



Appendix 1 to the Record of Decisions

Key Stage 2 Review (OSB/5/10) – Actions Agreed by the Mayor

Ref.	Overview and Scrutiny Recommendation:	Actions Agreed by the Mayor:	Timescale for Implementation:	Responsible Officer:	Update:
1.	Letter to appropriate Government Minister in support of our teachers in their professional view of the limitations of Standard Attainment Tests (SATs) and the need for them to be wholly replaced by a system of continuous monitoring and evaluation.	Coalition Government has already pledged a review of the Standard Assessment Tests at the end of Key Stage 2. Therefore, letter in support of the government's review could be submitted to the Govt Minister.	Ongoing.	Michael Moore	The Bew review of statutory testing has made a number of recommendations some of which will be implemented from Sept 2012. This includes a new way of assessing writing which has been one of the most controversial of the SATs. There will be a requirement placed upon the LA to support schools in moderating their own assessments and this will have a resource implication that we will have to meet.



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2	Develop internal performance management and quality assurance of School Improvement Partners.	<p>Already planned as a result of External Review 2009 and LA response and also Enjoy & Achieve CYPP action plan. The Head of School leadership and improvement postholders now assuming responsibility for directing, focusing and assessing the work of SIPs.</p> <p>SIPs are currently fulfilling a statutory role.</p>	By start of September 2010	Pete Maunder Michael Moore	During 2010 there was a radical restructure of the Learning and Standards team as a result of this the SIP programme was effectively suspended from January 2011 for all schools with the exception of those in OfSTED categories or deemed to be underperforming or at risk of underperforming. Performance management of the SIPs continued as planned for those SIPs who were retained to work in those schools. The statutory requirement for Local Authorities to use SIPs was removed.



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3.	Further consideration is given to role of School Improvement Partners (SIPs) and Primary Advisors to ensure clear expectations and consistent challenge and support across all schools.	<p>National Strategy quality assurance shadow visits of current SIPs. This evidence plus local knowledge will inform recruitment, deployment or cessation of contracts for individual SIPs</p> <p>21 June – co-construction of revised cycle of engagement with headteachers Differentiated levels of support depending on school's category planned</p> <p>Re-establish School Review Group to monitor SIP and school progress. SIPs fulfil a statutory role in providing evidence and judgements to the local authority</p>	By September 2010	Pete Maunder Michael Moore	As part of the new Schools Improvement Partnership and in response to the White Paper Torbay has developed a new way of recruiting, deploying and managing the SIPs. These are now known as School Evaluation Partners (SEPS) They have been recruited and are now deployed to support schools according to levels of need. SEPs will continue to report to the LA as well as directly to the schools and will be the main source of evidence about the quality of the work being undertaken in our schools other than annually collected data. This information will be used by the School Review Group which has now been re established.



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4.	We are pleased to see attendance officers are now in place and recommend this support is further developed through clearly defined processes and communication links between schools, SIPs and attendance officers.	<p>SIP CPD on addressing general and persistent absence is a priority.</p> <p>Already there is evidence of adviser/attendance officer working closely together in LA Plan of Support for two schools in Ofsted category</p> <p>Attendance officers produce reports for Ofsted upon notification of inspection</p>	Ongoing	Michael Moore Tina Tozer	Attendance officers are now located within the locality teams and are integral to the Torbay's Schools Improving Schools Partnership. They are closely aligned to the IEHD service and further integration of these teams is likely.
5.	Develop a clear strategic pathway and recording mechanism across all services to; address the needs of each individual child; facilitate information sharing to maximise safeguarding; and include targets for timely interventions when requested.	<p>Transformation programme is introducing a Single Point of Entry into children's services. We are also introducing a multi-agency safeguarding hub in partnership with the Police and NHS: we anticipate this will be operational by Sept 2010.</p> <p>Effective cross team use of the progress and attainment and other data via development of 'Data Matrix'</p>	Ongoing	Richard Williams Russell Knight Kirsty Mooney Sue Allan (interim)	This activity is embedded in the Social Care Improvement Plan.



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6.	<p>We are pleased to see there is an on going review of Educational Psychology. Concerns expressed by schools must be fed back and used to inform the Transformation Programme in the delivery of the Inclusion and Emotional Health Aspects, particularly in terms of providing and communicating to schools clear pathways and thresholds to accessing services.</p>	<p>A detailed action plan has been submitted, and in which the recommendations emerging from the Review of the EPS, and incorporating stakeholder feedback, have been addressed. Changes in the substantive structure of the team have been made, with a new appointment of an additional qualified educational psychologist from Sept 10. The EPS will form an integral part of the new Inclusion & Emotional Health Service, and in common with partner agencies, will adopt the new access arrangements, procedures and performance indicators of the IEHS.</p>	<p>National performance indicator for Educational Psychology services is now being regularly achieved.</p> <p>Implementation of all planned proposals by Dec 2010</p>	<p>Derek Smith Suzie Franklin Michael Moore</p>	<p>IEHS has now been launched. It has been renamed since this report and is now called Children's Integrated Services (Inclusion, Emotional Health and Disabilities. (IEHD)). A comprehensive programme of staff training has taken place to support the integration of services and new roles. Educational Psychologists now work alongside Primary Mental Health Workers, Advisory teachers for Behaviour and Learning and Children's Disabilities professionals. A swift and uncomplicated pathway to access services has been developed and all schools have an appointed link professional from the services working directly with them.</p>



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7.	<p>The Continued Professional Development Programme for teachers should be revisited in order to refine the relevance and flexibility of the training programme for individuals and groups.</p>	<p>Continued development of Leadership Academy, particularly development of middle leaders.</p> <p>Menu of support for schools supporting schools</p>	<p>Recently reviewed. Ongoing developments and co-construction with schools</p>	<p>Pete Maunder Debbie Horn</p>	<p>Teacher's continued professional development underpins Torbay's Schools Improvement Partnerships. This includes the Leadership Academy and a number of professional networks all of which are designed to ensure that schools have access to the best possible practice and training opportunities often delivered by the outstanding practitioners that are working within our local schools. The Local Authority has taken on the responsibility for commissioning much of the training and development. All training is carefully targeted at need. These needs are identified by Schools themselves, SEPs and external partners.</p>



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8.	Development of moderation guidance and training to ensure standardised sub level consistency e.g. level 4a, 4b, 4c.	<p>Assessing Pupil Progress (APP) already provides schools with universal guidance on sub-level consistency.</p> <p>LA already facilitates inter-school moderation opportunities – most recently May 2010 Virtually all schools already provide opportunities for internal moderation</p> <p>Every school has 1:1 support for moderation in reading, writing and mathematics (one half day per term for each subject Summer'10-Spring '11) Good practice will be shared between schools using a What Works Well site for assessment on Merlin.</p> <p>Cross school moderation for all year groups will take place following success of Year 6 writing day on May 28th</p>	Taken place – Review January 2011	Pete Maunder Jan Galloway	<p>A comprehensive moderation programme was implemented as planned. This was positively independently reviewed by QCDA (Qualifications, Curriculum, Development Agency)</p> <p>We are now beginning to make plans for moderation over the current academic year to reflect the changes being made by central government to the assessment process.</p>



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9.	<p>The THRIVE programme assesses and improves aspirations for our most vulnerable children and as such should attract mainstream funding for further development.</p>	<p>The development of THRIVE and SEAL is central to the activity in the CYPP priority 1.2, 2.2 and 2.3.</p> <p>It is planned to ensure that SEAL and THRIVE are embedded in practice in schools across Torbay as the core programmes to support vulnerable children by removing barriers to achievement and improving conditions for learning.</p> <p>Family SEAL (working with groups of parents) is highly effective in helping groups of parents understand the needs of their children and how to meet this more effectively. This needs to be extended in order that all schools can benefit by offering this programme to families.</p> <p>Plans are in place to develop Family THIRVE which will offer families with more complex needs personalised support and build on programmes their children are working on in schools and settings.</p> <p>Regular supervision and monitoring for schools working with THRIVE has been found to be a key driver for success and is now regarded as central to the training and implementation of the programme in schools. This needs to be maintained.</p> <p>There are cost implications for the ongoing development of each strand of activity outlined above.</p>	<p>Training for schools and settings in using these programmes is already in place, with more planned, across Early years, Primary and Secondary Phases as well as to other multi agency groups.</p>	<p>Suzie Franklin</p>	<p>THRIVE has continued to underpin the support for schools in helping them to meet the needs of the most vulnerable children. This has led to a multi professional approach to the use of the programme and all current and future training for staff is made available to all agencies. A comprehensive programme of training in Early years is underway in nurseries across Torbay. We have increased the numbers of staff trained to provide supervision for schools to enable us to provide this locally at much less cost. Family THRIVE has been piloted very successfully with a small number of families and foster carers. This will now be extended.</p>



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10	Current stretch targets are unrealistic and this needs to be addressed by bringing the Local Area Agreement into line with the Approved Strategy Targets recently agreed.	<p>Consultation would be required with DfE and National Strategies to re-negotiate</p> <p>Likely that some National Indicators may change or be removed under new government</p>	July Review meeting with National Strategies	Michael Moore	There have been many changes made centrally regarding target setting. Schools and the Local Authority no longer have to submit targets annually. The advent of academies has also led to a number of schools not submitting their data to us which limits the value of our current targets and performance indicators. The Acting Head of Schools is working with other council officers to agree meaningful ways of monitoring our performance with the information we have.



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11.	<p>The school governor training package should be refocused to ensure Governors are able to interpret pupil data and provide relevant challenge to schools around the quality of teaching and learning.</p>	<p>Training for school governors is available through the Governing Body Support section of Torbay Council, & governors may also access information and training from other sources. The service provided by Governing Body Support is in two parts: a core service that includes induction training and a subscription service that governing bodies can decide to buy into.</p> <p>Greater emphasis will be given to the value for governing bodies in using the Governor Mark quality standard for governing bodies. This emphasises the impact of the governing body in influencing the strategic direction of the school and on school improvement, the Every Child Matters outcomes, the life of the school and the community.</p> <p>Attainment of the Governor Mark to be an agreed target across all schools. Is a Bespoke Torbay service to governors viable? Should it be commissioned from outside the authority?</p>	<p>Review and consult with schools July-October 2010</p>	<p>Hilary Price</p>	<p>Annual programme continues to include curriculum and data training targeted to primary school governors. All training includes, wherever relevant, interpretation of data and development of the governors' challenge role.</p>



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12.	Consideration should be given to the development of expert governor role for Key Stage 2 education.	See above Most schools already have governors linked to various areas Deploy governors in similar way to NLE and NLE Use of Governor Mark self-evaluation criteria		Hilary Price	Included in activities identified in schools supporting schools.



Ref.	Overview and Scrutiny Recommendation:	Actions Agreed by the Mayor:	Timescale for Implementation:	Responsible Officer:	Update:
13.	The distribution of places for children with Special Educational Needs should be reviewed and consideration given to a strategy which would allow more choice of placement to benefit both the children and the schools in Torbay maximise their potential.	Would be worth looking at provision for ASD / BESD in mainstream schools or from an established "hub" within the Local Authority as real pressures from those areas	Autumn term 2010	Christine Whitehead Suzie Franklin Michael Moore	We are currently working with schools, EOTAS and the PRU to determine how best to restructure our services to meet best meet the needs of our ASD and BESD children. This includes the enhanced provisions and placements outside Torbay. A number of steps have already been taken to develop the "Hub" which includes a bespoke programme of support for vulnerable children at Parkfield, changes to the admission arrangements and programmes at the PRU, better accommodation for EOTAS and a direct link through management between the Torbay School and the PRU.



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14.	The Children and Young People's Plan due to be launched in April 2010 has seven key priorities and addresses the five Every Child Matters Outcomes within each of these. The engagement of parents, particularly those hard to reach, and the promotion of the need for children to arrive at school ready to learn should feed into the activity plans to be reviewed by the operational boards as set out in the plan.	Enjoy and Achieve operation board meeting regularly. Plan at draft stage to be approved in July meeting.	Termly meetings providing challenge, monitoring and evaluating progress against CYPP activity.	Pat Denham Michael Moore Alli Grant	
15.	The Head of School Leadership and Improvement post holders work with Learning and Standards, and Head teacher colleagues, to develop an action plan in response to these recommendations.	Strategic and operational plans already in place, with proposals as part of Transformation address all the recommendations.	Ongoing use of action plans, commissioning principles and growing 'schools supporting schools' partnerships	Pete Maunder Michael Moore	The Heads of School Leadership continue to support the key work within this plan. Pete Maunder has been instrumental in developing the School Improvement Partnership activity with the Acting head of Schools while Jane English has taken the lead in developing the behaviour partnership and the "Hub".