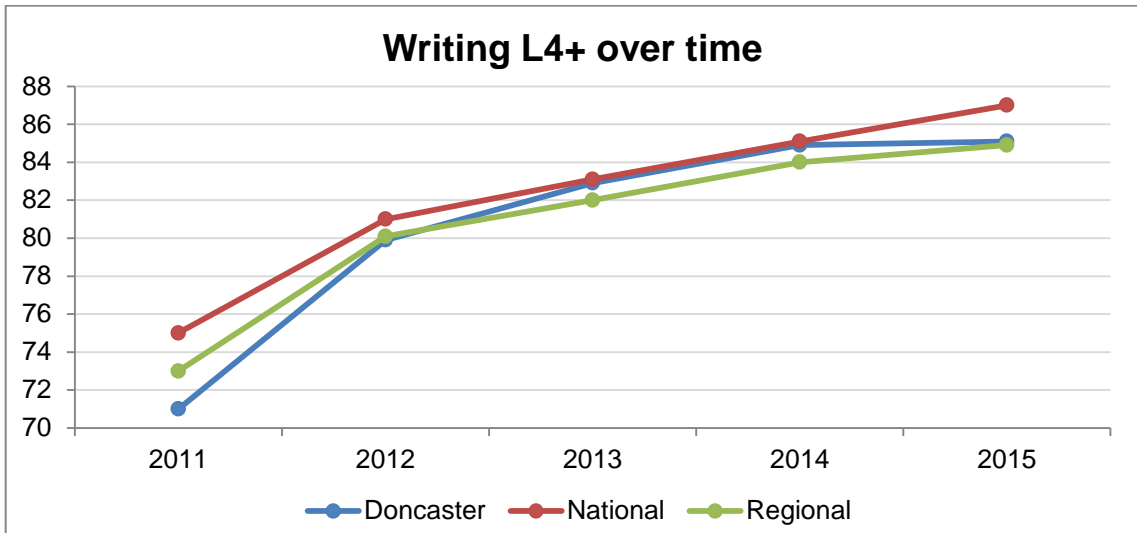
30. Eleven year old children are assessed nationally through DfE standard tests, these tests are carried out in Reading, Grammar, Punctuation and Spelling and Maths with Writing being teacher assessed.
31. Doncaster performance is below the national average in all measures. The only subject seeing an increase in performance from 2014 is Grammar, Punctuation and Spelling (GPS) with a 2% increase on last year.
32. In Doncaster 3,281 children were tested with 2,394 (73%) of those achieving the Department for Education (DfE) Benchmark of level 4+ in Reading, Writing & Maths combined, 2,746 (84%) achieved level 4+ in reading, 2,774 (85%) were assessed as level 4+ in Writing and 2,686 (82%) in Maths, while 2,352 (72%) children aged eleven achieved level 4+ in Grammar, Punctuation and Spelling.
33. Analysis of pupil groups show that in Doncaster performance of pupils eligible for free school meals (FSM) this year has fallen, with 61% achieving the DfE benchmark, a 5% drop on the previous year, compared to a national increase of 3%. This figure is now below the national average for FSM

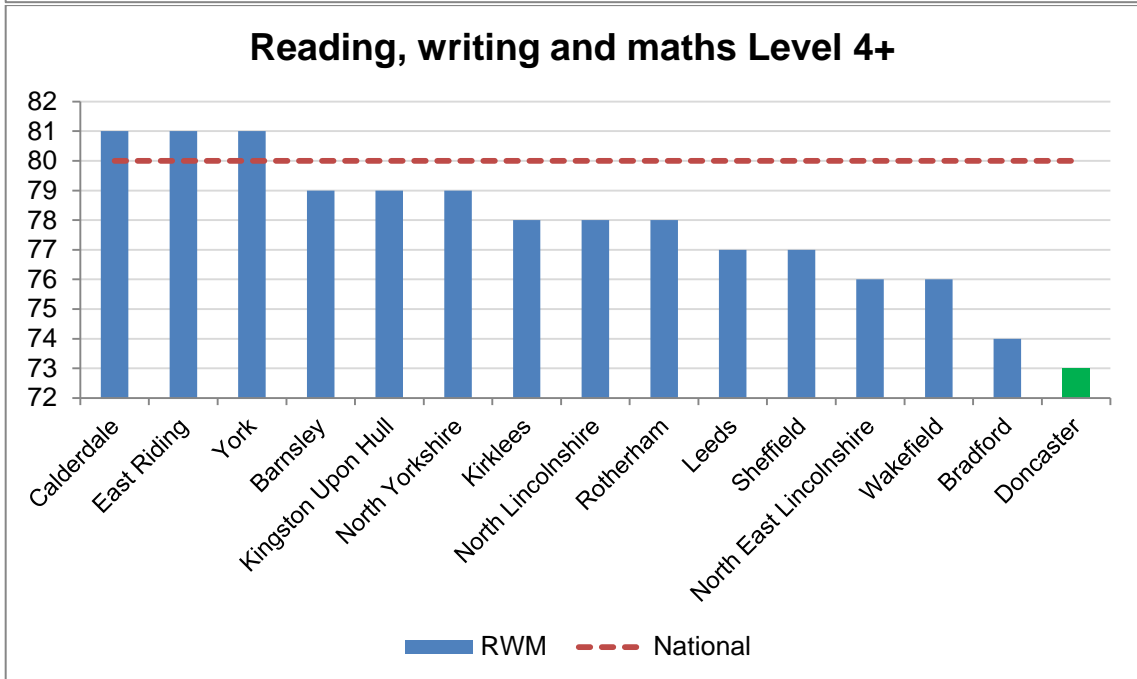
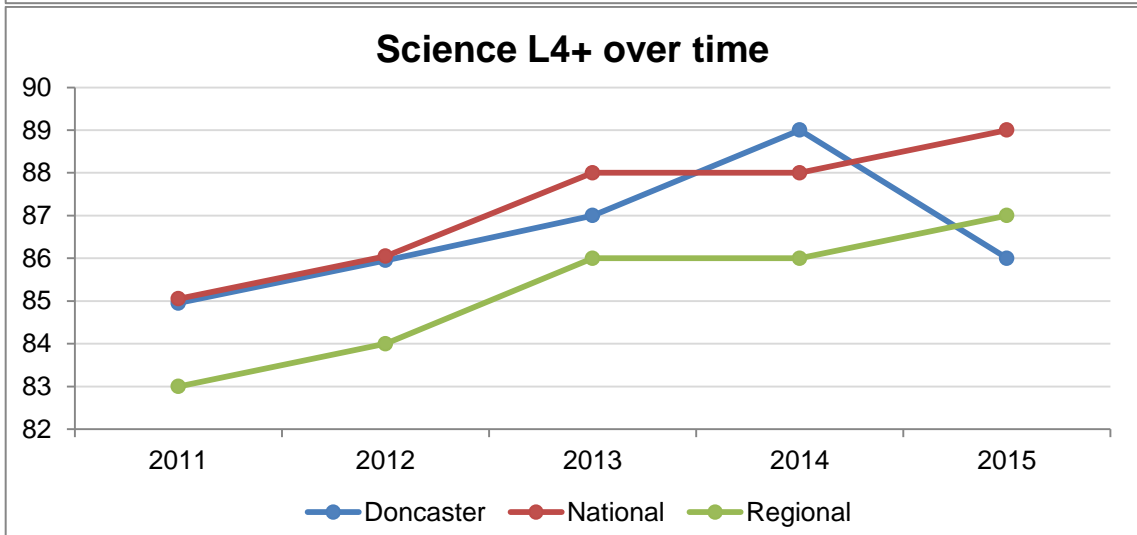
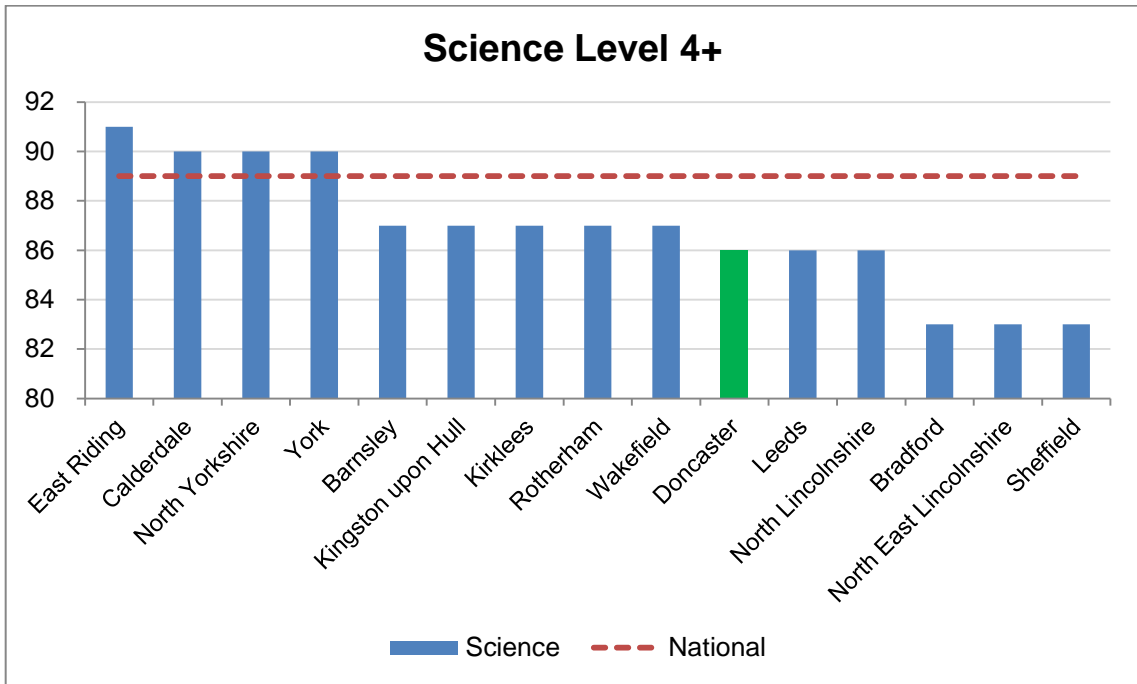
pupils, with Doncaster pupils widening the gap between FSM and non-FSM pupils to 19% compared to 14% nationally.

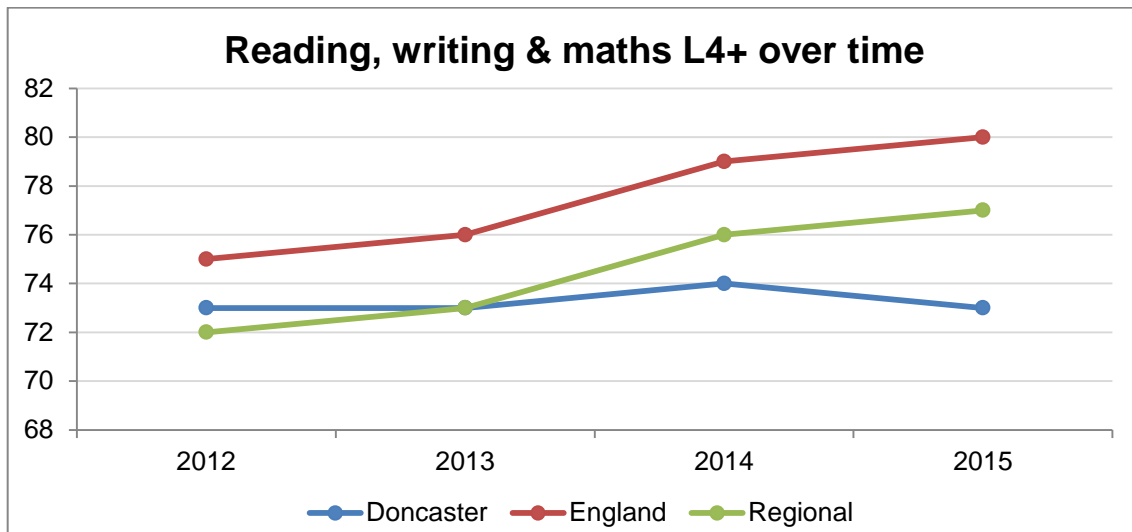
34. The performance of EAL pupils dropped to 55% in reading, writing and maths combined compared to a national outcome of 77% for similar pupils.
35. Doncaster pupils with a Statement of Special Educational Needs or EHCP continue to outperform their peers nationally with 20% achieving the DfE benchmark outcome compared to a national figure of 16%, although this gap is narrower than it was in 2014. All Doncaster Special Schools are rated as good or better by Ofsted and mainstream schools are challenged on the performance of SEND pupils through the termly risk assessment process, while academies are engaged in an annual challenge conversation related to the performance of SEND pupils.





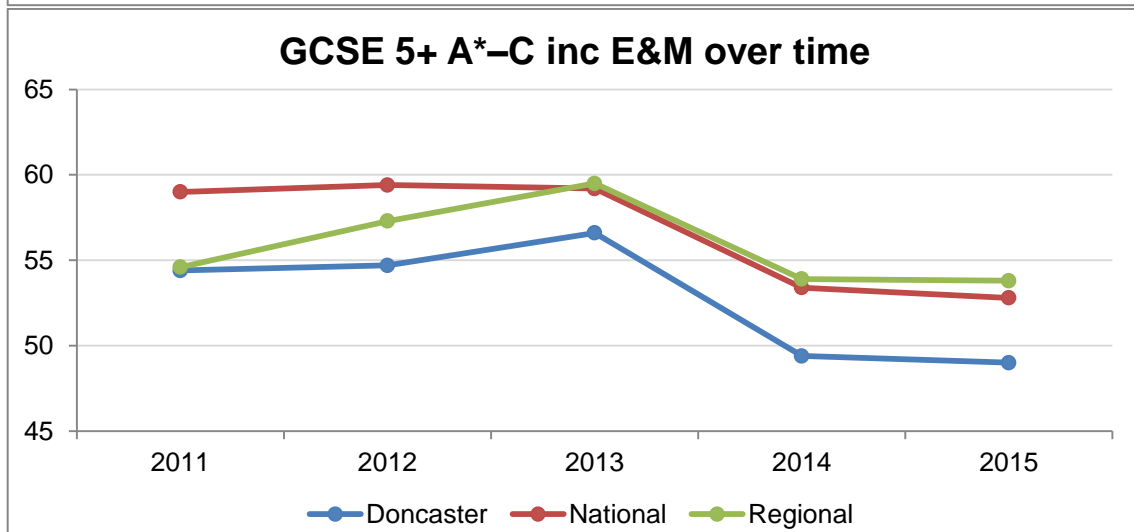
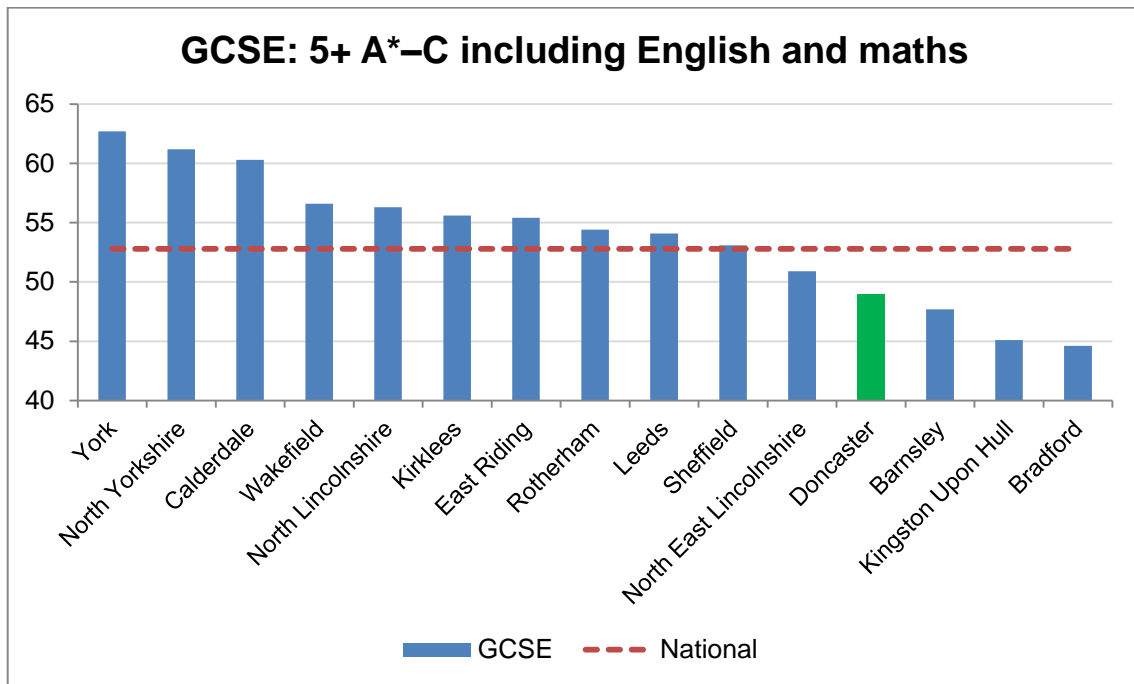






Key Stage 4 Attainment Summary (children aged 16)

36. At age 16, students are assessed nationally through GCSEs and vocational qualifications.
37. In Doncaster, 3260 students were tested with 1,597 (49%) of those achieving the DfE benchmark of 5 GCSEs at grade C or above including both English and maths, and 452 (14%) achieved the English Baccalaureate.
38. Doncaster performance remains below the national average in all measures. However, beneath that there have been some improvements since 2014. The number of students achieving 5 A grades and the number achieving the English Baccalaureate have increased faster than the national average. The number of students achieving a C grade in English has held steady where nationally it has fallen. The number of students achieving a GCSEs at A*–G, including level 1 English and maths, has improved and is now only 0.5pp below the national average.
39. Pupils eligible for free school meals (FSM) achieve lower results than similar pupils nationally on all measures; the gap between their results and their peers' is broadly in line with the national average. This represents a drop in their performance compared with the previous year against most key performance indicators.
40. Pupils with English as an additional language (EAL) achieved 10pp below their peers on the benchmark measure, compared to a gap nationally of 3pp. This shows a very slight improvement on the previous year.
41. Pupils with a Statement of SEN or Education Health Care Plan continue to outperform similar pupils nationally (14.3% achieving the benchmark compared with 8.7%) and have improved significantly on last year's results of 9.5% (compared with 8% nationally). However, pupils with SEN who do not have a Statement or EHCP achieve results significantly lower than similar pupils nationally, at 13.9% (compared with 22.7%), and this gap has widened since 2014.



Outcomes for Children in Care

42. When looking at the educational performance of children in care it is worth remembering that cohort numbers are small. Outcomes are as follows:

Phase	Measure	CiC
EYFS	GLD	42%
KS1	L2+ reading	60%
	L2+ writing	53%
	L2+ maths	67%
KS2	L4+ RW&M	64%
	L4+ reading	76%
	L4+ writing	68%
	L4+ maths	64%
	L4+ GPS	52%
KS4	5+ A*–C	11%
	5+ A*–C inc E&M	9%

43. At key stage 1, the proportion of children achieving at least level 2 in reading and writing was broadly the same as in 2014, but there was a fall of 15pp for those achieving at least level 2 in maths.
44. Outcomes at key stage 2 have significantly improved on 2014, with the proportion of children achieving the benchmark of level 4 in reading, writing and maths up 17pp to 64%, with all subjects including GPS seeing their results improve.
45. Outcomes at key stage 4 have fallen, with only 9% of children in care achieving the benchmark, down from 15% in 2014, showing a widening gap between children in care and their peers.

Academy Growth and Improvement Plans for Doncaster

The Underperformance in Key Stages 2 and 4 is being addressed with urgency in the following ways:

- There has been a robust challenge to the Regional schools commissioner to improve the quality of provision in the underachieving Academies in Doncaster and the dialogue has resulted in proposals to use the Northern Growth fund to assign more Academies to the Outwood Grange Academy Trust in the near future.
- Underachieving Primary schools are being challenged to improve their performance by use of the existing School Improvement Strategy and an additional 3 tiered approach to Academisation and use of LA powers to remove ineffective Governing Bodies. Formal federations will no longer be used as an improvement tactic and successful school to school partnerships will be encouraged to formalise as Multi-Academy Trusts.
- The Partners in Learning Teaching School Alliance will play a much greater role in supporting local small size MATs to deliver high quality support and challenge.
- Bespoke plans for post Ofsted actions and Key Stage 2 improvements will be delivered in line with the proposed timeframes.
- Good and Outstanding Schools will be encouraged to become leaders in Multi-Academy Trust provision to support Doncaster schools deemed to be coasting or in need of rapid improvement.
- All Governing bodies of Maintained schools will be approached in the spring term 2016 to consider their future plans and indicate to the LA if they wish to be part of an Academy growth plan either as a sponsor for other schools or part of a multi-Academy trust arrangement. The LA will then support schools accordingly to maximise locality provision for Doncaster partners.
- Headteachers will be invited to work with the LA to create a strategy for the future to strengthen Academy partnerships and effectiveness in a coherent and pre-planned way.

OPTIONS CONSIDERED AND REASONS FOR RECOMMENDED OPTION

46. There are no options as the report is for information.

IMPACT ON THE COUNCIL'S KEY OUTCOMES

	Outcomes	Implications
	<p>All people in Doncaster benefit from a thriving and resilient economy.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>Good education enables us to prepare our children and young people for employment in the future. In turn helping the economy to grow and flourish.</p>
	<p>All families thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>As above, a good education supports families to thrive by preparing children and young people for employment.</p>

RISKS AND ASSUMPTIONS

47. Assumptions:

- Doncaster's schools are challenged by their Governing Bodies, the Local Authority, the DFE and Ofsted about their examination and test outcomes at all stages.
- Governing Bodies are responsible for ensuring the school development plans are in place to address low attainment and progress.
- Schools are responsible for the purchase of high quality training and support from a range of sources to improve teaching and learning.
- The Local Authority is not the provider of training and support, but acts to challenge providers when the results are too low.
- The Local Authority monitors results and progress and exercises its duties in accordance with a published Doncaster School Improvement Policy.
- Schools will respond appropriately to issues associated with changes to exam systems.

48. Risks:

- New measures could result in a lack of consistency for the next group of children's analysis
- The above measures mean more schools are likely to be judged as having insufficient progress and are at risk of an Ofsted category.
- In terms of KS4, the volatility in outcomes could have a significant affect both regionally and nationally.

- New calculations mean schools may opt to enter children for courses determined by performance tables rather than the best interests for students.
- Failure to improve outcomes in line with the post Ofsted action plan, this will be closely monitored through regular performance meetings.

LEGAL IMPLICATIONS

49. Section 13 of the Education Act 1996 states that a local authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary, secondary and further education are available to meet the needs of the population in their area.
50. This duty is extended by Section 13A which requires a local authority in England to ensure that their relevant education functions and the relevant training functions are (so far as they are capable of being so exercised) exercised by the authority with a view to promoting high standards, ensuring fair access to opportunity for education and training, and promoting the fulfilment of learning potential by every person under the age of 20 and aged 20 or over but under 25 who are subject to a learning difficulty assessment.

FINANCIAL IMPLICATIONS

51. There are no specific financial implications relating to the recommendations in this report.

HUMAN RESOURCES IMPLICATIONS

52. There are no Human Resource implications relating to the recommendations in this report.

TECHNOLOGY IMPLICATIONS

53. Not applicable.

EQUALITY IMPLICATIONS

54. The equality of expectation for all children is a core value within all aspects of the work undertaken in education settings and underpins the support and challenge provided by officers.

CONSULTATION

55. No further consultation was undertaken for this report.

BACKGROUND PAPERS

56. Local Authority Arrangements for Supporting School Improvement – Post Ofsted Action Plan (Revised September 2015) – Appendix A
57. School Improvement Strategy 2015-2016 – Appendix A
58. Key Stage Two Raising Achievement Strategy - Appendix A

59. Local Authority Relationship With Academies And Educational Attainment Review
60. Panel's Follow-Up Response Of Education Attainment Review And Recommendations – Appendix B

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Learning & Achievement Service

Key Stage 2 Rapid Improvement Initiative

2015/16



'All education good and better, no one left behind'

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Background

Doncaster MBC has been subject to 2 Ofsted inspections of School Improvement Services since 2014. The most recent report recognised the progress made in school improvement and the effective intervention strategies in place to prevent school failure and work in partnership with a range of providers, Ofsted and the Regional Schools Commissioner. In the Primary phase, the investment in resource and the quality and drive proven by Council leadership has made measurable improvements. However, the history of Doncaster's relationship with its schools has meant that the absence of data sharing and meaningful target setting has had to be a focus for rapid improvement. This has been recognised in both Ofsted reports and remains an area for further action. The quality of leadership and teaching in the schools receiving intervention from the LA in line with the published school of concern strategy is evident in Ofsted section 8 and section 5 reports, also recognised by Ofsted in 2015. Evidence of successful intervention needs to translate into outcomes for children. Having set targets with the evidence available and agreed those with schools, the 2015 outcomes for Key Stage 2 were not what was anticipated by schools, the LA and Ofsted. Suffice it to say that we are all shamed and disappointed. Whilst there are no excuses, we need to examine the evidence to ascertain what needs to be added to the strategies already in place to accelerate improvement in Key Stage 2.

2015 outcomes, currently un-validated, showed improvements across a range of measures at Early Years Foundation Stage, Key Stage 1 and Key Stage 4. At Key Stage 2 however, the initial statistical release available shows a decline in both attainment and progress. In terms of the threshold measure, Level 4+ in Reading, Writing and Mathematics, the 2015 outcome was a 1% decline on 2014 and places Doncaster as one of the lowest performing authorities nationally. Reading and Mathematics showed the most significant gap to national outcomes. In terms of teacher assessment, these two subjects also showed the greatest gap between school predictions and actual results, -3.5% and -5.2% respectively.

	Test	TA	Difference
Reading	83.7	87.2	-3.5
Maths	81.9	87.1	-5.2

Chronology of Intervention Activity July to October

July 2015 before school closure

All schools achieving less than expected outcomes were telephoned by assigned Senior Primary Officers and pro-formas completed regarding the reasons given by the schools for the underachievement/ re-marks etc.

July 2015 post closure:

Senior Officers analysed initial feedback to ascertain emerging themes for consideration about the causes of decline in outcomes.

August:

An intervention strategy was designed and costed.

The Assistant Director met every senior officer and discussed every school with the attainment and progress summaries and the rationale given for underachievement by every school.

September:

Following initial analysis, Senior LA Officers and the Assistant Director met with a representative group of Primary Headteachers in the first week of the autumn term in order to discuss a Raising Achievement Initiative for all KS2 settings across Doncaster. This group of head teachers included National and Local Leaders of Education, representatives from the Doncaster Teaching Schools Alliance (Partners in Learning) Strategic Board and high performing Executive and Diocesan Head teachers

Key Stage 2 Raising Achievement Initiative launched in four geographic regions across the LA, involving all infant, junior, primary as well as special schools and academies. Formal presentations were provided to all head teacher representatives, with an opportunity to consult on the proposals and develop funded partnership action plans to raise achievement within pyramids of schools. The LA central offer of support was shared along with pyramid data and analysis to support the identification of priorities to target need. This was well received by head teachers.

October:

Senior Officers attended Pyramid action planning groups to support the development of bespoke raising achievement plans; to be finalised by October half term. Plans will be submitted to the LA and final submissions will be quality assured by Senior Officers and funds allocated against agreed criteria.

Hypotheses regarding the drop in attainment determined for evidence gathering and school discussions:

1. Doncaster has 38% **new leadership** over a 2 year period. The local authority is improving standards and provision from a very low baseline as referenced in the 2 LASI reports. A major contribution to improvement has been to address leadership and governance. New leaders are beginning to address inadequate teaching, challenges and supported by the LA, and the profile of improved attainment in Early Years and KS2 is testimony to this. The lower attainment at Key stage 2 seems to indicate **that accelerated learning strategies were not as effective for the last 2 cohorts of Y 6 children as they have been for younger year groups..**
2. Analysis of data indicates that for many schools, approximately 12% **of pupils missed level 4 in one out of 3 subject test areas**; gaining 2 and failing on the third by a small margin. Whilst there were more deficits in Maths, the LA has to note the large numbers of children who did not perform to level 4 according to their teacher's assessment. Discussion indicates that for too many children, **they were not test confident and the challenges of a formal test situation led to underperformance.** Learning for successful schools, children are better supported and familiarised with test conditions.
3. **LA rigorous regime to clamp down on maladministration of SATs** may have resulted in some schools failing to access the support in tests for pupils who were entitled to it. Although the LA gave extensive guidance about administration and extra help, we ascertain that this focus may have had a negative effect. Doncaster has been challenged and found wanting in SAT administration in 2013 and 14 to the extent that two Head teachers left their posts and five other schools had to undergo investigation. The issue of adherence to test regulations had to be enforced to address this issue.
4. **Insufficient good quality teaching in KS2** is at the heart of underachievement. Although poor teaching is being addressed in the many 'schools of concern' and those 'securing good' the need to accelerate the deficit in learning in some RI and schools of concern required a high degree of outstanding teaching to make up the deficit over time of inadequate leadership of learning and teaching. **Too much teaching is not yet outstanding and recruitment of teachers in Doncaster is proving a challenge.**
5. **Too much inaccurate assessment and insufficient use of data to inform teaching** is also an issue. The lack of good teaching is characterised by insecure assessment for learning and the use of data to inform teaching and learning at pupil level.

- 6. The LA has to further improve systems for gathering, analysing and challenging the use of ongoing assessment information to accelerate progress as identified in the 2015 LASI inspection.** The absence of a system and the reluctance of some schools to submit in year data to the LA makes it very difficult to identify in year back-slide from targets set.
7. Doncaster's context of an improvement journey in Primary Education drives the need for the continued application of a robust 2 year Post Ofsted Action Plan and a School Improvement Strategy which is continuous and involves the rigorous challenge to school leadership, governance and quality of provision. This is an ongoing, longer term strategy and is part of wider plans. In addition the LA has also produced a Rapid Improvement plan to address the issues we have identified in KS2.

Strategy Implementation

Early September:

4 locality meetings took place inviting all Primary Heads to attend. Data analysis for schools and groups of schools was shared. The Assistant Director opened each one and gave clear messages about the ranking of Doncaster and the consequences of the gap between teacher assessment, targets set and the 2015 outcomes. Over 93% of schools were represented and participated in designing schemes for improvement on a range of levels to match the enclosed action plan. Of the 7 schools who did not participate 6 were academies.

Mid-September to end October:

- Raising attainment action plans are currently being developed by school leaders and will be submitted to the LA by October half-term and, upon agreement, will be supported on a pupil number basis from Schools Forum funding.
- An Assessment Lead has been appointed to oversee the development of approaches to assessment and moderation, with specific support for Y6 teachers a key feature of the planned work.
- A pool of locally accredited moderators for Y2 and Y6 actively recruited and a training schedule for their professional development has been devised. The pool will also draw on current expertise including accredited moderators and Specialist Leaders of Education (SLEs). Selection interviews scheduled for November 4th. An external training provider has been commissioned to support the initiative.
- Leading Y6 teachers being actively recruited and a training schedule for their professional development has been devised. Selection interviews scheduled for November 4th. An external training provider has been commissioned to support the initiative. Y6 network groups have been agreed in consultation with Partners in Learning.

- A local moderation programme has been developed which will provide all schools with opportunities to develop good assessment practice.
- Research has commenced into procuring a suite of standardised tests aligned to the new curriculum in Reading and Maths for every child in Years 5 and 6 to be administered by January, results analysed and information used by the LA and schools.
- Work is underway to design systems for the setting and collection of school targets against the new curriculum expectations via the existing Standards and Effectiveness Partners (StEP) programme.

After careful consideration of the available data and the current profile of Doncaster schools and academies, it was agreed that there would need to be an authority wide initiative to:

Improve assessment and moderation by

- Establishing a Local Authority Assessment Lead
- Training and accrediting a cohort of expert teacher-moderators drawn from practising moderators, SLEs and experienced teachers across Years 2 and 6 in Reading, Writing and Mathematics
- Devising and implementing an LA wide programme of enhanced moderation and quality of teaching visits across key stage 2
- Purchasing and administering with schools a suite of standardised tests aligned to the new national curriculum for use across KS2
- Interpreting data from tests and setting challenging targets to improve outcomes in 2016 and beyond.

Accelerate progress and raise attainment across Key Stage 2 by

- Developing action plans across pyramids supported by high quality data, to raise attainment by focusing on bespoke needs and drawing on school to school support
- Eradicate unsatisfactory teaching and increase good and better practice.
- Facilitating the development & sharing of subject specific case studies: learning from the best.
- Establishing Y6 teacher network groups to provide specific training including approaches to teaching the new curriculum and associated test arrangements.
- Collecting and sharing termly assessment data based on agreed new curriculum outcome measures and age related expectations to inform LA challenge and support.
- Working with identified experts to secure targeted, subject specific training for teachers in Key Stage 2 in the core subjects.

Continue to address the quality and consistency of leadership across all schools securing a corresponding impact on teaching and learning by

- Attracting a high calibre workforce through developing an LA wide recruitment and retention strategy
- Training leaders at all levels, particularly impacting on Key Stage 2
- Conducting quality of teaching reviews in Key Stage 2 schools where progress is weak and eradicating unsatisfactory teaching.

Continue to deliver the Doncaster 2 year Post Ofsted Plan, School of Concern Strategy, use of LA statutory powers and change of school status to address weaknesses in leadership and governance resulting in consistently low attainment and progress.

Attainment Targets

(Currently being revised and agreed with schools)

End of key Stage 2 2016 assessments and tests

- 85% of pupils will attain the national standard in reading
- 82% of pupils will attain the national standard in writing
- 84% of pupils will attain the national standard in mathematics
- 84% of pupils will attain the national standard in science

Milestones

September 2015

- Comprehensive KS2 strategy launched across the LA securing commitment to partnership working

October 2015

- LA Lead established to oversee assessment and moderation
- Partnership improvement plans developed across the LA

November 2015

- Locally accredited moderators recruited for Y2 and Y6
- Lead Y6 teachers recruited and trained
- Revise FFT targets informed by school information.

December 2015

- A common approach to (standardised) testing is secured
- Y6 networks established
- Autumn Reviews completed for all maintained schools

- Targets are reviewed via the StEP programme
- School's risk assessments revised across the LA

January 2016

- Standardised tests administered and results collated

March 2016

- All schools access enhanced moderation programme
- All Y6 teachers are supported to ensure their teaching approaches are aligned to the new curriculum and test requirements

April 2016

- All schools submit termly data so that progress towards targets can be monitored and evaluated

June 2016

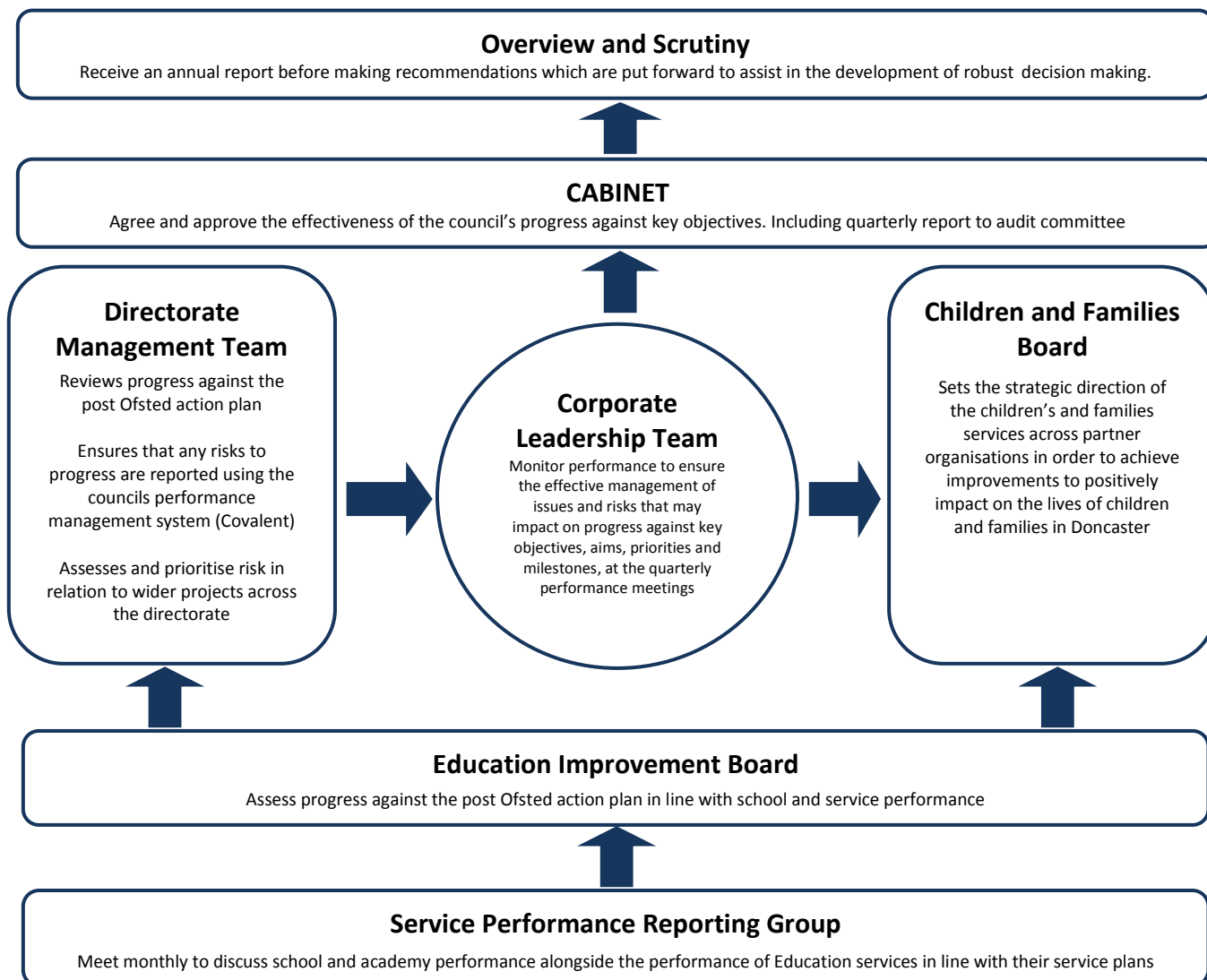
- Re-administration of standardised tests. Local Authority to collate data and provide comparators to ascertain progress

July 16

- Close alignment of teacher assessment and test results
- Improvements to pupil outcomes in line with targets

Monitoring & Accountability

As per Post Ofsted action plan monthly monitoring and governance accountability model.





Key Stage 2 Rapid Improvement Plan

LA Priority 1

Secure the accuracy of teacher assessment

Targets:

By July 2016

- KS2 teacher assessment and test outcomes are closely aligned

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria
			Start	Finish	
Improve the quality of assessment support for schools	Establish a Senior LA Lead to oversee assessment in EY KS1 and KS2	HoS (SI)	Oct 15	August 16	By Oct 15 Established credible lead to

					provide strategic direction
Secure the accuracy of teacher assessment across all schools through external validation	Train and accredit a cohort of expert teachers drawn from practising moderators, SLEs and experienced teachers across Years 2 and 6 in Reading, Writing and Mathematics	SESEO (Assessment)	Nov 15	June 16	By Nov 15 Accredited moderators established within every partnership By Feb 15 Moderators actively deployed By July 16 Close alignment of teacher assessment and test results
Secure the skills of assessment, moderation and standardisation across all schools	Devise and implement an LA wide programme of enhanced moderation visits across key stages 1 and 2	SESEO (Assessment)	Jan 16	June 16	By Mar 16 All schools participate in enhanced moderation programme By July 16 Schools are appropriately supported in securing a robust evidence base and judgements are accurate and validated
Ensure effective practice, particularly in Year 6, is identified and shared across Doncaster settings	In collaboration with PiL, establish Y6 network groups to provide training and support including	SESEO (Assessment)	Nov 15	Apr 16	By Dec 15 Y6 networks are established

	<p>approaches to new tests, tracking, access arrangements, action planning to support booster/intervention</p> <p>Facilitate Y6 buddies</p> <p>Develop & share subject specific case studies identifying successful practice</p>				<p>By Mar 16</p> <p>All Y6 teachers are supported to ensure their teaching approaches are aligned to the new curriculum and test requirements</p> <p>By July 16</p> <p>Close alignment of teacher assessment and test results</p>
Ensure schools can demonstrate a robust trajectory of improvement towards end of year targets	Research and procure a suite of standardised tests aligned to the new national curriculum for use across KS2	Head of Service (Data)	Nov 15	Apr 16	<p>By Dec 15</p> <p>A common approach to testing is secured across the LA</p> <p>Quantifiable measures to underpin teacher assessment support accurate judgements</p> <p>By July 16</p> <p>Close alignment of teacher assessment and test results</p>
Improve LA knowledge of schools' data	Devise appropriate mechanisms for collecting targets and in-year	Head of Service (Data)	Oct 15	July 16	<p>By Apr 16</p> <p>All schools submit termly data so</p>

	trajectories Collect and share termly data				that progress towards targets can be monitored and evaluated Analysis of outcomes informs strategic planning and future developments
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LA Priority 2

Accelerate the progress of all pupils across Key Stage 2 so that more pupils attain age related expectations in Reading, Writing, Mathematics and English Grammar, Punctuation and Spelling (EGPS)

Targets:

By July 2016

The proportion of pupils in Year 6 attaining age related expectations in Reading, Writing and Mathematics combined is in line with targets and national benchmarks

Increase the proportion of pupils in Year 6 attaining age related expectations in English, Grammar, Punctuation and spelling so that the gap to national benchmarks reduces significantly

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria
			Start	Finish	
Strengthen use of locality based approaches to improve outcomes	Provide thorough needs analysis to support locality based initiative across all Doncaster KS2 settings	Head of Service (Data)	Aug 15	Sept 15	By Sep 15 All pyramids have a comprehensive suite of data related to 2015 outcomes and a bespoke needs analysis
	Consult four localities to agree locality/pyramid improvement plans based on local need, support by LA funding based on pupil numbers	PESEO	Sept 15	Sept 15	By Oct 15 Sharp and focussed partnership improvement plans developed across Doncaster, with clear

Page 66	Review and approve partnership plans	PESEO	Nov 15	Dec 15	evaluation criteria linked to required improvements
	Collate findings and map provision				
	Facilitate partnership working based on bespoke plans and identified needs	PESEO	Nov 15	May 16	By Jan 16 CPD needs are aligned. Subject expertise is identified and utilised. Shared good practice impacts on improved pupil outcomes
	Monitor progress against agreed targets, using available tracking data	PESEO/HoS	Nov 15	July 16	By Apr 16 Tracking and outcomes data evidences improved pupil performance and overall effectiveness within settings
Strengthen provision for EGPS	In collaboration with PiL promote teaching approaches and resources which sequentially build EGPS skills across the key stage <ul style="list-style-type: none"> • No nonsense spelling • Bespoke training through ESCAL Facilitate the sharing of good practice by identifying	SESEO (Assessment)	Oct 15	Apr 16	By July 16 Increased attainment in EGPS in line with targets

	<p>best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p>				
Strengthen provision for reading	<p>In collaboration with PiL promote teaching approaches and resources which sequentially build reading skills across the key stage</p> <ul style="list-style-type: none"> • Reciprocal reading • Inference training (intervention) <p>Facilitate the sharing of good practice by identifying best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p>	SESEO (Assessment)	Oct 15	Apr 16	<p>By July 16</p> <p>Increased attainment in reading in line with targets</p>
Strengthen provision for mathematics	In collaboration with PiL, link with SY maths hub to				

	<p>develop teacher expertise</p> <p>Facilitate the sharing of good practice by identifying best practice through data analysis, partnership work and promoting the development of case studies</p> <p>Utilise expertise of Officer for SEND in supporting most vulnerable pupils including those in receipt of PP funding</p>				
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LA Priority 3

Enhance the quality and consistency of leadership across all schools securing a corresponding impact on teaching and learning

Targets:

By July 2016

- The proportion of school with leadership and management evaluated as good continues to increase
- The proportion of schools with teaching and learning evaluated as good increases in line with national benchmarks

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria
			Start	Finish	
Attract a high calibre workforce across the LA	Develop an LA wide recruitment and retention strategy	HoS (SI)	Jan 16	July 16	By July 16 The number of applicants for vacant posts increases All headship vacancies are filled within the identified timescale
Page 69	Support governors and school leaders in developing effective recruitment strategies	SESEO (Leadership)	Sep 15	July 16	By July 16 All teaching posts are filled within the identified timescale Recruitment processes are robust at school level

Develop leadership competencies in securing improvements to the quality of teaching Page 70	Review and amend the new Headteacher induction programme to ensure appropriate focus on the leadership of teaching and learning	SESEO (CPD)	Sep 15	Dec 15	By Dec 15 New headteachers access high quality training are equipped with the skills to impact on improvements to the quality of teaching
	In collaboration with PiL, provide leadership training for existing HTs focusing on <ul style="list-style-type: none"> • Robust recruitment systems and developing succession plans • Secure accountability systems linked to appraisal and its impact on learning • Managing weak staff and developing improving teacher plans 	SESEO (Leadership)	Jan 16	June 16	By Mar 16 Existing headteachers access high quality training and are equipped with the skills to impact on improvements to the quality of teaching
	Develop robust internal systems to monitor and evaluate the effectiveness of teaching and learning by providing training and more opportunities for shadowing and quality assurance	PESEO	Jan 16	Apr 16	By Mar 16 Consistent and accurate approaches provide secure evaluative judgements
	Facilitate opportunities to QA and externally moderate judgements on the quality of	PESEO	Nov 15	July 16	By July 16 Leadership is effective in

	<p>teaching securing the skills of observation and feedback by</p> <ul style="list-style-type: none"> • brokering bespoke training, • forging locality partnerships and • providing additional StEP/Senior Officer time 			<p>securing improvements to the quality of teaching</p> <p>The quality of teaching and learning demonstrates a clear trajectory of improvement</p>
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Raising Achievement in Key Stage 2 Partnership Action Plan (Sample X)

Participating Schools:

Designated Lead/Nominated Fund Holder:

LA Priorities

By July 2016

- Increase the number of good and better schools
- Enhance the quality and consistency of leadership across all schools securing a corresponding impact on teaching and pupil outcomes
- Improve the quality and consistency of teaching and learning
- Accelerate the progress of all pupils across Key Stage 2 so that more pupils attain age related expectations in Reading, Writing, Mathematics and English Grammar, Punctuation and Spelling (EGPS)
- Increase the proportion of pupils in Year 6 attaining age related expectations in Reading, Writing and Mathematics combined
- Secure the accuracy of teacher assessment so that teacher assessment and test outcomes are aligned

Partnership Priorities

Area for Improvement 1:

To narrow the gap in Year 6 for combined Reading, Writing and Maths between Disadvantaged and Non Disadvantaged pupils.

Area for Improvement 2: To increase the proportion of pupils in Year 6 at ARE in Reading, Writing and Maths (combined) from 62% to 73%.

Area for Improvement 3: To accelerate the progress of all pupils across school.

Performance and Targets

Early Years Foundation Stage	Nat 15	LA 15	Pyramid 15	Partnership Target 16
Good level of development	66.2	65.3		

Year 1	Nat 15	LA 15	Pyramid 15	Partnership Target 16
Phonic screening	76.8	70.3	68.1	

Year 2	Nat 15	LA 15	Pyramid 15
% of pupils achieving Level 2c+ in reading	90.5	89.5	85.8
% of pupils achieving Level 2c+ in writing	87.5	86.0	79.0
% of pupils achieving Level 2c+ in mathematics	92.8	93.7	91.9
% of pupils achieving Level 2b+ in reading	82.1	81.0	79.9
% of pupils achieving Level 2b+ in writing	72.1	68.4	57.9
% of pupils achieving Level 2b+ in mathematics	81.6	81.3	77.0
% of pupils achieving Level 3 in reading	31.9	28.7	25.2
% of pupils achieving Level 3 in writing	17.5	15.7	10.4
% of pupils achieving Level 3 in mathematics	26.0	24.6	20.4

Year 6	Nat 15	LA 15	Pyramid 15
% of pupils achieving L4c+ in read, writing and maths comb	80.0	73.3	62.3
% of pupils achieving L4b+ in read, writing and maths comb	69.0	59.1	47.6
% of pupils achieving L5+ in read, writing and maths comb	24.0	18.5	9.5
% of pupils achieving Level 4c+ in reading	89.0	83.7	74.0
% of pupils achieving Level 4c+ in writing	87.0	84.9	74.5
% of pupils achieving Level 4c+ in mathematics	87.0	81.9	71.0
% of pupils achieving Level 4c+ in EGPS	80.1	71.7	61.9
% of pupils achieving Level 4b+ in reading	80.0	72.0	61.5
% of pupils achieving Level 4b+ in mathematics	77.0	68.3	55.0
% of pupils achieving Level 4b+ in EGPS	72.9	63.0	54.1

% of pupils achieving Level 5+ in reading	48.3	38.7	24.7
% of pupils achieving Level 5+ in writing	36.0	30.1	29.4
% of pupils achieving Level 5+ in mathematics	42.0	33.3	20.8
% of pupils achieving Level 5+ in EGPS	56.0	44.5	30.7

Page 76	In end of KS1 NC Tests	Partnership Target 16	<p>Progress will be measured in terms of The reduction in the proportion of pupils across the partnership working below Age Related Expectations (ARE) The increasing proportions of pupils across the partnership attaining ARE (Target 85% @ ARE) from their current starting points The increasing proportions of pupils across the partnership demonstrating that they are working above the National Standard</p> <p>Progress will be evaluated by Curriculum provision which gives greater access to breath, depth and application of learning Drawing on evidence from a range subjects across the curriculum and including English and Maths Drawing on evidence within lessons, from work scrutiny and measured between key tracking points.</p>
	% of pupils at ARE in reading		
	% of pupils at ARE in writing		
	% of pupils at ARE in mathematics		
	% of pupils at ARE in EGPS		
	In end of KS2 NC Tests		
	% of pupils at ARE in reading		
	% of pupils at ARE in writing		
	% of pupils at ARE in mathematics		
	% of pupils at ARE in RWM comb	73%	
	% of pupils at ARE in EGPS		

Attendance	National 15	Pyramid 15	Partnership Target 16
Attendance rates (primary)			
Persistent absence 15% (primary)			
Attendance (disadvantaged)			

Partnership Priority 1

To narrow the gap in Year 6 for combined Reading, Writing and Maths between Disadvantaged and Non Disadvantaged pupils

Targets:
By July 2016
To narrow the gap by at least 5% between Disadvantaged and Non Disadvantaged pupils (currently 11% between FSM and non FSM)

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria Milestones
			Start	Finish	
Narrow the attainment gap	Commission an external review of PP in each school across the Pyramid.	NCTL System Leader review 10 days @ £500 per day LA Funded TOTAL £5000	Oct 15	Jan 16	Individual school action plan produced. Pyramid collaborative approach. Evidence of attainment Gap narrowing.
	Review actions from Pupil Premium review through scrutiny of emerging evidence of impact and evaluation of success of each strategy.	NCTL time 5 days @ £500 per day LA funded TOTAL £2500	Jan 16	Jul 16	Evaluation of success of each strategy. Evidence of attainment gap narrowing.
	Attendance at Partners in Learning Narrowing the Gap conference .	£100 per person for 5 schools 1 person per school to be funded by LA TOTAL £500	2 Nov 15	2 Nov 15	Strategies shared within pyramid and wider. Links with external review on action plan. Evidence of attainment gap narrowing.
	Establish Pupil Premium focus group.	Designated time ½ day per half term	Nov 15	Nov 15	Collaborative approaches and successful strategies shared and impacting on narrowing the gap.

Priority 2

To increase the proportion of pupils in Year 6 at ARE in Reading, Writing and Maths (combined) from 62% to 73%.

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Targets:**By July 2016**

To increase the proportion of pupils in Year 6 at ARE in reading, writing and maths (combined) from 62% to 73%

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria Milestones
			Start	Finish	
Increase the proportion of pupils in Yr 6 at ARE.	Baseline all Y6 pupils against 2015 expectations in Reading, Writing and Maths EGPS.	SLT/Y6 teachers	Sep 15	Sep 15	Robust baseline established from which to set aspirational targets for individual children.
	Regular monitoring against national benchmark to monitor progress and impact.	SLT/Y6 teachers	Dec 15 Feb 16 Apr 16	July 16	Rigorous monitoring identifies gaps in learning against national benchmarks. Accelerated progress evident for all groups of learners.
	Share data within the pyramid and actions as a result. Use FFT Collaborate as a tool for sharing pyramid data.	SLT/Y6 teachers FFT consultancy time for pyramid. LA funded TOTAL £2000	Dec 15 Feb 16 Apr 16	July 16	Consistent approaches across the pyramid in relation to addressing identified needs from data.
To improve communication across the pyramid.	To establish Y6 focus group and link with PIL Y6 moderation network.	SLT/Y6 teachers	Initial meeting: 5 Nov 15 Balby	July 16	Improve communication and consistency of approach across the pyramid of schools.

			Central 18 Nov 15 Y6 moderation 2 Feb 16 Y6 moderation 11 May 16 Y6 moderation		
	Setting up inter-school competitions and events for different groups of pupils: Balby Central-Maths Woodfield-Spelling Mallard-EGPS Waverley-Writing Hexthorpe-Reading	SLT/nominated teachers	Tbc	July 16	Pupils engaged in a range of activities to accelerate their progress. Transition well supported through a range of activities provided for pupils during Y6.
	Set up lesson study across pyramid schools.	Y6 teachers	Tbc	July 16	Good Y6 practice shared across the pyramid of schools.
To standardise and moderate judgements in writing.	Establish writing standardisation and moderation sessions.		Tbc	July 16	Good practice in writing standardised and moderated across the pyramid leading to an improvement at ARE

Priority 3:

To accelerate the progress of all pupils across school.

Targets:					
By July 2016: to increase the proportion of all pupils (FS to Y5) at ARE in reading, writing and maths.					
Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria Milestones
			Start	Finish	
Increase proportion of all pupils at ARE in RWM.	Participation in EYFS Focus Group		Oct 15	July 16	Shared provision and improvement in GLD Baseline evidence monitoring
	Participation in Assessment Focus Group		30 Sep 15	July 16	Shared understanding of assessment across the pyramid. Standardisation material produced to support Y3/4 judgements in Reading and Writing. Improvement in ARE in Reading and Writing for all pupils.
	Participation in Maths Focus Group		Tbc	July 16	Shared understanding of latest developments in mathematics. Improvement in ARE in maths for all pupils.
	Participation in Disadvantaged/SEND network		Tbc	July 16	A clear and consistent understanding of assessment for SEND pupils (P Scales). SEND pupils make good progress in Reading, Writing and Maths.

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	Participation in Y2 focus group	tbc	Tbc (Balby Pryamid dates) 17 Nov 15 Y2 moderation 28 Jan 16 Y2 moderation 18 May 16 Y2 moderation	July 16	Clarity of understanding regarding the Y2 assessment changes. Judgements moderated across the pyramid.
	Participation in English Network	PIL	15 Oct 15 24 Feb 16 23 June 16	July 16	Shared understanding of latest developments in English. Improvement in ARE in English for all pupils.
	Participation in Pyramid Training Days Yr1-6 Chris Quigley teaching for depth and mastery	██████████ £30 per delegate x £200	5 Feb 16	5 Feb 16	
	EYFS pyramid focus	TOTAL £6000	5 Feb 16	5 Feb 16	

Phonics Improvement Plan



LA Priority 4

Improve outcomes in phonics

Targets:
By July 2016
<ul style="list-style-type: none"> The proportion of pupils attaining the required standard In the Y1 phonic screening check will increase from 70% so that the gap to national (which is currently 77%) is closed by at least 4%

Improvement Needed	Action	Resources Lead Person	Timescales		Success Criteria
			Start	Finish	
Raise the profile of phonics across the LA	Secure a lead for officer responsible for securing improvements to phonic outcomes	HoS As per assessment lead	Oct 15	July 16	By Oct 15 Credible lead established to provide strategic direction

		£33k			to phonics programme
	Provide support and advice to all teachers especially those new to Y1 in preparing for and administering the statutory check through networks and PIL	Lead Officer	Nov 15	Apr 16	
	Signpost and source additional phonic professional development opportunities through outside providers	Lead Officer	Oct 15	Apr 16	
Lowest performing schools secure significant in-year gains	Conduct analysis of outcomes and identify schools in need of targeted support	PESEO	Oct 15	Nov 15	By Nov 15 A cohort of schools identified for targeted support
	Research an intervention programme with a track record of successful improvement (Read Write Inc or other proven programme)	Lead Officer £20k	Nov 15	Dec 15	
	Commission an external provider to deliver training for Y1 teachers and/or the phonics lead and teaching assistants from the targeted schools	Lead Officer £5k	Nov 15	Dec 15	By Dec 15 Training and support programme commissioned
	Provide training with a focus on subject knowledge to ensure quality first phonic	Lead Officer	Jan 16	Mar 16	By Mar 16 Identified schools have

	teaching, training on implementation and delivery of a phonic intervention programme and on key assessment tools to monitor impact	£10k			been trained and programme is implemented
Page 84	Implement a base-line assessment before starting the intervention programme and ensure robust monitored through key milestones. A review meeting to be built into the programme of support.	Lead Officer	Jan 16	Apr 16	By Apr 16 Assessments evidence accelerated progress against milestones
Increase the level of challenge for underperformance	Identify a group of leading phonics teachers to provide follow up support and challenge in the targeted schools and to quality assure delivery of the intervention programme.	Lead Officer £10k	Dec 15	Jan 16	By Jan 16 Leading teachers recruited
Enhance tracking systems to secure evaluation of progress	Collect base-line, mid - point and end of intervention data. Utilise leading teachers to intervene as appropriate	Lead Officer	Jan 16	June 16	By June 16 Outcomes improve in line with targets

Appendix 1 – Strategic Milestones

March 2015	<ul style="list-style-type: none"> Ofsted Inspected the LA Arrangements for Supporting School Improvement. Rapid response to previous reports praised. Future monitoring by regional HMI recommended.
July 2015	<ul style="list-style-type: none"> Ofsted school improvement report published. Actions absorbed into existing plans and strategies.
July 2015	<ul style="list-style-type: none"> Ofsted recommendations shared with the council 2015 KS2 results received. Investigations begun
September 2015	<ul style="list-style-type: none"> Revised School Improvement Strategy launched Raising KS2 Achievement strategy launched into pyramids Pyramid level data analysis launched into pyramids support the above Revised 2 year Posts Ofsted action plan produced
October 2015	<ul style="list-style-type: none"> Academy growth conversation with Regional Schools Commissioner Revised Post Ofsted Action Plan submitted to HMI and Regional Director Aspirational targets shared with all schools Revised plans and strategies presented to the Doncaster Education Improvement Board Education Commission Officers and Consultants appointed
November 2015	<ul style="list-style-type: none"> Launch of the Education Commission Engage with external consultant regarding education transformation
December 2015	<ul style="list-style-type: none"> New School Improvement Strategy to be launched to Head Teachers and Governors at a workshop Challenge conversations taking place in academies Headteachers engage in designing future structures of education provision
January 2016	<ul style="list-style-type: none">
February 2016	<ul style="list-style-type: none">
March 2016	<ul style="list-style-type: none">
April 2016	<ul style="list-style-type: none">
May 2016	<ul style="list-style-type: none">
June 2016	<ul style="list-style-type: none"> Outcomes across all key stages improve Education Commission hand over strategy to council and partners
July 2016	<ul style="list-style-type: none">
August 2016	<ul style="list-style-type: none">

Appendix 2 – 2 Year Post Ofsted Action Plan

(Some appendices have been removed to avoid duplication)



Doncaster Council

Post Ofsted Action Plan

Local Authority Arrangements for Supporting School Improvement

2014-16

Revised September 2015



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OUR PRINCIPLES

1) Ensuring Children and Young People come first

So we will:

- *Keep them safe*
- *Ensure they have access to high quality education*
- *Seek their views*

2) Promoting Positive Professional Relationships with Schools and Partners

So we will:

- *Seek productive dialogue with all*
- *Promote and facilitate partnership working to achieve outcomes for children*
- *Make swift and timely decisions for families*

3) Promoting a 'Performance Matters' Ethos

So we will:

- *Challenge under-achievement*
- *Broker, commission or provide quality support*
- *Achieve value for public money*
- *Expect everyone to do their job for children*

4) Communicating that honesty creates respect

So we will:

- *Hold courageous conversations*
- *Consult, listen and communicate*
- *Be transparent with relevant information*

5) Promoting that there is more than one way

So we will:

- *Approach issues with objectivity*
- *Embrace difference*
- *Celebrate diversity and maximise its value for children*

OUR AIM: ALL SCHOOLS GOOD & BETTER – NO ONE LEFT BEHIND

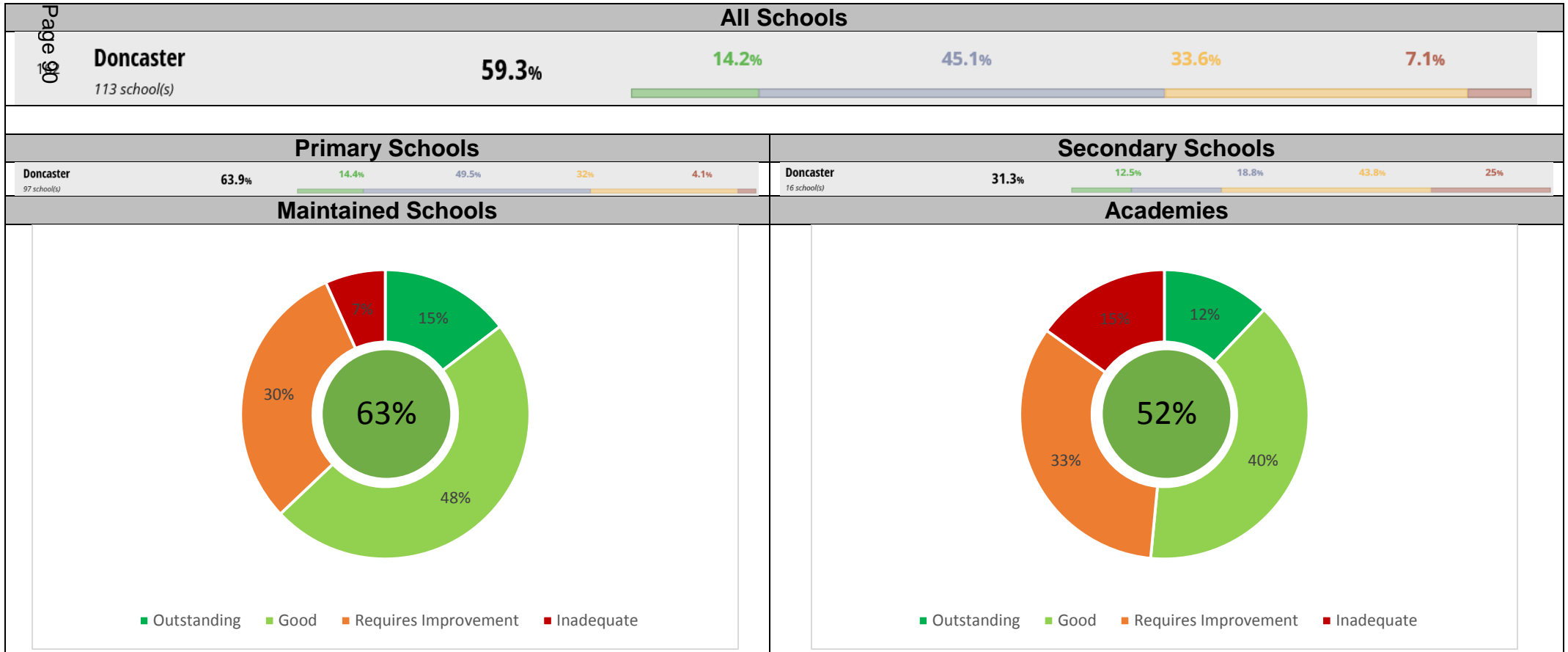
Doncaster Council has a commitment to excellence in education and believes that all children and young people are entitled to be educated in successful schools. Our overall aim is to support this entitlement and to ensure that no school should fall into an Ofsted category of concern or require improvement and that attainment gaps are closed. Through challenge and intervention, we aim to work in partnership with all schools and other agencies to bring about the best possible education for our children and young people. We address underachievement and reverse decline by timely analysis and intervention using statutory powers where necessary. We believe that all Doncaster's children and young people should be included in their local education provision wherever possible and we will work with everyone to ensure that barriers to learning are overcome.

Through rigorous performance management we will answer the following three performance questions:



WHEN WILL ALL DONCASTER SCHOOLS OFFER GOOD OR BETTER EDUCATION?

Doncaster Ofsted Outcomes October 2015



SCHOOL IMPROVEMENT STRATEGY SUMMARY

Doncaster's school improvement strategy is revised annually and presents the aims, vision and approach to challenge, intervention and support for all schools and Academies. The Strategy contains the policy for schools causing concern and clarifies the use of statutory powers and the LA approach to identifying and tackling schools in the concern category. The strategy includes the range of categories used by the LA to risk assess all establishments annually and the action that is taken following the judgement. The strategy is in line with wider Council aims and the vision for improving Education opportunities for all children and young people in Doncaster and can be made available on request.

Targets and trajectories 2015 – 2018*

1. Does Doncaster have enough good and better schools?
 - a. *Increase the proportion of good and better schools to 80% by 2015/16**
 - b. *All schools to be good or better by 2017/18*
2. Are enough Doncaster children attaining at or above the expected levels?
 - a. *Raise standards at year phonics, year on year, to at least the national average starting with the following for 2015/16:*
 - i. *Working at - 77%*
 - b. *Continue improving trend at key stage 1 (targets based on FFT 20(high)), starting with the following for 2015/16:*
 - i. *Reading – 94% at or above national standard*
 - ii. *Writing - 92% at or above national standard*
 - iii. *Maths – 96% at or above national standard*
 - iv. *Science - 95% at or above national standard*
 - v. *Speaking and listening - 94% at or above national standard*

Table below shows targets for each FFT band

Subject	FFT 50 (average)	FFT 20 (high)	FFT 5 (very high)
<i>Reading</i>	91%	94%	96%
<i>Writing</i>	88%	92%	95%
<i>Mathematics</i>	93%	96%	97%
<i>Science</i>	91%	95%	98%
<i>Speaking & Listening</i>	90%	94%	97%

- c. *Raise standards at key stage 2, year on year, to at least the national standard (targets based on FFT 20(high)) starting with the following for 2015/16:*
 - i. *Reading – 85% at or above national standard*
 - ii. *Writing - 82% at or above national standard*
 - iii. *Maths – 84% at or above national standard*
 - iv. *Science - 84% at or above national standard*

Table below shows targets for each FFT band

Subject	FFT 50 (average)	FFT 20 (high)	FFT 5 (very high)

Reading	79%	85%	90%
Writing	76%	82%	87%
Mathematics	77%	84%	89%
Science	79%	84%	89%

- d. Raise standards at key stage 4, year on year, to at least the national average
 - e. Reduce the number of schools below the national floor standards at key stages 2 and 4 to zero
 - f. Close the gap between vulnerable groups and others to least the national average at both key stages 2 and 4
3. Is the local authority providing accurate analysis, robust challenge and timely intervention?
- a. All schools accurately assessed and judgement in line with that of Ofsted

Trajectories

Academic year 2015/16

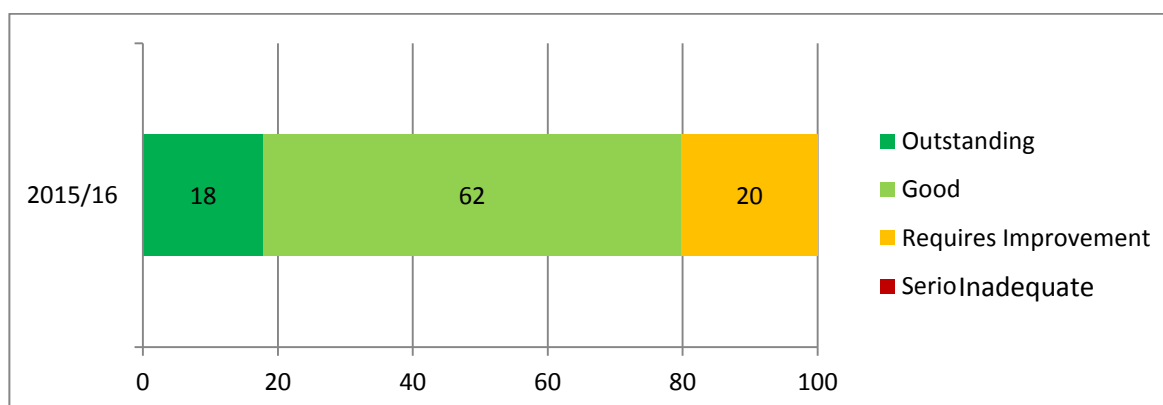
The LA anticipates that by the end of the 2015/16 academic year no Doncaster schools will be judged to have ‘serious weaknesses’ and that the percentage of schools judged as ‘requiring improvement’ will have dropped to 20%.

Good or Better

80%

The above translates into a percentage of schools judged as ‘good or better’ of 80%.

The graph below shows the anticipated spread of judgements:-



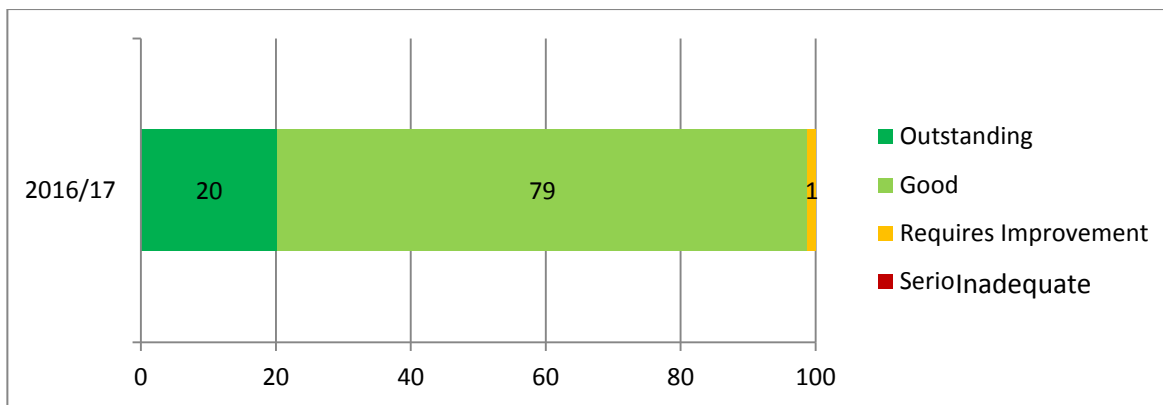
Academic Year 2016/17

The end of the 2016/17 academic year will see the percentage of schools judged as ‘good or better’ rise to 99% with the remaining 1% deemed as ‘requiring improvement’.

Good or Better

99%

The graph below shows the anticipated spread of judgements:-

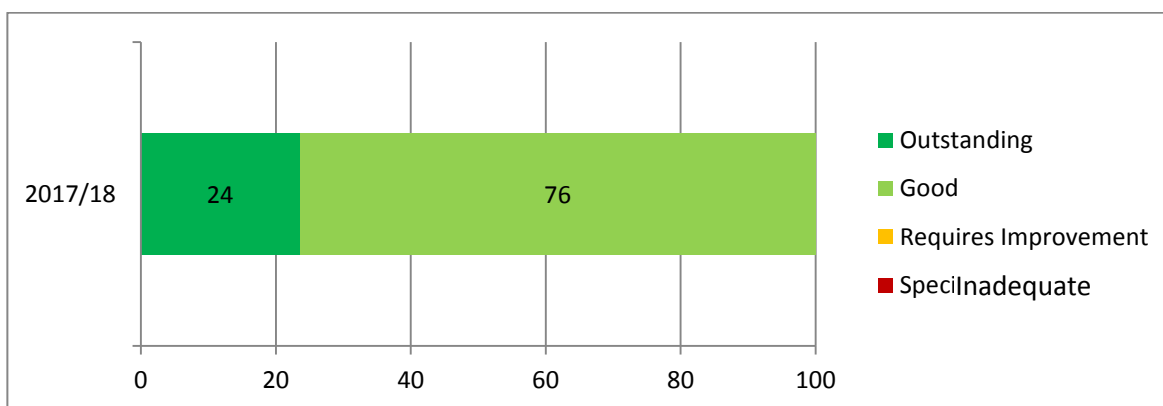


Academic Year 2017/18

By the end of the 2017/18 academic year all Doncaster maintained schools will be judged as ‘good or better’ with 24% being judged as ‘outstanding’.

**Good or Better
100%**

The graph below shows the anticipated spread of judgements:-



*The figures above are based on local authority maintained schools and do not include the academies in Doncaster as we are still waiting for data on the DfE’s prediction for academies. Once this data has been received, we will amend the trajectories accordingly. It is also worth noting that both a anticipated inspection date and any impact of the Education and Adoption Bill could alter the trajectories above.



Post Ofsted - Plan on a Page

Key Contacts:

- Jo Miller** – Chief Executive
- Nuala Fennelly** – CYPs Lead Member
- Damian Allen** – Director of Learning, Opportunities & Skills
- Jo Moxon** – Assistant Director for Learning & Achievement
- John Duhig** – Head of Education Standards & Effectiveness

Through rigorous and regular performance management we will ask ourselves three questions:



Theme 1 – Strengthening the effectiveness of school improvement services within the council

Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance

- 1) Embed a locality based model of improvement including analysis, challenge and support
- 2) Review the school improvement strategy and revise the approach to school led support and collaboration
- 3) Ensure school improvement strategy reflects the expectations with regard to capability and standards in schools of concern
- 4) Introduce thresholds for early intervention that utilise the full range of statutory powers including, warning letters, IEB and academy consultation with relevant stakeholders

Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority

- 1) Commission a peer review of the LA arrangements for supporting and challenging the outcomes of CLA, identifying good practice and relevant areas for development
- 2) Evaluate the existing governance arrangements that overarch the virtual school and strengthen the role of the Better Education for CIC group.
- 3) Instigate a management information system for CIC on a par with the best school systems.
- 4) Develop and broker creative solutions that underpin improvements with children who are hard to reach and engage
- 5) Ensure all partners are engaged in and contributing to improved outcomes for CLA from birth

Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase

- 1) DCS and AD meet regularly with sponsors to share concerns and report progress
- 2) Elected member continues to encourage ward members to engage with schools and academies equally.
- 3) Elected Member continues to visit Academies regularly.
- 4) The Council receives regular reports to be able to challenge services and providers of school improvement via O and S panel
- 5) Secondary Consultant HT meets regularly with the Heads and identified partners to improve partnership working for the benefit of all secondary age young people
- 6) Collaborate where appropriate to support the network forums that effectively share good practice and enhance professional development
- 7) Engage regularly with RSC to improve outcomes

Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people

- 1) Align Teaching School Alliance CPD offering with findings from the school improvement risk assessment process and Ofsted reports
- 2) Improve shared intelligence across partners including the LA and TSA
- 3) Ensure the CPD offer responds to both regional and national developments in a timely manner
- 4) Build a sustainable workforce for the future through TSA training and supporting NQTs
- 5) Work with Teaching School Alliance to procure a Doncaster wide approach to in-year tracking of all year groups and utilise when evaluating impact of CPD

Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work

- 1) Utilise increased capacity across the system (LLE & NLE) to support and challenge underachievement
- 2) Ensure LLEs have access to a robust and effective training and development programme that embeds sustainable improvement across Doncaster Schools
- 3) Ensure the Risk Assessment and School of Concern process includes an appropriate evaluation of LLE & NLE impact on school priorities

Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools

- 1) Introduce systems and solutions that engage schools and leaders in improving the quality of work with data and intelligence at all levels.
- 2) Supply family of schools data as a starting point for the move to locality school improvement practice and the establishment of improvement **collaboratives**.
- 3) Train staff and partners on effective system use and streamlining of data and intelligence reporting
- 4) Administer and analyse standardised tests in line with the Raising Achievement Strategy intelligence reporting

Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline

- 1) Revise the criteria in the School Improvement strategy to include and reference to low early years outcomes
- 2) Develop risk assessment dashboard to include a wider range of measures used to judge and categorise schools e.g. attendance and exclusions
- 3) Ensure new thresholds and understood by all stakeholders and officers

Develop school-to-school support further to include opportunities to share good practice between governing bodies

- 1) Use the governor risk assessment findings to inform locality based partnerships in relation to governance
- 2) Through established collaborations and networks share good governance and create locality governor networks
- 3) Develop school partnerships (informal and formal) through locality project
- 4) Increase the number of NLGs and LLGs
- 5) Improve the quality of governor led school to school support through formal partnerships

Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools

- 1) Align schools forum process with the STEP visits and risk assessment processes to align value for money against performance
- 2) Continue to work in partnership with schools forum to maximise the allocation and spend of school funding
- 3) Provide schools with clear guidance on underspend and the challenge process
- 4) Report all surplus balances to schools forum and review those over threshold through the current working group arrangements

'All education good or better, no one left behind'

POST OFSTED ACTION PLAN – DESIGN & REPORTING

Following the second inspection of the Local Authority Arrangements for Supporting School Improvement, the recommendations have been considered within and beyond the council and shared with stakeholders. The original action plan has been reviewed in order to address the additional recommendations in line with the original themes (listed below). The original plan agreed by HMI was resourced to cover a two year improvement program and the modified plan aims to deliver the targets and trajectories linked to Ofsted outcomes for schools and national expectations in achievement at the relevant key stages.

The plan has been approved within the council and is published on the council website. Performance will be reviewed monthly in the presence of the elected member and senior HMI. Targets and trajectories will also be linked to the corporate performance management systems within the council and progress will be reported through senior leadership structures to the council on a regular basis. The councils Overview and Scrutiny panel has scheduled a number of sessions to receive reports relating to school improvement and to hold the service to account.

Progress will also be reported to schools and partners via headteacher partnership meetings and the Education Improvement Board.

Themes and actions to drive improvement

1. Strengthening the effectiveness of school improvement services within the council

- *Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance*
- *Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority*

2. Improving the quality and effectiveness of work with all partners contributing to good and better school outcomes.

- *Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards*
- *Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase*
- *Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people*
- *Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work*

3. Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

- *Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools*
- *Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline*
- *Develop school-to-school support further to include opportunities to share good practice between governing bodies*

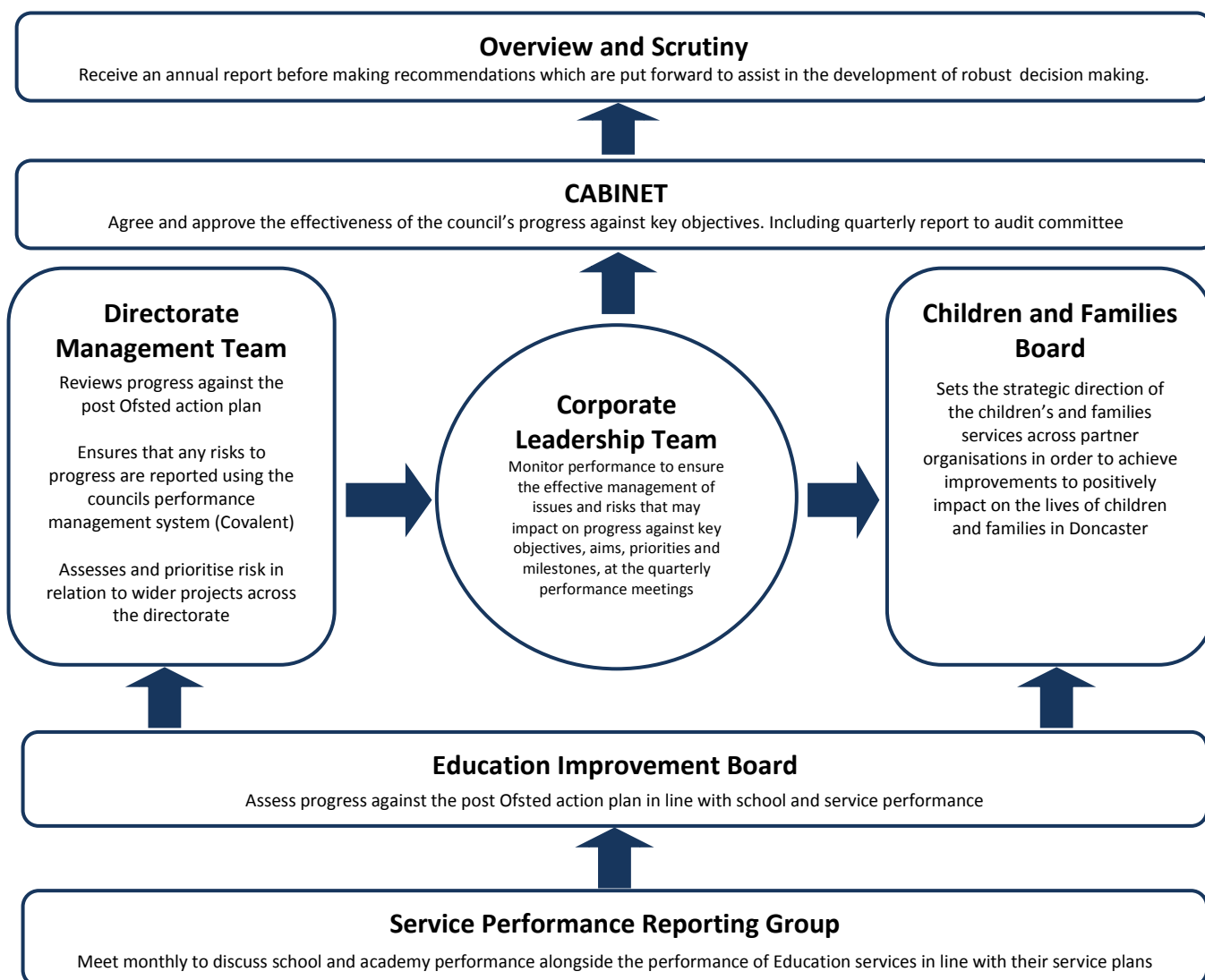
- *Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools*

The action plan will be supported by engagement with experienced professionals of national renown, from outside of the borough to ensure external support, challenge and scrutiny. The post Ofsted action plan focuses LA education services on working in partnership with schools and other partners to ensure a rigorous and robust approach is taken to each of the action plan priorities

Monitoring and Accountability?

Progress and impact of education improvement is monitored robustly and routinely. The Education Improvement Board provides over-arching governance of the post Ofsted action plan and feeds directly into Children and Families Board. Within the Council performance is monitored to ensure effective management of key priorities, aims and risks at quarterly performance challenge meetings; which are in turn fed through to Cabinet and an annual report being shared with Overview and Scrutiny Panel.

School and academy performance is monitored through the weekly school information briefing meetings, fortnightly to the Elected Member, the monthly Service Performance Reporting group which then records any risks that may impact on progress against the post Ofsted action plan to the Education Improvement Board. This process includes an annual report to the overview and scrutiny committee.



The Education Service – Staffing & Resources (October 2015)

Officer Arrangements and Key Functions

Lead Member – Education & Skills				
Director of Learning Opportunities & Skills (DCS)				
Assistant Director of Learning & Achievement				
Head of Education Standards & Effectiveness	Head of Special Educational Needs & Disabilities	Head of Learner Engagement	Head of Education Data, Intelligence & Performance	Head of Access to Learning
Principal Education Standards & Effectiveness Officer Senior Education Standards & Effectiveness Officer (Governance) Senior Education Standards & Effectiveness Officer (Early Years) RE Consultant Children in Care – Virtual School Head teacher	Principal Education Psychologist SEND Strategy Children with Disabilities Team Manager SEN Service Co-ordinator Senior Area SENCO Oaklands Unit Manager	Engagement & Behaviour Support Service Manager EMTAS Traded Service Manager Doncaster Music Service Manager Attendance & Pupil Welfare Service Manager Senior Education Safeguarding Officer	Education Data & Performance Manager Education Returns & Collections Manager Education Systems & Development Manager Traded Service Team Leader	Access to Learning Manager (Capacity Planning & Sufficiency) Access to Learning Manager (Strategic Governance & Collaboration) Principal Admissions Officer

STRATEGIC PLAN

Theme 1 - Strengthening the effectiveness of school improvement services within the council

Ofsted recommendations	What we will do	What success will look like	How Measured	Lead	
<p>LASI 14 Issue 2</p> <p>Page 98</p>	<p>Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance</p>	<ol style="list-style-type: none"> 1) Embed a locality based model of Improvement including analysis , challenge and support 2) Review the school improvement strategy and revise the approach to school led support and collaboration 3) Ensure school improvement strategy reflects the expectations with regard to capability and standards in schools of concern 4) Introduce thresholds for early intervention that utilise the full range of statutory powers including, warning letters, IEB and academy consultation with relevant stakeholders 	<ul style="list-style-type: none"> • School Ofsted outcomes improve in line with projections • Improved teaching and learning as a result of new locality arrangements for raising attainment strategies, particularly in KS2 • Unsatisfactory teaching is eradicated • Increased formal school partnerships are contributing to improved outcomes • Improved leadership, teaching and learning and in year progress through the application of a sharp and rigorous School Improvement Strategy • Evidence that a wider range of powers are effective in bringing about rapid improvement in schools where they have been required • Increased ownership and sustainability of outcomes and provision through strong school led partnerships 	<p>Monthly report to include the following measures:</p> <ul style="list-style-type: none"> • Ofsted inspection outcomes • Risk assessment no. • No. of school to school partnerships • Termly no. of School of Concern • No. positive Section 8 judgements on effective action • No. section 8 reports containing positive comments about LA support • Interim school progress measures for Key Stage outcomes and test results. 	<p>Head of Service Standards and Effectiveness Head of Service Access to Learning</p>
<p>LASI 15 Issue 3</p>	<p>Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority</p> <p>(Inspected October 2015 under the framework for the inspection of services for children in need of help and protection, children looked after and care leavers)</p>	<ol style="list-style-type: none"> 1) (Detailed action delivery contained in the Virtual School, Children in Care service plan) 2) Commission a peer review of the LA arrangements for supporting and challenging the outcomes of CLA, identifying good practice and relevant areas for development 3) Evaluate the existing governance arrangements that overarch the virtual school and strengthen the role of the Better Education for CIC group. 4) Instigate a management information system for CIC on a par with the best school systems. 5) Develop and broker creative solutions that 	<ul style="list-style-type: none"> • CIC attainment and progress improves in line with challenging predications and targets. • Improved effectiveness of LA protocols, procedures and use of data systems • Strong and challenging governance arrangements are evidenced • A positive impact on the provision for and progress/outcomes of CLA at all key stages • Increased awareness with regard to responsibility of all partners to raise standard • Improved outcomes underpinned by robust assessment systems • Increased multi agency contribution to raising attainment through better quality PEPs 	<p>Progress measured through the virtual school improvement plan – Appendix G</p>	<p>Head of Service Standards and effectiveness and Head of Virtual School</p>

		underpin improvements with children who are hard to reach and engage 6) Ensure all partners are engaged in and contributing to improved outcomes for CLA from birth			
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Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

Ofsted recommendations	What we will do	What success will look like	How Measured	Lead
LASI 14 Issue 6 Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase	<ol style="list-style-type: none"> DCS and AD meet regularly with sponsors to share concerns and report progress Elected member continues to encourage ward members to engage with schools and academies equally. Elected Member continues to visit Academies regularly. The Council receives regular reports to be able to challenge services and providers of school improvement via O and S panel Secondary Consultant HT meets regularly with the Heads and identified partners to improve partnership working for the benefit of all secondary age young people Collaborate where appropriate to support the network forums that effectively share good practice and enhance professional development Engage regularly with RSC to improve outcomes 	<ul style="list-style-type: none"> Academies performance is improving Academies meeting regularly with the LA and contributing purposefully to a school improvement dialogue The secondary head teacher network in Doncaster is contributing effectively to school improvement Secondary Schools represented on all key Boards and Groups All secondary schools engaging with the LA at least 3 times per year and entering into dialogue about school improvement and related inclusion strategies The number of academies with a positive risk assessment engaging with the LA increasing Elected Members holding the service and partners to account for school improvement Risk assessments based on a wider range of data and more accurate information Under performance in academies is subject to intervention from RSC 	<p>Monthly report to include the following:</p> <ul style="list-style-type: none"> Academy performance separated from maintained schools Attendance at meetings No. of Academies signed up to data sharing agreement No. actively sharing data No. of positive risk assessments for co-operation No. of scrutiny meetings and reports linked to academy performance Reports regarding the support of LLEs & NLEs Osfted reports 	Assistant Director for Learning and Achievement
LASI 15 Issue 2 Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people	<ol style="list-style-type: none"> Align Teaching School Alliance CPD offering with findings from the school improvement risk assessment process and Ofsted reports Improve shared intelligence across partners including the LA and TSA Ensure the CPD offer responds to both regional and national developments in a timely manner Build a sustainable workforce for the future through TSA training and supporting NQTs Work with Teaching School Alliance to procure a Doncaster wide approach to in-year tracking of all year groups and utilise when evaluating impact of CPD 	<ul style="list-style-type: none"> The LA can act early to intervene based on in year data and intelligence for all maintained schools Action plans for schools of concern contain attainment and progress measures for identified year groups as an outcome measure of support given. School of Concern meeting minutes evidence the use of outcomes based accountability linked to interventions 		Head of Service Standards and Effectiveness
LASI 15 Issue 4 Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work	<ol style="list-style-type: none"> Utilise increased capacity across the system (LLE & NLE) to support and challenge underachievement 	<ul style="list-style-type: none"> Progress in schools of concern where LLEs are deployed is good according to outcome measures 		Principle Officer Standards and Effectiveness

		<ol style="list-style-type: none"> 2) Ensure LLEs have access to a robust and effective training and development programme that embeds sustainable improvement across Doncaster Schools 3) Ensure the Risk Assessment and School of Concern process includes an appropriate evaluation of LLE & NLE impact on school priorities 	<ul style="list-style-type: none"> • Action plans evidence QA processes for LLEs and these are monitored as part of schools causing concern meetings 		
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Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

Ofsted recommendations	What we will do	What success will look like	How Measured	Lead	
LASI 14 Issue 1	Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools	<ol style="list-style-type: none"> 1) Introduce systems and solutions that engage schools and leaders in improving the quality of work with data and intelligence at all levels. 2) Supply family of schools data as a starting point for the move to locality school improvement practice and the establishment of improvement collaboratives. 3) Train staff and partners on effective system use and streamlining of data and intelligence reporting 4) Administer and analyse standardised tests in line with the Raising Achievement Strategy (Appendix D) 	<ul style="list-style-type: none"> • Intervention is earlier and more effective as a result of accurate data collection for all year groups and in all schools and academies. • Sharper, informative and timely systems and analysis based on accurate performance data provided to senior leaders to ensure swift and decisive action when required • Improved outcomes for pupils and schools based on more accurate monitoring and challenge • Education data and performance reported accurately and regularly • Service plans and performance regularly and accurately reported • Families of schools are contributing effectively to improved performance in their locality using accurate and high quality data 	Monthly report to include the following measures: <ul style="list-style-type: none"> • No. of schools actively returning in-year data • Results of the StEP survey • QA reports on the StEP risk assessments undertaken • number of formal governing body partnerships 	Head of Service Data and Intelligence
LASI 15 Issue 1	Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline	<ol style="list-style-type: none"> 1) Revise the criteria in the School Improvement strategy to include and reference to low early years outcomes 2) Develop risk assessment dashboard to include a wider range of measures used to judge and categorise schools e.g. attendance and exclusions 3) Ensure new thresholds and understood by all stakeholders and officers 	<ul style="list-style-type: none"> • Early Years outcomes improve to be in line or above National Averages • Schools in need of EY intervention are identified as a result of better information systems. • No schools identified as 'School of Concern' due to Early Years outcomes • Outcomes improve through better informed intervention • Gaps narrowed for vulnerable children as a result of a more comprehensive risk assessment process 	<ul style="list-style-type: none"> • underspend data • Risk assessment dashboard 	Head of service Standards and Effectiveness
LASI 15 Issue 5	Develop school-to-school support further to include opportunities to share good practice between governing bodies	<ol style="list-style-type: none"> 1) Use the governor risk assessment findings to inform locality based partnerships in relation to governance 2) Through established collaborations and networks share good governance and create locality governor networks 	<ul style="list-style-type: none"> • Ofsted judgements for Governance are good or outstanding and areas for action re Governance in Ofsted reports decline. • Numbers of NLGs and LLGs increase and are used • Numbers of IEBs reduce 		Head of Service Standards and Effectiveness

		<ol style="list-style-type: none"> 3) Develop school partnerships (informal and formal) through locality project 4) Increase the number of NLGs and LLGs 5) Improve the quality of governor led school to school support through formal partnerships 	<ul style="list-style-type: none"> • Improved leadership, governance and attainment outcomes are underpinned by formal partnerships 	
LASI 15 Issue 6	Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools	<ol style="list-style-type: none"> 1) Align schools forum process with the StEP visits and risk assessment processes to align value for money against performance 2) Continue to work in partnership with schools forum to maximise the allocation and spend of school funding 3) Provide schools with clear guidance on underspend and the challenge process 4) Report all surplus balances to schools forum and review those over threshold through the current working group arrangements 	<ul style="list-style-type: none"> • Budgets surpluses reduce in 2016 • No schools identified as 'School of Concern' due to inappropriate underspends 	Chair of Schools Forum

ADDITIONAL RESOURCES TO SUPPORT THE PLAN

Theme 1 - Strengthening the effectiveness of school improvement services within the council

Ofsted recommendations		2014/15 Resource and source of funding	2015/16 Resource and source of funding	Total
Issue 2	Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance	<p>£96,800 for Additional Principal SI Officer</p> <p>£106,000 to Increase StEP funding to cover all maintained schools</p> <p>£21,600 Increased funding to secure StEP training and liaison</p> <p>£4,000 to fund StEP support during Ofsted inspections and feedback</p> <p>TOTAL: £228,400</p>	<p>£82,100 for Additional Principal SI Officer</p> <p>£106,000 to Increase StEP funding to cover all maintained schools</p> <p>£21,600 Increased funding to secure StEP training and liaison</p> <p>£4,000 to fund StEP support during Ofsted inspections and feedback</p> <p>TOTAL: £213,700</p>	£442,100

Theme 2 - Improving the quality and effectiveness with all partners contributing to good and better outcomes to all children and young people

Ofsted recommendations		2014/15 Resource and source of funding	2015/16 Resource and source of funding	Total
Issue 5	Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards	No additional resource required	No additional resource required	
Issue 6	Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase	<p>£[REDACTED] to second a Doncaster headteacher and secure their services as Chair of the Doncaster Secondary Headteacher Consortium</p> <p>£[REDACTED] to engage external lead inspector to support in conducting Developmental Ofsted Style reviews paired with a LA officer to supply information to the school and the LA regarding progress towards good outcomes</p> <p>£[REDACTED] to fund Ofsted style inspection training to up skill key school improvement staff.</p> <p>£[REDACTED] to initiate a high level development conference with a focus on a renewed strategy for joint working between settings and the LA</p> <p>TOTAL: £[REDACTED]</p>	<p>£[REDACTED] to second a Doncaster headteacher and secure their services as Chair of the Doncaster Secondary Headteacher Consortium</p> <p>TOTAL: £[REDACTED]</p>	£[REDACTED]
Issue 7	Ensure that any concerns about the performance of academy schools are reported promptly to the Secretary of State	No additional resource required	No additional resource required	
Issue 8	Enhance evaluation procedures used by the Schools' Forum so that there is a sharper focus on the outcomes of the funding for school improvement	No additional resource required	No additional resource required	

Theme 3 - Improving Council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

Ofsted recommendations		2014/15 Resource and source of funding	2015/16 Resource and source of funding	Total
Issue 4	Improve monitoring procedures to include a clear judgement on the quality of governance for maintained schools	£ [REDACTED] to fund additional StEP time in Summer 2014 to establish a base line judgement on governance TOTAL: £ [REDACTED]	Part of StEP routine no further resource	£ [REDACTED]
Issue 3	Review and quality-assure the monitoring of schools by StEPs to ensure that robust and effective challenge is a consistent feature of the local authority's work with schools	£ [REDACTED] to fund an external QA provider for annual review and reporting to LA TOTAL: £ [REDACTED]	£ [REDACTED] to fund an external QA provider for annual review and reporting to LA TOTAL: £ [REDACTED]	£ [REDACTED]
Issue 1	Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools	£ [REDACTED] for an external system for collating and analysing in-year tracking data £ [REDACTED] for systems that improve the recording of contacts with schools and host school information in a single point £ [REDACTED] to procure external consultancy/ CPD on data systems and usage in education from C4EO £ [REDACTED] to procure mobile technology that supports access to a range of relevant school improvement data in settings TOTAL: £ [REDACTED]	£ [REDACTED] for an external system for collating and analysing in-year tracking data £ [REDACTED] for systems that improve the recording of contacts with schools and host school information in a single point £ [REDACTED] to procure external consultancy/ CPD on data systems and usage in education from C4EO TOTAL: £ [REDACTED]	£ [REDACTED]

Costs by Year and Total

Theme	Issue	2014/15	2015/16	Total
Strengthening the effectiveness of school improvement services within the council	Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance	£ [REDACTED]	£ [REDACTED]	£ [REDACTED]
	TOTAL	£ [REDACTED]	£ [REDACTED]	
Improving the quality and effectiveness with all partners contributing to good and better outcomes to all children and young people	Build on the existing range of support from good quality providers through enhanced partnerships with the Teaching School Alliance and service leaders, focusing clearly on improving the quality of teaching and raising standards	No Additional Resource Required	No Additional Resource Required	£ [REDACTED]
	Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase	£ [REDACTED]	£ [REDACTED]	
	Ensure that any concerns about the performance of academy schools are reported promptly to the Secretary of State	No Additional Resource Required	No Additional Resource Required	
	Enhance evaluation procedures used by the Schools' Forum so that there is a sharper focus on the outcomes of the funding for school improvement	No Additional Resource Required	No Additional Resource Required	
	TOTAL	£ [REDACTED]	£ [REDACTED]	
Improving Council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement	Improve monitoring procedures to include a clear judgement on the quality of governance for maintained schools	£ [REDACTED]	£0.00	£ [REDACTED]
	Review and quality-assure the monitoring of schools by StEPs to ensure that robust and effective challenge is a consistent feature of the local authority's work with schools	£ [REDACTED]	£ [REDACTED]	
	Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools	£ [REDACTED]	£ [REDACTED]	
	TOTAL	£ [REDACTED]	£ [REDACTED]	
TOTAL		£ [REDACTED]	£ [REDACTED]	£ [REDACTED]

APPENDIX A – OPERATIONAL PLAN & MILESTONES

Milestones

By September 2015	<ul style="list-style-type: none"> • New School Improvement Strategy published to schools and governors • 100% of StEPs trained on new Ofsted framework • 100% of StEPs trained on target setting exercise and Autumn term conversation with schools • KS2 RIP launched to all schools • TSA annual report submitted to LA • Evidence presented to LA demonstrating quality of the support and impact
By October 2015	<ul style="list-style-type: none"> • 100% of school targets set and returned to the LA • 100% of pyramid action plans underpinned by robust pyramid analysis
By November 2015	<ul style="list-style-type: none"> • Academisation Strategy tabled with RSC approval • 2015/16 strategies and action plans agreed and monitored by EIB • DLOS consultation with secondary providers has taken place
By December 2015	<ul style="list-style-type: none"> • KS2 rapid improvement strategy is underway • 100% of network plans submitted to LA • 100% of network plans have been QA and funded • 100% of risk assessments for schools and academies completed and distributed • 100% of SoC have intervention plans in place • LA has revised FFT targets for all schools and academies (KS1, KS2 and KS4) • Academy conversation programme agreed with DfE and underway • 100% of schools have implemented standardised testing • 100% of StEPs have work quality assured by an external partner • Evidence of impact from KS2 strategy submitted to LA • 100% of StEP visits demonstrate challenge of underspend • Increasing number of schools in formal and informal partnerships • Data & Information training and development programme rolled out to schools and governing body's
By February 2016	<ul style="list-style-type: none"> • Multi Academy Trust and locality academisation plans are formulated • 100% of schools responding to their identified risk assessment and where appropriate seeking academy status in line with Education and Adoption Bill • 100% of academies submit in year data on progress towards 2016 targets to the LA and/or RSC • Secondary Academy Consortium continues to work in partnership and has sustainable arrangements in place for the future • RSC submits updated risk assessments on academies • 100% of schools monitored report improved quality of teaching as a result of LA brokered intervention or purchase of external support
By March 2016	<ul style="list-style-type: none"> • Increasing number of schools in formal and informal partnerships
By April 2016	<ul style="list-style-type: none"> • 100% of schools have returned in year assessment to the LA • 100% of StEP challenge visits for spring term have taken place • 100% of targeted interventions are revised in line with assessments and StEP visits • 100% of school underspends challenged through the StEP process • Underspends in schools have reduced and improvement initiatives funded
By July 2016	<ul style="list-style-type: none"> • 100% of targets met for KS1 and KS2 • Gaps between TA and test have closed • 80% of schools judged good or better • EYFS outcomes have improved beyond the national average • 77% of year 1 children working at the expected standard in year 1 phonics • 94% of KS1 children at or above national standard in reading • 92% of KS1 children at or above national standard in writing • 96% of KS1 children at or above national standard in mathematics • 95% of KS1 children at or above national standard in science • 94% of KS1 children at or above national standard in speaking & listening • 85% of KS2 children at or above national standard in reading • 82% of KS2 children at or above national standard in writing • 84% of KS2 children at or above national standard in mathematics • 84% of KS2 children at or above national standard in science • All network groups have provided plans for intended work • Future provision for Doncaster (secondary and Post 16) is agreed and beginning to take shape • Ofsted outcomes are in line with predictions • TSA to submit report on the quality assurance of school (including impact) to the LA • 100% of schools subject to TSA intervention improve outcomes • 100% of training brokered by TSA judged as meeting need • Increasing number of schools in formal and informal partnerships
By August 2016	<ul style="list-style-type: none"> • KS4 outcomes have improved at least in line with national average • Outcomes inform revised strategies for 2016/17

Operational Plan

Theme 1 - Strengthening the effectiveness of school improvement services within the council

LASI 14 Issue 2	Sharpen its strategies for early intervention, including the use of statutory powers, when schools show early signs of declining performance		
Lead: Head of Service Standards and Effectiveness/Head of Service Access to Learning			
No.	Action	Who	When
14.2.1	Procure work scrutiny training from HMI for LA officers and StEPs	Head of Education Standards and Effectiveness	March 2015 Sept 2015 January 2016
14.2.2	Provide StEPs and LA officer with high quality and relevant Ofsted training from an external provider	Head of Education Standards and Effectiveness	September 2015
14.2.3	Review School Improvement strategy in consultation with wider Learning & Achievement service	Head of Education Standards and Effectiveness	September 2015
14.2.4	Embed findings from above consultation into revised School Improvement Strategy and consult with wider stakeholder group (Education Improvement Board)	Head of Education Standards and Effectiveness	September 2015
14.2.5	Finalise new School Improvement Strategy taking into account findings and recommendations from wider stakeholders	Head of Education Standards and Effectiveness	September 2015
14.2.6	Communicate revised School Improvement Strategy to all schools, academies, sponsors and partners	Principle Standards & Effectiveness Officer	September 2015
14.2.7	Establish a steering group to focus on improving outcomes with a specific focus on KS2 and Phonics	Principle Standards & Effectiveness Officer Head of Education Standards and Effectiveness	August 2015
14.2.8	Consult with the above steering group on embedding a school led approach to raising attainment	Head of Education Standards and Effectiveness	August 2015
14.2.9	Work with pyramids to provide data analysis that underpins the pyramid approach to improve teaching and learning	Principle Standards & Effectiveness Officer	September 2015 onwards
14.2.10	Produce a rapid improvement strategy that focusses on areas of need and underpins improvement (focus on KS2) in consultation with the Education Improvement Board	Head of Education Standards and Effectiveness	September 2015
14.2.11	Support pyramids to produce tailored action plans that feed into the overarching strategy (2.10)	Principle Standards & Effectiveness Officer	November 2015
14.2.12	Quality assurance of the individual action plans produced by pyramids and judged by assigned Senior Officers	Principle Standards & Effectiveness Officer	November 2015
14.2.13	Cost and present overarching strategy and underpinning action plans along with associated request for funding to schools forum	Head of Education Standards and Effectiveness	September 2015
14.2.14	Consult with the Education Improvement Board regarding a formal strategy that builds on the existing school to school support arrangements in Doncaster, including academies	Assistant Director – Learning & Achievement	October 2015
14.2.15	Finalise strategy for formal school to school support in Doncaster	Assistant Director – Learning & Achievement	November 2015
14.2.16	Work with stakeholders to embed the formal school to school arrangements in line with agreed strategy	Assistant Director – Learning & Achievement	November 2015 onwards
LASI 15 Issue 3	Improve the effectiveness of the virtual school for looked after children so that all schools are challenged to improve significantly the education outcomes of pupils who are in the care of the local authority		
(Inspected October 2015 under the framework for the inspection of services for children in need of help and protection, children looked after and care leavers)			
Lead: Head of Service Standards and Effectiveness and Head of Virtual School			
See Appendix G for full Children in Care Virtual School Improvement plan			

Theme 2 - Improving the quality of work with all partners contributing to good and better education outcomes

LASI 14 Issue 6	Continue to develop links with academies and sponsor organisations at senior officer and elected member levels to encourage a shared approach to improving the quality of education, especially at the secondary phase		
	Lead: Assistant Director for Education		
No.	Action	Who	When
14.6.1	DLOS and AD in regular dialog with the RSC and DfE officers in order to maintain and develop further partnerships with existing and new academy providers	Assistant Director – Learning & Achievement	Quarterly
14.6.2	Continue the work of the Education Improvement Board including all partners with full representation of education providers	Assistant Director – Learning & Achievement	On-going
14.6.3	Further develop the LA engagement with secondary leadership group to provide structural solutions to secondary and post 16 issues	Assistant Director – Learning & Achievement Director of Learning Opportunities and Skills	December 2015
14.6.4	DLOS to engage with the secondary principals group to scope future provision for Doncaster and identify shared raising achievement projects	Director of Learning Opportunities and Skills	January 2016
14.6.5	Continue to engage all academies regarding vulnerable groups pupil premium in particular children in care	Assistant Director – Learning & Achievement Head of Education Standards and Effectiveness SEND Consultation	December 2015
14.6.6	Develop the role of the Consortium Lead to sustain continuation of the Secondary Academy Leadership Group	Assistant Director – Learning & Achievement	March 2016
14.6.7	Agree funding sources to support the Academy Leadership Group post July 2016	Assistant Director – Learning & Achievement	February 2016
LASI 15 Issue 2	Ensure that the local authority fully evaluates the impact of its work on improving pupils' achievement, including whether the professional development opportunities it brokers are improving outcomes for young people		
	Lead: Head of Service Standards and effectiveness		
No.	Action	Who	When
15.2.1	Share findings from LA risk assessment process with the TSA	Assistant Director – Learning & Achievement Director of Learning Opportunities and Skills	January 2016
15.2.2	Work with TSA to ensure that findings from the risk assessment, Ofsted priorities for improvement and regional/national imperatives are aligned with CPD	Principle Standards & Effectiveness Officer PiL Bridging Officer	January 2016
15.2.3	Share the above with partners and stakeholders	Head of Education Standards and Effectiveness	January 2016
15.2.4	Link CPD and Raising Achievement Strategy to inform the risk assessment review cycle	Head of Education Standards and Effectiveness Principle Standards & Effectiveness Officer	February 2016
15.2.5	Monitor the impact of support and CPD on outcomes for children and young people	PiL Bridging Officer	Termly until January 2016
15.2.6	Train and support TSA colleagues in the use of LA systems for monitoring and challenging schools	Principle Standards & Effectiveness Officer Standards & Effectiveness Team	June 2016
15.2.7	Enable appropriate access to LA systems for TSA colleagues providing an holistic view of all support and challenge in Doncaster schools	Head of Education Data, Intelligence &	June 2016

Appendix A

		Performance	
15.2.8	Review package of support for NQTs with teaching school alliance	Senior Standards & Effectiveness Officer (Governance)	December 2015
15.2.9	Respond to the above review and tailor the induction program and package of support for NQTs to reflect relevant local and national priorities	Senior Standards & Effectiveness Officer (Governance)	January 2016
LASI 15 Issue 4	Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work		
	Lead: Principle Officer Standards and Effectiveness		
No.	Action	Who	When
15.4.1	Broker appropriate support from NLEs and LLEs through the TSA to ensure that capacity is targeted appropriately	Principle Standards & Effectiveness Officer	Monthly – Starting September 2015
15.4.1	Work with TSA to develop a high quality CPD offer for LLEs and NLEs, tailored to need	Principle Standards & Effectiveness Officer	December 2015
15.4.1	Quality assure the work undertaken by LLEs and NLEs in relation to priorities for improvement, in partnership with the PiL Bridging Officer	Principle Standards & Effectiveness Officer	January 2016 June 2016
15.4.1	Evaluate the impact of LLE and NLE support in schools through the risk assessment process	Principle Standards & Effectiveness Officer Secondary Consultant	December 2015
15.4.1	Feed evaluation of the above back into TSA alliance CPD offer to embed a cycle of continual improvement	Principle Standards & Effectiveness Officer Secondary Consultant	February 2016

Theme 3 - Improving council systems to support monitoring, challenge, intervention and quality assurance linked to school improvement

LASI 14 Issue 1	Improve its systems for the collection and analysis of school performance data, including in-year data, to ensure a more focused analysis as part of the risk assessment, support and challenge for schools		
	Lead: Head of Service Data and Intelligence		
No.	Action	Who	When
14.1.1	Allocate newly appointed LA staff to localities	Data & Performance Manager	October 2015
14.1.2	Monitor the use of new systems used by school improvement stakeholders analysing and reporting on education performance data	Data & Performance Manager	Termly
14.1.3	Use findings from above to target CPD and systems development	Head of Education Data, Intelligence & Performance	Termly
14.1.4	Work with schools to review the data sharing agreement in line with the original review cycle	Head of Education Data, Intelligence & Performance	December 2015
14.1.5	Amend Data sharing agreement in line with findings from the above review	Head of Education Data, Intelligence & Performance	December 2015
14.1.6	Disseminate amended data sharing agreement and monitor active sharing of required information	Head of Education Data, Intelligence & Performance	December 2015
14.1.7	Introduce interim improvements to the systems used for collecting in year assessment data for all year groups	Data & Performance Manager	October 2015
14.1.8	Consult with schools to purchase and install a more sustainable system for collecting in year assessment data	Head of Education data, Intelligence & Performance	December 2015
14.1.9	Use findings from the above consultation to procure a system for supporting schools to carry out in year assessments that are shared with the LA	Head of Education data, Intelligence & Performance	February 2016
14.1.10	Train all schools in the use of new systems that are used for recording and monitoring in year progress	Head of Education data, Intelligence & Performance	February 2016
14.1.11	Carryout analysis on school improvement data at pyramid level including quality of teaching data	Education Data & Performance Manger	October 2015
14.1.12	Share pyramid analysis with locality groups to underpin the action plans for improving outcomes	Education Data & Performance Manger	October 2015
14.1.13	Feed findings from the pyramid KS2 meetings into the Raising Achievement Strategy	Head of Education data, Intelligence & Performance	October 2015
14.1.14	Develop performance reports to monitor progress against the Pyramid action plans and Raising Achievement Strategy	Head of Education data, Intelligence & Performance	December 2015
14.1.15	Develop a training programme that ensures all stakeholders are aware of best practice and use of data to inform school improvement	Education Data & Performance Manger	December 2015
14.1.16	Roll out the above training program and monitor take up against outcomes to identify areas or strength and development	Education Data & Performance Manger	On-going
14.1.17	Strengthen links with the teaching school alliance and work in partnership to produce a data offering that can be used many times	Head of Education data, Intelligence & Performance	December 2015 March 2016 July 2016
14.1.18	Consult with stakeholder group to draft a proposal on the use of standardised tests	Head of Education Standards & Effectiveness	December 2015
14.1.19	Share the above proposal with the Education Improvement Board for sign off	Head of Education Standards & Effectiveness	December 2015
14.1.20	Present a bid to schools forum in order to identify a funding source for procuring the above	Head of Education Standards & Effectiveness	December 2015
14.1.21	Carry out market testing and procure the above for all primary schools	Head of Education Standards & Effectiveness	December 2015
14.1.22	Roll out standardised tests across selected year groups in all primary schools	Head of Education data, Intelligence & Performance	December 2015
14.1.23	Analyse findings of tests and disseminate to relevant stakeholders	Head of Education data, Intelligence & Performance	February 2016
14.1.24	Monitor the use of findings against outcomes for children and young people to report impact to Education Improvement Board	Head of Education data, Intelligence & Performance	March 2016

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14.1.25	Ensure all schools have access to FFT Aspire data used by the LA to map out targets ahead of refined school data	Data & Performance Manager	October 2015
14.1.26	Research, purchase and administer assessment of 'mental toughness/resilience' in co-operation with schools	Head of Education data, Intelligence & Performance	March 2016
14.1.27	Share attainment, progress and lifestyle survey data with relevant partners to ensure whole community and service commitment to removal of barriers to learning eg: Collaboratives and DCST	Head of Education data, Intelligence & Performance	August 2016
LASI 15 Issue 1	Use all available information, such as the low early years outcomes, to inform the local authority's categorisation of schools and identify schools at risk of decline		
	Lead: Head of service Standards and Effectiveness		
No.	Action	Who	When
15.1.1	Develop the current systems to ensure they underpin the revised risk assessment and include: <ul style="list-style-type: none"> • Attendance • Exclusions • Early Years Judgement • New leadership • Underspends above agreed % 	Head of Education data, Intelligence & Performance	December 2015
15.1.2	Train all key stakeholders in the use of the above systems	Head of Education data, Intelligence & Performance	December 2015
15.1.3	Monitor the use of above systems and use findings to target further CPD	Head of Education data, Intelligence & Performance	Termly
15.1.4	Consult on the metrics that will form part of a dashboard for monitoring school performance	Head of Education data, Intelligence & Performance	December 2015
15.1.5	Develop risk assessment dashboard in line with the findings of the above consultation	Head of Education data, Intelligence & Performance	February 2016
15.1.6	Train stakeholders on the use of the above dashboard to identify schools at risk of decline and wrap increased support/challenge (in line with thresholds) around the biggest areas of need	Head of Education data, Intelligence & Performance Head of Education Standards & Effectiveness	March 2016
LASI 15 Issue 5	Develop school-to-school support further to include opportunities to share good practice between governing bodies		
	Lead: Head of service Standards and Effectiveness		
No.	Action	Who	When
15.5.1	Use governor risk assessment to map areas strength and development	Senior Standards & Effectiveness Officer (Governance)	July 2015
15.5.2	Consult with strong governing bodies to identify partnership arrangements	Senior Standards & Effectiveness Officer (Governance)	December 2015
15.5.3	Monitor partnerships to identify increased effectiveness and impact	Senior Standards & Effectiveness Officer (Governance)	April 2016
15.5.4	Present findings of pyramid action plans to Governors Initiative Group (GIG)	Senior Standards & Effectiveness Officer (Governance)	January 2016
15.5.5	Consult with GIG on using governor partnerships to underpin pyramid approach to improving outcomes	Senior Standards & Effectiveness Officer (Governance)	January 2016
15.5.6	Propose GIG locality partnership model that includes succession and CPD plan to the Education Improvement Board for sign off	Senior Standards & Effectiveness Officer (Governance)	January 2016
15.5.7	Share strategy for governor partnerships with all stakeholders	Senior Standards & Effectiveness Officer (Governance)	January 2016
15.5.8	Establish formal partnerships in line with the strategy	Assistant Director – Learning & Achievement	February 2016
15.5.9	Ensure new formal school organisation arrangements maximise the use of good governors	Assistant Director – Learning & Achievement	June 2016
LASI 15 Issue 6	Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools bodies		

Appendix A

Lead: Chair of Schools Forum			
No.	Action	Who	When
15.6.1	Provide StEPs and officers with up to date budget information that includes previous year surplus and projected 15/16 financial position	Head of Education Standards & Effectiveness	September 2015
15.6.2	StEPs to provide appropriate challenge to schools and summarise findings through the notes of visits	Head of Education Standards & Effectiveness	December 2015
15.6.3	Feed findings of the above StEP visits into schools forum	Head of Education Standards & Effectiveness	January 2016
15.6.4	Support schools forum to challenge large underspends appropriately	Head of Education Standards & Effectiveness	February 2016
15.6.5	Work with schools forum to produce clear guidance on the above challenge process	Senior Finance Officer Head of Education Standards & Effectiveness	August 2015
15.6.6	Disseminate above guidance to all schools	Chair of Schools Forum	September 2015

APPENDIX C – PROPOSED TIERS FOR DESKTOP RISK ASSESSMENT

	<p>Tier 3 – Schools who have met the floor but have declining progress and/or a significant difference between TA test scores.</p>	<p>Candidates for:</p> <ul style="list-style-type: none"> • Informal Warning Letter • Monitoring of current cohort and progress
	<p>Tier 2 – Schools identified as a 'School of Concern' through the 'Risk Assessment' and/or fallen below the floor standard in the last year.</p>	<p>School of Concern</p> <p>Candidates for:</p> <ul style="list-style-type: none"> • Formal Warning Letter • IEB/Strengthened Governance • Removal of delegation • Flagged for potential academisation
	<p>Tier 1 – Schools identified as a 'School of Extreme Concern' through the 'Risk Assessment' and/or fallen below the floor standard for the past two years.</p>	<p>School of Extreme Concern</p> <p>Candidates for:</p> <ul style="list-style-type: none"> • Formal Warning Letter • IEB • Academisation

APPENDIX H – POAP MONITORING – MEETING SCHEDULE

Progress against the Post Ofsted Action Plan is monitored by stakeholders at progress meetings. These meetings take place in Room 309, Floor 3, Civic Office, Waterdale, Doncaster, DN1 3BU and the schedule is below:

- 24th June 2015
- 19th August 2015
- 11th November 2015
- 20th January 2016
- 2nd February 2016
- 27th April 2016

Further to the above meetings top level updates form part of the regular SMT performance meetings, the schedule is below:

- 27th October 2015
- 19th November 2015
- 21st January 2016
- 18th February 2016
- 17th March 2016
- 21st April 2016
- 16th June 2016
- 21st July 2016

Appendix 3 – School Improvement Strategy



School Improvement Strategy 2015-2016

Including

Local Authority Policy and Procedures
for
Risk Assessment and Schools Causing Concern

'All Education Good and Better

No One Left Behind'



School Improvement Strategy 2015-16: List of Contents

Section 1:	Aims and Principles.....
Section 2:	Composition of the Service
Section 3:	Delivery of Statutory Function
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Section 5:	Policy and Procedures for Schools Causing Concern.....
Section 6:	Risk Assessment Categories and Descriptors
Appendix 1:	Local Authority Action Plan Template
Appendix 2:	Local Authority Timeline of Actions and Milestones Template
Appendix 3:	Example of School of Concern Meeting Agenda
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Appendix 6:	Pathway of Action for Academy of Concern

Doncaster Education Service School Improvement Strategy

1. Aims and Principles

Our Aim: *All Schools Good and Better - No One Left Behind*

The Lead Member for Education (Councillor Nuala Fennelly) and the Director for Children's Services (Damien Allen) have the lead responsibility for improving outcomes and the well-being of all children and young people in the borough, reflecting Doncaster Council's commitment to excellence in education and belief that all children and young people are entitled to be educated in successful schools. Our overall aim is to support this entitlement and to ensure that no school should fall into an OFSTED category of concern or require improvement and that attainment gaps are closed. Through challenge and intervention, we aim to work in partnership with all schools and other agencies to bring about the best possible education for our children and young people. We believe that all Doncaster's children and young people should be included in their local education provision wherever possible and we will work with everyone to ensure that barriers to learning are overcome.

Our Principles:

1. *Children and Young People come first*

So we will:

- *Keep them safe*
- *Ensure they have access to high quality education*
- *Seek their views*

2. *Positive Professional Relationships with Schools and Partners are vital to success*

So we will:

- *Seek productive dialogue with all*
- *Promote and facilitate partnership working to achieve outcomes for children*
- *Make swift and timely decisions for families*

3. *Performance matters*

So we will:

- *Challenge under-achievement*
- *Broker, commission or provide quality support*
- *Achieve value for public money*
- *Expect everyone to do their job for children*

4. Honesty creates respect

So we will:

- *Hold courageous conversations*
- *Consult, listen and communicate*
- *Be transparent with relevant information*

5. There is more than one way

So we will:

- *Approach issues with objectivity*
- *Embrace difference*
- *Celebrate diversity and maximise its value for children*

2. Composition of the Service

The Doncaster Education Service: Who We Are and What We Do:

The Education Service delivers five aspects of the service to children and young people: Education Standards and Effectiveness, a single service for children and young people with SEND, Learner Engagement, Access to Education and Education Data, Intelligence and Performance.

The CYPS Education Service:

Lead Member for Education – Councillor Nuala Fennelly

Director of Children’s Services – Damien Allen

Assistant Director - Jo Moxon

Education Standards and Effectiveness Head of Service - John Duhig

- School Improvement
- Professional Learning
- SACRE
- Children in Care Education
- Standards for SEND and Vulnerable Groups
- Early Years Standards

SEND Head of Service - Linda Calverley

- Educational Psychology
- SEN Administration
- Specialist SEND Services
- SEND Social Care Services
- Portage
- SEND Residential Care and Short Breaks

- Aiming High
- External SEND Education Placements

Learner Engagement Head of Service - Jayne Vose

- Attendance and Welfare
- Behaviour Support Commissioning
- Alternative Provision and PRUs
- RPA and IAG
- Post 16 Learning
- Education Safeguarding
- Music Service Hub

Education Data, Intelligence and Performance Head of Service – Christopher Toyne

- Data and Performance
- Systems Development & Support
- Returns and Collections
- Traded Services

Access to Learning Head of Service – Andy Crabtree

- School Admissions
- Capacity Planning & Sufficiency
- School Status Changes
- Capital Building Projects
- Strategic Governance & Collaboration
- Council partnership working with services supporting schools (legal, finance, planning, catering, buildings etc.)

3. Delivery of Statutory Function

- **Partnership and Collaboration**

The Education Standards and Effectiveness Service works closely with a range of partners, including the wider education service, CYPS and the relevant services within the Council. The provision of high quality early help is of key importance in our drive to ensure that all children, in particular the most vulnerable, have access to the support and guidance that they need to achieve their full potential. The developing work of Doncaster collaboratives is a key strategy in responding more effectively to local needs, in order to achieve improvement in a wide range of performance indicators such as, attendance, exclusions and engagement in future employment, education and training.

- **Challenging Underachievement**

The service consists of a small team of highly skilled Principal and Senior Education Standards and Effectiveness Officers employed to deliver the core, statutory functions of the Council with regard to school improvement. Funded from the general Council fund, their primary function is to monitor the effectiveness of schools, identify risk and underperformance and intervene in those schools causing most concern. Intervention takes the form of brokerage according to a focused action plan overseen by senior officers and monitored closely by the Assistant Director. This work includes close partnership with the Teaching Schools Alliance in order to provide high quality school to school support which provides the opportunity for sustained improvement across Doncaster. There will be an increased focus on providing high quality support in order to increase the expectation and monitoring for schools to either achieve or sustain a judgement of 'good' in future OFSTED inspections.

Through the use of Standards and Effectiveness Partners (StEPs), the Local Authority will carry out a programme of visits to all maintained schools in order to secure an accurate risk assessment. Together with the use of all other available data, these visits will also ensure all settings receive an appropriate level of support and challenge in order to achieve and maintain the improvements to the quality of education and outcomes that are required. All schools will be asked to submit relevant attainment targets for Key Stages 1, 2 and 4 outcomes in the autumn term. Schools judged a school of concern will be required to submit termly assessment and tracking information in order to monitor progress towards agreed improvement targets.

- **Challenging Attainment Gaps on behalf of Vulnerable Children and Young People**

All education services play a part in closing gaps in provision and attainment on behalf of vulnerable children and young people. The risk assessment process includes an annual conversation from an identified school improvement professional regarding the school's evidence of inclusivity. We will also conduct an inclusion conversation with all academies which have not purchased the StEP autumn term visit. Local Authority teams working with children and families of vulnerable groups have a duty to monitor their inclusion and education provision and challenge on their behalf where provision is failing to meet their needs. Performance data related to children looked after will be collected on a termly basis.

- **Promoting Excellence**

A small team of Senior Officers assumes overall responsibility for a group of schools within four geographic localities across the Local Authority. This includes responsibility for desk top monitoring and providing support for schools at the point of inspection. Each officer provides direct support to identified schools within their locality and oversees the work of the Standards and Effectiveness Partners (StEPs) working with individual schools in their area. In addition the Senior Officers are responsible for facilitating collaborative work within and across their allocated locality.

The Council retains a resource to broker and manage professional development for schools. The Professional Learning team works in close partnership with a range of providers, increasingly engaging with national leaders of education, local leaders of education, specialist leaders of education and local teaching schools to offer a wide range of training and support purchased by schools. The service also leads a successful graduate teacher programme and NQT service. Excellence in high achieving schools is recognised and used to form supportive networks and partnerships with schools requiring improvement. The very good links with the Church of England Diocese and the Catholic Diocese enable challenge and support to be tailored to specific needs.

- **Challenging and Supporting Governance**

In addition to the statutory functions relating to the appointment and induction of School Governors, the Local Authority trades a successful Governor clerking service and leads on the development of a comprehensive programme of training and support for all governing bodies. The service offers valuable information updates and a wide range of training and support for governance to schools and academies. Following the Local Authority inspection in March 2014, all maintained schools are engaged in a separate risk assessment of governance, with each school receiving a judgement and tailored guidance which signposts support and development opportunities. The Local Authority promotes the use of a Doncaster Governance Self-evaluation Tool-kit. Ineffective governance is challenged and supported via the School of Concern process, with the use of additional governors or the imposition of an Interim Executive Board (IEB) being possible courses of action.

- **Support for Headteacher Recruitment and Sustained High Quality Leadership**

Local Authority Senior Officers support the appointment of maintained school Headteachers, working with Governors throughout the process. The Assistant Director attends final Headteacher interviews following consultation with the Chair of Governors.

The Local Authority works in close partnership with providers of leadership initiatives to promote excellence and encourage aspirant Headteachers. The NCTL and National and Local Leader programmes are key to training current and future leaders.

The Local Authority provides a year-long induction programme for newly-appointed Headteachers.

- **Traded Services**

Services to support school improvement traded by the Education Service include support for Governor development, clerking and school data support. In addition, schools have the option to buy into a package of support for newly-qualified teachers. This provides an external view, supported by written reports, of the NQT's performance provided by a senior teacher from a Doncaster school. Schools may also purchase support for the risk assessment of out-of-school trips, provided by an experienced consultant contracted to the Local Authority.

The non-chargeable statutory services are also listed in the traded service brochure.

- **Education Safeguarding**

The Local Authority provides the services of a core-funded part-time support officer for Education Safeguarding over and above the services provided by the DSCB. Regular information and training is provided to schools and Governors. The Local Authority conducts an Annual Safeguarding Audit as part of its monitoring role which also serves as a self-evaluation tool for Headteachers and Governors. StEPs monitoring visits include a focus on key aspects of safeguarding which are used by the Local Authority to ensure that required policies and procedures are in place.

- **SACRE**

The Standing Advisory Council for Religious Education is supported and clerked by the Local Authority. This group fulfils all statutory functions related to the provision of religious education in maintained schools and is supported by a part-time Local Authority Religious Education Consultant. Governors, senior leadership teams and teachers receive support through the regular e-newsletters, while training is provided for teachers and governors in relation to the provision of religious education.

Recently, the Locally Agreed Syllabus for Religious Education, which is made available to all schools and academies via the Doncaster web-site, has been updated. Training events for all settings has provided guidance on its use and offered colleagues an opportunity to network and discuss strategies to improve provision, these development sessions will continue in 2014-2015.

The Education of Children in Care

The Council funds a Virtual Headteacher and a small support team whose role is to monitor provision, ensure inclusion and provide challenge and additional support to raise educational attainment for all children in care as well as those for whom the Local Authority is the Corporate Parent. There is an expectation that all schools and academies share progress data on a termly basis to support this process.

- **Summary of functions and access to Local Authority services**

	Annual Risk Assessment and Categorisation by LA	Bespoke StEP offer	Annual conversation re vulnerable groups and inclusion	LA School of Concern work.	Successful school used as partners by invitation of LA	Access to LA Traded Services	Local RE Syllabus applies
Maintained Community School	✓	✓	Included in STEP function	✓	✓	✓	✓
Sponsored Academy	✓	Traded option	✓	Traded option	✓	✓	Traded option
Independent Academy or Free School	✓	Traded option	✓	Traded option	✓	✓	Traded option
Special School	✓	✓	✓	✓	✓	✓	✓
PRU	✓	✓	✓	✓	✓	✓	✓

4. Doncaster Education Service Policy for Annual Risk Assessment of Schools and Academies and Procedures for Improving Schools Causing Concern

We acknowledge the increasingly diverse landscape of school designation, but DMBC holds responsibility for the quality of education provision in all settings regardless of their funding source. We are also accountable for educational opportunities offered to the most vulnerable learners. For these reasons we need to establish and sustain effective working partnerships with our providers and will use the data and information available to us to make judgements on the quality of education in all settings.

There will be an annual assessment of school standards and quality, following a detailed discussion between allocated Standards and Effectiveness Partners (StEPs) and senior leadership teams in all maintained schools. This meeting will take place in the Autumn

Term and the judgement will be subject to Local Authority moderation: following moderation, the risk assessment judgement will be formally communicated to individual schools. This judgement will form the basis of subsequent engagement with the local authority and partner schools and will be reviewed at follow-up meetings in the spring and summer term. Academies can access the StEP service at full cost.

A desktop monitoring process will be used for all academies not accessing the StEP autumn term visit. All available information and data will be used to determine a risk assessment categorisation and academies will have the opportunity to present more evidence if they feel that the Local Authority judgement should be reconsidered.

- **Ofsted Categories**

The Ofsted framework for the inspection of schools requires all schools to achieve a good or better judgement or be subject to close monitoring by HMI. Schools that are judged as 'requiring improvement' will normally be monitored and re-inspected within a period of two years; the timing of the re-inspection will reflect the individual school's circumstances and will be informed by what inspectors find at the monitoring visits.

If a school is judged as 'requiring improvement' at two consecutive inspections and is still not 'good' at a third inspection, it is likely to be deemed 'inadequate' and to require special measures.

The Local Authority will ensure that all schools judged as requiring improvement move swiftly to a well-evidenced and sustainable position that is good in regard to outcomes and the impact of improvement strategies. The approach of the Local Authority is to ensure that all requiring improvement schools have developed robust action plans and, where appropriate, are supported by high-achieving schools and/or system leaders. Action plans will be monitored and progress measured. Not all requiring improvement schools will be schools of concern to the Local Authority, but each will be judged on its performance and progress as part of the normal Risk Assessment process.

- **Gathering Information about Schools and Academies**

The Local Authority currently uses all available data and information to assess the effectiveness of schools prior to annual categorisation following risk assessment. Any emerging risk indicators are shared with schools/academies early in the autumn term. Since Autumn 2013, the Local Authority has provided support and challenge through StEPs to enable more in-depth knowledge of school self-evaluation and trajectories to contribute to a more robust process for risk assessment and Local Authority categorisation. The Autumn conversation will include a focus on relevant risk indicators and provide valuable opportunities to contribute to risk assessment judgements and to identify opportunities to share best practice. Key outcomes from these conversations and those later in the year will be shared with the Teaching School Alliance in order to inform the planning of professional development opportunities.

For Academies not wishing to engage with a full conversation, a discussion will take

place related to inclusion and the quality of provision and outcomes for vulnerable groups. In addition, those academies identified through an early autumn term desk-top risk analysis will also be given the opportunity to provide additional evidence ahead of the Local Authority Categorisation

Annual Review and Risk Assessment

All schools and academies will receive a letter annually to inform them how the Local Authority intends to categorise the school or academy on the basis of the evidence available. Academies not participating in the StEP process may wish to provide additional evidence to contribute to the risk assessment judgement. The purpose of the risk assessment process is not only to seek early intervention to schools at risk of decline or failure but also to celebrate success and identify best practice with a view to sharing it. The five categories are as follows:

- Category 1: Sustaining Excellence
- Category 2: Aspiring to Excellence
- Category 3: Securing Good
- Category 4: School of Concern
- Category 5: School of Extreme Concern

For additional detail on the criteria for each category see Section 6.

5. Policy and Procedures for Schools Causing Concern

The Local Authority policy is in line with the DFE statutory guidance for schools causing concern, the Education Act 2011 and DFE guidance on Local Authority's powers of intervention.

<https://www.gov.uk/government/publications/schools-causing-concern--2>

In the case of Local Authority maintained schools, where necessary, Local Authority statutory powers will be used to seek structural solutions to secure improvement, which include the following:

- issuing warning notices
- federation
- amalgamation
- academisation
- strengthening governing bodies

- other intervention strategies to include the use of Interim Executive Boards
- strengthening leadership – Interim Headteachers, Associate Headteachers and Executive Headteachers
- school to school partnership and locality support
- in extreme circumstances, closure
- **Identification of Schools Causing Concern to the Local Authority (including Academies)**

Schools causing concern are identified from data analyses and information from a range of sources including StEP reports, safeguarding concerns, parental concerns and Ofsted inspections. Triggers to judge schools as ‘causing concern’ include the following:

- Under-performance of schools, departments/subjects and groups, including vulnerable groups, based on data from a range of sources
- Declining trends in standards and progression across school or within a key stage or subject – making a school vulnerable to falling below the floor standard
- Low progress in one or both English and mathematics
- Under-performance and/ or inadequate provision in Early Years
- Poor progress with 5 A* to C including English and mathematics
- Significant variation in the performance between different groups in the school
- Concerns where the leadership or governance fails to take urgent action to raise standards
- A significant number of complaints identifies a lack of confidence in the school by parents and stakeholders
- Weaknesses in leadership and management, including governance
- Poor financial management, including prolonged deficit or significant surplus aligned with poor outcomes
- Issues with regard to safeguarding pupils, including poor behaviour management
- High levels of exclusion
- Value added measures in a range of outcomes
- Unusually high staff turnover
- Poor attendance
- High risk of categorisation at next inspection

- **Intervention Strategies – Local Authority Maintained Schools**

The local authority and school will draw up aligned action plans to address the identified area(s) of weakness (*appendix 1*). A timeline of action with associated milestones will also be drawn up against which progress will be measured (*appendix 2*). These plans should contain pupil outcomes and targets above the floor standards (2014-2015 KS2 – 65% achieving level 4 or better in reading, writing and mathematics). The school will fund areas of action, support, CPD and additional challenge, which may be brokered or commissioned by the Local Authority or from an external provider which may include a high performing school. This is likely to include the use of a National Leader of Education (NLE), Local Leader of Education (LLE) or Specialist Leader in Education (SLE). Local Authority commissioned support will also be documented in the SoC action plan following discussion with a Local Authority Senior Officer. The Headteacher should share the action plan with Governors, while an appointed sub-group should monitor improvements regularly; relevant feedback from this group will be shared with the wider governing body. This sub-group may be known as the School Improvement Committee (SIC). It is possible that external support and development will also include a review of governance.

Where appropriate, StEPs may also be engaged in additional work with identified schools in order to provide bespoke support to achieve improvements identified in the relevant improvement plans. In some instances, this work will be jointly funded by the Local Authority through the use of a deployment fund, such support would be based on a clear commitment from the school and the rigour and urgency related to agreed outcomes.

If the capability of the Headteacher is brought into question and procedures have to be undertaken, this confidential matter will be withheld from all Governors except the Chair and Vice Chair and will not be part of the SoC action plan. Separate documentation will be prepared for confidential processes and will need to be supported by the appropriate human resources provider.

- **Monitoring**

Monitoring and evaluation may include reviews of leadership and management, teaching and learning, governance all SEN provision and outcomes. The assigned Local Authority Principal or Senior Officer will support the school and monitor the school's progress frequently. Each term, school leadership is required to attend a School of Concern meeting with the Assistant Director/Head of Service and Principal/Senior Officer in order to account for the improvements made. This meeting will lead to a formal judgement of progress and may lead to adjustments to the relevant action plans. Other Local Authority officers may be assigned to the school to perform various roles identified in the plan. All intervention will be recorded on visit reports and sent to the Headteacher and the Chair of Governors.

Where significant or sustained insufficient progress is recorded, the Local Authority may issue a 'Warning Letter', indicating a clear expectation of improved progress in identified areas by the next school of concern meeting. A subsequent judgement of insufficient progress is then likely to lead to a formal warning notice being issued.

- **Progress and Removal from School of Concern**

When the school has made suitable progress and is considered no longer to be of concern to the Local Authority, the Headteacher and Chair will be notified in writing by the Assistant Director.

- **Further Intervention**

If a school makes insufficient progress over the identified timescales or is facing extreme circumstances, the Local Authority will move to the next stages of the DFE Code of Practice. The ultimate powers of the Local Authority include: requesting an early inspection; removing delegated powers; requiring collaboration with another school or joining a federation; promoting Academy status or replacing the Governing Body with an IEB following a Warning Notice. In this situation, the IEB will be made up of highly-skilled and experienced colleagues and will be provided with a clear remit to oversee the required improvements within an agreed timescale. The exit strategy will include clear targets related to the quality of provision and the attainment of pupils, with the formation of a 'shadow governing body' before passing responsibility for governance to a newly constituted full governing body.

In certain circumstances, interventions by the Local Authority may include appointing an Executive Headteacher from a successful school. It may also be appropriate to seek a structural solution, to partner the school with a successful sponsor or with an existing Academy.

- **Intervention Strategies for Academies**

Where Academies are showing evidence of declining standards, lack of inclusive practice or a less than good Ofsted inspection outcome, the Local Authority has a duty on behalf of children and young people and their parents / carers to enter into dialogue with the relevant partners.

In the case of an independent Academy a meeting will be offered with the Chair of Governors or equivalent and the Headteacher to seek assurances that suitable plans are in place to improve standards. The Local Authority will seek assurance that the school will become good within an identified time frame and will continue to monitor progress.

In the case of sponsored Academies, a meeting will be sought with appropriate representatives to discuss the strategies in place to secure rapid improvement. Where there is a sustained lack of progress in addressing identified concerns in either a sponsored or converter academy, the Local Authority will issue a warning letter outlining its concerns and the expected improvements. This letter will also indicate the intention of the Local Authority to inform the Secretary of State if clearly evidenced improvements are not made. Failing this, the Local Authority will follow advice from HMI and notify the Secretary of State of concerns related to particular academies.

In both cases, the Local Authority will also offer the facility to broker or provide support in partnership with the Academy Chair or Sponsor Organisation. A failure to secure dialogue about the Local Authority's concerns about the projections for rapid improvement will form the basis of a conversation with the DFE and the EFA to seek advice about how the Local Authority might then best fulfil its duty.

The aim is to work together with all partners in a culture of professional respect in order to provide good education for all children and young people.

- **Local Authority Maintained Schools in Ofsted Categories**

When schools are judged by Ofsted to have serious weaknesses or are deemed to be in Special Measures, the DFE and Ofsted guidance will be followed. Procedures for intervention are likely to include:

- Formal intervention in governance and a future school partnership as a federation or sponsored academy
- Headteacher capability procedures invoked via the governing body, administered by the LA.
- Merger if the school is an infant or junior school and joint arrangements can be easily accessed.

It is also possible that the Secretary of State may choose to intervene and Academy solutions will be pursued via the DFE in dialogue with the school and the Local Authority.

- **The Secretary of State's Powers** (subject to change in December 2015) are:-

Power to appoint additional Governors

Section 67 of the 2006 Act allows the Secretary of State to appoint additional Governors at any time a maintained school is eligible for intervention; the Secretary of State may appoint any such number of additional Governors as required. Before making any appointment, the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority and
- in the case of any other foundation or voluntary school, the person or body by whom the foundation Governors are appointed.

The Secretary of State may pay any Governor appointed such remuneration and allowances as is considered appropriate. Where the Secretary of State has exercised this power, the Local Authority may not exercise their power to suspend the Governing Body's right to a delegated budget. In contrast to the Local Authority's power, the legislation provides that a voluntary aided school is not authorised to appoint foundation Governors for the purpose of outnumbering the other Governors appointed by the Secretary of State.

Power to direct the closure of a school

The Secretary of State may direct a Local Authority to cease to maintain a school where that school is eligible for intervention other than by virtue of section 60A of the 2006 Act (non-compliance with teachers pay and conditions).

This will usually be done where there is no prospect of the school making sufficient improvement.

Before this power can be exercised, the Secretary of State must consult

- the Local Authority and the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school the appropriate diocesan authority
- in the case of any other foundation or voluntary school the person or persons by whom the foundation Governors are appointed and
- such other persons as the Secretary of State considers appropriate.

If the direction to close a school has been given, the Local Authority will be expected to meet any costs of terminating staff contracts and make appropriate arrangements for the pupils continuing education, whether in a replacement school, or through transition to an alternative school.

Power to provide for the Governing Body to consist of interim executive members

Under Section 69 of the 2006 Act the Secretary of State may require the Governing Body of a school to be constituted as an IEB in accordance with Schedule 6 to the 2006 Act where the school is eligible for intervention.

Before this power can be exercised, the Secretary of State must consult:

- the Local Authority
- the Governing Body of the school
- in the case of a Church of England school or a Roman Catholic Church school, the appropriate diocesan authority; and
- in the case of any other foundation or voluntary school, the person or persons by whom the foundation Governors are appointed.

This requirement to consult does not apply if the Local Authority has already done so or if an academy order is in effect in respect of the school.

Power to make an academy order

Section 4 of the Academies Act 2010 permits the Secretary of State to make an academy order in two circumstances: firstly, on the application of a school's Governing Body or secondly, if the school is eligible for intervention within the meaning of Part 4 of the 2006 Act.

Before making an academy order in respect of a foundation or voluntary school with a foundation that is eligible for intervention, the Secretary of State must consult:

- a) the trustees of the school
- b) the person and persons by whom the foundation Governors are appointed and
- c) in the case of a school which has a religious character, the appropriate religious body.

If an academy order is made in respect of a school, the Secretary of State must give a copy of the order to:

- the Governing Body of the school;
- the Headteacher;

- the Local Authority; and
- in the case of a foundation or voluntary school that has a foundation:
 - a) the trustees of the school
 - b) the person and persons by whom the foundation Governors are appointed and
 - c) in the case of a school which has a religious character, the appropriate religious body.

Before a maintained school can convert into an academy, the Governing Body must consult on the question of whether the conversion should take place (or the IEB if applicable).

Under Section 5 of the Academies Act 2010 before a maintained school can convert into an academy, the governing body must consult on the question of whether conversion should take place.

In the case of a school eligible for intervention under Part 4 of the 2006 Act, the consultation may be carried out by the Governing Body of the school or the person with whom the Secretary of State proposes to enter into academy arrangements in respect of the school or an educational institution that replaces it.

HMI and DFE involvement

HMI and DFE representatives hold regular meetings with the Local Authority. The Local Authority is frequently challenged by both organisations, relating to interventions in named schools identified from national data and information. The Local Authority has a duty to report honestly and fairly to DFE and HMI on Local Authority support and intervention in our schools of concern.

- **The Role of Governors**

The Chair of Governors and the Headteacher will be notified when a school is identified as a School of Concern and of the issues of concern. This should be shared with the whole Governing Body under Part B of the full Governors' meeting.

Governors are responsible for ensuring that the school is implementing the actions outlined in the SoC action plan to address the issues identified and has the mechanisms and capacity to improve.

The Governors are responsible for monitoring and evaluating the progress of both plans and should have systems in place to support this. It is expected that a minuted 'School Improvement Committee' of Governors will be set up to formally review progress on at least a half-termly basis. If a committee already exists such as a 'Teaching and Learning Committee' this group may assume the responsibility. The Governor Support Service can provide a clerk for these meetings, at an additional cost.

An assigned Local Authority Officer will support the Governors with this review. In addition to this review, Governors will need to establish a timetable of monitoring visits to check progress on the key issues for improvement. This may be incorporated in or additional to the SoC plan. Governors should also consider whether it is appropriate for key issues of concern to inform the Headteacher's Performance Management objectives.

The Chair of Governors will be invited with the Headteacher to attend the termly SoC meeting with the Assistant Director/ Head of Service and a Principal/Senior Officer. See appendix 3 for example of SoC meeting agenda.

- **The monitoring role of the School Improvement Committee (SIC)**

The SIC will meet with the Headteacher and the assigned Local Authority officer at least once per half term. Each priority of the Local Authority action plan will be examined and discussed and evidence of progress will be presented by the school and evaluated. Governors will have the opportunity to challenge this evidence and the view that has been taken of the rate of progress. Further actions and support needs may be identified. These meetings must be minuted as they will provide essential evidence for the meeting with the Assistant Director and subsequent monitoring inspections.

- **Schools judged to be Requiring Improvement by Ofsted**

The Local Authority acknowledges the need for rapid progress in schools judged to be 'Requiring Improvement' by Ofsted. Some of these schools may be categorised as of concern and others not. The range of outcomes in the requiring improvement category and the Local Authority's knowledge of the school's capacity for improvement will determine the level of intervention required. Each will be considered for targeted intervention and any additional Local Authority support and monitoring will be included in the school's action plan, this support may be overseen by the Senior Officer in consultation with the allocated StEP. The Local Authority will monitor the progress of requiring improvement schools closely and revise the category, in year, if it is needed.

- **The role and remit of the Doncaster Education Improvement Board**

The Board will meet termly and comprise representatives from all Education organisations and partners who are responsible for Education Standards. The Board will receive information about education provision and outcomes. Members will challenge each other about provision and the pace of improvement in the organisations for which they are responsible.

6. Risk Assessment of Doncaster Schools 2015-2016: Categorisation

Category 1: Sustaining Excellence

Criteria:

Judged outstanding at most recent inspection, the school has the capacity to drive its own development. Succession planning is secure, partnerships strong and there is good capacity to support improvement in partner schools, leading on professional development in a range of aspects. Leadership is strong and secure and the Headteacher is likely to be or be in the process of becoming an LLE or NLE beyond their own school.

OR

Judged 'Good' at the most recent inspection but Local Authority Risk Assessment indicates secure evidence of outstanding improvement that can be sustained.

Local Authority Offer:

Bespoke support through the Standards and Effectiveness Partner programme as detailed in appendix 4. Support for partnership working and sharing good practice with other schools and settings. Support for NLE/LLE accreditation as applicable.

The attached Officer or StEP will communicate with HMI during any inspection activities.

Category 2: Aspiring to Excellence

Criteria:

Judged good at the most recent inspection there is secure evidence of improving outcomes for pupils and of significant progress against the Ofsted areas identified for improvement. Leadership is strong. The school is developing effective partnerships that add value to both its own development and that of other schools.

OR

Judged to be 'Requiring Improvement' at the most recent inspection but showing secure evidence of good improvement that can be sustained. The school is aware of priorities for improvement and has good capacity to drive improvement. It works effectively with partners to secure professional development and to ensure the success of improvement strategies.

OR

Schools judged to be outstanding at the most recent inspection but Local Authority Risk Assessment indicates some concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to sustain excellence.

Local Authority offer:

Bespoke support through the Standards and Effectiveness Partner Programme as detailed in appendix 4. Support for partnership working. The ongoing challenge is to maintain impetus and further improve outcomes to achieve outstanding.

The attached Officer or StEP will communicate with HMI during any inspection activities.

Category 3: Securing Good

Criteria:

Schools judged to be 'Requiring Improvement' at their most recent inspection. The school is aware of its priorities for improvement and is demonstrating the necessary capacity to drive improvement and requires only light touch support. It is likely that leadership and management are graded as good.

OR

Schools judged to be 'Good' or better at the most recent inspection but Local Authority Risk Assessment indicates concerns about declining pupil outcomes or other significant factors that are impacting on the school's capacity to drive improvement.

Local Authority Intervention:

In addition to a programme of bespoke support provided by a StEP and/or Senior Officer further intervention will be agreed. An action plan will be required from the school to which the Local Authority may seek to add support. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. A brief overview of the development needs of the school will be generated and include any intervention and support brokered by the Local Authority. The school will have regular contact with the Local Authority and be required to submit pupil data on a termly basis. Outcomes will be reported to the Head of Service and the AD. Progress will be reviewed termly and failure to make effective progress against the key issues will result in the school being judged as a school of concern.

The attached Officer will communicate with HMI during any Ofsted monitoring or inspection activities.

Category 4: School of Concern to the Local Authority

Criteria:

Schools judged to be 'Requiring Improvement' at their most recent inspection. The school lacks the necessary capacity to drive improvement at the pace required and requires external support.

OR

Schools judged to be 'Good' or better at the most recent inspection but Local Authority Risk Assessment indicates increasing concerns about declining pupil outcomes or other

significant factors that are impacting on the school's capacity to drive improvement within the required timescales. The school is deemed at risk of an Ofsted category and requires external support to accelerate progress at a rapid pace.

Local Authority Intervention:

A Senior Officer will be assigned to the school and intervention will include a Local Authority review that produces a strategic improvement plan with clear targets and success criteria (appendix 1). Facilitation of appropriate partnership working will be brokered, e.g. with an LLE/NLE, Teaching School Alliance, partner school / academy or an allocated StEP. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. Progress will be monitored against the timeline of action and associated milestones (appendix 2) Termly School of Concern meetings for the Headteacher and Chair of Governors with the Assistant Director Education or Head of Service and Senior Officer will be arranged to review progress on implementing the Improvement Plan. At these meetings, a formal judgment on progress against the key issues will be made; failure to make effective progress may result in a Pre-Warning Letter and subsequently a Warning Notice being issued or may trigger accelerated Local Authority intervention in line with this policy.

The attached Officer will communicate with HMI during any monitoring or inspection activities.

Category 5: Extreme Concern to the Local Authority, Ofsted Special Measures or Serious Weaknesses

Criteria:

These schools are already in an Ofsted category or showing signs of persistently low standards (below floor), declining trends, poor behaviour or ineffective leadership.

Local Authority Intervention:

For maintained schools, a Senior Officer will be assigned and will write a detailed Local Authority statement, plan of action matched to the school's priority improvement needs and a draw up timeline with associated milestones to be adhered to. (See Appendix 1 and 2) For Academies, the Local Authority will converse with the sponsor or governing body to monitor provision and progress. The statement of action will detail commissioning of support and interventions, including structural solutions where required. Schools will have an opportunity to apply for a deployment fund to provide financial aid for external support. A regular meeting for the Headteacher and Chair of Governors with Assistant Director/ Head of Service and Principal/Senior Officer will be arranged to review progress on implementing the Improvement Plan. A formal judgment on progress against the key issues, will be made at the termly School of Concern review meetings and failure to make effective progress may result in a Pre-Warning Letter and subsequently a Warning Notice being issued or accelerated Local Authority intervention in line with this policy

Appendix 1

Local Authority Action Plan Template Category 4 and 5

A PRIMARY SCHOOL

LOCAL AUTHORITY CATEGORY 4/5 ACTION PLAN

Date:

**Education Standards and Effectiveness
Children and Young People's Service**

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Local Authority Priorities

1. To support the school in developing and implementing appropriate strategies to deliver their action plan in the planned timescale ensuring that by July 2016, the serious weaknesses identified in the inspection report of 14-15 January 2015 no longer remain

2. To support the school in making rapid progress against the key issues and build a secure platform for sustainable development:

Area for Improvement 1:

Area for Improvement 2:

Area for Improvement 3:

3. To monitor the actions taken and to evaluate the impact against the identified success criteria

Performance and Targets

Early Years Foundation Stage	Sch 14	Nat 14	Target 15	Sch 15	Nat 15	Target 16
Good level of development						

Baseline Assessment						
TBC						
Year 1	Sch 14	Nat 14	Target 15	Sch 15	Nat 15	Target 16
Phonic screening						
Year 2	Sch 14	Nat 14	Target 15	Sch 15	Nat 15	Target 16
Phonics screening						

Key Stage 2	Sch 14	Nat 14	Target 15	Sch 15	Nat 15	Target 16
TBC						

Attendance	Sch 14	Nat 14	Target 15	Sch 15	Nat 15	Target 16
Attendance rates (primary)						
Persistent absence 15% (primary)						
Quality of Teaching	Act (date)	Target	Target	Target	Target	Target
% of teaching judged RI or better						
% of teaching judged good or better						
% of teaching judged outstanding						

1. Area for Improvement 1

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Targets:					
•					
Improvement Needed	Action	Resources	Timescales		Success Criteria
			Start	Finish	
1a	(i) (ii) (iii)				
1b	(i) (ii) (iii)				
1c					
1d					
Milestone 1 (Date)	Milestone 2 (Date)	Milestone 3 (Date)	Milestone 4 (Date)	Milestone 5 (Date)	
•	•	•	•	•	

2. Area for Improvement 2

Targets:					
•					
Improvement Needed	Action	Resources	Timescales		Success Criteria
			Start	Finish	
Milestone 1 (Date)	Milestone 2 (Date)	Milestone 3 (Date)	Milestone 4 (Date)	Milestone 5 (Date)	
•	•	•	•	•	

3. Area for Improvement 3

Targets:					
•					
Improvement Needed	Action	Resources	Timescales		Success Criteria
			Start	Finish	
Milestone 1 (Date)	Milestone 2 (Date)	Milestone 3 (Date)	Milestone 4 (Date)	Milestone 5 (Date)	
•	•	•	•	•	•

Monitoring Strategies (Internal)			Evaluation Strategies (Internal)		
Who?	What?	When?	Who?	What?	When?
Monitoring Strategies (External)			Evaluation Strategies (External)		
Who?	What?	When?	Who?	What?	When?

Appendix 2

Local Authority Timeline of Actions and Milestones Template Category 4 and 5



Doncaster
Metropolitan Borough Council

A PRIMARY SCHOOL

LOCAL AUTHORITY TIMELINE of ACTIONS and MILESTONES

**Education Standards and Effectiveness
Children and Young People's Service**

AFI 1

	Month																			
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1a

(i)																				
(ii)																				
(iii)																				
(iv)																				
(v)																				

1b

(i)																				
(ii)																				
(iii)																				
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1c

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1d

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(v)																				

1e

(i)																				
(ii)																				
(iii)																				
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(v)																				

AFI 2																	
	Month																
2a																	
(i)																	
(ii)																	
(iii)																	
(iv)																	
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2b																	
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(iii)																	
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2d																	
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(v)																	
2e																	
(i)																	
(ii)																	
(iii)																	
(iv)																	
(v)																	

AFI 3

	Month																		
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3a

(i)																			
(ii)																			
(iii)																			
(iv)																			
(v)																			

3b

(i)																			
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3c

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(iii)																			
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(v)																			


3e

(i)																			
(ii)																			
(iii)																			
(iv)																			
(v)																			

Milestone 1 (Date)	Milestone 2 (Date)	Milestone 3 (Date)	Milestone 4 (Date)	Milestone 5 (Date)

Appendix 3

Example of School of Concern Meeting Agenda



Name of School
School of Concern Meeting
Date, time, venue of meeting

AGENDA

Invited: Assistant Director Education or Head of Service
Headteacher, Lead Local Authority Officer, Chair of Governors

Chair: Assistant Director Education or Head of Service

Introduction: Chair

1. Presentation of summary of issues of concern by Lead Local Authority Officer

Comments invited by Chair

2. Presentation of action planning/progress against key issues of concern by Head and Chair of Governors and scrutiny of school information and documentation.

Comments by officers and school representatives

3. Judgments on progress against each agreed impact measure/ area of concern

4. Quality of support provided

5. Future plans and interventions summarised

6. Review date

Notes:

7 days prior to the meeting the school is required to give the LA access to:

- the School Development Plan
- Relevant Governing Body Minutes
- The Ofsted self evaluation document
- Relevant financial information

Local Authority admin officer to prepare documents, minute the meeting and upload a report onto Pendulum within 7 days.

Appendix 4

StEP Calendar

StEP Calendar 2015-2016

Autumn Term

LA Offer	Tariff
Achievement and Target Setting Meeting <ul style="list-style-type: none"> • Outcomes Review • Priority Setting • Key Stage Targets • Risk Assessment 	
For all maintained primary schools	1.5 days
For all maintained infant/junior/special and PRUs	1.25 days
Optional (at school's request)	
Headteacher performance management	1 day
Bespoke work	As required
Academy review as above	As required

Spring Term

LA Offer	Tariff
Package 1: <ul style="list-style-type: none"> • Progress review against key priorities • Risk assessment 	
For maintained schools risk assessed as 'sustaining excellence' or 'aspiring to excellence'	1 day
Package 2: <ul style="list-style-type: none"> • Progress review against key priorities • Review of teaching and learning • Risk assessment 	
For maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern'	1.5 days
Optional (at school's request)	
Bespoke work	As required
Academy review as above	As required

Summer Term

LA Offer	Tariff
Package 1: <ul style="list-style-type: none"> • Governance review • Risk assessment 	

For governing bodies risk assessed with 'weaknesses'	1 day
Package 2: <ul style="list-style-type: none"> • Leadership and management review • Risk assessment 	
For maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern'	1 day
Package 3: <ul style="list-style-type: none"> • Governance review • Leadership and management review • Risk assessment 	
For governing bodies risk assessed with 'weaknesses' and maintained schools risk assessed as 'securing good', 'school of concern' or 'school of extreme concern'	2 days
Optional (at school's request)	
Bespoke work	As required
Academy review as above	As required

Appendix 5

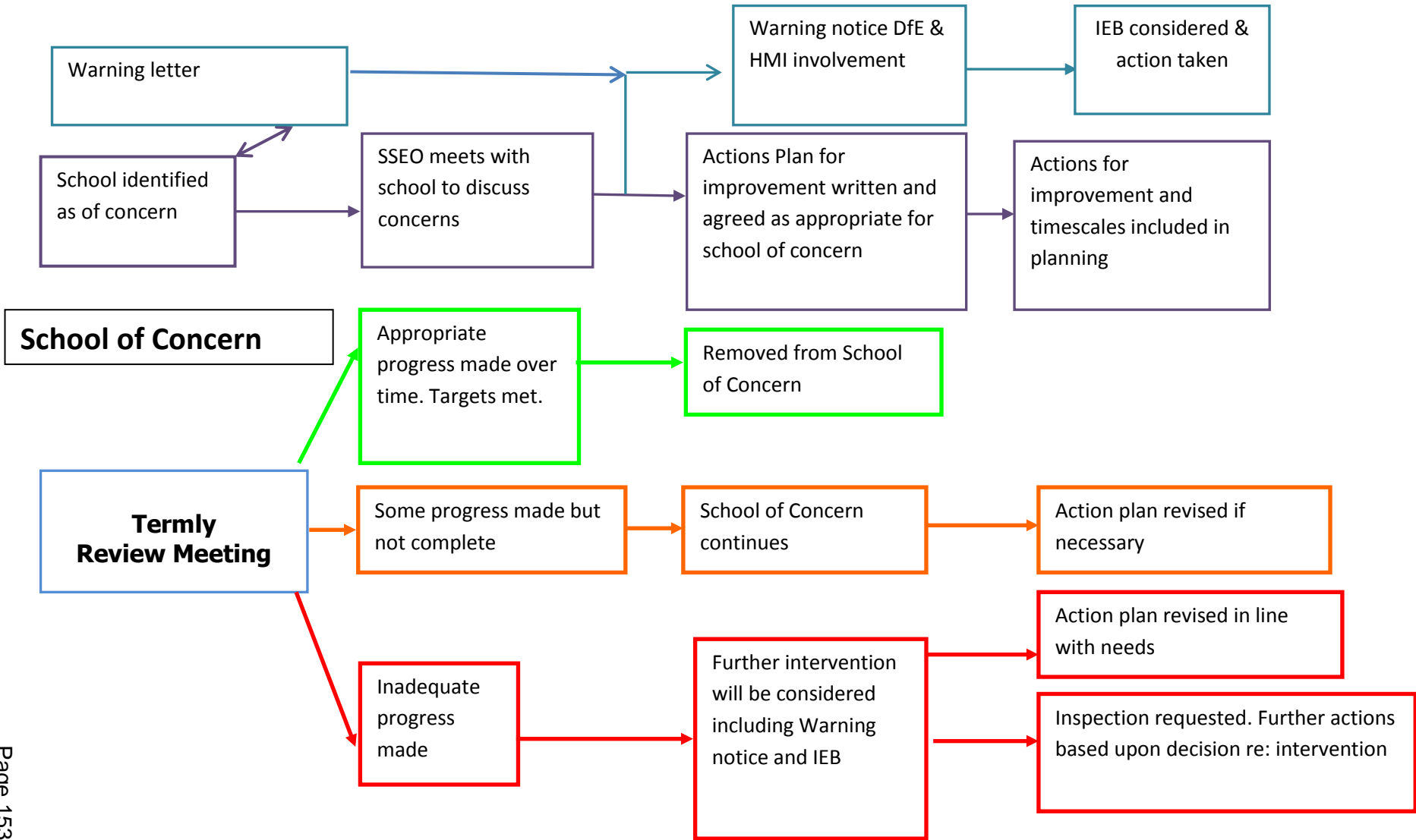
Pathway of Action

for

School of Concern not in Ofsted Category

Local Authority Category 4 and 5 Schools

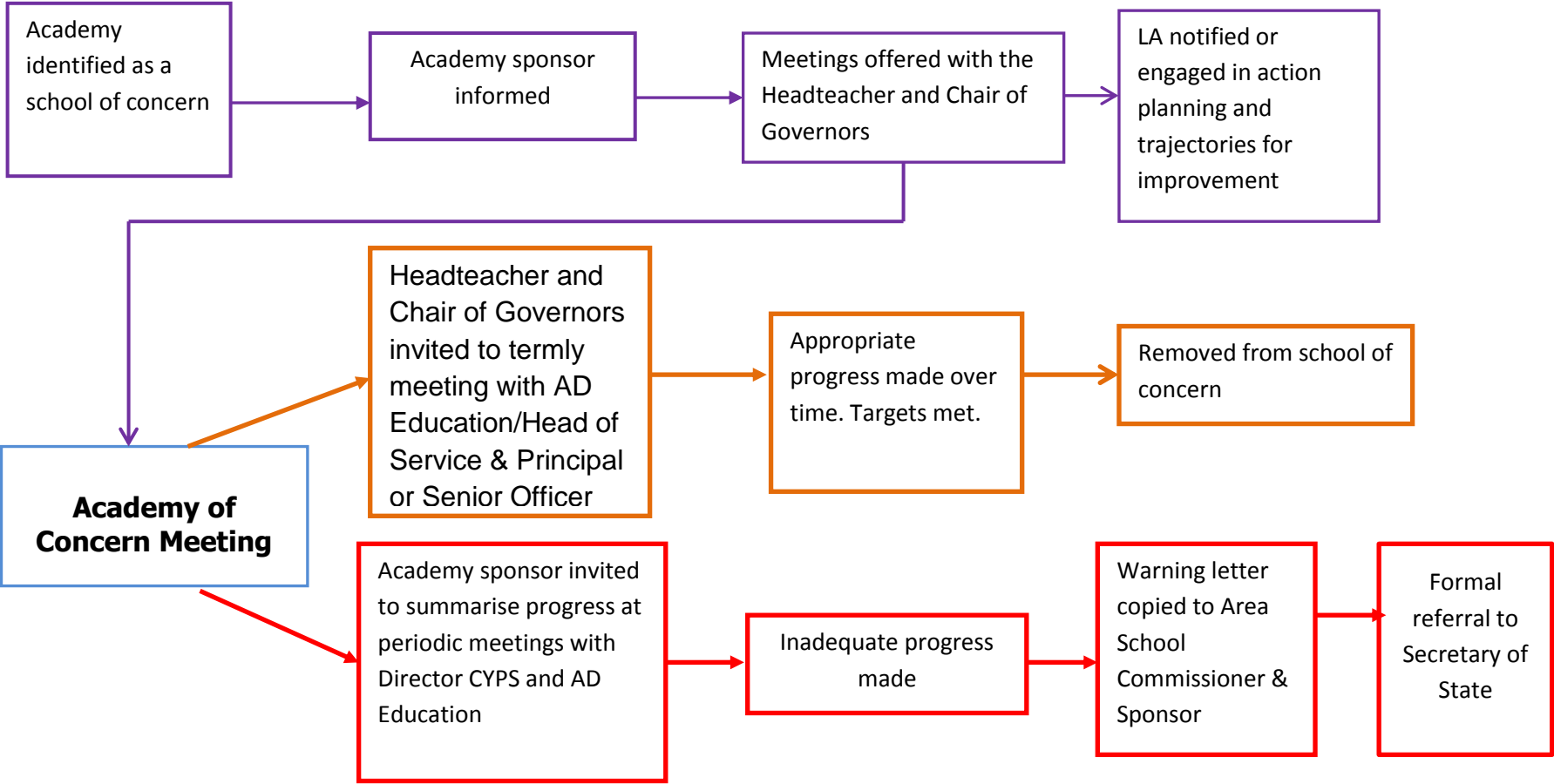
Pathway of Action for School of Concern not in Ofsted Category



Appendix 6

**Pathway of Action
for
Academy of Concern**

Pathway of Action for Academy of Concern



Abbreviations

AD	Assistant Director
DfE	Department for Education
EFA	Education Funding Agency
HMI	Her Majesty's Inspectorate
IEB	Interim Executive Board
IAG	Information, Advice and Guidance
LLE	Local Leader of Education
NLE	National Leader of Education
PRU	Pupil Referral Unit
RPA	Raising the Participation Age
SACRE	Standing Advisory Council for Religious Education
SEN	Special Education Needs
SEND	Specialist Education Needs and Disabilities
SIC	School Improvement Committee
SLE	Specialist Leader in Education
SoC	School of Concern
StEP	Standards & Effectiveness Partner

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Councillor Rachel Hodson
Chair
Children & Young People Scrutiny Panel
Floor 2
Civic Office

Ros Jones
Mayor of Doncaster

Tel: 01302 862225
E-Mail: ros.jones@doncaster.gov.uk

2nd September 2015

Dear Rachel

Children and Young People Scrutiny Review – Panel’s Follow-Up Response of Education Attainment Review and Recommendations

Thank you for your letter dated 16th July 2015, in response to my letter dated 20th April. I apologise for the delay in responding. I would like to take this opportunity to thank the Panel for their further comments, some of which requested additional information, and which I will respond to below. My comments refer specifically to recommendations 2, 5, 6, 8, 9 and 12.

Recommendation 2

Write to the School’s Regional Commissioner requesting that:

- A) Academies and Academy sponsors be robustly challenged where they refuse to have any or very low contact with the local authority, to ensure they take their responsibilities seriously with regard to the local authority’s obligations and work it is undertaking to ensure strong educational attainment; and**
- B) Robustly challenge large Academy sponsors, where there is concern relating to attainment, and in such cases, review whether they should be allowed to accept additional schools into their provision/chain.**

Response provided 20th April 2015

Regularly meetings take place with the DfE and the School’s Commissioner. Information is shared with them, and they have been asked for risk assessments on all Academies in Doncaster, in line with the annual local authority risk assessments.

Comment/Action

It was felt by Panel Members that this response does not provide a clear indication as to whether the recommendation has been accepted or not, and if accepted how it will be implemented. The response has merely provided a summary of what is already in place. It is therefore requested that clarification be provided on whether it has been accepted or not, and if so, what is being actioned in addition to the above.

Response

The recommendation has been accepted, and we acknowledge that challenges to the Commissioner need to take place. Changes to the way of working now include involvement by Lord Nash, so concerns will also be reported to him when necessary.

Recommendation 5

Ensure, as much as is practical, there are minimal changes to the Local Authority education structure and continuity of staff and support.

Response provided 20th April 2015

The new structure is proving very successful, but is at risk due to the PPPR review and corporate challenges regarding the necessary restructures in the Access to Learning and Data Performance and Intelligence services. Centralising the data and intelligence work with schools and settings is at risk if major changes to service organisation dilute the expertise and remove the processes from the heart of services in Learning and Achievement. Funding is secure to maintain the overall Standards and Effectiveness team for a further year, but after that we must seek sustainable income sources to maintain the quality and effectiveness of the work we have delivered via the post-Ofsted action plan.

Comment/Action

In light of the issues raised within your response, Members have expressed concern about how the PPPR review and corporate challenges referred to will affect the new structure, which has been working very well. I would be therefore grateful for further information in response to our concerns, particularly regarding the stability of the funding in place, an issue which has been positively referred to within the letter following the focused school inspection in Doncaster.

Response

The Learning and Achievement Data and Intelligence Service has been left intact and exempt from the PPPR review for a period of 18 months, and then it will be reviewed with a view to absorbing into the PPPR structure. The service will however make contributions to the savings for the Council of £86,000 this year, and £55,000 next year.

Recommendation 6

Encourage local councillors to make contact with, and visit, schools within their wards, if not already undertaken.

Response provided 20th April 2015

The Cabinet Member is working with the services to examine the membership of all Governing Bodies, including Academies, and encourage Councillors to engage with school governance.

Comment/Action

To the Panel's knowledge there has been minimal or no confirmation of what has been done to encourage Councillors to engage with school governance. I would be grateful for an update on the response to this recommendation and for any correspondence that has been sent out to Members previously to be repeated and refreshed.

Response

The Cabinet member has verbally supported the challenge to Councillors to get involved in schools as governors. The importance of being a governor has been emphasised at Elected Member Training.

Recommendation 8

Investigate the numbers of families having to take their children to different schools across the borough, due to their preferred school being full, and how prolific the problem is.

Response provided 20th April 2015

Where there are pressures on school places, the local authority will seek to resolve the issues and have a strategic view of future school place planning needs.

Comment/For Action

Again, it has been thought that this response does not provide a clear indication as to whether this recommendation has been accepted or not, and if accepted, how it will be implemented. It is considered that the response only provides a broad outline of what would happen in this event of such pressures taking place. It is therefore requested that clarification be provided on whether this recommendation has been accepted or not, and if accepted, what exactly is being actioned to address this issue where relevant.

Response

The recommendation has been accepted and will be addressed by the Access to Learning Board in the Autumn. The Board will contain membership from all the appropriate partners within and beyond the Council to assist with more efficient place planning.

Recommendation 9

Consider the pooling of resources for support of children where English is a second language, and investigate how the resource can be increased to meet prospective high demand.

Response provided 20th April 2015

This will be considered by the Assistant Director and the Head of Service Learner Engagement to see how this can be developed.

Comment/For Action

Panel Members would like an update on whether this recommendation has been accepted or not, and if so, how it will be developed further to consideration by the Assistant Director and Head of Service, Learner Engagement.

Response

This recommendation has been accepted and a number of actions have progressed as a result. We are working positively across Learning & Opportunities Children & Young People (LOCYP), and Adults to pool resources between the Ethnic Minorities and Travellers Achievement Service (EMTAS) and Doncaster Translation Unit (DTU) to share language expertise. In addition, we continue to recruit into EMTAS to reflect the diversity of languages spoken in our schools and communities. This means we regularly recruit from and approach growing ethnic communities in the borough directly to ensure we have the right mix and balance of languages to give appropriate support to our schools, children and communities.

In addition, following negotiation with Human Resources, we have agreed to establish a “pool” of additional English as Another Language (EAL) speakers on flexible contracts. This pool will be utilised to meet immediate demands as they arise, and provide additional languages and dialects. We are also building engagement with the Gypsy Roma Traveller communities across Doncaster through the employment of two part-time outreach workers, whose work is already having a positive impact.

Recommendation 12

Investigate simplifying the direct payments scheme and ensure guidance for the transition of pupils requiring special educational needs is up to date with informative, easy to use guidance being made available.

Response provided 20th April 2015

Noted and will be considered by the Special Educational Needs and Disabilities Teams and Finance.

Comment/For Action

Panel Members would like an update on whether this recommendation has been accepted or not, and if accepted, how it will be developed further to consideration by the Special Educational Needs and Disabilities Teams and Finance.

Response

The Short Breaks Service has transferred to Commissioning and Opportunities. The recommendation is accepted and will be addressed as part of the service reform and changes to procedure. Members will be updated.

I trust the above is helpful, and thank the Panel for providing further comments.

Yours sincerely

Ros Jones
Mayor of Doncaster

**To the Chair and Members of the
CHILDREN AND YOUNG PEOPLE'S OVERVIEW & SCRUTINY PANEL**

**CHILDREN AND YOUNG OVERVIEW AND SCRUTINY PEOPLE'S PANEL WORK
PLAN REPORT 2015/16**

Relevant Cabinet Member(s)	Wards Affected	Key Decision
Councillor Nuala Fennelly Cabinet Member for Children, Young People and Schools	All	None

EXECUTIVE SUMMARY

1. This report provides an update on the Panel's work plan.

EXEMPT INFORMATION

2. Not exempt.

RECOMMENDATIONS

3. The Panel is asked to:
 - i) Consider and comment on the revised work plan attached at Appendix A.
 - ii) Receive an update on the Children with Disabilities Social Care Review.
 - ii) Receive and comment on the correspondence made following its meeting held on the 23rd September, 2015 in Appendix B.

WHAT DOES THIS MEAN FOR THE CITIZENS OF DONCASTER?

4. The Overview and Scrutiny function has the potential to impact upon all of the Council's key objectives by holding decision makers to account, reviewing performance and developing policy. This is achieved through making robust recommendations, monitoring performance of Council and external partners and

reviewing issues outside the remit of the Council that have an impact on the residents of the borough.

BACKGROUND AND ISSUES FOR CONSIDERATION

5. As Members will be aware the Scrutiny Panels will continue to focus on review work with OSMC taking a lead business role. Members will recall that OSMC and the standing Panels held work planning sessions in June 2015 with a view to identifying a small number of review topics. The work plan attached at Appendix A, approved by OSMC provides an ongoing summary of the work currently being undertaken.
6. **Children with disabilities social care review** – On the 27th July, 2015, the Panel scoped the review and agreed the following key areas for consideration:
 1. Meeting with parents, Foster Carers and Parents Forum;
 2. Meeting with young people – Ladder Group;
 3. Visit Respite Care Facility and North Ridge School to address Transition to adulthood and the Next Project; and
 4. Meeting with Officers/social workers to address Direct Payments, POET (Personal Outcomes Evaluation Tool) pilot, SEN Out of Authority Costs, Good/Poor Practice and gaps.

All meetings have now been undertaken and a report and recommendations are being drafted and will be circulated to Panel Member. A further update will be provided at this meeting.

7. **The Children's Services Trust** – Additionally, the CYP Panel will continue to receive briefings and updates on the arrangements and performance for the Children's Trust through quarterly formal meetings. The first of these meetings was held in June, 2015 where evidence was received from Mark Douglas, Chief Operating Officer, Doncaster Children's Services Trust and Peter Featherstone, Business Manager, Learning and Opportunities Doncaster MBC. The next discussion with the Children's Trust will be held earlier on this meeting's agenda.
8. **Correspondence with the Executive**

Doncaster Safeguarding Children Board (DSCB) Annual Report 2014-15 – Further to the Panels consideration of the DSCB Annual Report, a letter outlining the Panels comments were forwarded to John Harris, Independent Chair of the Doncaster Safeguarding Children Board. A copy of this correspondence is attached at Appendix B. With the agreement of the Chair, an updated Business Plan Report will be now included on the agenda at the Panels next formal meeting in March 2016.

OPTIONS CONSIDERED

9. There are no specific options to consider within this report as it provides an opportunity for Members to discuss the Panel's work plan for 2015/16.

IMPACT ON COUNCIL'S KEY OBJECTIVES

	Priority	Implications
	<p>We will support a strong economy where businesses can locate, grow and employ local people.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Be a strong voice for our veterans</i> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	<p>The Overview and Scrutiny function has the potential to impact upon all of the council's key objectives by holding decision makers to account, reviewing performance and developing policy through robust recommendations, monitoring performance of council and external partners services and reviewing issues outside the remit of the council that have an impact on the residents of the borough.</p>
	<p>We will help people to live safe, healthy, active and independent lives.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	<p>This issue has a direct impact on helping children live safe, healthily and active in a safe environment whilst ensure the governance between the Children's Board, Scrutiny and partners is working effectively.</p>
	<p>We will make Doncaster a better place to live, with cleaner, more sustainable communities.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Creating Jobs and Housing</i> • <i>Mayoral Priority: Safeguarding our Communities</i> • <i>Mayoral Priority: Bringing down the cost of living</i> 	
	<p>We will support all families to thrive.</p> <ul style="list-style-type: none"> • <i>Mayoral Priority: Protecting Doncaster's vital services</i> 	
	<p>We will deliver modern value for money services.</p>	

	We will provide strong leadership and governance, working in partnership.	

RISKS AND ASSUMPTIONS

10. To maximise the effectiveness of the Overview and Scrutiny function it is important that the work plan devised is manageable and that it accurately reflects the broad range of issues within its remit. Failure to achieve this can reduce the overall impact of the function.

LEGAL IMPLICATIONS

11. The Council's Constitution states that subject to matters being referred to it by the Full Council, or the Executive and any timetables laid down by those references Overview and Scrutiny Management Committee will determine its own Work Programme (Overview and Scrutiny Procedure Rule 6a).
12. Specific legal implications and advice will be given with any reports when Overview and Scrutiny have received them as items for consideration.

FINANCIAL IMPLICATIONS

13. The budget for the support of the Overview and Scrutiny function 2015/16 is not affected by this report however, the delivery of the work plan will need to take place within agreed budgets. There are no specific financial implications arising from the recommendations in this report. Any financial implications relating to specific reports on the work plan will be included in those reports.

EQUALITY IMPLICATIONS

14. This report provides an overview of the work programme undertaken by Children and Young People Overview and Scrutiny. There are no significant equality implications associated with this report. Within its programme of work Overview and Scrutiny gives due consideration to the extent to which the Council has complied with its Public Equality Duty and given due regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between different communities.

CONSULTATION

15. The work plan has been developed in consultation with Members and officers.

CONTACT OFFICER AND REPORT AUTHOR

16. Caroline Martin
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01302 734941
caroline.martin@doncaster.gov.uk

Background Papers

None

Damian Allen
Director Learning, Opportunities and Skills

Children and Young People (CYP) Overview & Scrutiny Panel Workplan (DRAFT) – Fixed Panel Meetings/Review Work
Outcomes and Improvements for Children and Young People

10am 2nd July 2015 Formal	11:30 am 17th Sept– Informal	2pm 17th September 2015 Formal	26th November 2015 Informal	10am 8th December 2015 Formal	10am 29th February 2016 Formal
Quarterly Performance Report and update from Children's Services Trust – delivery of agreed budgets	Early Years and Collaborative Strategy update	Quarterly Performance Report and update from Children's Services Trust – delivery of agreed budgets	Sexual Health– Signposting for young people/partnership working (how successful is this) – Joint Meeting with H&ASC O&S	Trust Update a) Quarterly Performance Report and update from Children's Services Trust – delivery of agreed budgets b) Ofsted Action Plan & Main Improvements (maybe to include presentation to highlight main pts) – 15 mins max	Trust Update a) Quarterly Performance Report and update from Children's Services Trust – delivery of agreed budgets b) To include DCT Annual Report
School Improvement Inspection Report		Annual Complaints – Children's trust		Exam Results (JM/DA) <ul style="list-style-type: none">Improving education provisionUpdate on Educational Attainment Review Recs (needs specific response to 2nd letter/each rec)Academy Growth and Development Strategy.	CSE – Review – 10 key scrutiny questions
		DSCB – Annual Report			Adoption – annual update/review
					Annual Complaints – update on improvements
					DSCB Update on Business Plan

C&YP O&S Review

Review Scope - Disabilities – what is it like being disabled and is provision meeting needs

5. Meeting with parents, Foster Carers and Parents Forum – 3rd September at 5.30pm
6. Meeting with young people – Ladder Group
7. Visit Respite Care Facility – 27th August at 10am
8. North Ridge School to address Transition to adulthood and the Next Project – 15th October 9.30am
9. Meeting with Officers to address Direct Payments, POET pilot, SEN Out of Authority Costs, Good/Poor Practice and gaps, Invitations to Social workers – 26th October at 9am

Other Areas (to be scheduled)

- Children's health early years 0-5 including health visiting and family nurse partnership - 10am, 26th January 2016 (NEW) – H&ASC O&S Meeting
- Careers Advice and Guidance (in particular NEETS and Progression Routes Post 16) – R&H O&S Panel to formally invite CYP O&S Panel to Skills Meeting (part of Place Marketing Review) - 11am, 3rd February 2016 (NEW)
- Youth Provision – No longer required for Scrutiny - All Members briefing/workshop (DA/RN to arrange)

Workplan Ideas 2016/17

- Virtual School /CIC
- Coasting academies

14th October, 2015

John Harris
Independent Chair of the
Doncaster Safeguarding Children Board
c/o Wellbeck Room
Mary Woollett Centre
Danum Road
Doncaster
DN4 5HF

Dear John,

Doncaster Safeguarding Children Board Annual Report 2014-15

Thank you for attending our recent Children and Young People Overview and Scrutiny Panel meeting, which was held on the 17th September 2015. At this meeting you presented the Doncaster Safeguarding Children Board Annual Report 2014-15, which the Panel found both useful and informative.

It was very pleasing to hear about the positive work that has been undertaken during the last year, including the board's working arrangements, progress with the Business Plan 2014-15 and progress with the board's key areas for improvement. The Panel discussed a number of areas identified within the annual report, in particular, their concerns including lack of attendance by head teachers and engaging with partners and those in minority groups

One area that the Panel discussed more at length was the Strategic Plan Progress, an appendix to the Annual Report, as it was felt that this did not provide up-to-date information within the further action and completion date's columns. Concern was raised that the annual report might be seen with an action plan that was out-of-date, incomplete and showing reds. Members were informed at the meeting that the Strategic Plan had been around for some time and it was acknowledged that the plan should be reviewed and updated. Members were also assured that the plan was tracked every 6 weeks and updated at the Chairs Group meetings and if a delay was identified then remedial action was taken.

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A full set of minutes from this meeting can be found shortly on our new website pages at <http://doncaster.moderngov.co.uk/ieListDocuments.aspx?CId=140&MId=2056>.

As agreed at the meeting, I would like to request for an updated Business Plan Report to be included on the agenda at the Panels next formal meeting in December 2015. I will therefore look forward to receiving this information. It was also noted at the meeting that there will be an update to be provided in February 2016, when the Panel will review of the ten key scrutiny questions posed by the Panel earlier on this year, in relation to Child Sexual Exploitation.

Again thank you and your colleagues for taking the time to attend our meeting and respond to questions raised by Panel Members.

Kind regards,



Councillor Rachel Hodson
Chair – Schools Children and Young People
Overview and Scrutiny Panel

cc. **Jo Miller – Chief Executive**
Mayor Ros Jones
Councillor Nuala Fennelly - Cabinet Member for Children, Young People and Schools
Chair and Vice Chair of OSMC
Damian Allen – Director of Learning and Opportunities
Riana Nelson - Assistant Director Children's Commissioning
Peter Featherstone – Business Manager – Learning and Opportunities
Paul Moffat – Chief Executive, Doncaster Children's Services Trust

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