

OUTSTANDING EXTERNAL INSPECTION RECOMMENDATIONS

Children & Young Peoples Service			
Local Authority Arrangements for Supporting School Improvement			
Recommendation	Responsible Officer and Original Implementation Date	Percentage Complete	Update November 2015
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	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	The area was re-inspected in March 2015 (1 year into the 2 year plan). These recommendations overlap the original recommendations from March 2014. The plan to address the recommendations has been submitted to the DfES and the team are awaiting approval from the DfES to the proposals
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	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	As above
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	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	As above
Develop the expertise of all LLEs in supporting and challenging schools and provide evaluative feedback on the effectiveness of their work	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	As above

Develop school-to-school support further to include opportunities to share good practice between governing bodies	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	As above
Strengthen the challenge to schools that carry large surplus budgets to ensure that resources are used to improve outcomes for pupils currently in schools.	Jo Moxon, Assistant Director Learning and Achievement March 2016	0%	As above
Lord Carlile (2013)			
Recommendation	Responsible Officer and Original Implementation Date	Percentage Complete	Update November 2015
Every Children's Services manager, without exception and up to Director level, should hold some direct casework responsibilities	Damian Allen, Director of Learning and Opportunities 27 th November 2013	0%	Current position - Proposing that Area Delivery managers but not for the Service Manager, AD or DCS to have direct casework responsibilities within the Council. It is suggested that they would see participation in regular audit to be a more effective and sensible way for Senior Managers to assure the quality and safety of casework decision-making.
Moorends Children's Centre (2015)			
Recommendation	Responsible Officer and Original Implementation Date	Percentage Complete	Update November 2015
Working with early years partners and schools to track the progress that two-year-old children in receipt of nursery education funding are making and to become involved in the school readiness programmes running in the area.	Wayne Hoyle, Service Manager, Learning and Opportunities 1 st June 2015	0%	Meetings are being held with early years partners and schools to develop to develop this area.
Putting in place activities to help parents support	Wayne Hoyle, Service	Partially	Staff are completing Elklan (Speech and

their children's early communication skills.	Manager, Learning and Opportunities 1 st June 2015	complete	Language) training. Speech & language coordinator being recruited. Speech & language included in centre programme.
Working with adult education providers and Jobcentre Plus to put in place a suitable range of training and learning opportunities for adults to gain qualifications and improve their chances of gaining employment.	Wayne Hoyle, Service Manager, Learning and Opportunities 1 st June 2015	Partially complete	Meetings held with Education providers and job centre plus. Adult Family and Community Learning (AFCL) training and learning is still to be delivered.
Putting in place a clear action plan that contains measurable targets, uses effectively the data made available to the centre, and is focused on making a difference for the families that need the most support.	Wayne Hoyle, Service Manager, Learning and Opportunities 1 st June 2015	Partially complete	New performance framework now developed. Action plans and systems to be reviewed.

Regeneration and Environment

Skills Funding Agency for Adult, Family & Community Learning & Apprenticeships

Recommendation	Responsible Officer and Original Implementation Date	Percentage Complete	Update November 2015
Develop tutors' skills to ensure that teaching takes sufficient account of learners and apprentices' starting points so that learners and apprentices make progress beyond the requirements of their qualifications and develop high levels of skills and knowledge. Tutors and assessors should use the results of initial assessment more diligently to plan learning that better meets individual needs. Doncaster Metropolitan Borough Council (DMBC) should develop more resources, including e-learning resources, to ensure all learners can access a wider range of materials and activities that are more challenging.	Scott Cardwell, Assistant Director of Development May 2018	0%	A post inspection action plan has been developed which will be reviewed at the end of each academic year. The actions will be RAG rated every term. There is also a governance group which monitors the post inspection action plan and progress against it.

Raise learners' and apprentices' understanding of equality and diversity so that they can demonstrate a clear understanding of complex issues by improving the use of existing resources, including online resources and e-learning. Develop tutors' confidence to promote equality actively and to explore the diversity of modern Britain with learners and apprentices. Managers and staff should use schemes of work more proactively to plan equality and diversity activities throughout the curricula.	Scott Cardwell, Assistant Director of Development May 2018	0%	As above
Ensure the governing body has membership that matches the revised strategic direction of the service. Provide governors with a wide range of performance data, including information on the quality of teaching, learning and assessment, to enable robust challenge and appropriate support for continuous improvement of learners' and apprentices' experience.	Scott Cardwell, Assistant Director of Development May 2018	0%	As above
Increase the proportion of apprentices who successfully complete their programme within planned timescales through closer monitoring and timely intervention, and clearer lines of management responsibility so that all staff fully understand what is required of them. DMBC should develop more systems of rigorous oversight so that strategic leaders can identify quickly any emerging operational issues.	Scott Cardwell, Assistant Director of Development May 2018	0%	As above
Matrix – focus on Adult, Family & Community Learning Service			
Recommendation	Responsible Officer and Original Implementation	Percentage Complete	Update November 2015

	Date		
<p>The Service has a number of measurable aims and objectives and prescribed learner outcomes. The Service is encouraged to use its distance travelled tool in the Learner Booklet to set baseline measures and measurable targets for learner outcomes in order to drive forward continuous quality improvements to the service. A robust benchmark will enable the Service to agree future measures that will enable it to monitor its progress and more clearly identify service improvements. It may also help in external funding bids.</p>	<p>Scott Cardwell, Assistant Director of Development June 2018</p>	0%	<p>The assessment was carried out in June 2015 with the next one due 2018. A post inspection action plan has been developed of which will be reviewed at the end of each academic year. The actions will be RAG rated every term. There is also a governance group which monitors the post inspection action plan and progress against it.</p>
<p>The Service is encouraged to develop an observation process specifically for the IAG delivery. It will be important to consider the benefits of a process that can accommodate both one-to-one interventions and the delivery of group work. Clearly there will be internal expertise regarding the formal observation of teaching and learning using the Common Inspection Framework 2012 for group work activities, however this is not suitable for all IAG provided by the Service. There may be consideration of National Occupation Standards from the Career Development Institute. This could also help with the IAG Officer job description and person specification.</p>	<p>Scott Cardwell, Assistant Director of Development June 2018</p>	0%	As above
<p>Whilst the Service has a range of mechanisms for seeking feedback. By developing more overt ways of letting learners and partners know what has been done as a</p>	<p>Scott Cardwell, Assistant Director of Development June 2018</p>	0%	As above

<p>result of their feedback (You Said, We Listened...), may assist in securing more feedback as it is clear to learners and partners that comments are taken on board. The benefit could be improved survey results rates.</p>			
<p>There are some small issues in relation to quality assurance of information. The Service is encouraged to date mark publications and to ensure information is up to date at all times. This will help learners to be assured they are accessing the latest version of material, particularly course information leaflets.</p>	<p>Scott Cardwell, Assistant Director of Development June 2018</p>	<p>0%</p>	<p>As above</p>
<p>The Service is encouraged in its plans to review the effectiveness of marketing channels more routinely. This has been completed in the past and by reinstating this action, the Service can assess more carefully the resource allocation to different promotional channels and the return on that investment.</p>	<p>Scott Cardwell, Assistant Director of Development June 2018</p>	<p>0%</p>	<p>As above</p>