

REPORT TO: CABINET MEMBER, CHILDREN, SCHOOLS & FAMILIES
DATE: 13 APRIL 2010
SUBJECT: WORLD CLASS PRIMARY PROGRAMME
WARDS AFFECTED: ALL WARDS
REPORT OF: PETER MORGAN
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**EXEMPT/
CONFIDENTIAL:** NO

PURPOSE/SUMMARY:

This report is to provide information on Sefton's World Class Primary Programme (WCPP), which relates to how Sefton is beginning to implement some of the recommendations in the White Paper, *Your Child, your schools, our future: building a 21st century schools system*, published June 2009. The World Class Primary Programme plan shows the support that will be offered so that all schools improve, and will show how we will move towards a revised School Improvement Strategy from April 2011.

REASON WHY DECISION REQUIRED:

This report is for information only as Sefton's plan for the World Class Primary Programme has to be submitted by 31/03/10.

RECOMMENDATION(S):

The Cabinet Member, Children, Schools and Families, is aware of the LA's duty to submit a World Class Primary Programme Plan and is asked to note the plan.

KEY DECISION: No

FORWARD PLAN: No

IMPLEMENTATION DATE: Following the expiry of the "call-in" period for the Minutes of the Cabinet Member meeting.

ALTERNATIVE OPTIONS:

None.

IMPLICATIONS:

Budget/Policy Framework:**Financial:**

DCSF will release funding to be directed to some aspects of the WCPP but specific details have yet to be released. There are no indications that there will be an additional financial implication for Sefton resources.

<u>CAPITAL EXPENDITURE</u>	2008/ 2009 £	2009/ 2010 £	2010/ 2011 £	2011/ 2012 £
Gross Increase in Capital Expenditure				
Funded by:				
Sefton Capital Resources				
Specific Capital Resources				
<u>REVENUE</u>				
<u>IMPLICATIONS</u>				
Gross Increase in Revenue Expenditure				
Funded by:				
Sefton funded Resources				
Funded from External Resources				
Does the External Funding have an expiry date? Y				
How will the service be funded post expiry?				

Legal: There are no legal implications directly associated with this report.

Risk Assessment: Not appropriate.

Asset Management: Not appropriate.

CONSULTATION UNDERTAKEN/VIEWS

Primary head teachers have been consulted on Sefton's WCPP plan and their views sought. Further consultant is planned.

CORPORATE OBJECTIVE MONITORING:

<u>Corporate Objective</u>		<u>Positive Impact</u>	<u>Neutral Impact</u>	<u>Negative Impact</u>
1	Creating a Learning Community	✓		
2	Creating Safe Communities		✓	
3	Jobs and Prosperity		✓	
4	Improving Health and Well-Being	✓		
5	Environmental Sustainability		✓	
6	Creating Inclusive Communities	✓		
7	Improving the Quality of Council Services and Strengthening local Democracy	✓		
8	Children and Young People	✓		

LINKS TO ENSURING INTEGRATION:

The proposals will link to ensuring integration by contributing towards the following priorities in the CYPP:

- Working together as a community we will ensure that every child in Sefton has the best possible start in life and is able to achieve their potential.
- To be the best, and at the forefront of innovation in order to deliver excellent services.
- Focus on prevention and early intervention.

IMPACT UPON CHILDREN'S SERVICES TARGETS AND PRIORITIES:

The proposals will impact on the priorities in the CYPP as noted above and on the NI targets below:

- **NI 72:** Achievement of at least 78 points across the EYFS with at least 6 in each of the scales in PSED and CLL
- **NI 92** Narrowing the gap between the lowest achieving 20% in EYFS profile and the rest
- **NI 73:** Achievement at level 4 or above in both English and Maths at Key Stage 2
- **NI 93:** Progression by 2 levels in English between Key Stage 1 and Key Stage 2
- **NI 94:** Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2.

LIST OF BACKGROUND PAPERS RELIED UPON IN THE PREPARATION OF THIS REPORT

Sefton's World Class Primary Programme Plan (March 2010)

BACKGROUND:

1 World Class Primary Programme

- 1.1 In December 2009, the Secretary of State for Children, Schools and Families wrote to Lead Members and Directors of Children's Services in all local authorities (LAs) asking them to submit plans on how primary schools will be supported to improve and become world class. Plans were to be submitted by 31st March 2010.
- 1.2 The World Class Primary Programme (WCPP) reflects the new model of school improvement as set out in the White Paper *Your Child, your schools, our future: building a 21st century schools system*, published June 2009. The WCPP coincides with the end of the National Strategies in March 2011.
- 1.3 LAs are expected to begin implementing their WCPP plan immediately as they move towards the implementation of an authority-wide school improvement strategy for April 2011.
- 1.4 A strong feature of the White Paper is on schools supporting each other, with the best leaders and the best teachers spreading practice across the system. It is an expectation that all primary schools are responsible to give, as well as receive, support.
- 1.5 LAs have been asked to put their schools into strands. The strands are below, together with the current proportions of schools in each strand:
- Those schools in an Ofsted category and/or below the national floor target in KS2 of 55% for the number of pupils achieving at level 4 or above in both English and Maths at Key Stage 2 (4%)
 - those needing to improve the progress pupils make between KS1 and KS2 (11%)
 - those with inconsistent results (19%)
 - good schools capable of being great (40%)
 - great schools that can support others (26%).
- 1.6 The WCPP has to clearly set out the offer of support for each of the above strands and this is clearly detailed in Sefton's WCPP Plan. The emphasis is on school-to-school support, with good and outstanding head teachers supporting other heads, and leading teachers with expertise in specific aspects supporting teachers in other schools. Schools will also be able to access support from external agencies and from a DCSF Directory of accredited providers. A key role of the School Improvement Partners (SIPs) will be to broker that support, and schools in the first three of the strands above will be entitled to an increased number of days (funded by the DCSF) from their SIPs in order to focus support against their priorities.
- 1.7 An additional document was sent with the plan to the DCSF that contained details of those schools that are currently, or predicted to be, below the floor target. Sefton currently has 3 schools below floor target, 4 schools at risk of being below floor target in 2010, and one predicted to be below floor in 2011. SIPs have completed a risk analysis for each of those schools, detailing the support available to ensure that there is a trajectory for being above the floor target.

2 EXISTING CAPACITY FOR SCHOOL IMPROVEMENT AND IMPLICATIONS UNDER THE WCPP

- 2.1 Sefton is well placed to implement a WCPP programme. Achievement is above the national average in KS2, and Ofsted judgements show 91% of Sefton primary schools judged good or outstanding against the national average of 52%. This means we have a pool of talent and expertise within Sefton, and we expect a number of schools to achieve

accreditation for their abilities to support others.

- 2.2 Currently, Sefton has seven LA Primary SIPs and two external SIPs for primary schools. The SIPs will need further professional development in order to deliver the extended role of brokerage under the wider remit of Every Child Matters.
- 2.3 There is currently an LA team of 6 primary consultants supporting primary schools improve their attainment in English, mathematics, assessment for learning and Modern Foreign Languages. It is expected that a number of these consultants will be accredited by the DCSF as Local Consultants for Improvement so they can be brokered into schools.
- 2.4 Sefton has developed a strong team of leading teachers supporting other schools and it is expected that this will be an excellent resource in the WCPP and in the future School Improvement Strategy.
- 2.4 Sefton currently has one head teacher accredited as a National Leader in Education and another going through the assessment. A number of other head teachers are exploring the opportunity to become Local Leaders in Education, to be deployed in January 2010.

3. DCSF FUNDING

- 3.1 The DCSF has committed to providing funding for specific programmes in 2010-11. These include that for the Improving Schools Programme, SIPs, Leading Teachers and National and Local Leaders in Education. Nationally, some funding will be available for 2010-11; it is under review for April 2011. Further details to be released.
- 3.2 It is not envisaged that there will be an additional financial implication for Sefton.

4 SEFTON'S WORLD CLASS PRIMARY PROGRAMME PLAN.

- 4.1 Sefton's WCPP is attached as an appendix to this report.



**World Class Primary Programme
(WCPP) Plan
March 2010**

PART ONE

1. Sefton's Overall Vision for an Authority-Wide School Improvement Strategy

Sefton's school improvement strategy is to ensure that schools have the capacity to continue to improve and to intervene where there is evidence that schools require external support to improve. High quality of school leadership is paramount to the success of this approach. There is a robust and successful schools causing concern policy and process with an approach which involves early and positive intervention with the co-operation of the leadership and governors of schools as its first and most successful means of tackling underperformance. However, if this approach is not successful, the LA will not hesitate in using all its legal powers to ensure that its schools do not fail its pupils.

Sefton has operated the single point of contact approach with schools in relation to school improvement for seven years. The introduction of School Improvement Partners (SIPs) was a relatively smooth transition which strengthened this approach through the single conversation. As a Priority Learning Local Authority (PLLA) piloting the School Improvement Partner extension project we aim to enhance the SIP role to further encompass the Every Child Matters (ECM) agenda and the brokerage of all the support from Children's Services and its partners. This will be major challenge for the LA and its SIPs. The SIP has a significant role in determining the amount of support a school gets from the LA. Increasingly in recent years the LA has used the services of its many good and outstanding schools to support other schools. This is through brokerage, which the schools pay for themselves using the Sefton register of good practice or the LA pays for through its intervention funds. Although the LA already differentiates its support for schools this will be further developed through differentiated SIP bespoke visits using a modular system to ensure high quality challenge and support.

The LA currently employs a number of school improvement staff who support schools mainly in inverse proportion to success. It is recognised that in the future the LA will not have as many school improvement staff at its disposal and the LA is already enhancing its capacity in schools to have a greater role in supporting other schools through the National Leaders in Education, Local Leaders in Education, Advanced Skills Teachers and Leading Teachers. It

is anticipated that schools and groups of schools will become Accredited Schools Groups and Accredited School Providers. It is recognised that brokering these services will be a major challenge for SIPs in the future. The LA's school improvement priorities are shared with schools and partners through documents such as the Children and Young People's Plan and briefings such as Governor Forum.

To enable the LA to be successful, the recruitment, retention and development of its school improvement staff has been a consistent priority. Over the last five years the vast majority of staff leaving the service have taken up posts as senior leaders in schools or a promoted post in other LAs, regional or national bodies.

Sefton's approach has seen a great deal of success with a 50% reduction in the number of schools on the LA's schools causing concern protocol, no schools in any Ofsted category and under the current Ofsted framework 81% of all schools are judged to be good or outstanding against the national average of 50%; with 91% of primary schools judged good or outstanding against the national average of 52%.

Ofsted Data, as of 10/03/10:

Sefton v National

	Outstanding		Good		Satisfactory		Inadequate	
	Sefton	Nat	Sefton	Nat	Sefton	Nat	Sefton	Nat
All Schools	19%	9%	62%	41%	19%	42%	0%	7.5%
Primaries	27 %	7%	64%	43%	9%	43%	0%	7.3%

Such data shows that Sefton is well placed to begin to implement its school improvement strategy from now, and embed by 2011.

2. Strands and the offer of support

Schools have been identified according to strands. All 80 schools have been identified, including 71 primary, 2 junior, 3 infant and 4 maintained nurseries. School Improvement Partners have used the suggested criteria proposed by the Department of Children Schools and Families (DCSF), school level data, Fischer Family Trust (FFT) estimates and RAISEonline alongside their own knowledge of the schools.

The proportion of schools in each strand is:

Below floor	3	(4%)
Maximising Progress	9	(11%)
Inconsistent results	15	(19%)
Good to Great	32	(40%)
Great	21	(26%)

Appendix A contains all schools according to strand.

The offer of support for each strand is contained in the table below, and is followed by a description of some of the aspects. Support for vulnerable groups is a key strand that threads throughout all the aspects in our offer of support.

	Below floor or Ofsted category	Maximising progress	Inconsistent results	Good to Great	Great
ACCESSING SUPPORT					
Improving Schools Programme	✓	✓	✓		
Additional SIP days	✓	✓	✓		
National Leaders in Education	✓	✓	✓		
Local Leaders in Education	✓	✓	✓		
Leading Teachers		✓	✓	✓	
Local Consultants for Improvement	✓	✓	✓		

Accredited Schools Group/Accredited Schools Provider	✓	✓	✓	✓	✓
Priority Learning Local Authority	✓	✓	✓		
Advanced Skills Teachers	✓	✓	✓	✓	✓
Early Years Foundation Stage support	✓	✓	✓	✓	✓
DCSF Directory	✓	✓	✓	✓	✓
DCSF 'licensed' programmes	✓	✓	✓	✓	
Sefton Directory of Good Practice	✓	✓	✓	✓	✓
Sefton Leadership Courses	✓	✓	✓	✓	✓
Sefton Governors' Support programme	✓	✓	✓		

Improving Schools Programme (ISP)

Sefton was new to ISP in September 2009 when we received funding to deliver the programme to five schools. Previously, Primary Consultants had been using elements of ISP with all schools through targeted and universal support. Receiving dedicated funding has now enabled ISP to be a significant element in the local authority's approach to school improvement. Sefton has decided on a team approach, which is led by the Lead Primary Consultant responsible for ISP, and supported by an English consultant, a mathematics consultant and the Communication Language and Literacy Development (CLLD) consultant. This current team has a wealth of experience and expertise and is able to ensure that a coherent and consistent model of support is deployed in each school. Of the schools identified for ISP this year, 2 are below floor, 2 making progress and one has inconsistent results. Analysis of the programme so far is already proving that ISP is having a considerable impact. The five schools are responding very positively to the programme: *"The support from*

the ISP has really helped us focus on the progress that children are making and how we can accelerate this. Teachers are far more aware of just where children are and are developing useful strategies to move them on. The team has provided tremendous support, with just the right amount of challenge". (Head teacher of 'inconsistent' school, judged by Ofsted to be satisfactory in September 2009).

Due to the positive impact of the programme, it is anticipated that support for schools in need of ISP will continue.

Additional SIP days

Sefton LA has been accepted on the School Improvement Partner PLLA Extension Project. The Sefton Project intends to use this opportunity to support the delivery of the World Class Primary Programme. A key focus of the project will be to maximise the role of the SIPs and further develop their role so that they have greater individual autonomy and control over the type and levels of support that schools receive. In the first instance we will be working with schools that need to maximise progression or have inconsistent results. To identify the needs and the number of additional days required by these schools we will be carrying out a risk assessment of each school. This will assess their capacity to improve and the likelihood of whether they will achieve their targets. Following this the schools will be designated as high, middle or low risk and an agreed number of additional days allocated to each school.

The number of SIP days allocated to each strand of schools is given below:

Below the floor target

The aim for schools working below the floor target is that they will receive 3 additional SIP days. Currently we have identified 1 school which will receive this extra support through the Schools Causing Concern (SCC) protocol. It is likely that capacity within the SIP team will improve at the start of the autumn term when we will be looking at the reallocation of SIPs. At this point we should be able to provide the 3 additional days to this group of schools.

Maximising Progress

Depending on the outcomes of the risk assessment schools will receive the following number of SIP days:

High risk – the 5 core SIP days plus 3 additional days

Medium risk – the 5 core SIP days plus 1 or 2 additional days depending on the nature of the school's priorities

Low risk – SIP core days

Inconsistent Results

Depending on the outcomes of the risk assessment schools will receive the following number of SIP days:

High risk – the 5 core SIP days plus 3 additional days

Medium risk – the 5 core SIP days plus 1 or 2 additional days depending on the nature of the school's priorities

Low risk – SIP core days

Good to Great

This group of schools will receive the 5 core SIP days.

Great

This group of schools will receive the 5 core SIP days.

National and Local Leaders in Education (NLE/LLE)

Sefton currently has one NLE and another head teacher currently going through the process. The latter is an outstanding head teacher who is currently seconded (brokered through the LA) as head teacher in a school on the SCC register. He anticipates that when he is accredited as a NLE, he will be able to continue this support following his secondment. As Sefton has a far greater than national average of outstanding schools, we hope to encourage more of our outstanding head teachers to consider becoming NLEs.

In the local authority 18 school leaders (13 Primary, 3 Secondary, 2 Special) have successfully applied and undertaken certified training through the Centre of Educational Leadership in relation to Coaching for New Head teachers. The essential criteria relating to this programme mirrors that of LLE's so we are confident that we will have LLE's deployed by January 2011 (time scale related to LLE application and training). A session has been organised for 20/04/10 to brief interested head teachers about becoming LLEs and we are positively encouraging some head teachers to attend this session.

Leading Teachers (LTs)

Sefton has continually improved its team of leading teachers over a number of years and now has a strong team of LTs supporting a large number of schools, complementing the support and Continuous Professional Development (CPD) programmes offered by LA Consultants. LA Consultants manage, deploy and quality assure LTs, and provide CPD for LTs to maintain high quality and effective provision of support. LTs provide support across a range of leadership, management, learning and teaching elements of English, mathematics, CLLD and Assessment for Learning. We currently have 13 Lead Teachers leading on specific aspects identified by the LA as priorities, and 9 Every Child a Writer (ECaW) LTs supporting 27 schools for the ECaW programme. It is envisaged that a number of our current leading teachers will become accredited Local Consultants for Improvement.

Local Consultants for Improvement (LCIs)

Sefton is committed to exploring the process of accrediting its consultants and leading teachers as LCIs. The LA initial numbers for fast-track accreditation have been submitted and include three existing LA Primary Consultants with a wealth of knowledge and expertise, and a track record in effectively supporting schools. It is envisaged that this team will coach and mentor future LCIs who will primarily be some of our existing leading teachers. A strong partnership between consultants and LTs already exists and this should enable smooth progression towards the LCI programme.

Accredited Schools Groups/Providers (ASG/ASP)

With 91% of Sefton Primary schools judged good or outstanding, we have an extensive pool of talent and expertise that should be recognised and shared more widely. It is envisaged that a number of these schools will be looking to become accredited as either an ASG or ASP. This is expected to evolve over the next few months as head teachers become more informed and aware of the accreditation process.

Priority Learning Local Authorities (PLLA)

Sefton is aware of the other LAs within the north-west that have been selected to be PLLAs and is committed to establishing links in order to support our schools. Representatives from Sefton are attending the 'Good to Great' conference organised by Liverpool LA on 22/03/10, as this is our strand with the largest percentage of schools (40%). Sefton itself has been

selected to be a PLLA for a SIP Extension Pilot (as detailed above) and will be sharing our experiences with other LAs.

Advanced Skills Teachers (ASTs)

Sefton has an effective model of AST deployment and support, and is currently reviewing how the ASTs will enhance and further develop the coaching and mentoring model of support for schools in all strands.

Early Years Foundation Stage (EYFS) Support

Sefton is committed to developing and enhancing support to develop leadership and management, and quality of provision in all its settings. The reasons for including this as a priority are:

- LA averages of Ofsted judgements for Early Years Foundation Stage match overall effectiveness grades (i.e. 27% outstanding, 64% good, and 9% satisfactory); however, there are discrepancies within those figures. For example, of 28 schools judged outstanding overall, 11 received good for EYFS; of 42 schools judged good overall, 3 were judged satisfactory for EYFS. Therefore, there is a need to improve provision to establish whole school consistency in practice.
- Despite good outcomes in Ofsted inspections, Sefton's outcomes for its improvement target (National Indicator 72) need to improve, especially when compared to the national data and that of statistical neighbours. In comparison with Sefton attainment at other Key Stages, EYFS is in the most need of improvement.

Expertise within the EYFS team has been enhanced, and support (particularly for schools) has recently been strengthened. The Quality Improvement Support Programme (QISP) has been implemented with all private, voluntary and independent (PVI) settings and will be shared with all schools to support self-evaluation and identify areas for improvement. We are developing the tracking of children's progress from 0-5 in PVI settings and schools, to ensure smooth transition and continuity of learning and development.

Sefton Directory of Good Practice

Sefton currently has a directory of good practice, which is a document available to LA advisers and SIPs. During SIP core visits, a discussion takes place on those areas or aspects the school feels it delivers particularly well. If the SIP agrees that this practice is worthy of sharing, and the school agrees to share that practice with other schools, then

details are included in the directory. SIPs are able to broker support between schools using this information. As it is envisaged that this will become a key document from April 2011, we are currently working on revising and refreshing the contents. We will include details of LCIs and LTs in those schools willing to allow their LTs to support other schools. This directory will evolve to become a 'prospectus', and develop from the work within the SIP PLLA Extension project.

DCSF Licensed Programmes

- **Assessing Pupil Progress (APP):** all schools are delivering APP in one of the core areas of reading, writing or mathematics but requests are being received from schools, and through SIPS, for continued support and training in order for APP to become embedded.
- **Every Child a Reader (ECaR):** We currently have 5 Reading Recovery (RR) teachers and will be training another 7 this coming year. Of those 7, three are specialist teachers working for Sefton's Specialist Advisory Inclusion Service, thereby ensuring that this team also has the specialist RR knowledge to support schools.
- **Every Child a Writer:** 9 LTs currently provide effective support for 27 schools and indications are that this programme is going well.
- **Every Child Counts (ECC):** 6 teachers have been recruited to begin their training in September 2010.
- **Communication, Language and Literacy Development:** the CLLD consultant has devised effective models of universal and targeted support, using LTs and lead practice schools e.g. our NLE school is leading a cluster of schools for development of CLLD, with support from the CLLD Consultant. This model can be used for future support of more schools from April 2011.

Sefton Leadership Courses

Sefton has a very high proportion of good and outstanding schools and it is recognised the vital role played in this achievement by our many outstanding school leaders. We want to maintain that level of leadership excellence and our Aspiring Leadership Programme Support (ALPS) is aimed at supporting existing head teachers and providing professional development opportunities for the leaders of the future. ALPS is the acronym title for the strategy for school leadership succession planning, developed during 2008 with financial

support from the National College of School Leadership (NCSL). ALPS, is part of a borough wide initiative known as: 'Sefton Teachers Tomorrow's Leaders' – Serious about Leadership'. The ALPS elements are:

- LEDA:** Leadership ambition (Newly Qualified Teacher (NQT) awareness of leadership)
- INFOL:** Induction for Leadership (information post-NQT and 'new' to teaching in Sefton)
- HEaT:** Headship Early Thinking (pre-National Professional Qualification for Headship (NPQH) course)
- CASH:** Course for Aspiring Head teachers (post-NPQH course)
- GOALS:** Governor Advice on Leadership Support (Governors training programme)
- SLIP:** Supporting Leaders in Post (pastoral support for serving heads)
- L2F:** Leaders looking Forward (advisory programme for heads' futures)

Of the schools currently below, or predicted to be below, floor target, 5 schools have had staff take part in CASH (7 staff) and HEaT (5 staff).

Sefton Governors' Support programme

Sefton has begun a programme to support and develop stronger governance systems with all schools, but especially those that are deemed satisfactory by Ofsted and/or are on the SCC Protocol.

Using good and great schools to support other schools

With 91% good and outstanding schools, Sefton has a wealth of expertise that can be used in school-to-school support. Through the offer detailed above, this type of support is already being deployed and will be developed further over the coming year. Support will be brokered through SIPs and between networks of schools.

Summary

In conclusion, Sefton feels that it has excellent capacity to deliver the World Class Primary Programme. Ofsted data for our primary schools are excellent, and support for the schools from the LA has been strong and has proven to have had a demonstrable impact. We have systems in place that show we are currently delivering aspects of the WCPP plan and we will continue to develop and enhance our support offer for all schools as we refine our School Improvement Strategy.