


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:	Interim lead: Dave Farrow, Head of Outcomes and Sufficiency, Somerset County Council	Report Date:	
Scrutiny Committee Champion:	Cllr. Martin Dimery & Cllr Mike Pullin		

1. Overall Improvement Programme Status

Current Status:	The programme is currently rated as being on track to meet target dates for all actions by March 2018	Status Trend: <i>(delete as appropriate)</i>	
Reason for current status:	<ul style="list-style-type: none"> • Fifteen schools inspected this quarter – 1 judged Outstanding, 10 judged as Good, 3 judged as Requiring Improvement and 1 judged as Inadequate • Team Around the School (TAS) development plan on target • Review of Education Vision priorities and targets on track • Revised approach for Schools causing Concern Group meetings in place from January • Review of Parent and Family Support Advisor (PFSA) funding and management arrangements on track for implementation September 2018 		

2. Progress since last Highlight report

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

Achievements:

- Transition Panels – last year 913 students at High Risk of being NEET (Not in Education, Employment or Training) from across our mainstream schools and Pupil Referral Unit's (PRUs) were discussed and as of December 91% were still in their chosen destination. Every early leaver is being referred to the Focus Five re-engagement programme offered through 'Building Better Opportunities. Since October have also rolled out programme of including Children Looked After (CLA), Youth Offending Team (YOT) and Special Schools (for students from year 9) in Transition Panels

- Parent and Family Support Advisor (PFSA) Working Group agreed principles to underpin future delivery of service from September 2018 and reviewed formula for funding allocation
- Council for Disabled Children Audit completed in relation to SEND provision to inform action planning and support preparation for inspection
- All families home educating children who may be vulnerable (e.g. Children in Need, Troubled Families programme) contacted and where appropriate visited to assess suitability of provision being made. Action being taken where concerns identified.
- Impact of 16/17 Collaborative Improvement Bids (CIB) reported to Somerset Education Partnership Board (SEP) – KS2 Maths programme particularly effective
- Funding allocated for 17/18 Collaborative Improvement Bids (CIBs)
- Team Around the School (TAS)

Slippage (give reasons and remedial actions)

- Service Level agreements with SSE in relation to SEN support services not finalised – review of High Needs Budget has resulted in consultation on changes in funding arrangements for some services - this has to be completed before SLAs can be finalised.

3. Actions and outputs for the next period:

- Somerset Education Partnership Board (SEP) to agree proposals for funding and management of Parent and Family Support Advisor (PFSA) function from September 2018
- Report on pilot programme
- Provisional outcome data for 17/18 to be gathered and assessed and programmes of support /intervention identified
- Work with Teaching Schools to agree linkages with Education Priorities and ensure bids are submitted for activities to support the delivery of the priorities in the vision in the next bidding round for the Regional School Improvement Fund
- Ongoing work around implementing changes for supporting pupils with SEND including implementation of revised banding arrangements for High Needs Pupils and transfer of pupils with from High Needs Funding to Education Health and Care Plans
- Development of a strategy to support schools in supporting pupils with Social, Emotional and Mental Health needs

4. Most significant current risk/s:

Whilst progress is being made in relation to SEND changes and we are aware of the areas that need to be addressed it remains likely that at an Joint Area Inspection at this stage will find significant areas of concern although we anticipate that it will also find that self-evaluation is effective and that we have clear plans in place to address them.

5. Most significant current issue/s:








Exclusions continue to increase. Although secondary rates are in line with last year we are seeing an increase in primary school exclusions.





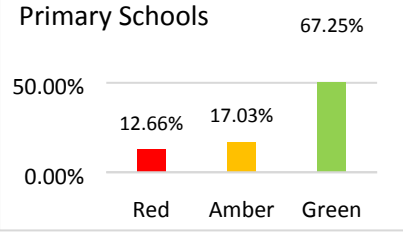
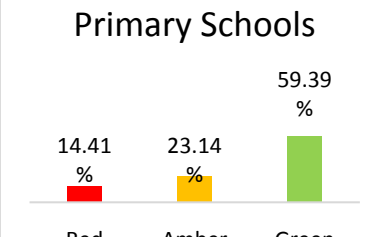




6. Variances:





nil return



7. Decisions required from Somerset Children's Trust:

nil return

Outcome measure/Performance Indicators	Current performance	Direction of travel <i>(delete as appropriate)</i>
Percentage of schools that are an academy/percentage of pupils that attend an academy	34.3% are academies / 51.5% of pupils are in academies (December 2017)	34.3% are academies/ 51.1% of pupils are in academies 
Percentage of Primary schools that are academies/Percentage of pupils that attend a primary academy	26.9% of primary schools are academies / 32.7% of pupils are in a primary academy (December 2017)	26.9% of primary schools are academies/ 32.3% of pupils are in a primary academy (September 2017) 
Percentage of Secondary schools that are academies/Percentage of pupils that attend a secondary academy	75% of secondary and middle schools are academies / 75.8% of pupils are in secondary academies (December 2017)	75% of secondary schools are academies/ 75.6% of pupils are in a secondary academy (September 2017) 
Percentage of early years settings (including childminders) that are judged as good or outstanding	95.5% December 2017	95.2% (September 2017) 
LA risk analysis of early year's settings, including child minders	12 setting being supported of which: 4 are red 5 are amber 3 have not yet been determined December 2017	10 settings being supported of which: 4 are red 3 are amber 3 are yellow (September 2017)
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% December 2017	100% September 2017 
Percent of 3 and 4 year old children benefitting from funded early education, in a good or outstanding provider <i>94.6% Stat neighbour average 2016/17</i>	95% 2016/17 January census	85% 2015/16 January census 
Percent of 2 year old children benefitting from funded early education in a good or outstanding provider <i>96.9% Stat neighbour average 2016/17</i>	95% 2016/17 January census	84% 2015/16 January census 

Outcome measure/Performance Indicators	Current performance	Direction of travel <i>(delete as appropriate)</i>
Percentage of primary schools judged as good or outstanding <i>90.5% of primary schools in the South West</i>	87.38% (180/206)	90.24% September 2017 
Percentage of Secondary schools judged good or outstanding <i>80.2% of secondary schools in the South West</i>	78.38% (29/37)	78.38% September 2017 
Percentage of pupils attending good or outstanding primary schools <i>90.3% in the South West</i>	84.59% December 2017	88.44% September 2017 
Percentage of pupils attending good or outstanding secondary schools <i>84.7% in the South West</i>	82.08% December 2017	82.08% September 2017 
LA risk analysis of primary schools	 <p>Primary Schools 67.25%</p>	 <p>Primary Schools 59.39%</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 <i>7.63% Stat Neighbour average 2016</i>	9.5% December 2017	10.7% September 2017 
Persistent Absence in Secondary schools <i>13.36% Stat Neighbour average 2016</i>	14.3% December 2017	12.9% September 2017 
Percentage of 16-18 year old NEETs re-engaging in education, employment or training	0 December 2017	0.1% September 2017 
Percentage of EHCPs completed within 20 weeks <i>52.07% Stat Neighbour average (excluding exceptions) 2016</i>	65% YTD December 2017	69% YTD September 2017 
Percentage of PEPS that are current	82.6% Autumn Term	93.2% Summer Term

Outcome measure/Performance Indicators	Current performance	Direction of travel (delete as appropriate)
		
Percentage of children at or above the expected standard in reading, writing and maths combined at KS2 <i>51.2% Stat Neighbour 2015/16</i>	58.9% (provisional) 2017	52% 2016 
Percentage of CLA achieving at or above the expected standard in reading, writing and maths combined at KS2 <i>21.5% Stat Neighbour 2015/16</i>	23% (provisional) 2017	18% 2016 
Percentage of disadvantaged learners (CLA and FSM) achieving at or above the expected standard in reading, writing and maths in KS2 <i>34% Stat Neighbour 2015/16</i>	37% (provisional) 2017	36% 2016 
Percentage of children achieving 5 GCSEs A* to C grade including English and maths <i>58.03% Stat Neighbour 2015/16</i>	This measure is no longer available. Replaced by attainment 8 average score 45.5 (provisional) 2017	Not comparable
Percentage of CLA achieving a [standard] pass in English and maths <i>21.58% Stat Neighbour 2014/15</i>	5.9% [provisional 2017]	Not comparable, new assessment
Percentage of disadvantaged learners achieving a [standard] pass in English and Maths <i>33.68% Stat Neighbour 2014/15</i>	39.3% [provisional 2017]	Not comparable, new assessment

KEY		
Shows improvement 	Stayed the same 	Has deteriorated 