

Title of Report:	Schools' standards review	Item 5
Report to be considered by:	Stronger Communities Select Committee	
Date of Meeting:	05 October 2009	

Purpose of Report: To understand the reasons why some schools are in 'Special Measures' or in the 'National Challenge' and identify, where possible, further measures that could be taken to improve their performance.

Recommended Action: To identify, where possible, further measures that could be taken to improve school performance.

Key background documentation: Stronger Communities Select Committee – 6 July 2009

- Schools' standards review – terms of reference

Stronger Communities Select Committee	
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Executive Report

1. Introduction

- 1.1 The terms of reference for a review into the performance of schools in West Berkshire were drafted at the Stronger Communities Select Committee on 6 July 2009. They were then endorsed by the Overview and Scrutiny Management Commission at its meeting on 28 July 2009.
- 1.2 The review will consider, in particular:
- The background and context
 - Where and why schools are not reaching the required standard
 - Consider what is being done and can be done further to improve schools' performance
 - Factors affecting fluctuations in school performance
- 1.3 The outcome of the review will be reported to the Executive with recommendations for changes in the current arrangements.
- 1.4 Attached at Appendix A is a report from the Chief Adviser for School Improvement giving background information and suggesting some draft proposals for consideration.
- 1.5 In addition a number of witnesses will be in attendance at the meeting to provide verbal evidence and these are listed below:
- Councillor Barbara Alexander, Portfolio Holder for Children and Young People
 - Andy Tubbs, Chief Adviser for School Improvement
 - Chris Bryan, National Challenge Adviser
 - Alan Bartlett, School Improvement Partner
 - Maxine Slade, School Improvement Adviser
 - Michael Wheale, Executive Headteacher, John O'Gaunt School
 - Paul Dick, Executive Headteacher, Trinity School and Interim Executive Board Chairman for Winchcombe Primary School
 - Linda Valenti, Executive Headteacher, John Rankin Junior School

2. Recommendation

- 2.1 The Select Committee is asked to consider the evidence provided by the witnesses and in the attached report, which suggests some draft proposals, to identify, where possible, further measures that could be taken to improve school performance.

Appendices

Appendix A – Schools' standards review information

Title of Report:	Schools' standards review	Item 5a
Report to be considered by:	Stronger Communities Select Committee	
Date of Meeting:	05 October 2009	

Purpose of Report: To give an overview of the factors causing some schools to under-perform and the effectiveness of actions taken by the Council

Recommended Action: That the committee consider the draft recommendations in the report.

Portfolio Member Details	
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Date Portfolio Member agreed report:	24 September 2009

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Executive Summary

1. Introduction

1.1 Expectations of school performance and the thresholds they are expected to exceed have been rising continually. Whilst many schools in West Berkshire have steadily improved performance, some schools have not. Two secondary schools are in the National Challenge to improve GCSE standards; one primary and one secondary school are subject to special measures following Ofsted inspections in December 2008.

1.2 There are a range of factors affecting school performance. Of prime importance are:

- (i) Strong leadership
- (ii) Good governance
- (iii) Consistent teaching of high quality

1.3 The Council has a set of procedures in place for monitoring the effectiveness of schools; providing support and intervening where necessary. Within the range of intervention measures that local authorities are now able to take, a key common element is to draft additional expertise into struggling schools in order to increase their capacity to improve. School Improvement Partners support and challenge schools and currently use a risk assessment to monitor performance. Given the increasingly demanding national expectations of school performance, the Council needs to review its current procedures and systems and consider where further developments are necessary.

2. Draft proposals for consideration are:

- (i) Enhancing the training available to school governors to strengthen their role in monitoring performance;
- (ii) Bring forward proposals with the School Funding Forum to enhance the provision of School Business Managers in schools in order to enable headteachers to concentrate more fully on standards and learning;
- (iii) Strengthen the monitoring of school financial planning and reporting;
- (iv) Further develop the existing programme of leadership development available across all schools through the local hub of the National College for School Leadership;
- (v) Bring forward proposals in consultation with secondary schools to strengthen the recruitment and retention of specialist teachers, especially in mathematics and science;

- (vi) Where LA officers have significant concerns about individual schools, ensure that the Standards & Effectiveness Panel has a clear role in monitoring progress and the effectiveness of any early intervention.

3. Conclusion

- 3.1 The Select Committee is invited to draw upon evidence in this report and from verbal evidence provided by expert witnesses at the meeting in order to consider the proposals and make recommendations to be taken forward.

Executive Report

1. Introduction

- 1.1 **Definitions and background:** Schools in **National Challenge** are judged against a single measure – the % of pupils gaining 5 or more GCSE grades at A*-C including English and maths against a national floor target of 30%. National Challenge started in August 2007 when DCSF announced a new floor target of 30% minimum. 618 schools were identified nationally as below the new floor target. This included John O Gaunt School based on the school's 2007 GCSE results. Trinity school was included in the national programme from 2008 following a dip in its GCSE results that year.
- 1.2 The National Challenge programme provides a range of support and challenge to schools negotiated through a National Challenge Adviser (NCA) and monitored by the DCSF through a Local National Challenge Board. Additional funding is provided through Standards Fund Grant to each school scaled according to the specific programme for the school. Where schools in National Challenge fail to make progress, the Local Authority is required to consider and implement more radical structural change. This can include replacement of the school with a National Challenge Trust or academy; or compulsory federation of the school with a more successful one. John O Gaunt was inspected by Ofsted in October 2007 and judged to be satisfactory with good features. Trinity school was inspected in February 2008 and judged to be satisfactory overall.
- 1.3 **Schools in Special Measures** are judged by Ofsted to require significant improvement. The criteria used are set out in the school inspection framework. The key judgements are around outcomes for pupils, especially standards of achievement and capacity to improve further. When a school is judged to require Special Measures, the Local Authority is required to consider the options open to it including closure of the school. The LA is required to set a timescale for the school to come out of special measures and set out the action it will take to bring this about. Since September 2008, every LA has an enhanced range of powers to take radical action where required. Schools that are judged to be inadequate on standards but not requiring Special Measures can also be given a Notice to Improve with one year to secure improvement before re-inspection.
- 1.4 Pupil attainment data for the schools in National Challenge or Special Measures are shown in Appendix A
- 1.5 **The current position in West Berkshire:** Two secondary schools are in National Challenge – John O Gaunt and Trinity (Trinity likely to be out of the programme after this academic year following improved GCSE results in summer 2009). Two schools are in Special Measures: John Rankin Primary School; and Denefield secondary school. Winchcombe Primary school came out of special measures in June 2009. Speenhamland primary school has a notice to improve and will be re-inspected in the spring of 2010.
- 1.6 West Berkshire categorises each school on an A-D scale, based on performance and need for additional support from Council services. Schools in special measures

or notice to improve are in category D. Table 1 below shows the trend over time of the number of schools in each category.

Table 1: Numbers of schools in each LA category. D= Special measures / Notice to improve

Category	2001/0 2	2002/0 3	2003/0 4	2004/0 5	2005/0 6	2006/0 7	07/08	2008/0 9	2009 / 10 Quarter 1
A	48	53	51	48	47	51	51	46	43
B	29	26	30	32	26	26	26	29	32
C	7	6	6	6	9	4	5	6	7
D	1	0	1	1	3	4	1	4	3

- 2. Other contextual factors:** A number of other factors need to be taken into account when considering the causes of underperformance in schools:
- 2.1 The thresholds on school performance have risen successively over recent years. In addition, the Ofsted inspection criteria have been made progressively more demanding. Significant changes to the Ofsted criteria made in September 2005, 2008 and 2009 have placed much higher expectations on schools. In general terms, a level of performance that would have been judged good five years ago would now only achieve “satisfactory”. The changes are:
- New inspection framework introduced in September 2005 with more demanding criteria plus expectations about rigor of school self-evaluation.
 - Increased focus on inspection judgments driven by attainment data. Below par performance in a single year is enough to trigger being put in an Ofsted category.
 - New guidance to inspectors in Autumn 2008 setting out higher expectations about schools increasing standards at least in line with the national trend to get a “good” judgment on standards overall.
 - New guidance to inspectors from September 2008 that schools needing to improve must be put in special measures if the necessary improvement is likely to take longer than 12 months to achieve
- 2.2 The range of measures used to judge school performance has been broadened considerably. These include measures of the progress of all pupils as well as their age-related attainment. Schools are now required to set progress targets for all children and there is an increasingly sharp focus on the attainment of particular vulnerable groups. Whereas the core subjects of English and mathematics used to be judged separately, they are now measured together with an expectation that as many pupils as possible attain the required level in both subjects.
- 2.3 School leaders and governors have also been required to manage a wide range of other issues and initiatives over the last five years. In many schools the range of other initiatives has diverted time and attention away from the core purpose of schools in learning and achievement. These include:
- Every Child Matters agenda launched from 2005 with 5 outcome areas to be judged against.
 - Pupil progress targets introduced from 2006. Expectations of 2 levels of progress for every pupil over each key stage means that all teaching needs to

be of high quality in every year group. Nowhere for weaker teachers to be placed to minimize impact.

- New national “floor targets” introduced by National Strategies. KS2 level 4+ 65% in English and maths. GCSE 25% 5+ A*-C
- Workforce reform regulations introduced requiring arrangements to be made to relieve teachers of 25 routine tasks and move these into a revised arrangement for school support staff. Plus requirement to restructure leadership and management posts within new pay system for management responsibilities. New statutory requirements on performance management of staff.
- Full Core Offer for Extended Schools to be delivered by 2010
- Healthy Schools Standards to be achieved by 2010
- Financial Management in Schools Standard to be achieved by 2010
- Higher expectations around safeguarding children.
- Additional responsibilities / regulations around health and safety – Fire Safety, Legionella etc.
- June 2007 introduction of revised floor target for secondary schools of 30% 5+A*-C including English and maths. Launch of National Challenge
- New duty to promote Community Cohesion inspected from September 2008
- Impact of demographic change and fluctuating pupil numbers potentially affecting school budgets.

3. Key factors affecting achievement of pupils

3.1 There are three basic essentials that enable good schools to ensure that children & young people achieve well. These are:

- (i) Strong leadership
- (ii) Good governance
- (iii) Consistently good teaching and learning

Where these 3 key elements fall short of the mark, there will be underperformance.

4. How school performance is monitored

4.1 All schools are expected to be semi-autonomous and continually improving institutions. The aim of all schools is to improve to the point of being judged outstanding. Schools are expected to self-evaluate their performance and keep a record of this using a School Evaluation Form. This is used by Ofsted inspectors when visiting a school to make judgements about the quality of the school; the accuracy of its self-evaluation; and the capacity of the school to improve further.

4.2 The self-evaluation and continuous improvement process is supported by a **School Improvement Partner** working with each school. The SIP is required to support and challenge the leadership in the school so that priorities for development are clear and self-evaluation is realistic and accurate. The SIP also has an important

role in supporting and advising the governing body with the performance management of the headteacher and agreeing annual statutory targets for pupil attainment and progress. All schools have a statutory allocation of 5 SIP days spread over the year. Schools needing additional support have an extra allocation of days scaled to the need and categorisation of the school. SIPs complete a set of reports over the year which are agreed with the school and then copied to the Chair of Governors.

4.3 Table 2 below shows the numbers of schools in each Ofsted category.

Table 2 School inspection grades. Latest data based on **82** schools inspected since September 2005 out of 83 in LA total

Grade for overall effectiveness	Number at end of Q4 2008/09	Percentage at end of Q4 2008/09	Number at end of Q1 2009/10	Percentage at end of Q1 2009/10
Excellent	11	13.5%	11	13.5%
Good	48	60.0%	50	60.9%
Adequate	18	22.2%	17	20.7%
Inadequate	4	4.9%	3	3.6%
Total % good or better	59	73.5%	61	74.4%

5. Intervention in schools causing concern

5.1 Where schools are a cause for concern The Council provides a bespoke package of support agreed with the school. This often includes the deployment of specialist staff from the School Improvement Team; Leading Teachers or Advanced Skills Teachers from other local schools; brokered support from other schools with expertise in a specific area. Each school has a Raising Achievement Plan and the progress made against the plan is monitored through a cycle of School Progress Meetings held every 6 weeks.

5.2 From September 2008 each local authority has increased powers of intervention which can be used where a school is a serious cause for concern. These include:

- (i) Issuing a formal Warning Notice to the Governing Body
- (ii) Placing additional governors on the governing body
- (iii) Replacing the governing body with an Interim Executive Board
- (iv) Requiring a school to federate with a successful school
- (v) Placing an Executive headteacher in the school to strengthen leadership
- (vi) Closure of the school and replacement with a Trust School or an Academy

5.3 The process the LA uses to work with schools causing concern and intervene where required are set out in Appendix B.

6. Prime causes of underperformance in schools

6.1 From an analysis of the current schools in West Berkshire that are either in the National Challenge or in Special Measures the following factors have had a significant influence on underperformance at the time that the judgements about each school were made:

Table 3 – Prime causes of underperformance

Factor	John O Gaunt	Trinity	Denefield	Winchcombe Primary	John Rankin Junior
Weaknesses in Leadership	✓	✓	✓	✓	✓
Over pre-occupation with other initiatives / issues	✓		✓		✓
Pressure on pupil numbers / budget deficit	✓	✓			
Weaknesses in governance		✓	✓	✓	✓
In-consistent quality of teaching	✓	✓	✓	✓	✓
Difficulty in recruiting / retaining specialist teachers	✓ Esp Maths	✓ Esp Maths	✓		✓
In-sufficient capacity to improve	✓	✓	✓	✓	✓
Ineffective SIP			✓		

7. What forms of intervention are effective?

7.1 The following interventions have been used in West Berkshire schools in order to tackle underperformance and have had a positive impact on the pace and quality of improvement:

Table 4 – Interventions used in schools

Intervention	John O Gaunt	Trinity	Denefield	Winchcombe Primary	John Rankin Junior
Local Authority school Improvement review	✓			✓	
Issue of formal Advice note or Warning Notice to governing body		✓	✓	✓	
Placement of interim headteacher / recruitment of new headteacher	✓		✓		
Placement of Executive Head from local successful school	✓	✓		✓	✓
Federation with another successful school	Supported by Little Heath	Paired with Kennet			Hard federation with John Rankin Infant
Placement of Additional Governors	✓		✓		✓
Replacement of the governing body with an IEB		✓		✓	
School Raising Achievement Plan + programme of LA support	✓	✓	✓	✓	✓
Appointment of Parent Champions			✓	✓	✓
Replacement of the SIP			From Sept 2008		

8. Further developments

- 8.1 Since September 2008 the School Improvement Team has introduced a Risk Assessment Grid which all SIPs are required to use with schools in order to monitor and track progress as well as provide alerts where schools are at a continuing risk of failing to meet national floor targets or do well in an Ofsted Inspection. The outputs from the risk assessments are included within a School Tracking Grid which also includes a running record of school attainment data. Risk Assessments and SIP reports are copied to Chairs of Governors. An example of a Risk Assessment Grid is provided in Appendix C.

9. Draft recommendations

- 9.1 All the schools currently in National Challenge or Special Measures are making progress and are on track to achieve the required improvements within the timescales expected. In order to further strengthen school improvement processes in schools and prevent future failure the following draft recommendations are suggested for consideration:
- (i) Enhancing the training available to school governors to strengthen their role in monitoring performance;
 - (ii) Bring forward proposals with the School Funding Forum to enhance the provision of School Business Managers in schools in order to enable headteachers to concentrate more fully on standards and learning;
 - (iii) Strengthen the monitoring of school financial planning and reporting;
 - (iv) Further develop the existing programme of leadership development available across all schools through the local hub of the National College for School Leadership;
 - (v) Bring forward proposals in consultation with secondary schools to strengthen the recruitment and retention of specialist teachers, especially in mathematics;
 - (vi) Where LA officers have significant concerns about individual schools, ensure that the Standards & Effectiveness Panel has a clear role in monitoring progress and the effectiveness of any early intervention.

Appendices

Appendix A – School data

Appendix B - School Intervention Process flow chart

Appendix C – School Risk Assessment Grid

APPENDIX A **School Attainment Data**

GCSE trends					
	2005	2006	2007	2008	2009
WB 5 A*-C inc English & maths	49.3%	51.3%	53.0%	52.1%	55.8%
National result	42.4%	43.9%	45.7%	48.1%	x
WB English 5 A*-C	65.6	64.6	64.0	64.6	
WB Maths 5 A*-C	55.6	60.0	61.8	60.5	
JOG 5 A*-C inc English & maths	44.0%	37.0%	26.0%	39.0%	18.5%
English 5 A*-C	61	55	38	47	
Maths 5 A*-C	51	42	34	47	
Science 5A*-C	39	45	42	51	
APS per student	336.7	356.7	342.3	339.4	297.2
Trinity 5 A*-C inc English & maths	35.0%	40.0%	36.0%	27.0%	44.2%
English 5 A*-C	65	70	53	61	
Maths 5 A*-C	39	46	41	30	
Science 5A*-C	37	39	30	45	
APS per student	294.7	325	302.8	316.7	342
Denefield 5 A*-C inc English & maths	35%	42%	42%	40%	42%
English 5 A*-C	46	53	50	50	
Maths 5 A*-C	47	48	52	52	
Science 5A*-C	47	64	64	50	
APS per student	332.2	382.1	365.7	335.6	357.2

level 4+ English and Maths	2004	2005	2006	2007	2008	2009
West Berkshire average	69	71	71	74	75	74
National average	67	69	70	71	73	72
John Rankin Junior	75	78	72	70	67	64
The Winchcombe Primary	-	-	57	43	64	49
Speenhamland Primary	73	72	78	74	71	75

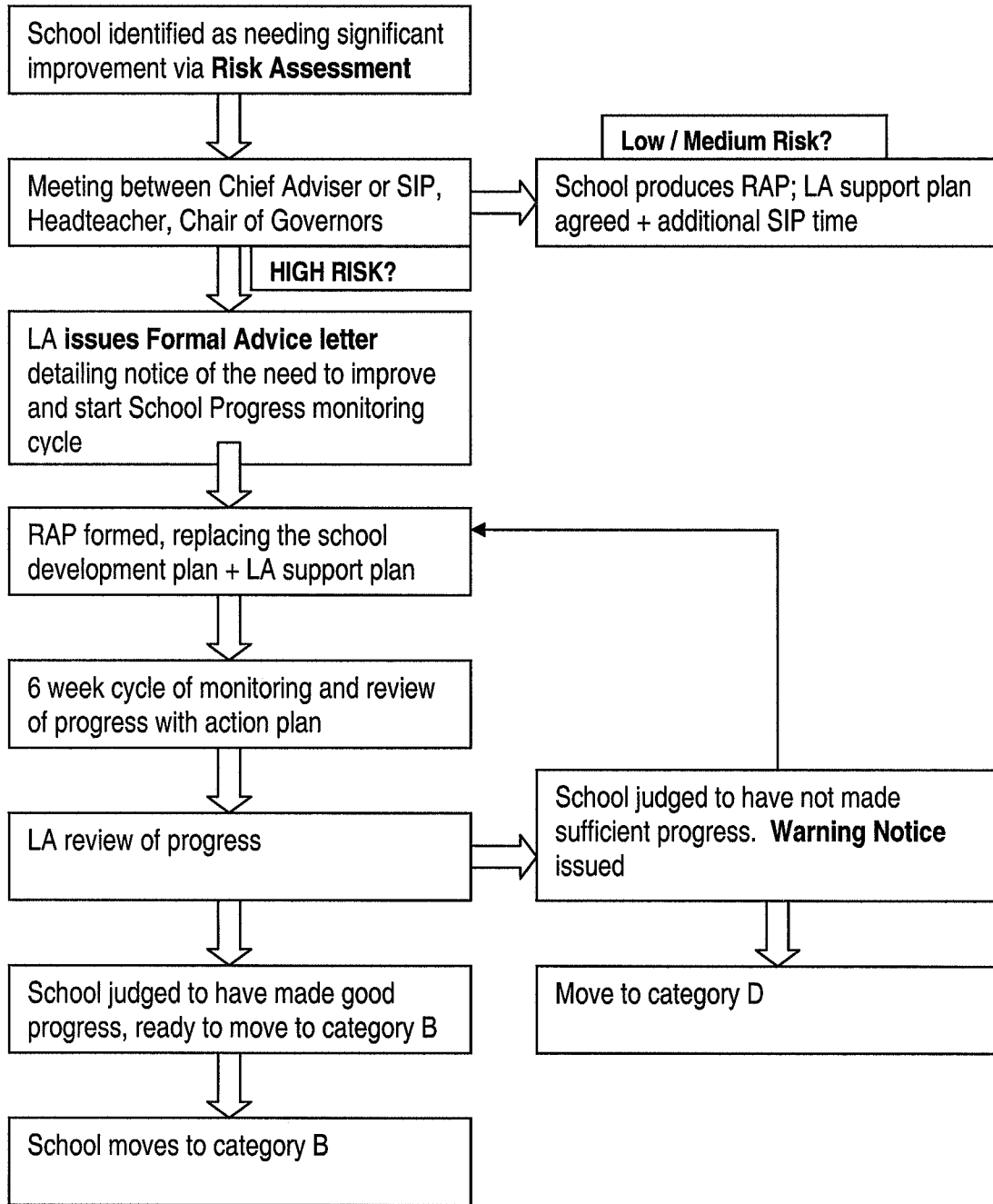
APPENDIX B School Intervention process

Intervention strategies

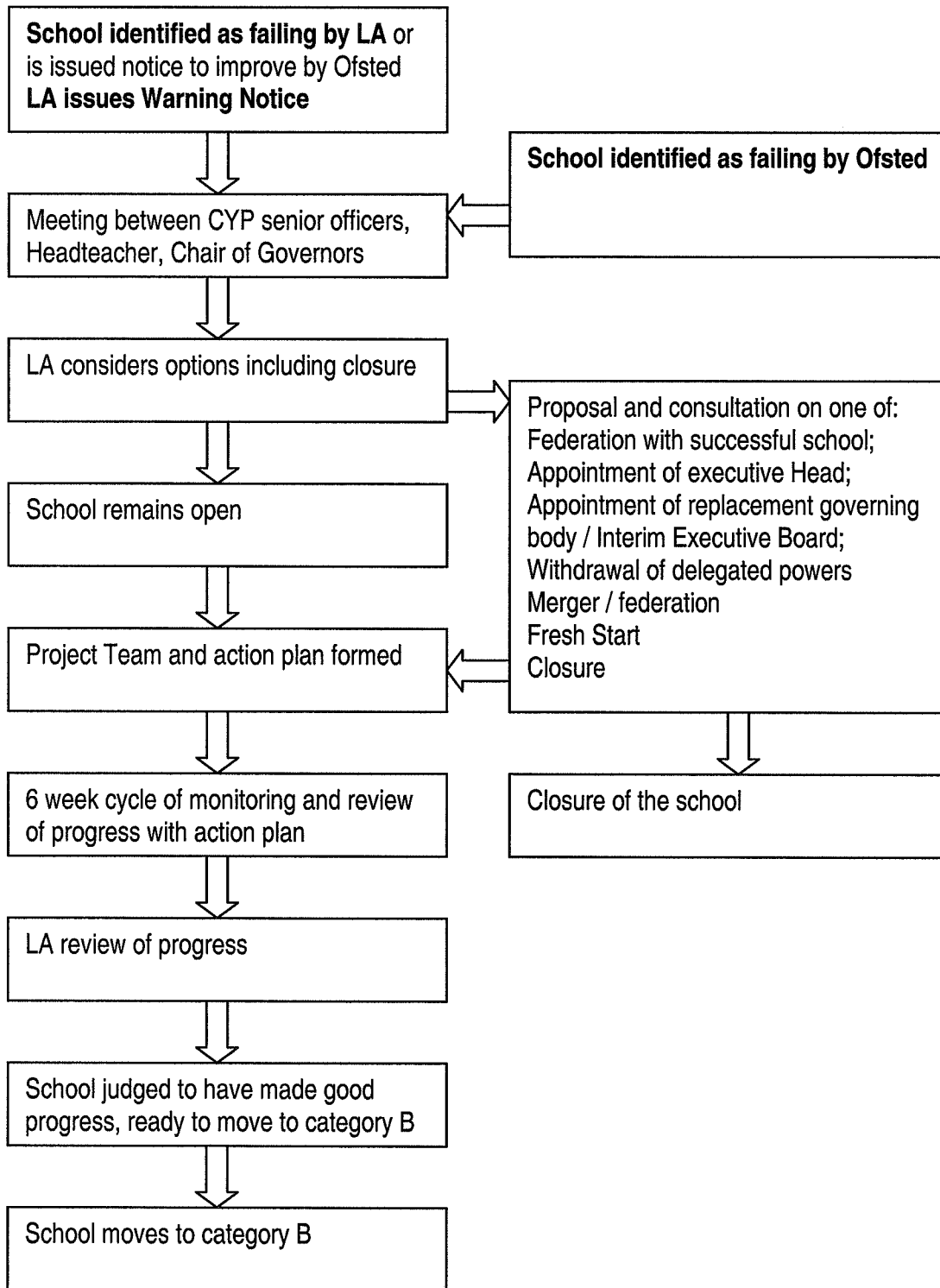
The Education & Inspections Act 2006 gives LAs additional powers of intervention. West Berkshire LA will deploy suitable strategies to secure improvement. It is hoped that the intervention strategies used will normally be planned and agreed with the school through the Project Team. Where a school is in an OfSTED category the LA support and intervention will have been set out in the **LA Statement of Action**. However, in extreme cases the LA will use intervention exclusively. The strategies used will be tailored to suit the individual circumstances of the school concerned. The range of strategies available includes the following:

Reason	Strategy
Where governance is weak	<ul style="list-style-type: none"> • Placement of additional governors on the existing governing body • Partnering the governing body with the governors of another successful school • Replacement of the governing body by an Interim Executive board • Appointment of a "parent champion"
Where standards are low	<ul style="list-style-type: none"> • Deployment of national strategy consultants and programmes designed to raise standards. • Additional deployment of ASTs or Leading teachers • Partnering with another school where standards are high • Commissioning of specific support from an external agency
Where leadership and management capacity is low	<ul style="list-style-type: none"> • Additional mentorship for the existing leadership team • Deployment or secondment of additional senior staff from another school with a proven track record in school improvement • Federation with another successful school • Appointment of an Executive Headteacher
Where there is a failure to manage school finances effectively	<ul style="list-style-type: none"> • Additional support from the LA Accountancy Service • Suspension of the school's right to a delegated budget
Where there is a serious failure in the overall effectiveness of the school	<ul style="list-style-type: none"> • Federation with a partner school • Merger with another local school • Closure and opening a replacement school through the Fresh Start process. • Permanent closure through school reorganisation.

The following stages will normally be used for schools in category C



The following stages will normally be used for schools in category D





APPENDIX C: SCHOOL RISK ASSESSMENT GRID 2009/10 academic year (Primary phase)

	Red	Red /Amber	Green	Green	Trend 08/09
Safe?	Major weaknesses from safeguarding checklist	Some significant weaknesses from safeguarding checklist	A few minor weaknesses from safeguarding checklist	No weaknesses from safeguarding checklist	Not available
EYFS	Pre-school provision in the locality is mostly of poor quality / inadequate and impacts on transition to school	Pre-school provision in the locality is of variable quality and has an impact on transition to school	Pre-school provision in the locality is of satisfactory quality	Pre-school provision in the locality is of good quality	Not available
	Early years provision is not supporting good outcomes at the end of FS (< 35% 6+ in CLL and PSE) outcomes at the end of FS	Early years provision is not supporting good outcomes at the end of FS (< 45% 6+ in CLL and PSE) outcomes at the end of FS	Early years provision is not supporting good outcomes at the end of FS (< 65% 6+ in CLL and PSE) outcomes at the end of FS	Early years provision is supporting good outcomes at the end of FS (75% or more 6+ in CLL and PSE)	Not available
Age-related attainment KS1	At key stage one mathematics : Declining trends over three years and/or standards are significantly below National expectations as indicated in Raise on line.	Yo-yo trend in outcomes for standards in line with the top 75% of similar schools.	Maintaining or improving trend to be in line with the top 25% of similar schools.	Maintaining standards in the top 10% of similar schools	Not available
	At key stage one Reading & Writing : Declining trends over three years and/or standards are significantly below National expectations as indicated in Raise on line.	Yo-yo trend in outcomes for standards in line with the top 75% of similar schools	Maintaining or improving trend to be in line with the top 25% of similar schools	Maintaining standards in the top 10% of similar schools	Not available
Age-related attainment KS2	At key stage two mathematics : Declining trends over three years and/or standards are significantly below National expectations as indicated in Raise on line.	Yo-yo trend in outcomes for standards in line with the top 75% of similar schools.	Maintaining or improving trend to be in line with the top 25% of similar schools.	Maintaining standards in the top 10% of similar schools	Not available
	At key stage two English : Declining trends over three years and/or standards are significantly below National expectations as indicated in Raise on line.	Yo-yo trend in outcomes for standards in line with the top 75% of similar schools.	Maintaining or improving trend to be in line with the top 25% of similar schools.	Maintaining standards in the top 10% of similar schools	Not available
Age-related attainment KS2	At key stage two science : Declining trends over three years and/or standards are significantly below National expectations as indicated in RaiseOnline	Yo-yo trend in outcomes for standards in line with the top 75% of similar schools.	Maintaining or improving trend to be in line with the top 25% of similar schools.	Maintaining standards in the top 10% of similar schools	Not available
	Below floor target of 55% in English and mathematics.	Standards fluctuate around the 55% floor targets for English and mathematics.	Standards fluctuate around the LA and National average.	English and mathematics at L4+ is above LA and National results.	Not available
Pupil Progress	Below the floor target for more than three years.	Percentage of pupils making 2 levels of progress KS1 to 2 is 15% or more below the LA average for English or maths.	Percentage of pupils making 2 levels of progress KS1 to 2 is at or close to the LA average for both English and maths.	Percentage of pupils making 2 levels of progress KS1 to 2 is well above the LA average.	Not available
	Three year trend in improvement is well below LA trend	Three year trend in improvement is below LA trend	Three year trend in improvement is in line with LA trend	Three year trend shows continuing improvement or is above 10 th percentile for similar schools.	Not available
Climate for Learning	AiL practice is unsatisfactory. The pace of development is slow. There is little evidence that most children are engaged in their learning; are developing independent thinking & learning skills; and show perseverance & pride in their work.	AiL practice is satisfactory but lacks consistency across the school. The pace of development is slow. There is limited evidence that most children are engaged in their learning; are developing independent thinking & learning skills; and show perseverance & pride in their work.	AiL practice is satisfactory overall and showing an improving trend across the school. There is some evidence that most children are engaged in their learning; are developing independent thinking & learning skills; and show perseverance & pride in their work.	AiL practice is good. The school can show clear evidence that nearly all children are engaged in their learning; are developing independent thinking & learning skills; and show perseverance & pride in their work.	Not available
	The curriculum meets statutory requirements but is not enabling all pupils to achieve well. Inclusion is weak for a significant number of pupils. There is insufficient provision for A,G&T pupils. There are significant weaknesses in the leadership of the curriculum	The curriculum meets statutory requirements and enables most pupils to achieve well except for a weakness in a specific core area. Inclusion is adequate for most pupils. There is limited provision for A,G&T pupils. Leadership of the curriculum is at least adequate with a weakness in one core area	The curriculum meets statutory requirements and enables most pupils to achieve well. Inclusion is good for the majority of pupils. There is good provision for A,G&T pupils. Leadership of the curriculum is consistently good and using best practices / creative approaches to raise standards of achievement further.	The curriculum meets statutory requirements and enables all pupils to achieve well. Inclusion is a key strength. There is high quality provision for A,G&T pupils. Leadership of the curriculum is consistently good or better and using innovative / creative approaches to raise standards of achievement further.	Not available

APPENDIX C: SCHOOL RISK ASSESSMENT GRID 2009/10 academic year (Primary phase)

	Red	Red /Amber	Amber / Green	Green	Trend 08/09
Closing Gaps and vulnerable pupils	High proportion of pupils in the LA bottom 20% in FS, KS1 and KS2 Gap between the median and bottom 20% is well above the LA gap Vulnerable groups (including AG&T and ethnic minorities) make little or no progress. Most SEN pupils make less than 1 level of progress	A high proportion of pupils in the bottom 20% in at least 1 key stage : FS/KS1/KS2 Gap between the median and bottom 20% is well above the LA gap Some vulnerable groups make little or no progress. Some SEN pupils make less than 1 level of progress.	Proportion of pupils in bottom 20% in all key stages is at or around the LA average Gap between the median and bottom 20% is at or around the LA gap At least one vulnerable group is not achieving the same amount of progress as other pupils. Most SEN pupils make 1 level of progress or more	Very low proportion of pupils in the LA bottom 20% for FS, KS1 and/or KS2. Gap between the median and bottom 20% is well below the LA gap All vulnerable groups make at least the same amount of progress as other pupils. SEN pupils make good progress (at least 1 level and many make 2 levels	Not available Not available Not available
Attendance, Behaviour, Exclusions	The school has been identified as having significant Persistent Absence pupils (PA) A significant minority of pupils show poor behaviour and disrupt learning. There is a lack of systems to tackle this. There have been a significant number of permanent exclusions over the past 3 years and fixed term exclusions are common.	Attendance has been below the national average over a number of years and attempts to reduce it show little or no impact A significant minority of pupils show poor behaviour and disrupt learning. Systems are in place but not consistently applied There have been a significant number of permanent and fixed term exclusions over the past 3 years but these are on a declining trend.	Attendance has been below the national average but shows an improving trend. A minority of FSM pupils do not make satisfactory progress. / gap at LA ave. A minority of pupils show poor behaviour and disrupt learning. Systems are in place, consistently applied, and support pupils well. Permanent exclusions are rare. Fixed term exclusions over the past 3 years are on a declining trend.	The majority of pupils attend regularly and where there are exceptions due to medical or specific needs, these are well supported. The majority of pupils show good behaviour. Systems are in place to deal with any poor behaviour. They are consistently applied and support pupils well. There have been no permanent exclusions over the past 3 years and fixed term exclusions are very rare	Not available Not available Not available
School systems and target setting	Target setting lacks challenge – inconsistent use of data to set targets, with a low percentage of pupils on track to gain age related expectations. SIP reports indicate a lack of systems and structures which results in unsubstantiated or over generous self evaluation. There are a number of staff vacancies covered by short term arrangements.	Appropriate statutory targets are set but tracking is insufficiently clear about progress and prior attainment. There is a lack of clarity about arrangements for monitoring and evaluation of school performance across the five ECM outcomes. There are a number of staff vacancies covered by longer term arrangements with no plan in place for a permanent appointment.	Targets are set for FS, KS1 and the statutory targets but there is limited progress in particular year groups. There is clarity about arrangements for monitoring and evaluation, however, a focus on care without an emphasis on achievement. There are one or more vacancies which are appropriately covered and there is a long term plan in place for a permanent appointment. 65% of teaching and learning is good or better and there is no unsatisfactory teaching.	Target setting is aspirational and is for all year groups resulting in a high percentage of pupils on track to gain age related expectations or above. Good quality self-evaluation provides robust evidence of meeting all of the five ECM outcomes. Good succession planning for vacancies which results in continuity of permanent staff. High quality staff recruited. 80% good or better teaching and learning and no unsatisfactory teaching.	Not available Not available Not available
Quality of Staffing & teaching	Big variation in quality of teaching and learning with unsatisfactory teaching. Governors are not engaged in school improvement and the LA has issued a formal Advice Note or a Warning Notice Budget issues - the schools has been unable to set a balanced budget. VFM is poor	Weak governance (SIP reports and governors support team identify issues). The school has been able to set a balanced budget with no contingency. VFM is low	Satisfactory governance which provides support but lacks challenge over key areas of L&M and performance outcomes. The school has set a balanced budget with a contingency of less than 5% or a surplus without a robust plan for use. VFM is satisfactory	Strong governance (SIP reports and governors support team actively share the good practice) FMSIS accreditation. There is good strategic long term planning of a three year budget closely linked to the SDP and pupil outcomes. VFM is good	Not available Not available Not available
Impact of Leadership, Governance; Staff development and Value for Money	LA training reports and/or SIP reports indicate a lack of take up of CPD opportunities. There no engagement with National Strategy initiatives to improve pupil outcomes and teacher expertise. Significant weaknesses in leadership and lack of capacity to secure improvement at a rapid pace	LA training reports and/or SIP reports indicate a limited take up of CPD opportunities. There is little engagement with National Strategy initiatives. Leadership shows limited focus and capacity to effect improvement at an appropriate pace	LA training reports and/or SIP reports indicate there is take up of CPD opportunities. National Strategy initiatives are taken up but are not followed through to evaluate impact. Leadership is good throughout the school and shows clear capacity to secure further improvement at an appropriate pace	LA training reports and/or SIP reports indicate a high level of CPD opportunities closely linked to SDP. National Strategy initiatives are taken up and show robust evidence of improved pupil outcomes and teacher expertise. Leadership is excellent throughout and is able to maintain high standards or deliver rapid improvement where needed	Not available Not available Not available

Title of Report:	Work Programme 2009/10	Item 6
Report to be considered by:	Stronger Communities Select Committee	
Date of Meeting:	5 October 2009	

Purpose of Report: To consider and prioritise the Work Programme of the Select Committee for the 2009/10 municipal year.

Recommended Action: To consider the current items and agree any future areas for scrutiny.

Stronger Communities Select Committee Chairman	
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Supporting Information

1. Introduction

- 1.1 At its meeting on 16 June 2009 the Overview and Scrutiny Management Commission agreed the work programme of the Commission and that of the scrutiny select committees for the 2009/10 municipal year.
- 1.2 Members are requested to consider the latest Stronger Communities Select Committee work programme at Appendix A, prioritise the items listed and agree any future areas for scrutiny.

Appendices

Appendix A – Stronger Communities Select Committee Work Programme

Consultees

Local Stakeholders: Overview and Scrutiny Management Commission

Officers Consulted: Policy and Scrutiny Manager, Economic Development Officer

Trade Union: N/A

APPENDIX A: STRONGER COMMUNITIES SELECT COMMITTEE WORK PROGRAMME

Reference (a)	Subject/purpose (b)	Methodology (c)	Expected outcome (d)	Review Body (e)	Dates (f)	Lead Officer(s)/ Service Area (g)	Portfolio Holder(s) (h)	Comments (h)
OSMC/09/24	Improved use of public transport For the Select Committee to discuss.	Information supplied by, and questioning of, lead officers, and external partners.	To be identified.	GSC or SCSC	Start: End:	Bryan Lyttle - 2638 Highways & Transport	Councillor David Betts	For the GSC or the SCSC to review. The Greener Select Committee will feed into the Local Transport Plan 3 in December 2009.
OSMC/09/35	School Standards To assess the performance of schools in the district to understand why some are in 'special measures' or in the 'National Challenge' and identify where possible further measures that could be taken to improve their performance.	Information supplied by, and questioning of, lead officers, and other expert witnesses.	Identify where possible further measures that could be taken to improve performance.	SCSC	Start: 06/07/2009 End: 05/10/2009	Andy Tubbs - 2726 Education	Councillor Barbara Alexander	Terms of reference for a review approved by the Management Commission.
OSMC/09/36	West Berkshire Partnership sub-partnership briefings To receive a briefing of the work of relevant sub-partnerships.	Information supplied by, and questioning of, lead officers, and external partners.	Information items.	SCSC	Start: 06/07/2009 End: 26/04/2010		Councillor Graham Pask	As requested by the Select Committee.
OSMC/09/37	Partnership activity in response to the recession. Assessment of the impact of the measures taken by the West Berkshire Partnership to mitigate the local effects of the recession.	Information supplied by, and questioning of, lead officers, and external partners.	Monitoring item	SCSC	Start: End:	Sam Shepherd - 3041 Policy & Communication	Councillor Graham Pask/Keith Chopping	High profile activity that is very topical that will give visibility to the work that the Council and its partners are doing on behalf of residents and businesses.
OSMC/09/38	Whether young people moving into adulthood are sufficiently equipped to be independent, including the way they access recreational activities. To give consideration to undertaking a review that examines whether those moving from childhood to adulthood are equipped to be sufficiently independent to operate as young adults, including the way they access recreational activities.	In meeting review with information supplied by, and questioning of, lead officers.	To examine whether those moving from childhood to adulthood are equipped to be sufficiently independent to operate as young adults.	SCSC	Start: End:			This was a recommendation of the facilities for young people task group that was endorsed by the OSC.
OSMC/09/39	Playbuilder Programme Assessment of arrangements for improving play provision.	In meeting review with information supplied by, and questioning of, lead officers.	To improve play provision.	SCSC	Start: End:	David Hogg - 2815 Children's Commissioning & Quality	Councillor Barbara Alexander	High profile activity that addresses concerns raised consistently by local people.

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Reference (a)	Subject/purpose (b)	Methodology (c)	Expected outcome (d)	Review Body (e)	Dates (f)	Lead Officer(s)/ Service Area (g)	Portfolio Holder(s) (h)	Comments (h)
OSMC/09/40	Aiming High for Disabled Children Review of progress in implementing the strategy.	In meeting review with information supplied by, and questioning of, lead officers.	Monitoring item	SCSC	Start: End:	Karen Reeve - 2735 Children & Youth Services	Councillor Barbara Alexander	The strategy is in its very early stages. Possible review in a years time. HSC have also requested a briefing paper.
OSMC/09/41	Commissioning education and training services for 16-19 year olds To consider whether scrutiny has a role in reviewing diploma provision across the district with local authorities taking over the role of Learning and Skills Councils.	Information supplied by, and questioning of, lead officers, and external partners.	To be identified.	SCSC	Start: End:	Ian Pearson - 2729 Education	Councillor Barbara Alexander	An area identified for potential future review by the Select Committee.
OSMC/09/42	Small schools To review funding pupil numbers and educational viability.	Information supplied by, and questioning of, lead officers, and external partners.		SCSC	Start: End:	Ian Pearson - 2729 Education	Councillor Barbara Alexander	Retaining small rural schools is currently Council policy.
OSMC/09/43	Policy for Private Housing Sector Renewal To review initiatives relating to private sector housing renewal policy.	In meeting review.		SCSC	Start: End:	June Graves - 2733 Housing & Performance	Councillor Alan Law	Meets acceptance criteria re budget examination.
OSMC/09/44	Review of special schools To review current role and breadth of needs met by special schools.	Information supplied by, and questioning of, lead officers, and external partners.		SCSC	Start: End:	Ian Pearson - 2729 Education	Councillor Barbara Alexander	if role can be extended, potential to reduce out of area placements.
OSMC/09/45	School meals For the Select Committee to discuss.	Information supplied by, and questioning of, lead officers, and external partners.	To be identified.	SCSC	Start: End:	Ian Pearson - 2729 Education	Councillor Barbara Alexander	Currently subject of BIEP review.
OSMC/09/46	Implementation of the Social Inclusion Strategy Assessment of the effectiveness of the strategy in addressing the needs of residents most excluded within the district.	Information supplied by, and questioning of, lead officer via in meeting review	To consider ways to increase the inclusion of residents.	SCSC	Start: End:	Teresa Bell - 2730 Community Services	Councillor Joe Mooney	Fits the acceptance criteria and likely to be high profile with inspectors.

APPENDIX A: STRONGER COMMUNITIES SELECT COMMITTEE WORK PROGRAMME

Reference (a)	Subject/purpose (b)	Methodology (c)	Expected outcome (d)	Review Body (e)	Dates (f)	Lead Officer(s)/ Service Area (g)	Portfolio Holder(s) (h)	Comments (h)
OSMC/09/47	Monitor changes introduced to the Youth Service To monitor annually the progress of the changes being introduced to the Youth Service and the impact that they make on an annual basis until 1 year after all changes have been fully introduced.	Information supplied by, and questioning of, lead officer via in meeting review	Monitoring item	SCSC	Start: End:	Mark Vernon - 2552 Children & Youth Services	Councillor Barbara Alexander	This was a recommendation of the facilities for young people task group that was endorsed by the OSC.