


CYPP - Improvement Programme Highlight Report

This highlight report updates the Somerset Children's Trust Executive (SCT) about the project's progress to date. It also provides an opportunity to raise concerns and issues with the SCT, and alert them to any changes that may affect the project.

Complete all fields where applicable and state 'nil return' where there is nothing to report in this period.

Programme:	4 Building Skills for Life		
Delivery Group:	Somerset Education Partnership Board (SEPB)	Year:	2017/18
Delivery Group Chair:	Sue Rogers, Deputy Director of Education, Somerset County Council (Interim lead: Dave Farrow, Head of Outcomes and Sufficiency, Somerset County Council).	Report Date:	11/07/2017

1. Overall Improvement Programme Status

Current Status: <i>(delete as appropriate)</i>	AMBER	Status Trend: <i>(delete as appropriate)</i>	
Reason for current status:	There are some notable successes at the beginning of year 2 for programme 4 especially in the areas of schools and early years settings performance as judged by OFSTED, the improvements in the Virtual School and the embedding model of Team Around the School. A focus on better outcomes for vulnerable learners has now commenced including the appointment on an interim head of SEND means that actions have been identified and work has now commenced. Therefore, with the commencement of this work, this programme begins Year 2 rated as Amber.		

2. Progress since last Highlight report

Include evidence of how the plan has incorporated the voice and needs of children

Achievements:

- School Performance – 90.8% of primary and 79.5% of secondary schools are judged as Good or Better (28 schools OFSTED inspected during Quarter 1); however, both secondary and primary numbers are down from previous months. Primary school numbers of Good or better are still above national and regional numbers and secondary are above national but now below regional (two previously Good schools have moved to Requires Improvement(RI) and Inadequate following inspection)
- 87.7% of primary and 82.3% of secondary pupils attend a school that is judged Good or Better
- 95% of early years settings are judged to be Good or Better (above national average)
- New interim head of Special Educational Needs and Disabilities (SEND) now in place with a

focus on identifying schools with good practice for vulnerable learners

- The Team Around the School (TAS) model is on track to be operational across the county by the end of the academic year (Qtr 2) with quality assurance systems developing to ensure a consistent approach
- 88% of Personal Education Plans (PEPs) for Children Looked After (CLA) were completed on time; all Year 11 CLA have identified destinations for September 2017 which, if taken up, will ensure no CLA school leavers will be 'Not in Education, Employment or Training' (NEETS).
- A specific group has been set up to ensure that education outcomes for students with SEND is a key priority
- A number of apprenticeship fairs and employer engagement events were held in Qtr 1 and are planned for Qtr 2 in order to make a broad offer for apprenticeships and vocational training

Slippage (give reasons and remedial actions)

- A Service Level Agreement with SSE on behalf of the Schools Forum regarding use of High Needs budget was not completed by its target date of June 2017; however, a draft SLA has been produced. Consultation with SSE is now required in the context of the development of the wider SEND vision being led by the Interim Head of SEND

3. Actions and outputs for the next period:

- Performance targets for end Key Stage assessments in Achieving Excellence for All will be reviewed in Quarter 2 and any proposed revisions to priorities and performance targets will be presented to the Somerset Education Partnership Board (SEPB) at their first meeting of the Autumn term
- Funding is available for schools and groups of schools and early years settings that support the delivery of targets set out in Achieving Excellence for All activities; bids must be submitted by July 2017 for allocation of funding for academic year 2017/2018
- All TAS will be using the Behaviour and Vulnerability Tool (BVPT) by the beginning of the new academic year (September 2017) to identify pupils needing support and the impact of any interventions

4. Most significant current risk/s:

None identified

5. Most significant current issue/s:






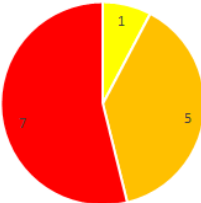
- The number of pupils being excluded on a fixed term and permanent exclusion basis has increased and now exceeds the numbers at this point of the academic year last year; two thirds of those students affected are categorised as having SEND, are Children in Need (CIN) or on a Child Protection Plan (CPP); the SEPB is working with Head teachers Association to understand this trend and address the issues
- The numbers of families choosing to home educate continues to increase and currently families are being surveyed to better understand the reasons for their choice

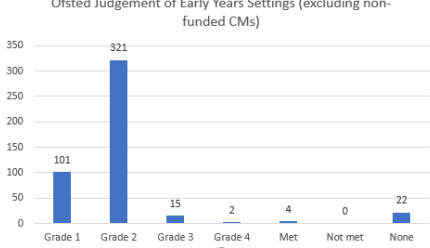
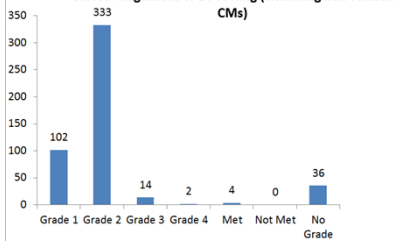






6. Variances:


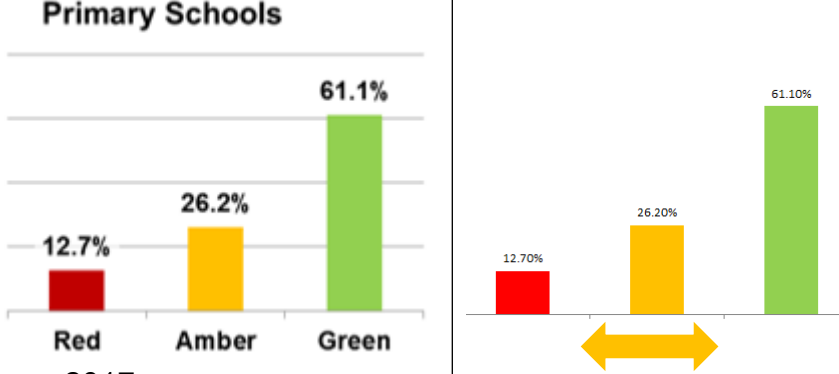




None identified






7. Decisions required from Somerset Children's Trust:

That the SCT Board approves the action taken towards improvement to date and provides further challenge and support including any proposals for solutions where applicable

Outcome measure/Performance Indicators	Target	Current performance	Direction of travel <i>(delete as appropriate)</i>
Percentage of schools that are an academy/percentage of pupils that attend an academy		32.4% / 49% (May 17)	32.4% / 49% (Feb 17) 
Percentage of Primary schools that are academies/Percentage of pupils that attend a primary academy		24.7% / 28.7% (May 17)	24.7% / 28.7% (Feb 17) 
Percentage of Secondary schools that are academies/Percentage of pupils that attend a secondary academy		75% / 75.6% (May 17)	75% / 75.6% (Feb 17) 
Percentage of early years settings (including childminders) that are judged as good or outstanding		94.5% (June 17)	95.1% (Feb 17) 
LA risk analysis of early year's settings, including child minders		<p>Risk Analysis of EY settings supported</p>  <p> ■ Red ■ Amber ■ Yellow </p>	<p>Risk Analysis of EY settings supported</p>  <p> ■ yellow ■ Amber ■ Red </p>

Outcome measure/Performance Indicators	Target	Current performance	Direction of travel (delete as appropriate)
		<p>Ofsted Judgement of Early Years Settings (excluding non-funded CMs)</p>  <p>July 2017</p>	<p>Ofsted Judgement of EY setting (excluding non-funded CMs)</p> 
Increase number of childcare settings to offer the Early Education Entitlement for 2-4 year olds to ensure that all eligible children are able to access quality education and childcare		100% (June 2017)	99.4% (Feb 17) 
Percent of 3 and 4 year old children benefitting from funded early education, in a good or outstanding provider	94.6% Stat neighbour average 2016/17	95% (2016/17 Jan census)	85% (2015/16 Jan 16 census) 
Percent of 2 year old children benefitting from funded early education in a good or outstanding provider	96.9% Stat neighbour average 2016/17	95% (2016/17 Jan census)	84% (2015/16 Jan census) 
Percentage of primary schools judged as good or outstanding	90.5% of primary schools in the South West	89.86% (June 17)	94.7% (Feb 17) 
Percentage of Secondary schools judged good or outstanding	80.2% of secondary schools in the South West	78.38% (29/37) June 2017	83.78% (31/37) May 2017 
Percentage of pupils attending good or outstanding primary schools	90.3% in the South West	87.16% June 2017	90.77% March 2017 

Outcome measure/Performance Indicators	Target	Current performance	Direction of travel <i>(delete as appropriate)</i>
Percentage of pupils attending good or outstanding secondary schools	84.7% in the South West	82.08% June 2017	89.97% March 2017 
LA risk analysis of primary schools		<p>Primary Schools</p>  <p>June 2017</p>	
LA risk analysis of secondary schools		Awaiting re-assessment	
LA risk analysis of special schools		Awaiting re-assessment	
Persistent Absence rates in Primary Schools	7.63% Stat Neighbour average 2016	8.1% 11 th July 2017	9.8% 28 th Feb 2017 
Persistent Absence in Secondary schools	13.36% Stat Neighbour average 2016	14.5% 11 th July 2017	17% 28 th Feb 2017 
Percentage of 16-18 year old NEETs re-engaging in education, employment or training.		3.2% June 2017	0.27% March 2017 
Percentage of EHCPs completed within 20 weeks	52.07% Stat Neighbour average (excluding exceptions) 2016	54% YTD May 2017	57% YTD Feb 2017 

Outcome measure/Performance Indicators	Target	Current performance	Direction of travel <i>(delete as appropriate)</i>
Percentage of PEPS that are current		88.13% 10 th July 2017	90.35% YTD March 2017 
Percentage of children at or above the expected standard in reading, writing and maths combined at KS2	51.2% Stat Neighbour 2015/16	52% 2015/16	78%% 2014/15 <i>(achieving a level 4 in reading, writing and maths combined at KS2)</i> <i>Not comparable due to changes in the KS2 tests</i>
Percentage of CLA achieving at or above the expected standard in reading, writing and maths combined at KS2	21.5% Stat Neighbour 2015/16	18% 2015/16	35% 2014/15 <i>(Achieving a level 4 in reading, writing and maths combined)</i> 
Percentage of disadvantaged learners (CLA and FSM) achieving at or above the expected standard in reading, writing and maths in KS2	34% Stat Neighbour 2015/16	36% 2015/16	66% 2014/15 <i>(Achieving a level 4 in reading, writing and maths combined)</i> <i>Not comparable due to changes in the KS2 tests</i>
Percentage of children achieving 5 GCSEs A* to C grade including English and maths	58.03% Stat Neighbour 2015/16	55.8% 2015/16	58.6% 2014/15 
Percentage of CLA achieving 5 GCSEs A* to C grade	21.58% Stat Neighbour 2014/15	20% 2015/16	17.1% 2014/15 
Percentage of disadvantaged learners achieving 5 GCSEs A* to C grade including English and Maths	33.68% Stat Neighbour 2014/15	32% 2015/16	36% 2014/15 

KEY

Shows improvement



Stayed the same



Has deteriorated

