

**Report to:** Children's Services Scrutiny  
Committee

**Date:** 3<sup>rd</sup> December 2009

**Report of:** Tony Birch – Assistant Director  
(Educational Improvement)

**Report No:**

**Contact Officer:** Tony Birch

**Tele No:**

**Report Title:** **Educational Improvement update**

**Confidential /  
Non Confidential:**  
*(delete as approp)*

**(Non-Confidential)** This report does **not** contain information which warrants its consideration in the absence of the press or members of the public

**Purpose:**

To provide an overview of the purposes of the Educational Improvement team in Children's Services, their range of work and to outline four key areas of work:

- 1.) Enriching the curriculum
- 2.) 14-19 developments
- 3.) Early Years developments
- 4.) The School Improvement Framework

**Recommendations:**

Elected members are asked to note and comment on the report and to make any necessary recommendations to the Executive Member for Children's Services.

**Decision:**

**Background Doc(s):**

*(for use on Exec Rep)*

**Signed:**

\_\_\_\_\_  
Leader / Executive Member

\_\_\_\_\_  
Monitoring Officer

**Date:**

**Summary:**

*(on its own page  
with background docs)*

Text to go here about whatever was discussed under this item. Text to go here about whatever was discussed under this item. Text to go here about

**Background Information**

## Educational Improvement team

The Educational Improvement Team, particularly through the School Improvement Partner programme, has the key responsibility within Children's Services for monitoring, evaluating and reporting on the quality of education and standards of attainment in all Bolton schools and settings and for planning the targeted intervention in those schools where significant improvement is necessary. The service also provides a wide range of support and developmental activity.

The 'Bolton Plan' sets out the Council's ambitions to be a place where everyone has the confidence to achieve their ambition and how narrowing the inequalities gap and securing economic prosperity are key to achieving this. Improving education is fundamental to fulfilling this vision: in turn, our success in bringing about educational improvement in Bolton is dependent on how successfully we create synergy between **learning** and **leadership**. Therefore we describe the challenge ahead as being to:

- Achieve a step change in the rates at which achievement and participation rise and a narrowing of the gap;
- Develop creativity and the talent in all young people;
- Prepare Bolton's young people for life and work in a fast-changing world.

Adapted from Smith Institute – Advancing Opportunity, New Models of Schooling

At the heart of the educational improvement process is the quest to improve the quality of learning experiences for all of our children and young people. By sharing good practice, promoting partnership working and building capacity in all of our organisations, we can maximise the achievement and attainment of our learners and increase their sense of:

- Belonging, participation and responsibility within and towards the community; and,
- Fulfilment, purpose and motivation towards education and the future.

These commitments embrace and support Bolton's aspiration "...to be a great place to grow up, live, learn, work, do and visit: so that the potential of each person, each community and the borough as a whole can be realised." (*Bolton Vision 2005*) and endure as powerful starting points for all professionals engaged in improving the life chances of children, young people and their families.

The approach to educational improvement is continually developing. Our **School Improvement Framework** has changed our relationship with schools and was revised for January 2007. This has needed consideration in the light of the School Improvement Partner programme and localised approaches to collaboration and networks. The team is increasingly focused on educational improvement and the remit for the team has grown considerably to incorporate both 0-5 and 14-19 dimensions. Developing a fit for purpose pedagogy for twenty first century learning is critical to this.

To enable this, our work needs to build capacity and sustain improvement: it falls under five headings (see below):

## The Core Business: 5 Dimensions of Educational Improvement



Our approach is focused on a strategy then of developing the leadership of organisations so that they are focused on learning – developing a fit for purpose pedagogy in Bolton which removes barriers to learning, meets children and young people’s needs through personalising their experience, and raises their aspirations thereby enabling everyone to fulfil their potential.

To achieve the Educational Improvement team’s overall aims it splits operationally into three smaller teams:

- 0-11 Team – this incorporates the early years and primary dimensions of the service, Governor services are also managed through this team. (Lead: Sue Morse)
- 11-19 team – this incorporates the secondary and 14-19 developments and partnerships. (Lead: Tony Rigler)
- Enjoy and Achieve team – this incorporates the majority of the team’s cross-phase services including Study Support, Enrichment for Learning, Music Service, Artists in Schools, the Science and Technology Centre and the Strategic Lead for P.E. and School Sports. (Lead: Jane Hampson)

Components include:

- Primary School Improvement Partners
- Primary School Improvement Professionals
- Primary Teaching and Learning Development team
- Secondary School Improvement Partners
- Secondary School Improvement Services
- Secondary Teaching and Learning Development team
- Early Years Quality Improvement team
- Special School Improvement Partners
- Bolton Leadership Collaborative
- 14-19 Development team
- Study Support (including Playing for Success: Study@BWFC and Leverhulme Crown Green Zone)
- Enrichment for Learning - Find Your Talent/Inspiring Communities Pathfinders

- Governor Support
- Learning and Development team
- Bolton Science and Technology Centre
- Bolton Music Service
- Artists in Schools
- Strategic Lead for P.E. and School Sports

Our priorities are:

- 1.) Improving pupils' learning
- 2.) Improving the quality of school leadership

Three key approaches underpin the team's work:

- High quality system wide self-evaluation based on collaboration and partnership;
- Collaboration and commitment to ensure that all pupils have the opportunities they need to succeed; and,
- Building professional networks and the capacity for improvement at all levels.

The identified challenges for the year ahead are:

- Implementing the Machinery of Government changes (transfer of LSC functions) to the Local Authority, including ensuring that there is coherence in the 11-19 team and sufficient resilience to meet the next series of improvement challenges
- Further embedding Early Years Quality Improvement within the Educational Improvement team
- Developing further the range of enrichment programmes which support the 'enjoy and achieve' dimensions of Every Child Matters
- Removing all schools from Ofsted categories and supporting those which are vulnerable through the School Improvement Framework

These are described in the separate papers which follow on – 14-19, Early Years, Enrichment and the School Improvement Framework.

<b>Aims</b>	Our strategy supports the council's priorities to : <ul style="list-style-type: none"> <li>▪ build economic prosperity; and,</li> <li>▪ narrow the inequalities gap</li> </ul>	
<b>Approach</b>	<b>BUILDING CAPACITY, SUSTAINING IMPROVEMENT</b> Developing highest levels of quality education through support and challenge, developing partnerships, collaboration and engagement with schools, settings and partnerships	
<b>Key Strands</b>	<b>LEADERSHIP</b>	<b>LEARNING</b>
<b>Definition</b>	Leadership is the means by which organisational direction is deepened over time: pedagogically focused it is sustained through energising cycles of reflection, decision making, activity and growth. Leadership is demanding and binds values and knowledge to practice through systems, change processes and levels of expectation.	Learning demands deep participation and is co-constructed through processes of dialogue and inquiry: it is reciprocal, meaningful and cumulative. At its best learners are engaged, and purposeful, conscious of audience while demonstrating personal qualities that demonstrate self-esteem and care for others and their environment.
<b>What this is about?</b>	Developing approaches which ensure that educational leadership meets the challenges of educating children and young people now and in the future.	Working with partners to design and implement pedagogies which are fit for purpose and meet the needs of all children and young people in Bolton. Raising the aspirations of all our learners so that they can succeed educationally and contribute positively to society.
<b>The key strands of our activity will be:</b>	1a) Improve the impact of governance on educational effectiveness 1b) Manage effective collaborative approaches with a range of partners so that they contribute positively to children and young people's education 1c) Organise a professional development programme which is engaging and develops high quality leadership and pedagogy 1d) Effectively implement the School Improvement Framework, thereby providing challenge and support 1e) Develop the quality of leadership and management to improve learning for children and young people	2a) Maximise the impact of physical educational, music, the Arts and STEM subjects on children and young people's achievements 2b) Improve the outcomes for learners in the Foundation Stage through targeted support and development programmes 2c) To support personalising learning to meet the needs of all children and young people 2d) Strive to ensure 14-19 year olds are able to access a rich and high quality curriculum entitlement 2e) Strive to improve the quality of teaching and learning in all areas, in particular, ensuring that children and young are literate, numerate and skilled in ICT 2f) Raise young people's aspirations guiding them towards their own economic well-being 2g) Narrow the gap in educational outcomes so that all children and young people are equipped with the knowledge and skills to succeed



## **14-19 Developments**

### **What is the 14-19 priority about?**

Our starting point is the concept of a 14-19 entitlement for all young people in Bolton to the right learning opportunities, and the right support. To deliver that entitlement, we have four clear priorities:

1. Develop a high quality learning route for every young person that enables them to participate, achieve and progress.
2. Integrate support services for young people, so that they can make the most of their opportunities and choices.
3. Strengthen local partnership and consortia arrangements
4. Engage in the development and operation of effective local, sub-regional and regional delivery arrangements.

### **Key Performance Indicators**

There are a range of key performance indicators relating to the 14-19 Agenda, which include the take up of Diplomas (NI090), achievement of 5 or more A\*-C grades at GCSE or equivalent including English & Maths (NI075), achievement of a Level 2 qualification by the age of 19 (NI079) and level 3 by 19 (NI080).

### **Key Areas of Activity & targets for the next 12 months**

1. Learning routes/Curriculum opportunities

A key focus of activity is the development of Public Sector Apprenticeship opportunities based around Bolton Councils exemplar model that targets and supports vulnerable groups. Diploma opportunities are being expanded and currently there are 300 learners studying from a range of eight different lines of learning, by 2010 this will be expanded to thirteen different occupational areas. Foundation learning opportunities are being piloted in a number of schools and colleges in preparation for the full roll out of the entitlement in advance of 2013. The 11-19 Educational Improvement team have developed a joint Strategy together with Secondary Headteachers to raise standards in the core GCSE subjects of English and mathematics.

2. Support for young people

A Web-based Bolton 14-19 prospectus (Futures 4 me Bolton) has been produced and this is linked to a Common Application Process that will make it easier to apply for education and training. New Information, Advice and Guidance opportunities are being developed to support young people make the right choices at 14 and 16. The September Guarantee is being extended to all 17 year olds with an offer of a suitable place in learning and targeted support to those who need it most.

3. Local Partnership and Consortia arrangements

A key area of activity for 2009/10 is to extend the work of the existing Bolton LA diploma consortia to cover all areas of collaborative curriculum delivery across the borough.

4. Local and Sub-regional delivery arrangements

In Bolton four staff and one vacancy are transferring from the Greater Manchester Learning and Skills Council (LSC) to the Local Authority (LA) to support the delivery of the 14-19 strategic planning and commissioning responsibilities that are transferring to Bolton from the LSC in April 2010.

## Early Years

What this priority is about ?

Early Years education is a critical part of the Council's work. Improving outcomes for young people improves their chances of longer term educational success.

The Early Years Quality Improvement Team under the direction of Educational Improvement has been in place since December 2008 and comprises the Early Year's foundation stage lead, two Early Years advisers, three Early Year's consultants and nine quality and Inclusion Officers( roles currently under review)

### Key Performance Indicators

The Early Years Foundation Stage profile data relates to children aged 4 and 5 in the reception classes in Bolton. It is a legal requirement to collect the profile data at the end of the reception year and submit this to the DCSF in order to give a national perspective on changes over time. Significant progress has been made in narrowing the gap between the lowest 20% achieving children and the rest. Outcomes for all children improved significantly in Language for communication and thinking , Linking sounds and letters and knowledge and understanding of the world.

- NI 72: Improving outcomes for all children – increasing the % children who score 6+points on the Early Years Foundation Stage Profile (EYFSP) for Personal, Social and Emotional Development (PSED) and Communication Language and Literacy Development (CLLD)
- NI 92: Narrowing the gap between attainment of the lowest 20% achieving children and the rest

### Outcomes 2009

Bolton 2009 targets	2009 results
NI 72 – at least 58.3 % children achieve 6+ points in PSED and CLLD	51.6% (3.6% below target)
NI 92 – narrow the gap to 34.4%	34.7% (0.3% below target)

### Key areas of activity / projects

- An Early Years Quality Improvement Strategy for Bolton has been developed by the Early Years Strategic Partnership and was approved in September 2009. This sets out the Local Authority's vision to improve the quality of provision and outcomes for all children in the EYFS. All schools and settings will be provided with differentiated levels of support in inverse proportion to the quality of provision. (i.e, the poorest quality settings will receive the highest levels of support)
- All PVI settings will have received an EYFS implementation audit visit by the end of September 2009; all childminders between September and December 2009. All nursery, special and primary schools will receive a supported EYFS self evaluation visit between October to February 2009-10. This will provide an accurate baseline of the quality of EYFS provision across Bolton schools and settings.

What we hope to achieve in the next 12 months?

- Improved outcomes for reading, writing and calculations as measured by the Bolton Foundation Stage Profile.



- Increase the number of EFYS settings judged to be good or better by OFSTED. December 2008  
66% judged to be good or better and 34% judged to be satisfactory.

### **Enrichment**

#### **1. What this priority is about ?**

Enrichment aims to deliver the Council Key Aim of Achieving Bolton. It is essential that we design and implement teaching and learning which is fit for purpose and meets the needs of all children and young people. The Enjoy and Achieve Team of Services aim to :-Maximise the impact of Music, the Arts, Physical Education and STEM (science, technology, engineering and maths) subjects on children and young people's achievements. Through One to One tuition in English and Maths and other National Strategy programmes we aim to :- Narrow the gap in educational outcomes so that all children and young people are equipped with the knowledge and skills to succeed

#### **2. Key performance indicators**

One to One Tuition -100% schools are engaged and delivering to 1704 students (2009-2010)

NI157 Children and young people's participation in high quality PE and Sport

- 2 hour offer 98% 2008-2009

Increased access to, and knowledge of the cultural offer

E.g. Find Your Talent – Using Cultural Organisations to Raise Levels of Attainment Project

*Impact on Learning for 6 schools targeted in Summer Term 2009*

33% of the children who were targeted made 2 sub-levels' of progress in their writing over the course of the project

- 47% of the children who were targeted made 1 sub-level of progress in their writing over the course of the project
- The project had a positive effect on the attitude to learning for 97% of the children.

Increased access for pupils to BSTC - **55** schools have signed up to the new Service Level Agreement for 2009-2010

Increased 'buy in' to Artists in Schools and significant numbers achieving Artsmark/Arts Awards

105 whole class music wider opportunities projects are being delivered in 95% primary schools and PRUs (pupil referral units) weekly 2009-2010

Playing for Success attainment gains are closely monitored and reported in Maths, Literacy and ICT (see Annual Report 2008-2009)

#### **Key areas of activity / projects**

- Delivering tailor made Service Level Agreements to schools, colleges and settings - Bolton Music Service, Artists in School, Bolton Science and Technology Centre.
- Enrichment Support programme for schools causing concern
- NEW Strategic Leadership for P.E. and School Sports - remodelling of the Local Delivery Agency responsible for training and development of teachers in all phases.
- Delivering Enrichment for Learning through Playing for Success (study @BWFC and the Crown Green Zone, Leverhulme Park), Find Your Talent Pathfinder (2<sup>nd</sup> year delivery) and Study Support out of hours learning programmes e.g. Sunflower and KIWI clubs
- Delivering Inspiring Communities (Tonge with the Haugh) - 1 of 13 pathfinders in the country

#### **What we hope to achieve in the next 12 months?**

Schools Causing Concern – through CPD, curriculum support and developmental work accelerate pupil progress and increase teacher confidence, understanding and knowledge through the Enrichment Support programme.

Establish the Bolton Science and Technology Centre as an essential specialist provider.

Develop the Continuous Professional Development offer to schools.

## **School Improvement Framework**

### **What is this priority about?**

The School Improvement Framework is the key means by which Bolton Council addresses its responsibilities documented in the statutory framework and non-statutory guidance of the Education and Inspections Act, 2002. The School Improvement Framework is agreed and developed with schools and defines which schools are eligible for support through a five tier model (Core Programme, Specific Support, Focused Support, Intensive Support and Intensive Intervention). In a very small number of cases the LA may deem it necessary to intervene in the running of a school and the processes for this are also outlined in this documentation. The intention is to use the School Improvement Framework to improve the quality of school leadership and teaching and learning; it also outlines the work to be undertaken by School Improvement Partners.

### **Key Performance Indicators**

There are a wide range of performance indicators associated with the School Improvement Framework. These include all of those which are associated with raising pupil attainment as well as those related to schools in Ofsted categories. The former are measured and reported publicly based on the aggregated performance of schools in end of key stage tests, assessments and examinations. The latter are measured by visits to schools in Ofsted categories by HMI which not only record the school's improvement but also the quality of LA support. The National School Improvement Strategies also rate the LA's work on a Red/Amber/Green basis.

### **Key Areas of Activity / Projects**

School Improvement Partners are allocated to all Primary, Secondary and Special Schools. Their role is to provide both support and challenge to the school, including statutory responsibilities for target setting and head teacher performance management. The School Improvement Partner agrees the school's category within the School Improvement Framework. This is the key component of the Core Programme. Schools in Specific and Focused Support categories also receive additional support from consultants within the Educational Improvement team including those with expertise in Literacy and Numeracy, teaching and learning and school leadership.

The Intensive Support category involves the formation of a Collaborative Working Group which is made up of representatives from the LA, the school's leadership team and the Governing Body. As appropriate, the Greater Manchester Challenge and Diocesan representatives will be involved. The Collaborative Working Group manages a joint plan to bring about improvements. Intensive Intervention is used in schools which have been categorised by Ofsted inspections or where the LA has issued a Formal Warning Notice. The LA has a range of powers available to it which include: appointing additional governors; removal of key delegated powers of finance and human resources; the appointment of an Interim Executive Board; creating a Federation of schools or closure of the school.

### **What do we hope to achieve in the next twelve months?**

- The framework will need to be revised to take account of the changes to the Ofsted framework;
- Removing existing schools from their Ofsted categories;
- Ensuring there is strong support for schools entering Ofsted categories (more likely under a more demanding Ofsted framework);
- Evaluating the impact of the recently remodelled Secondary School Improvement Partner team;
- Establishing the Early Years and Foundation Stage version of the School Improvement Framework for use in a range of contexts.

**Equality Impact Assessment**

This report does not require an Equality Impact Assessment as it is not seeking a Policy Change.