



Title: **Torbay's Schools Improving Schools Partnership**

Ward Affected: **All Wards in Torbay**

To: **Overview and Scrutiny Board**                      On: **9 April 2014**

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## **1. Key points and Summary**

- 1.1** The purpose of this report is to provide an overview of the way in which the education services within the Local Authority have developed over the last 12 months and to provide information about the standards achieved by children and young people locally against nationally agreed milestones. The report will also provide information about pending changes to Special Educational Needs and how we are planning to address these.
- 1.2** The Children & Families Act 2014 has gained royal assent and was published on 13 March 2014. Special Educational Needs features significantly in this, and the expectation is that there will be a transformation of the systems currently in place for children and young people with special educational needs (SEN), including those who are disabled. The implementation date for these reforms is the 1<sup>st</sup> September 2014, and we are currently co-ordinating an extensive action plan in preparation of this date. Health, Education and Social Care colleagues are working closely to ensure that we are able to meet our statutory requirements from the 1<sup>st</sup> September 2014. The most significant of these changes are
- i) A duty to support children and young people from 0-25
  - ii) A single health, education and care plan which will replace the statement of special educational need
  - iii) A requirement to have in place a local offer which sets out the resources and support that can be accessed in response to the single plan
- 1.3** Youth Unemployment and Skills are a priority in our drive to improve outcomes for children, young people and families. RPA rates for rising 17 year olds currently stand at 94.5% and our NEETs rates are consistently below 6%. The 14-19 Partnership has been integrated into the SEN and the Youth Skills and Employment work-streams, now focusing on developing initiatives such as the new Apprenticeship strategy and ensuring the transition from S139 assessments to the new EHC assessments.

## 1.4 In Summary

- i) The quality of Early years Childcare continues to be outstanding and as the highest percentage of outstanding providers nationally.
- ii) 81% of our schools are good and outstanding, those that are not are making good progress towards this.
- iii) Outcomes for children at the end of Primary and Secondary Education have continued to improve with children and young people achieving better than in previous years.
- iv) Schools are aware of the need to improve outcomes for more able children and young people and are targeting this group for support.
- v) Children Looked After achieved well at the end of Key Stage 2 , however performance at the end of Key Stage 4 fell and was inadequate.

## 2. Introduction

2.1 Since the Governments acceleration of the schools academisation programme there has been a significant increase in the numbers of schools locally that have converted to become academies. This includes academies that have been required to convert with a sponsor as they are deemed to be underperforming as well as those joining trusts such as the Catholic Academy Schools Trust and schools who have converted independently through choice. There are currently 13 Primary School Academies with a further 4 expected to convert on April 1<sup>st</sup>, 6 Secondary Academies and 1 Special School Academy. Westlands School is currently in the process of converting to become an academy with Ivybridge Community College as it's sponsor. This decision was in direct response to the DFE who have made it a requirement of schools that are judged by Ofsted as inadequate to become sponsored academies.

Torbay LA believes that we should work in close partnership with all our schools regardless of their designation or status. To that end we have maintained strong relationships with the Academy Schools as well as our maintained schools. The strength of this positive relationship has been greater collaboration between the LA and the schools to enable the development of services to support the most vulnerable pupils. Notably schools have committed £500,000 over three years to support the development of a CAMHS service for children and young people in schools, a further £150,000 over three years to develop an education safeguarding service which we have match funded. This new service will include 2 social workers who are based solely in schools supporting and advising them in the delivery of best practice. Schools have also committed additional funding to the Virtual School for Looked after Children to enable the recruitment of an additional teacher.

We continue to work closely with the Torbay Teaching School to ensure that all schools are supported and enabled to improve and that there is a sustainable model of school improvement in future. We are also supporting all schools regardless of their designation who are engaged in the process of Headteacher recruitment. There are currently a number of vacancies locally, (5 Primary, 2 Secondary) and schools are facing a considerable challenge in recruiting high calibre Headteachers.

We continue to monitor and challenge schools on their performance and share this information with the Torbay Teaching School to enable them to target support appropriately and develop CPD that directly addressed the areas of weakness across the Bay.

## Early Years and Foundation Stage Education and Provision

### Quality of Childcare

Torbay has the highest percentage of outstanding providers (33%) and the highest percentage of providers being judged as good or better (92%) compare to all local authorities. Ofsted June 2013.

School inspections although not including a separate grade for early years rarely have identified actions relating to quality of the first stage of primary education.

### Access to Childcare

Currently the free entitlement funding is accessed by approximately 2,000 children which means that approximately 100% of eligible children receive some part of their free entitlement funding.

The two year old funding scheme has been effectively implemented. Currently 330 two year olds have been checked as eligible for the scheme and 270 children have taken up the offer (Department for Education target 296 families). The Local Authority is aware of areas where the scheme has not had the full impact and is working with the Health Visiting service to identify and target families. Action for Children are working to support families that have been checked and not yet taken up their free entitlement hours.

### Attainment of Children

In 2013 the framework for measuring children's attainment at the end of the Early Years Foundation Stage significantly changed. The framework set a higher benchmark of attainment for children to achieve. The Department for Education has recognised that the national data set may not be robust due to the changed statutory process.

Despite the high quality of early year's education, Torbay's attainment remains relatively low at 51% of children reaching a good level of development compared to 52% nationally. The attainment of Torbay is 5% below that of the south west region which achieved an average score of 56%. Torbay was judged sixth out of our eleven statistical neighbours for attainment.

It is not possible to judge the progress of children during the early years foundation stage, as there is not a national benchmark for on entry data. To understand the data Torbay has embarked upon a process to link children's outcomes to nursery provider (both maintained and private, voluntary, independent sector (PVI)). These outcomes are demonstrating that children are more likely to achieve a good level of development when attending a PVI sector led provision than a maintained nursery provision. This information is being used to challenge practice and target resources to close the gap on attainment.

### Children Centre Performance

Torbay Children's Centre services are delivered in each town. The offer is delivered through both designated centres and satellite delivery points. The commissioning of Children Centres and the reduction in budgets has resulted in a positive impact on the number of families being registered, however a negative impact on the numbers of families being reached in Torquay (5% reduction).

	Torquay	Paignton and Brixham
Registration	65%	77%
Reach	33.14%	39.8%

(Source E-Start December 2013)

Children's Services are currently conducting mock inspections of all children centres services to fully assess the current situation and identify key areas and actions for development. This review process will be completed by April 2014

### Primary and Secondary Education and Provision

As of 17<sup>th</sup> March 2014 Schools performance as judged by Ofsted is as follows;

School Phase	Inadequate	Requires Improvement/Satisfactory	Good	Outstanding
Primary	0	5	20	5
Secondary	1	0	3	4
Special( inc PRU)	0	2	0	2
All phases	1 ( 2%)	7 (17%)	22 (54%)	11 (27%)

### Key Stage 1 Outcomes

Children in Torbay achieved broadly in line with children nationally in reading, writing and maths. More able pupils did not achieve as well as those nationally, there are a number of possible explanations for this the most likely being that when schools are assessing children unless they are consistently achieving at the highest levels they are not being awarded a level 3. We have a robust moderation process locally that was monitored by the DFE last year and judged to be both accurate and effective. This process enables us to check the accuracy of the schools judgements and challenge assessments of children that we do not feel accurately reflect their actual performance.

### Key Stage 2 Outcomes

The Government have published floor targets for the end of Key Stage 2 and 4. Schools that fail to reach these are deemed to be underperforming. Key Stage 2 floor targets (all three thresholds have to be met to be deemed below floor)

Level 4 combined reading, writing and maths below 60%

% of children making 2 levels progress in reading below 91%

% of children making 2 levels progress in writing below 95%

% of children making 2 levels progress in mathematics below 92%

In Torbay at the end of Key Stage 2 2013 one primary school was below the floor target.

Primary Schools across Torbay built on the previous year's improvements. the percentage of children achieving level 4+ in reading , writing and maths was 77%, 2% higher than nationally. Torbay was ranked 1<sup>st</sup> in the south west. Similarly children making expected progress was higher than those nationally or when compared to the south west region.

However more able pupils made less progress than those nationally. The teaching school will be supporting schools to ensure that all children including the most able fulfil their potential.

### Key Stage 4 Outcomes

Key Stage 4 floor targets (all three thresholds have to be met to be deemed below floor)

% of children achieving 5A\* -C including English and maths below 40%

% of children making 2 levels of progress in English is below the national median 73%

% of children making 2 levels of progress in maths is below the national median 73%

At the end of Key Stage 4 one secondary school was below the floor target. This school is being supported by an outstanding school to ensure that it makes the improvements necessary to enable all pupils to achieve their potential in future.

Outcomes for pupils across the Bay improved again this year, 60.3% achieving 5 GCSE including English and Maths. This is also higher than the national average of 59.2%. When compared to our statistical neighbours we are ranked 4<sup>th</sup>.

### **Outcomes and Provision for Vulnerable Pupils including Children Looked After (CLA)**

Outcomes for children looked after are defined by a child being in care from 1 April 2012 – 31 March 2013.

The KS2 results are excellent for both attainment and progress measures particularly progress in English where every child achieved expected progress. This exceeds the outcome for non looked after children. In maths 83% of CLA made expected progress this is the same as those who are not looked after. Narrowing the gap for these pupils is a key focus of the work of the virtual school so this is very positive performance indicator.

However at KS4 the trajectory of results has catapulted from 38.6% gaining 5A\*-C including English and Maths in 2011 to no child achieving that in the 2012/13 year. This was despite 14.2% being on target for 5A\*-C inc English and Maths and 35.5% being on target for 5A\*-C. The progress measures are also very poor in that only a quarter of the cohort made expected progress in English and a third made expected progress in Maths.

It should be noted that 14.2% of the Y11 cohort had a statement of either Moderate Learning Difficulty or Severe Learning Difficulty. However this does not excuse the fact that children who were on target to get 5A\*-C inc English and Maths did not achieve this.

The Virtual School needs to ensure schools are held to account for their results and demonstrate the impact of any interventions. The Virtual School is determined to close the gap between CLA and non-CLA achievement and work during the 2013/14 academic year will be holding schools to account for ensuring all CLA are given sustained support to achieve best outcomes.

Louise Kilshaw, our CLA Teacher, has been in contact with the Designated Teachers in each school where we have identified a child looked after not making expected progress in order to ascertain what interventions have been put in place and what impact is expected. Her capacity is limited and her expertise is secondary focused.

Schools have agreed to part fund an additional primary teacher for the virtual school to support schools in ensuring that pupils are supported as effectively as possible enabling them to achieve the best possible outcomes. This post is temporary in the first instance and will be reviewed to assess the impact and value it has added before any long term investment is considered.

In recognition nationally of the need to improve outcomes for this group of children and young people the Government has increased pupil premium funding to £1900 per CLA.

### **Education Other Than At School (EOTAS)**

The role of EOTAS has changed from September 2013 with a clearer focus on working with phobic and medical pupils only.

As of the 1 March there are 46 pupils working with EOTAS. The youngest of whom is in Y6 but with the largest number at KS4. Clear links are made with CAMHS or

consultants at the hospital in order to ascertain whether the child is unfit to attend school and if that is the case the maximum number of hours the child should receive. The medical conditions for children working in EOTAS range include suicide ideation; psychosis; selective mutism; cancer; crohns; as well as others. Children remain on their school roll and when the child is ready to return to school they do so.

#### **Elective Home Education**

There are currently 92 children whose parents have chosen to educate them at home. The LA needs to ensure that the education in the home is of a satisfactory nature. There are 39 primary aged children and 53 secondary aged children. It is concerning that the number of primary aged children is increasing and it appears that some parents are choosing to home educate if they are unable to get their child into the school of their choice.

The LA has an Elective Home Education QA Officer who is employed two days a week. She undertakes an initial visit to check that the child is in receipt of satisfactory education and then will monitor accordingly. This may include half termly or termly monitoring for new referrals but some of the long standing cases are only seen on

#### **English as an Additional Language (EAL)**

The EAL Service provides support for schools in working with children for whom English is an additional language. Currently there are 474 EAL children of statutory school age in Torbay. A school will request support and advice if a child is failing to thrive educationally and their language skill is a barrier to their learning. It is central service funded through Dedicated Schools Grant and academies are invited to buy back the service. The service includes a teacher and teaching assistant – both part-time. The service will also offer training to schools and supports children in Early years settings.

#### **Special Educational Needs**

Torbay currently has 868 children /young people with a Statement of Special Educational Need (SEN) from 0 – 19 years of age (February 2014 data). During the calendar year 2013 104 new Statements of SEN were produced by Torbay . 86 of these new Statements were completed within the current 26 week statutory timescale . The new changes which will come into force in September 2014, will reduce this completion timescale to 20 weeks. In addition to this the age range will extend from 0-19 to 0-25 years. These changes will create additional pressures upon the SEN Team and associated services, and currently consideration is being given to steps which need to be taken to ensure we are able to meet these additional expectations.

**Suzie Franklin**

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