

Prosperous Staffordshire Select Committee

Friday, 22 January 2016

10.00 am

Oak Room, County Buildings, Stafford

John Tradewell
Director of Strategy, Governance and Change
14 January 2016

A G E N D A

1. **Apologies**
2. **Declarations of Interest**
3. **Minutes of the Prosperous Staffordshire Select Committee held on 17 December 2015** (Pages 1 - 6)
4. **School Improvement and Attainment in Staffordshire** (Pages 7 - 46)
Report of the Cabinet Member, Learning and Skills
5. **Education Support Services - Commissioning and Contract Performance** (Pages 47 - 80)
Report of the Cabinet Member, Learning and Skills
6. **Work Programme** (Pages 81 - 96)
7. **Exclusion of the Public**



The Chairman to move:-

“That the public be excluded from the meeting for the following items of business which involve the likely disclosure of exempt information as defined in the paragraphs of Schedule 12A (as amended) of the Local Government Act 1972 indicated below”.

Part Two

(All reports in this section are exempt)

nil

Committee Membership

Len Bloomer	Rev. Preb. M. Metcalf
Maureen Compton	Sheree People
Tim Corbett	Simon Tagg (Chairman)
Carol Dean	Paul Woodhead
Ian Hollinshead	Mike Worthington
David Loades (Vice-Chairman)	Candice Yeomans
Geoff Martin	

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Scrutiny and Support Manager: Tina Randall Tel: (01785) 276148

Minutes of the Prosperous Staffordshire Select Committee Meeting held on 17 December 2015

Present: Simon Tagg (Chairman)

Attendance

Len Bloomer	Geoff Martin
Tim Corbett	Rev. Preb. M. Metcalf
Carol Dean	Sheree People
Ian Hollinshead	Paul Woodhead
David Loades (Vice-Chairman)	Candice Yeomans

Also in attendance: Ben Adams and Mark Winnington

Apologies: Maureen Compton and Mike Worthington

PART ONE

46. Declarations of Interest

There were none at this meeting.

47. Minutes of the Prosperous Staffordshire Select Committee held on 12 October 2015

RESOLVED – That the minutes of the Prosperous Staffordshire Select Committee held on 12 October 2015 be confirmed and signed by the Chairman.

48. Sportshire Strategy and Major Events Evaluation

In recognition of the advantages to the County and its residents of a strong sport and leisure offer, and the health benefits of an active community the County (in partnership with Sport Across Staffordshire and Stoke-on-Trent) had developed its Sportshire Strategy in 2013. Significant progress had been made towards attaining the Sportshire initial objectives and a refreshed strategy for 2016-2020 had been produced, learning from experience to date and responding to new corporate priorities and the current sporting, economic and health landscape.

The Select Committee considered the four strategic objectives which worked towards ensuring that Staffordshire was a leading sporting destination with a booming sporting economy and residents who enjoy the health benefits of an active lifestyle. The four objectives were:

- The County has a thriving sports industry, which provides high levels of employment to local people;
- Staffordshire is known nationally as a “Sporting Destination” with a high-performing visitor economy;

- Out residents participate regularly in sport and physical activity and enjoy the health benefits of an active lifestyle; and
- The area hosts a calendar of significant events, delivering economic growth, promoting Staffordshire and inspiring further participation.

Members received feedback on the two major sporting events held in Staffordshire, Ironman and the UK Corporate Games. Ironman had seen over £1m spent by athletes and spectators. The television package had been broadcast by 27 channels with a reach of over 225 million viewers. The UK Corporate Games saw £3,089,827 spent by competitors during the games, with 4460 participants from 64 businesses. 79% of competitors travelled from outside of Staffordshire, with 8.6% from outside the UK.

Considering four criterion of: improving residents health and wellbeing; creating a positive economic impact; social impact and civic pride; and building reputation and profile; it was proposed that Staffordshire should bid to host The Great Swim and the 2017 UK Corporate Games. Ironman 2017 was already scheduled to be held in Staffordshire as part of their 2015 successful bid.

Members were aware of the benefits of sport and asked whether its positive impact on emotional wellbeing and mental health was considered when promoting and hosting events. This was a pan Staffordshire issue and consideration was given across all agencies to promote the advantages to wellbeing of a healthy active lifestyle.

Members asked whether sponsorship packages were offered to smaller local businesses for these events. The County Council had opportunities to promote the Staffordshire brand as part of their hosting package and consideration could be given to local businesses buying into this. There was the possibility of a financial benefit to the County should they be able to secure significant extra sponsorship for the events.

Members queried some of the figures set out in the report evaluating the financial impact to the County of the UK Corporate Games (UKCG). Direct economic impact figures around shopping and attractions was listed as £390,663 for the 2015 UKCG, which was exactly the same figure given for the 2010 UKCG in Liverpool. Members heard that it was more difficult to evaluate the UKCG than the Ironman competition as in most instances corporate companies paid for accommodation and other expenses, with individual participants surveys therefore not giving the level of information gained from other events. The Corporate Games partners had put these figures together, based on the figures from the Liverpool 2010 event. However Members felt this needed to be revisited and stressed the importance of having robust data to enable the event to be accurately evaluated.

Members understood that the County Council had paid to host the Ironman competition in 2015 and again in 2017 and suggested that in future a cost benefit analysis would help to provide transparency over the benefits gained. Members asked that this analysis should include all cost, for example officer time, not just direct costs.

The report did acknowledge some operational difficulties in hosting the Ironman competition. In particular the scale of the road closures created some difficulties with residents. Select Committee members shared concerns over the impact on some communities, with pockets of the County being effectively “locked in” during the event.

Every area should have had an alternative route diversion available, however work would be done to mitigate the impact for residents of any future event road closure. Work was already underway with effected Parish Councils to discuss best ways forward.

The Great Swim would be based at Chasewater and Members involved in the Courtyards Estate Review visits raised again their concerns around the red tape that prevented best use of this facility. This had been around the catering contract with Entrust and difficulties in alternative food sales on the site. Members were anxious that this issue was resolved prior to any future significant event being held on the Chasewater site. Members also suggested that, should the Staffordshire bid be successful, the event should be called the Great Midlands Swim – Staffordshire.

Members asked for a report evaluating the impact of the 2017 Ironman competition to a future meeting, approximately three months after the event.

RESOLVED – That:

- a) future evaluation reports include a detailed cost benefit analysis;
- b) any figures used to highlight the success of events should be robust;
- c) the negative impact on local communities of Sportshire events should be acknowledged and everything possible done to mitigate these; and
- d) an evaluation report of the 2017 Ironman event be brought to a Select Committee meeting approximately three months after the event.

49. Review of Scrutiny of Governance and Report Arrangements on Infrastructure+

The Prosperous Staffordshire Select Committee had been engaged in regular scrutiny of the Infrastructure+ contract since June 2013, when an outline business case had been presented to the Committee. In February 2014 Cabinet had been asked to consider including a role for scrutiny in the contract monitoring arrangements prior to the award of the contract to Amey in August 2014. Following further scrutiny in March 2015 a working group was set up to advise the Cabinet Member on how it might be involved in future scrutiny of the contract.

Members now considered the final report of the working group and their recommendations.

RESOLVED – That the Select Committee endorse the final report of the Infrastructure+ review of scrutiny of governance and reporting arrangements for an Executive response.

50. Impact of SEND reforms

The Children and Families Act 2014 set out the need for wide ranging changes to the way in which children and young people with Special Educational Needs and Disability (SEND) are supported to learn and achieve. The Act set out significant changes to statutory processes including the introduction of a single assessment and person centred support plan across education, health and social care for 0-25 year olds with SEND, to replace Statements of Special Educational Needs. It also set out the need for

all existing Statements to be converted to an Education and Health Care Plan (EHCP) by 2018 as part of a transfer programme.

The Select Committee received details of progress made on performance measures relating to SEND assessment processes. The speed of transfers from SEN Statements to EHCPs had been slower than hoped for, however the plans were being carefully considered, with the child and their family at the heart of the plan. The process was speeding up, however it remained important to ensure each plan was appropriate and not merely a paper exercise.

Members raised concerns at those within the 16-18 age bracket and how this group would be effectively picked up as part of the SEND process. These young people would previously have received Learning Difficulties and Disabilities support. Work was underway to ensure no young person slipped through the net and that their needs were transferred to an EHCP. One of the benefits of the new process was that it brought together the previous statements of SEN and Post 16 support systems into one, removing artificial barriers for the individual. The new process wouldn't automatically see SEND young adults in education until 25, but acknowledged that the difficulties they faced may mean they need longer to complete their learning to ensure they progress well into positive destinations.

Members queried Staffordshire's 44% proportion of newly issued statements and plans with a placement in a maintained mainstream school. This was mainly due to the way in which Staffordshire's Special Schools were used and part of this exercise would be to review whether this was the best environment for that breadth of young people to learn. Historically Staffordshire had placed more pupils with moderate learning difficulties in special schools than other authorities.

Members were aware of frustration caused for individuals and their families where cases were taken to tribunal. A number of families had used the newly commissioned mediation service to try and resolve any potential disputes at an informal stage.

Members raised the importance of governor roles in supporting SEND in schools.

The Select Committee asked for an assessment of progress made in twelve months time.

RESOLVED – That the comments made by the Select Committee on progress with the SEND reforms be noted, and a report on progress made be brought in twelve months time.

51. Pupil Premium Plus Policy

The Select Committee received a presentation on Pupil Premium funding which was specifically aimed to improve outcomes for disadvantaged children. In order to qualify for Pupil Premium funding 2015/16 a child needed to meet one of four possible criteria, these being:

- Being eligible for Free School Meals (FSM) at any point in the last six years;
- Left local authority care due to adoption, special guardianship order or child arrangements order;

- Been in local authority care for one day or more; or
- The children of service personnel (who attract “Service Pupil Premium”)

Members received details of the amount of funding per pupil and the number eligible. Concerns were shared over difficulties in ensuring all those eligible for pupil premium funding did so, particularly in respect of the FSM entitlement. Primary school pupils were all now entitled to a free meal and therefore the FSM eligibility was not always identified. Work was being done to promote the need for those eligible for FSM to complete the application process to ensure the school was able to access pupil premium funding.

Ofsted would expect to see details of how pupil premium funding was spent and the difference it had made. The County Council commissioned pupil premium training and support activity through Entrust for ten schools in the last two years. The School Improvement team also conducted regular visits to quality assure schools and part of this process was to consider their self evaluation of support for vulnerable groups. A summer conference for governors had also looked at the use of this funding and it was suggested that details from the conference should be included on the governor website to promote good practice more widely.

Pupil Premium Plus was a government grant to support and promote the education of children and young people in care. From 1 April 2014 each looked after child of school age had been allocated £1,900 to support their education, with eligibility from the first day they come into the care. The Virtual School and the role of the Virtual Headteacher was responsible for making sure there were effective arrangements in place for allocating Pupil Premium Plus funding. How the grant was used had to be clearly evidenced in a young person’s Personal Education Plan (PEP), in consultation with the designated teacher and social worker, alongside contributions from the carer and other appropriate professionals. Each PEP had to be signed off by the Virtual Headteacher.

The policy for allocating this funding was agreed by the Virtual School Governing Body, and was in line with other authorities. Of the £1,900 per pupil allocation, schools received £500 directly per term. The remainder of the funding was held centrally and used to address specific issues, for example to fund a reading scheme or to support an individual’s specific needs. In all cases evidence needed to be shown of how the funding had been used and what this funding had achieved. There was a school governor role to play in screening how this funding was used and what it achieved.

PEPs were currently held as paper copies and work was being undertaken to create electronic recording which would enable clearer analysis of processes and identification of areas of good practice. It would also enable a quicker and more responsive system. Regular audit was undertaken of the PEPs, with results used to inform training programmes.

The Letterbox reading scheme supported by centrally held Pupil Premium Funding helped to take reading into homes. Work was now being developed in partnership with libraries to help promote a love of reading.

RESOLVED – That: a) the progress on use of Pupil Premium Plus funding be noted and a further report analysing the results of this funding be brought to the Select Committee in twelve months time; and

b) the school governor responsibilities relating to looked after pupils and evidencing use of the pupil premium plus funding be noted.

52. Work Programme

The Select Committee received a copy of their Work Programme. They noted that the School Improvement and School Attainment reports for the January Select Committee would be amalgamated into one report. Members also noted that the HGV working group had completed their work and were in the process of producing their report, as was the Emotional Wellbeing and Mental Health Services Working group.

RESOLVED – That the update on the work programme be noted.

Chairman

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 22nd January 2016

School Improvement and Attainment in Staffordshire

Recommendation

1. That the Select Committee scrutinise the progress of Educational Achievement in Staffordshire for the period September 2014- August 2015
2. That the Select Committee provides comment and recommendations in regard to the approach set out in the report,

Report of Cllr Ben Adams, Cabinet Member for Learning and Skills

Summary

3. Staffordshire's schools are improving. The educational achievement and attainment reported for 2014/15 demonstrates progress in a number of key areas, notably the proportion of schools judged good or outstanding by Ofsted and the trend of improvement across many aspects of key stage attainment.
4. Staffordshire shows a positive direction of travel in terms of the percentage of schools judged as Good or Outstanding (and the percentage of all pupils that attend these schools). The target of 80% of schools to be judged Good or Outstanding by September 2015 has been met with 81% of Staffordshire schools now judged as good or outstanding
5. The number of pupils receiving a good education has also increased with 76% of pupils attending a good or outstanding school, an increase of 13 percentage points since 2012, meaning that over 14,000 pupils are now receiving a better standard of education in Staffordshire schools.
6. Levels of attainment and progress in the Early Years Foundation Stage and Key Stage 1 are excellent and continue to outperform national levels of performance.
7. Our focus going forward in 2015/16 will be at Key Stage 2 and Key Stage 4 where our schools need to accelerate improvements to gain ground in the rates of progress achieved by our statistical neighbours and nationally. Staffordshire schools also need to do more to tackle variations in attainment between districts and for different pupil groups, such as those eligible for Free School Meals (FSM) or Pupil Premium (PP). Further focus is also required in post 16 where results at A level and equivalent need to improve in order to close a widening gap with national average.

Report

Background

8. Over the past few years, the way education works in Staffordshire (and across the country) has changed. Schools are becoming more independent from local authorities and as a result, there are new roles and responsibilities around school improvement.
9. Staffordshire's Head teachers and school governors are responsible for the performance of their schools and have access to a network of support and positive challenge to ensure that their school's strengths are maximised and that any areas for development are addressed.
10. Support for school improvement comes from the school governing body and from the formal partnerships that schools are part of, be that trust, federation, diocesan group or through an academy sponsor – but schools can also expect the county council to monitor school performance and for the council to encourage them to accelerate their efforts to improve and to promote strong collaborations and the sharing of good practice. The county council can use legal powers to intervene in any case where we find failure.
11. During the academic year 2014/15 the key developments in regard to school improvement in Staffordshire were further embedded. The strategy "Achieving Excellence in Learning and Skills" and our "Framework for School Improvement" continued to be implemented to provide challenge, support and intervention to maintained schools and to engage appropriately in the accountabilities applicable to academies, through the Regional School Commissioner.
12. The Learning and Skills function continues to respond to four interdependent commissioning questions:
 - a. Have we got the right provision in the right place to meet local needs and statutory obligations? (Access to Learning)
 - b. Is the provision the best that it can be, including quality, impact and outcomes for learners? (Education Excellence)
 - c. Does each individual get their fair chance to achieve and thrive? (Inclusion and Wellbeing)
 - d. Does this lead to jobs, growth, prosperity and independent adult life? (Skills and Employability)
13. Through these functions the council undertakes a range of statutory responsibilities including the "duty to promote high standards and the fulfilment of potential" (Education Act 1996 s13A). Working with our school improvement delivery partner, Entrust, the county council has continued to deliver actions to promote improved standards and performance in all Staffordshire schools – both maintained and academies.
14. The county council has continued to review and evaluate the impact of Staffordshire's school improvement approach, which is captured through a Self-Evaluation Form (SEF).

15. Priorities and progress on school improvement, including the SEF and related action plans, have been managed and monitored through the council's Education Standards and Performance Board. This board has the remit and membership to enable effective management and monitoring of educational achievement across all ages and stages of learning. In addition the board provides the mechanism to connect wider aspects of education standards and performance, including a focus on attendance, exclusion and participation, closing the gap for vulnerable pupils including those in the care of the Local Authority, and to inform strategic developments such county's approach to school governance.
16. This report is an overview of school performance and standards in Staffordshire. It shows how Staffordshire's schools have performed in the 2014/15 academic year and outlines county council action to develop and accelerate school improvement as part of the "Excellent Schools and Settings" pillar of the Learning and Skills Strategy.

Strategic Overview of Educational Achievement Staffordshire 2015

17. This report summarises high-level performance and trends for educational attainment and progress across Staffordshire which is reported fully in Education Annual Report 2015 (Appendix A)
18. This analysis shows that pupils start well, with high levels of attainment recorded at Early Years and Key Stage One. Staffordshire is showing further improvement in the percentage of pupils achieving a Good Level of Development in the Early Years Foundation Stage and at a higher rate than that recorded nationally. The gap between those eligible for FSM and their peers, in terms of the proportion achieving a 'Good Level of Development', has closed by almost four percentage points from 21.2pp in 2014 to 17.4pp in 2015. Differences remain in district level performance; however all districts reported improvements since 2014 and the gap in district performance has narrowed to 7.2pp from 11.9pp in 2014.
19. Staffordshire performs above the national average in reading, writing and maths at Key Stage One and the gap between free school meal (FSM) eligible pupils and their peers is reducing. The gap between those eligible for FSM and their peers at Level 2B+ in Reading, Writing and Maths, has closed by 4.4, 5.8 and 2.8 percentage points respectively over the period 2014 to 2015, Staffordshire has moved into the first quartile for writing but remains in the second quartile of national performance in 2015 for reading and mathematics despite these improvements. .
20. Once pupils reach Key Stage Two performance across Staffordshire in external assessments is less consistent. Results have seen positive increases again in 2015 continuing the trend since 2013. Staffordshire is now in the third quartile for reading, and mathematics compared to the bottom quartile in 2014. In 2015 attainment at level 4 and above is in-line with those similar authorities and the national average apart from reading which is now 1pp below similar authorities. Progress between Key Stage One and Key Stage Two improved at a faster rate in 2015, although Staffordshire's results remain below that of similar local authorities and all pupils nationally. The gap between those eligible for FSM and their peers in terms of Level 4+ in Reading, Maths and the combined Reading, Writing and Maths measure closed by 1.0, 1.2 and 1.8 percentage points respectively over the period 2014-2015, however the gap increased in writing.

21. Staffordshire's Key Stage Four (GCSE) results are positive when compared with the national average and the county moved up the national rankings between 2014 and 2015 for the percentage of pupils achieving five or more grade A* to C (including English and maths) and progress from KS2 to KS4. However, continued improvement at a faster pace is needed as progression between Key Stage 2 and 4 in Staffordshire remains below similar authorities and the England average with gaps in performance only narrowing slightly. The gap between those eligible for FSM and their peers, in terms of 5+ A*-C including English and maths closed by 0.1 of a percentage point between 2014 and 2015. The Staffordshire gap is still larger than the national gap. Despite Staffordshire reporting an increase in the percentage of pupils achieving five or more grade A* to C (including English and maths), five of the eight districts reported declines in this measure. Only Stafford, Staffordshire Moorlands and Tamworth districts reported improvements.
22. Performance at post-16 (A level & equivalent) remains below the national average and declined in 2015, whereas results for those similar local authorities and England improved. Staffordshire performs particularly well in vocational qualifications, which are above the national average and show an increase between 2014 and 2015. However, district variations suggest that there is still scope for improvement.

Attainment Summaries

23. The following section provides an overview of performance within Staffordshire at each key stage in 2015. 'Quartile' relates to Staffordshire's position nationally (with the 1st, or top, quartile being the best position) and 'trend' indicates direction of travel since 2013.

EARLY YEARS FOUNDATION STAGE

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 152)
		Staffordshire	Statistical Neighbours	England		
Good Level of Development	↑	70%	67%	66%	1st	27

24. Staffordshire is ranked within the top quartile nationally for the percentage of pupils achieving a Good Level of Development; an improvement on 2014 when results ranked Staffordshire in the second quartile. Staffordshire also had the highest proportion of pupils achieving a Good Level of Development out of all of its statistical neighbours. In 2015, Staffordshire's results improved and rankings against statistical neighbours and all authorities nationally also increased.

KEY STAGE ONE: TEACHER ASSESSMENTS

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
L2+ Reading	↑	92%	91%	90%	2nd	16
L2+ Writing	↑	90%	88%	88%	1st	8
L2+ Maths	↑	94%	93%	93%	2nd	18

25. Staffordshire results improved in reading, writing and maths at Key Stage One in 2015.
26. Staffordshire results were equal highest of all of its statistically similar local authorities with Staffordshire's position in national rankings also improving. Writing results also place Staffordshire in the top quartile compared to all authorities nationally, compared to the second quartile in 2014.

Key Stage Two: Teacher Assessments and Tests

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
L4+ Reading	↑	89%	90%	89%	3rd	73
L4+ Writing	↑	87%	87%	87%	3rd	53
L4+ Maths	↑	87%	87%	87%	3rd	74
L4+ Reading, Writing & Maths	↑	80%	80%	80%	3rd	68
Expected Progress Reading	↑	90%	91%	91%	4th	104
Expected Progress Writing	↑	93%	94%	94%	4th	103
Expected Progress Maths	↑	89%	89%	90%	3rd	96

27. In 2015, in Key Stage Two, local authority unvalidated results indicate that Staffordshire's reading, writing and maths results at the expected level have increased.
28. Outcomes at L4+ shows that Staffordshire results are now in-line with national, whereas in 2014 reading, maths and results in the combined reading, writing and maths measure were below national.
29. Staffordshire's rank against its statistical neighbours and all authorities nationally also improved in 2015.
30. Staffordshire's expected progress results have improved in 2015 but are still below its statistical neighbour average and the national result. The improvements also led to an improvement in rank against statistical neighbours and all authorities nationally.

Key Stage Four: GCSEs and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England		
5+ A*-C including English & Maths	↑	55.3%	56.7%	52.8%	3rd	86
5+ A*-C	↑	64.9%	66.0%	64.2%	3rd	86
Expected Progress English	↓	67.7%	69.2%	70.0%	3rd	102
Expected Progress Maths	↑	64.4%	67.2%	66.6%	3rd	101

31. Staffordshire's 5+ A*-C including English and maths and 5+ A*-C results were both above the national average. The gap between Staffordshire and the national average positively increased in the 5+ A*-C including English and maths measure. Staffordshire's ranking in both measures, against all authorities nationally, improved but both still placed Staffordshire in the third quartile.
32. Staffordshire's results in the English and maths expected progress measures placed Staffordshire in the third quartile, compared to all authorities nationally. This is an improvement on 2014 results where Staffordshire's results fell into the fourth quartile. Results in both measures were below the national and statistical neighbour averages, with English progress results representing a decline on 2014 results. Staffordshire's ranking against all authorities nationally and statistical neighbours increased in both measures.

Key Stage Five: A Level and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
APS per Entry	↓	210.3	210.1	214.8	3rd	104

33. In 2015, Staffordshire's result declined marginally on 2014 results in the APS per entry measure (0.5 of a point). Staffordshire's results were below the national average and represent a widening of the gap with the national average; increasing the gap to 4.5 points.
34. Staffordshire's rank against statistical neighbours and all authorities also declined in 2015.
35. Staffordshire's results remain in the third quartile nationally compared to all local authorities.

Emerging Priorities for 2016/17 Business Planning Year

36. The priority that Staffordshire has placed on Key Stage 2 performance has seen schools delivering improvements in attainment and this focus needs to continue, particularly in relation to expected rates of progress in reading, writing and maths. This is echoed in Key Stage 4 where progress in maths and English continue to be a priority for improvement.
37. Closing the gaps by tackling variations in achievement between localities and

different pupil groups is a further priority highlighted through this report.

38. The improvements made in the number of schools graded as good or outstanding by Ofsted is a positive achievement in 2014/15 but Staffordshire's aspiration to reach 90% of schools at this level by August 2016 means that further action is needed for schools currently judged as "requiring improvement" or identified by the authority as being at risk of declining outcomes.
39. Further focus is needed on accelerating improvement at A Level as Key Stage 5 is the only phase not to show improvement in 2015, with a slight increase in the gap with national average.
40. These priorities carry forward our current approach, reinforcing and enhancing the focus of the council's school improvement priorities in 2013/14 and 2014/15.
41. In addition to this, and in line with the council's strategic vision for excellent schools and settings, there are five strategic features that we are discussing and promoting with schools. These are:
 - a. All schools/settings are good or outstanding
 - b. All schools/settings are sound and sustainable
 - c. All schools/settings are in effective support and challenge networks
 - d. All schools/settings support fair access and share local accountability
 - e. All schools/settings contribute to community cohesion and resilience
42. A draft outcomes plan is being shaped to inform the Learning and Skills team's strategic and business planning for 2015/16. Select Committee are invited to provide comment and feedback to further shape our way forward.

Link to Strategic Plan – Ready for Life

Link to Other Overview and Scrutiny Activity –

Pupil Premium Report – December 2015

Improving Attendance and Participation – September 2015

Educational Achievement in Staffordshire – January 2015

Focused Inspection in Staffordshire – September 2014

Appendices:

Appendix A - Education Annual Report, 2015

Contact Officer

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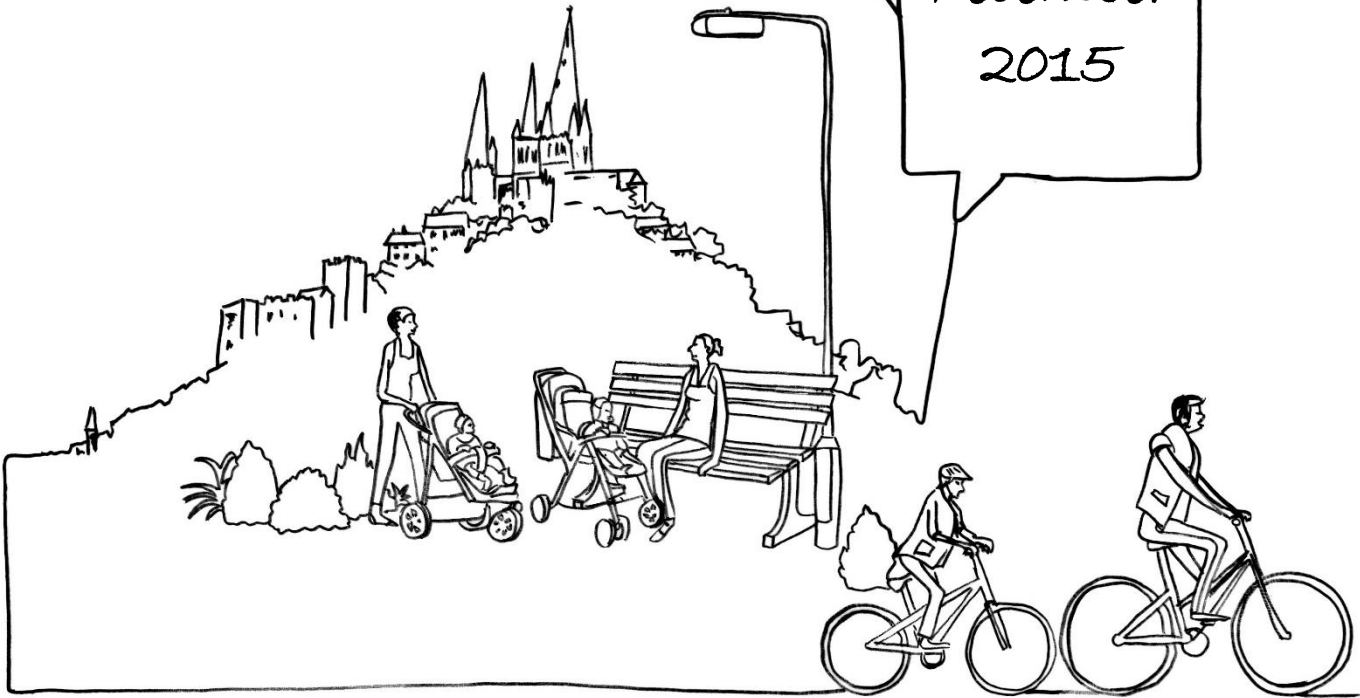
E-mail: anna.halliday@staffordshire.gov.uk

Education Annual Report, 2015

Insight, Planning & Performance Team

How well are Staffordshire's Pupils Achieving?

December
2015



Document Details

Title	Education Annual Report, 2015
Date created	December 2015
Description	This report explores current trends in pupil and school performance in Staffordshire, with a particular focus on vulnerable pupils.
Produced by	Insight, Planning & Performance Team Staffordshire County Council
Contact	Louise Goodwin Insight, Planning and Performance Team Tel: 01785 278912 Email: louise.goodwin@staffordshire.gov.uk
Status	Version 1
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Executive Summary

This report explores current trends in pupil and school performance in Staffordshire. The key messages from this report are:

Overall effectiveness of schools, judged by Ofsted

- Staffordshire shows a positive direction of travel in terms of the percentage of schools rated as Good or Outstanding (and the percentage of all pupils that attend these schools), now at 81%, compared with a baseline result of 65% in August 2012. Despite this upward trend, performance is still below that of comparable local authorities and the national average. Within Staffordshire's 10 statistical neighbours, seven have improved at a faster rate over the last 18 months.
- There are a number of factors that influence the percentage of schools rated Good or Outstanding within a local authority and subsequently the national rankings, most notably the rate at which schools in an area become sponsor-led academies. Currently only 11 out of the 29 sponsor-led academies in Staffordshire have been inspected by Ofsted. The remaining 18 sponsor-led academies due to be inspected (and other schools yet to convert) are not currently reflected in Staffordshire's overall performance, therefore it is difficult to predict overall future trends.
- Since September 2012, 72% of schools previously rated by Ofsted as Requires Improvement or Inadequate improved to be rated as Good or better, suggesting that Staffordshire's overall performance is likely to continue to improve.

Pupil achievement

- Staffordshire's results at primary phase are strong, with improvements across all measures over the last academic year. All results are also above the national average, with the exception of pupils making the required amount of progress between Key Stage 1 and Key Stage 2. Direction of travel however is positive, the gap is closing and Staffordshire is performing in-line with statistical neighbours.
- Staffordshire's results at secondary phase are less consistently positive. GCSE results have increased during the last academic year and show a positive direction of travel, especially in the context of a downward trend nationally and amongst statistical neighbours. However, Staffordshire's results are below that of our peers, inferring that they could still be better.
- The percentage of pupils making the expected level of progress in English is of particular concern, showing both a downward trend and a result below the national average.
- Post-16 performance needs improvement in Staffordshire. Results are below average and appear to have plateaued, whereas statistical neighbours have increased. However, results in vocational subjects show some positive trends.
- The gap is narrowing in Staffordshire, especially for pupils who are eligible for Free School Meals (FSM) whose performance is improving at a faster rate than other pupils. There have been improvements across all Key Stages, however, improvement at GCSE level is minimal and performance is still behind the national average.
- At Key Stage 2 there has been a widening of the gap between pupils eligible for FSM and other pupils in the subject of writing; although both pupil groups have seen improvement, non-FSM pupils have improved at a higher rate.

- Positive performance is recorded for those eligible for Pupil Premium funding compared with other pupils, with the gap narrowing in Staffordshire. Although it is difficult to attribute performance to any specific use of funding, a number of schools recognised by Ofsted for their effective use of Pupil Premium have seen considerable improvements for vulnerable pupils.
- A new approach in Staffordshire allows for existing data to be analysed in a different way, identifying a cohort of pupils at risk of low educational outcomes regardless of their 'status' (FSM eligible or SEN, for example) in school. An index has been created using 10 key measures that have been proven to have the greatest impact on pupil attainment in Staffordshire. This groups pupils into five bands of 'risk', from high to low. During 2015, the gap has narrowed between the performance of pupils in high risk areas and low risk areas, with the exception of Key Stage 4, where the gap has slightly increased.
- These results emphasise the importance of improving educational outcomes of pupils in Staffordshire at GCSE level, particularly for 'at risk' pupils, where an improvement in results is likely to have the greatest impact on Staffordshire's performance in the context of our statistical neighbours.

Early Years Foundation Stage

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 152)
		Staffordshire	Statistical Neighbours	England		
Good Level of Development	↑	70%	67%	66%	1st	27

Staffordshire is ranked within the top quartile nationally for the percentage of pupils achieving a Good Level of Development; an improvement on 2014 when results ranked Staffordshire in the second quartile. Staffordshire also had the highest proportion of pupils achieving a Good Level of Development out of all of its statistical neighbours.

In 2015, Staffordshire's results improved and rankings against statistical neighbours and all authorities nationally also increased.

Key Stage One: Teacher Assessments

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
L2+ Reading	↑	92%	91%	90%	2nd	16
L2+ Writing	↑	90%	88%	88%	1st	8
L2+ Maths	↑	94%	93%	93%	2nd	18

Staffordshire results improved in reading, writing and maths at Key Stage One in 2015.

Staffordshire results were equal highest of all of its statistically similar local authorities with Staffordshire's position in national rankings also improving. Writing results also place Staffordshire in the top quartile compared to all authorities nationally, compared to the second quartile in 2014.

Key Stage Two: Teacher Assessments and Tests

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 150)
		Staffordshire	Statistical Neighbours	England		
L4+ Reading	↑	89%	90%	89%	3rd	73
L4+ Writing	↑	87%	87%	87%	3rd	53
L4+ Maths	↑	87%	87%	87%	3rd	74
L4+ Reading, Writing & Maths	↑	80%	80%	80%	3rd	68
Expected Progress Reading	↑	90%	91%	91%	4th	104
Expected Progress Writing	↑	93%	94%	94%	4th	103
Expected Progress Maths	↑	89%	89%	90%	3rd	96

In 2015, in Key Stage Two, local authority unvalidated results indicate that Staffordshire's reading, writing and maths results at the expected level have increased.

Outcomes at L4+ shows that Staffordshire results are now in-line with national, whereas in 2014 reading, maths and results in the combined reading, writing and maths measure were below national.

Staffordshire's rank against its statistical neighbours and all authorities nationally also improved in 2015.

Staffordshire's expected progress results have improved in 2015 but are still below its statistical neighbour average and the national result. The improvements also led to an improvement in rank against statistical neighbours and all authorities nationally.

Key Stage Four: GCSEs and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 151)
		Staffordshire	Statistical Neighbours	England		
5+ A*-C including English & Maths	↑	55.3%	56.7%	52.8%	3rd	86
5+ A*-C	↑	64.9%	66.0%	64.2%	3rd	86
Expected Progress English	↓	67.7%	69.2%	70.0%	3rd	102
Expected Progress Maths	↑	64.4%	67.2%	66.6%	3rd	101

Staffordshire's 5+ A*-C including English and maths and 5+ A*-C results were both above the national average. The gap between Staffordshire and the national average positively increased in the 5+ A*-C including English and maths measure. Staffordshire's ranking in both measures, against all authorities nationally, improved but both still placed Staffordshire in the third quartile.

Staffordshire's results in the English and maths expected progress measures placed Staffordshire in the third quartile, compared to all authorities nationally. This is an improvement on 2014 results where Staffordshire's results fell into the fourth quartile. Results in both measures were below the national and statistical neighbour averages, with English progress results representing a decline on 2014 results. Staffordshire's ranking against all authorities nationally and statistical neighbours increased in both measures.

Key Stage Five: A Level and Equivalent

Subject/Level	Staffs Trend	2015 Results			National Quartile (1st = top)	National Rank (out of 149)
		Staffordshire	Statistical Neighbours	England		
APS per Entry	↓	210.3	210.1	214.8	3rd	104

In 2015, Staffordshire's result declined marginally on 2014 results in the APS per entry measure (0.5 of a point). Staffordshire's results were below the national average and represent a widening of the gap with the national average; increasing the gap to 4.5 points.

Staffordshire's rank against statistical neighbours and all authorities also declined in 2015. Staffordshire's results remain in the third quartile nationally compared to all local authorities.

Contents

Document Details	2
Executive Summary	3
Introduction	8
Staffordshire Schools	8
How well are Staffordshire's schools performing?	10
How well are Staffordshire pupils achieving?	14
How well are we narrowing the gap for vulnerable pupils?	21
Appendix	28

Introduction

Data and evidence are at the heart of Staffordshire’s processes for improvement and the evaluation of whether we are making a measurable difference to the quality of education in Staffordshire. We have a duty not only to understand and use the data ourselves, but also to make sure that schools have access to good quality data and use it effectively in their self-evaluation and school improvement action plans.

This report provides a strategic overview of educational attainment and progress in Staffordshire and aims to equip commissioners and strategic decision makers with an understanding of the headline trends and performance by exception. It explores current trends in pupil and school performance in Staffordshire, with a particular focus on vulnerable pupils.

The information within this report has been taken from a variety of sources:

- Information related to Staffordshire Local Authority Level, Statistical Neighbours and England has been taken from the Local Area Interactive Tool (LAIT).
- District level information is taken from Nexus.
- Please note that 2015 data is un-validated and therefore subject to change.

Staffordshire Schools

Figures 1 and 2 provide details of the number of schools and pupils in each phase of schooling, split by maintained and academy status.

Figure 1: Number and Percentage of Schools by Phase and Academy/Maintained Status

Phase	Maintained		Academy		% of all	
	Number	% of phase	Number	% of phase	Total Schools	schools
Nursery	2	100%	0	0%	2	1%
First	51	100%	0	0%	51	13%
Infant	9	82%	2	18%	11	3%
Junior	7	78%	2	22%	9	2%
Primary	179	79%	47	21%	226	57%
Middle	11	79%	3	21%	14	4%
High	27	48%	29	52%	56	14%
PRU	6	100%	0	0%	6	2%
Special	17	74%	6	26%	23	6%
Sixth Form College	0	0%	1	100%	1	0%
Staffordshire Total	309	77%	90	23%	399	

Source: October 2015 School Census

As can be seen in figure 1, Staffordshire has a much larger proportion of maintained schools (77%) than academy schools (23%). However, 31% of pupils attend an academy.

Figure 2: Number and Percentage of Pupils on Roll by Phase and Academy/Maintained Status

Phase	Maintained		Academy		Total NOR	% of all pupils
	NOR	% of phase	NOR	% of phase		
Nursery	78	100%	0	0%	78	0%
First	7,724	100%	0	0%	7,724	6%
Infant	1,560	81%	357	19%	1,917	2%
Junior	1,755	80%	452	20%	2,207	2%
Primary	43,603	81%	10,085	19%	53,688	45%
Middle	3,954	70%	1,721	30%	5,675	5%
High	22,571	49%	23,803	51%	46,374	38%
PRU	111	100%	0	0%	111	0%
Special	1,655	73%	624	27%	2,279	2%
Sixth Form College	0	0%	553	100%	553	0%
Staffordshire Total	83,011	69%	37,595	31%	120,606	

Source: October 2015 School Census

The structure of Staffordshire’s school system is complex; with a combination of a two and three-tier system in the county. The majority of the system however is two-tier with primary schools, that are part of the two-tier system, accounting for 76% of primary phase schools.

How well are Staffordshire’s schools performing?

Staffordshire shows a positive direction of travel in terms of the percentage of schools rated as Good or Outstanding (and the percentage of all pupils that attend these schools); now 81%, compared with a baseline result of 65% in August 2012.

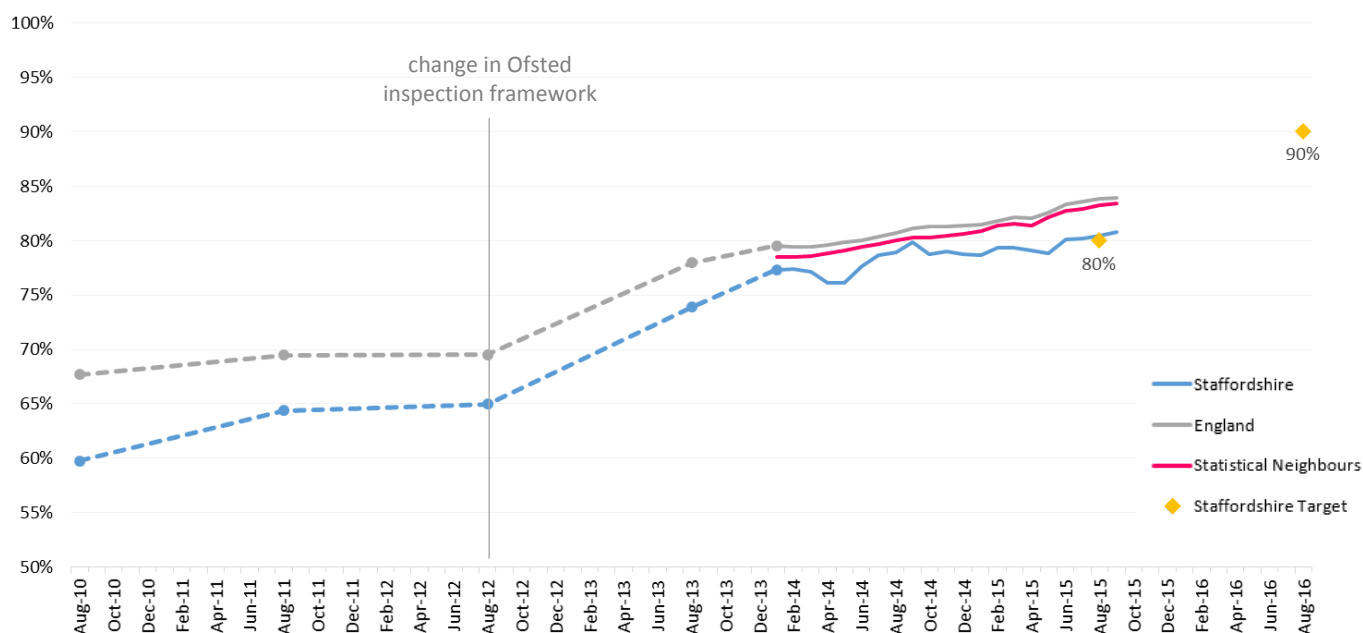
Despite this upward trend, performance is still below that of comparable local authorities and the national average; within Staffordshire’s 10 statistical neighbours, seven have improved at a faster rate over the last 18 months.

The Achieving Excellence in Learning and Skills Strategy for 2014-16, describes a Staffordshire where every child is to have the very best education, with strong leaders and teachers in all schools. This challenges every Staffordshire school to be rated as Good or Outstanding by Ofsted.

To drive this performance, a local target was set; 80% of schools to be Good or Outstanding by September 2015 and 90% by September 2016.

Staffordshire has achieved this first milestone, with **81%** of schools now (as at 30th September 2015) rated as good or better. However, as figure 3 shows, results for Staffordshire schools are still below the England average (84%) and the average of statistically similar authorities (83%).

Figure 3: Percentage of schools rated as Good or Outstanding by Ofsted

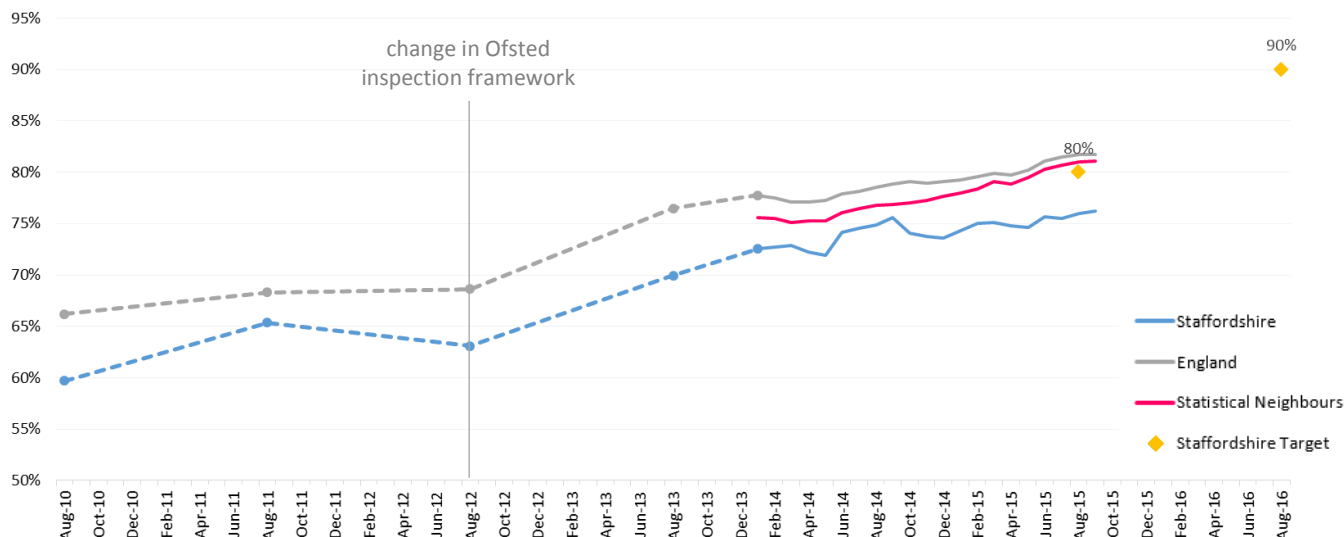


Source: Ofsted monthly management information. [Monthly data only available from January 2014]

Longer-term trends (based on annual data only) show the baseline position and how far Staffordshire, and England overall, has improved over the last five years. This also highlights the extent to which Staffordshire has closed the gap with national performance.

Similar targets were set for the proportion of pupils attending Good or Outstanding schools, where by August 2016, 90% of children and young people would attend a school rated as at least Good. Currently (30th September 2015), **76%** of Staffordshire pupils attend a school rated Good or Outstanding, compared to 82% nationally and 81% in statistical similar local authorities.

Figure 4: Percentage of pupils in schools rated as Good or Outstanding by Ofsted

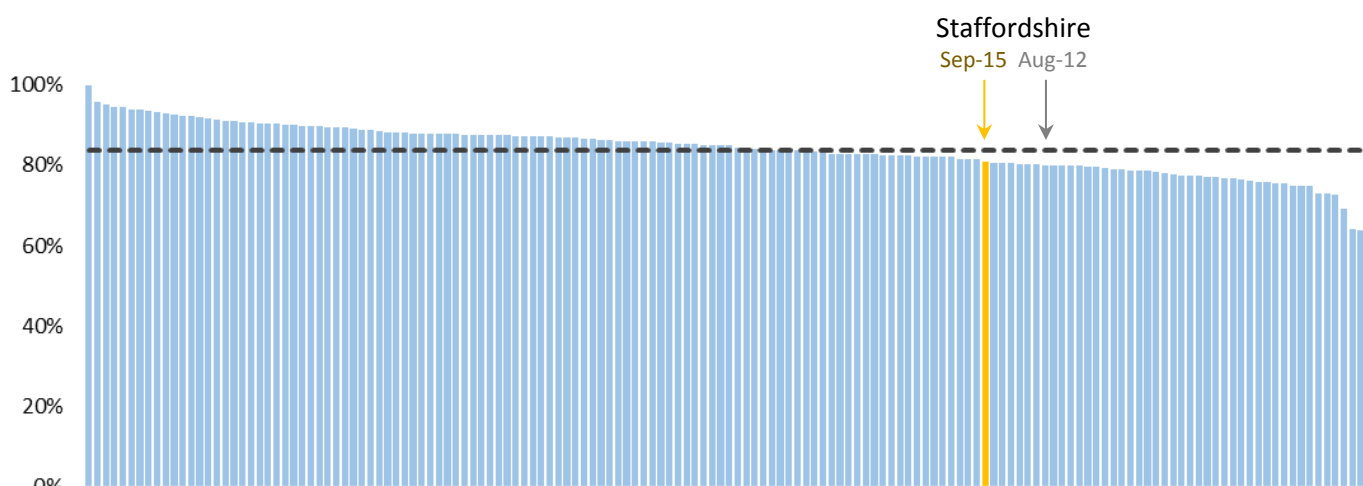


Source: Ofsted monthly management information. [Monthly data only available from January 2014]

A substantially larger proportion of primary schools in Staffordshire (82%) are rated Good or Outstanding by Ofsted in comparison to secondary phase schools (68%). As most secondary phase schools are larger schools with more pupils, having more secondary schools rated as Requires Improvement or Inadequate will have a consequential impact on the proportion of pupils in Staffordshire attending a Good or Outstanding school.

When compared with all local authorities in England, Staffordshire is ranked 106th for the percentage of schools rated as Good or Outstanding. This is an improvement of six places from August 2012, when Staffordshire was ranked 112th. The graph below illustrates this ranking, and highlights the national average (black dashed line).

Figure 5: Percentage of schools rated as Good or Outstanding by Ofsted at September 2015; all local authorities ranked from high to low



Source: Ofsted monthly management information.

A ranking of 106 places Staffordshire within the third quartile nationally. Although there are some local authorities with particularly high performance (25 LAs record at least 90% of schools as Good or Outstanding) and a few with less positive performance (seven LAs record less than 75% of schools that are Good or better), the majority of local authorities record a result that is within four percentage points of the national average.

There are a number of factors that influence the percentage of schools rated Good or Outstanding within a local authority and subsequently the national rankings; most notably the rate at which schools in an area become sponsor-led academies.

Currently only 11 out of the 29 sponsor-led academies in Staffordshire have been inspected by Ofsted. The remaining 18 sponsor-led academies due to be inspected (and other schools yet to convert) are not currently reflected in Staffordshire’s overall performance, therefore it is difficult to predict overall future trends.

Since September 2012, 72% of schools previously rated by Ofsted as ‘Requires Improvement’ or ‘Inadequate’ improved to be rated as Good or better, suggesting that Staffordshire’s overall performance is likely to continue to improve.

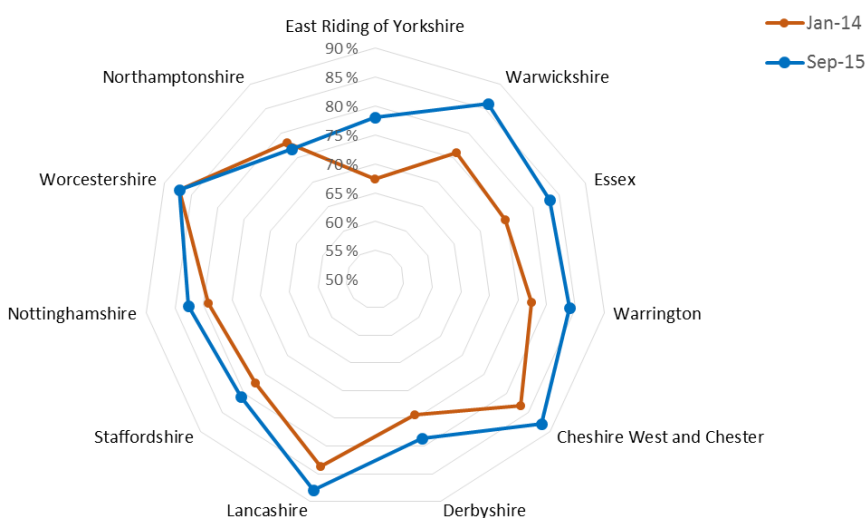
Is the pace of improvement enough for Staffordshire to achieve its 2016 target?

Data reported by Ofsted includes the most recent overall effectiveness judgement for predecessor schools of academy converters (that have not yet been inspected as an academy converter). In order to be an ‘academy converter’ a school needs to have an Ofsted rating of Good or Outstanding. This means that data for academy converters, often some of the best performing schools in the local authority, continues to be measured within the percentage of schools rated Good or Outstanding. Conversely, sponsor-led academies are treated as new schools, and any previous Ofsted rating is removed from the data. The majority of sponsor-led academies in England are not rated highly by Ofsted, most often Requires Improvement or Inadequate.

Therefore, if a number of schools in a local authority become sponsor-led academies, their overall performance in terms of the percentage of schools rated as Good or Outstanding is likely to improve as the lower rated schools are removed from the local authority’s total.

The graphic below shows the change in the proportion of schools rated as Good or Outstanding between January 2014 (the first date that monthly performance data was released) and 30th September, in England, Staffordshire and each of the county’s statistical neighbours. This highlights that Staffordshire has made one of the smallest improvements over the period at three percentage points.

Figure 6: Change in the proportion of schools rated as Good or Outstanding by Ofsted, between Jan-14 and Sep-15

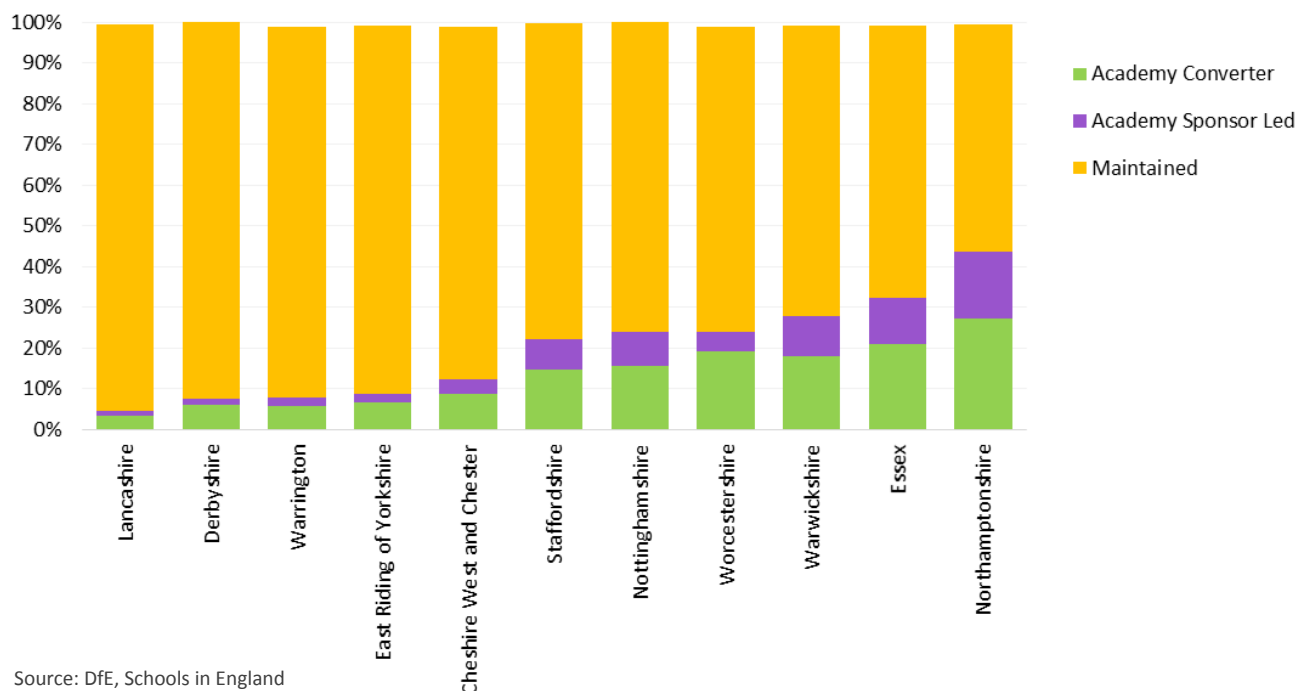


Source: Ofsted monthly management information

East Riding of Yorkshire saw the biggest improvement over this time period, although this local authority had the lowest baseline position at 67% in January 2014. After East Riding of Yorkshire, the two local authorities to see the biggest improvement were Warwickshire and Essex. These two counties have the highest percentage of sponsor-led academies of all the LAs within the statistical neighbour group, inferring that the removal of previously poor-performing schools from the data has improved their overall results, more so than an increase in performance for other schools.

In Staffordshire the majority of schools are still local authority maintained, with just 22% of schools having academy status. This is similar to the national pattern but quite different to some of the county's statistical neighbours.

Figure 7: Schools by governance status, Staffordshire compared with statistical neighbours and England



Source: DfE, Schools in England

59 out of 70 academies (84%) in Staffordshire that have a valid inspection are rated Good or Outstanding, higher than the proportion of maintained schools (80% or 248 out of 310).

The table below highlights the notable difference between the results of academy converters (those schools choosing to convert) and sponsor-led academies (those schools who converted due to government intervention). As can be seen in figure 8, 90% of converter academies are good or outstanding compared to just 55% of sponsor-led academies. Some caution must be exercised when drawing conclusions though, due to the small numbers involved.

Figure 8: Ofsted rating for overall effectiveness for schools in Staffordshire, Sept-15

	Outstanding	Good	Requires Improvement	Inadequate	Total	% Good or Outstanding
Converter academy	13	39	4	2	58	90%
Sponsor-led academy	1	5	4	1	11	55%
Free school	0	1	0	0	1	100%
All academies	14	45	8	3	70	84%
All LA maintained	34	214	57	5	310	80%
Total schools	48	259	65	8	380	81%

Source: Ofsted monthly management information

How well are Staffordshire pupils achieving?

Staffordshire's results at primary phase are strong, with improvements across all measures over the last academic year. All results are also equal to, or above the national average, with the exception of pupils making the required amount of progress between Key Stage 1 and Key Stage 2; however, direction of travel is positive, the gap is closing and Staffordshire is performing in-line with statistical neighbours.

The table below shows results for Staffordshire's primary school pupils, across the main school tests and assessments.

Figure 9: Key attainment and progress results in the Primary Key Stages

			2011	2012	2013	2014	2015*	2011 to 2015	2014 to 2015
Early Years Foundation Stage	Good Level of Development	Staffordshire	-	-	53.6%	63.8%	70.0%	-	↑
		Statistical Neighbours	-	-	51.4%	60.9%	67.2%	-	↑
		England	-	-	51.7%	60.4%	66.3%	-	↑
Key Stage 1 Level 2 and above	Reading	Staffordshire	87%	89%	90%	91%	92%	↑	↑
		Statistical Neighbours	87%	88%	89%	90%	91%	↑	↑
		England	85%	87%	89%	90%	90%	↑	→
	Writing	Staffordshire	85%	87%	88%	88%	90%	↑	↑
		Statistical Neighbours	83%	84%	86%	87%	88%	↑	↑
		England	81%	83%	85%	86%	88%	↑	↑
	Maths	Staffordshire	91%	92%	93%	93%	94%	↑	↑
		Statistical Neighbours	91%	92%	92%	93%	93%	↑	→
		England	90%	91%	91%	92%	93%	↑	↑
Key Stage 2 Level 4 and above	Reading	Staffordshire	84%	86%	85%	87%	89%	↑	↑
		Statistical Neighbours	85%	88%	87%	90%	90%	↑	→
		England	84%	87%	86%	89%	89%	↑	→
	Writing	Staffordshire	75%	82%	84%	86%	87%	↑	↑
		Statistical Neighbours	76%	82%	84%	86%	87%	↑	↑
		England	75%	81%	83%	85%	87%	↑	↑
	Maths	Staffordshire	80%	84%	83%	84%	87%	↑	↑
		Statistical Neighbours	82%	85%	85%	87%	87%	↑	→
		England	80%	84%	85%	86%	87%	↑	↑
	RWM	Staffordshire	67%	75%	75%	78%	80%	↑	↑
		Statistical Neighbours	69%	76%	76%	80%	80%	↑	→
		England	67%	75%	76%	79%	80%	↑	↑
Progress between Key Stage 1 and 2	Reading	Staffordshire	-	88%	86%	89%	90%	-	↑
		Statistical Neighbours	-	89%	88%	91%	91%	-	→
		England	-	90%	88%	91%	91%	-	→
	Writing	Staffordshire	-	89%	90%	92%	93%	-	↑
		Statistical Neighbours	-	90%	92%	93%	94%	-	↑
		England	-	90%	92%	93%	94%	-	↑
	Maths	Staffordshire	81%	85%	85%	87%	89%	↑	↑
		Statistical Neighbours	83%	87%	87%	89%	89%	↑	→
		England	83%	87%	88%	90%	90%	↑	→

Source: Keyphas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Pupils generally start well, with results in the early years being notably above other similar local authorities and the national average. Staffordshire’s rate of improvement is also positive, with the gap between local and national performance increasing.

At Key Stage 1 Staffordshire’s results are in line with, or above national performance. Although results for the last few years have largely improved, the amount of improvement has been minimal; however this is reflective of Staffordshire’s high baseline position.

Key Stage 2 results largely show a similar picture, with steady improvements across the main attainment measures. However the results of statistically similar authorities and national are often above those of Staffordshire pupils. Provisional 2015 results show a positive narrowing of the gap, with most of Staffordshire’s results now being in-line with those of similar authorities and the national average.

Pupils are also measured in terms of the amount of progress they make between Key Stages. Staffordshire’s Key Stage 1 to Key Stage 2 progress results improved in reading, writing and maths in 2015 but the rate of increase was the same or slower than in previous years. Staffordshire’s results are also below that of similar local authorities and all pupils nationally, inferring that not all of the county’s pupils are achieving to their full potential.

Staffordshire’s results at secondary phase are less consistently positive. GCSE results have increased during the last academic year and show a positive direction of travel, especially in the context of a downward trend nationally and amongst statistical neighbours. However, Staffordshire’s results are below that of our peers, inferring that they could still be better.

The percentage of pupils making the expected level of progress in English is of particular concern, showing both a downward trend and a result below the national average.

Post-16 performance needs improvement in Staffordshire; results are below average and appear to have plateaued, whereas statistical neighbours have increased. However, results in vocational subjects show some positive trends.

Figure 10 shows results from examinations undertaken in secondary schools. The picture in the secondary phase is slightly less positive than in the primary phase.

Figure 10: Key attainment and progress results at GCSE (Key Stage 4)

			2011	2012	2013	2014	2015	2011 to 2013	2014 to 2015
GCSE KS4	5+ A*-C inc. E&M	Staffordshire	56.5%	58.7%	59.9%	54.9%	55.3%	↑	↑
		England	59.0%	59.4%	59.2%	53.4%	52.8%	↑	↓
	5+ A*-C	Staffordshire	78.9%	83.5%	83.9%	64.6%	64.9%	↑	↑
		England	79.6%	81.9%	81.8%	63.8%	64.2%	↑	↑
Progress between KS2 and GCSE	English	Staffordshire	70.8%	68.0%	68.5%	68.9%	67.7%	↓	↓
		England	71.8%	68.0%	70.4%	71.6%	70.0%	↓	↓
	Maths	Staffordshire	61.9%	66.7%	67.9%	62.0%	64.4%	↑	↑
		England	64.8%	68.7%	70.7%	65.5%	66.6%	↑	↑

Source: Nexus and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Key Stage 4 reporting changed in 2014 meaning that direct comparisons cannot be made to previous years. However, 2015 attainment does show some notable improvements upon 2014 results. Staffordshire’s GCSE results (relating to the achievement of five or more A*-C GCSEs

including English and maths) improved, compared to reductions seen for statistically similar local authorities and for England. Despite this improvement, Staffordshire’s results remain below those of our statistical neighbours, suggesting that the county has the potential to achieve even higher.

Progression between Key Stage 2 and 4 is relatively weak in Staffordshire, with results below similar authorities and the England average, and results in English declining from 2014 (although this reflects a nationally observed downward trend). Maths progress results have improved though and the gap with national performance has narrowed slightly.

Figure 11: Key attainment results at Post-16 (Key Stage 5)

			2011	2012	2013	2014	2015*	2011 to 2015	2014 to 2015
Post-16	Average Point	Staffordshire	207.3	205.5	210.4	210.8	210.3	↑	↓
Key Stage 5	Score (APS) per	Statistical Neighbours	212.0	208.1	208.8	209.9	210.1	↓	↑
	entry	England	216.2	212.8	213.7	214.6	214.8	↓	↑

Source: Keypas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

Staffordshire’s Average Point Score per Entry at Post-16 fell in 2015, whereas results for the county’s statistically similar authorities and England improved.

Results for students taking academic courses remained unchanged in 2015, compared to a very slight increase nationally. Staffordshire students on average achieve a ‘C-’ in academic courses. Staffordshire results for vocational courses have shown an improvement in 2015 and are notably above national results (16.4 points) with students on average achieving a ‘D+’; distinction.

Figure 12: Post-16 academic and vocational results

	Academic APS per entry			Vocational APS per entry		
	2014	2015	Change 2014-15	2014	2015	Change 2014-15
Staffordshire	205.5	205.5	0.0	235.0	235.7	0.7
England	211.3	211.4	0.1	216.6	219.3	2.7

Source: Keypas and school checking files. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

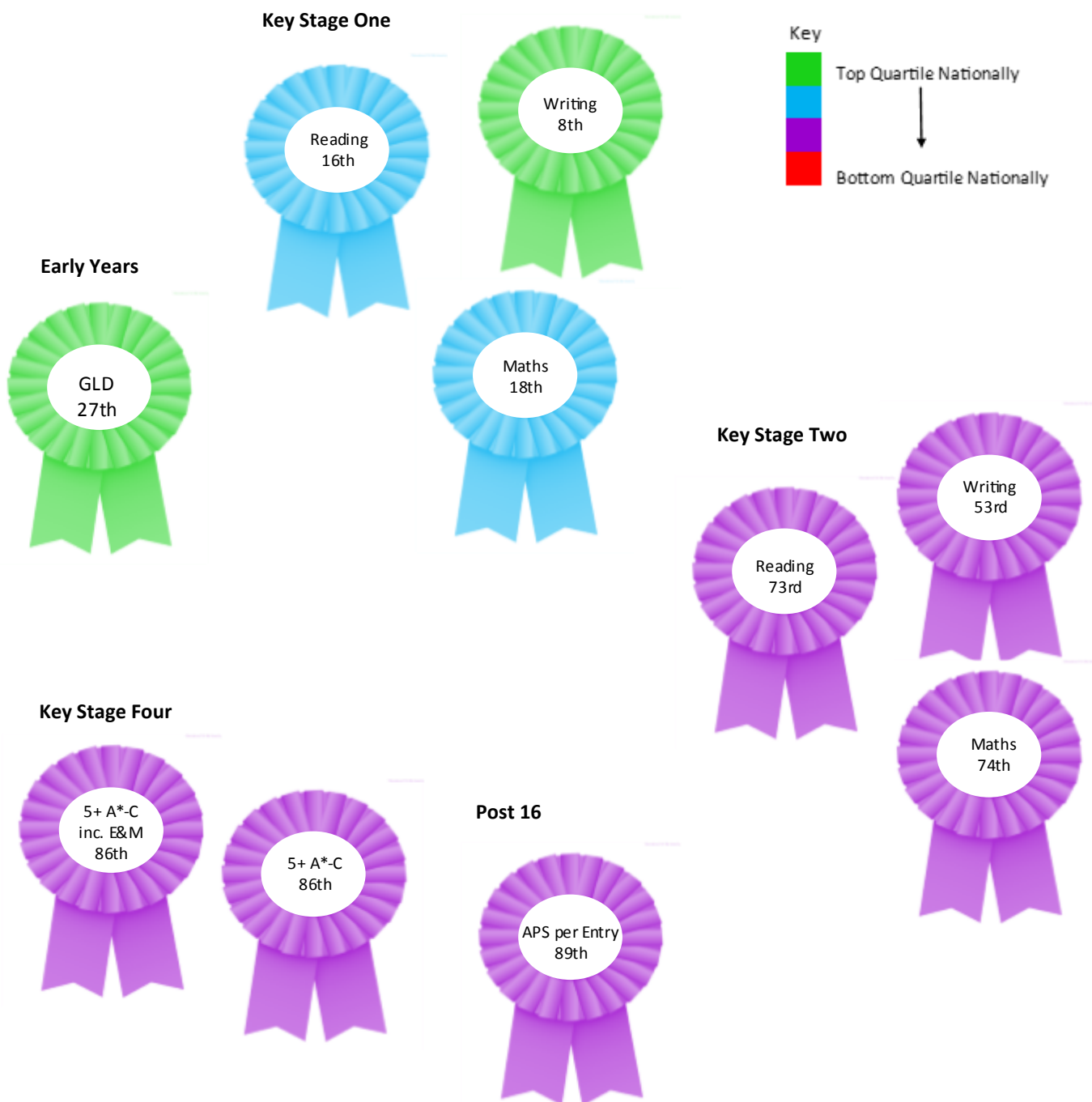
Despite positive results for students taking vocational courses post-16, only around a fifth of all entries in Staffordshire were for vocational qualifications, compared with around a third nationally. Encouraging greater take-up in these courses may result in a stronger overall performance for Staffordshire at Post-16 in the future.

National rankings

The following graphic shows Staffordshire’s ranking against all local authorities (150 in total) at the expected level, across primary and secondary key stages. Each rosette is colour-coded, to illustrate which quartile Staffordshire falls within, for results recorded during 2015.

The appendix provides additional ranking information for the last five years, against all authorities and statistical neighbours.

Figure 13: Staffordshire’s 2015 assessment/test rankings against all local authorities (out of 150)



Staffordshire ranks relatively highly at Early Years (within the top 25% of local authorities) and Key Stage 1 (top 50% of local authorities). However, at Key Stage 2 Staffordshire’s ranking falls notably, with results placing Staffordshire in the bottom 50% of local authorities.

Staffordshire’s ranking is substantially lower across the secondary key stages than in the primary phase, with the three main measures placing Staffordshire in the bottom 50% of local authorities. Staffordshire’s ranking generally falls from Key Stage 1 through to Post-16.

District Variations

East Staffordshire and Tamworth are fairly consistently the lowest performing district in terms of attainment at Early Years, Key Stage One and Key Stage Two. There are some differences in terms of expected progress though, where South Staffordshire are the lowest performing district in Reading and Maths.

At Early Years Foundation Stage, all districts recorded improvements on 2014 results with Newcastle Borough showing the largest improvement at 8.6 percentage points. East Staffordshire remained the lowest performing district and Stafford became the highest performing, after being second highest in 2014.

Figure 14: Proportion of Pupil’s achieving a Good Level of Development in the Early Years by District

Good Level of Development	2014	2015	Change
Cannock Chase	64.5	69.4	↑
East Staffordshire	58.2	66.1	↑
Lichfield	63.7	72.2	↑
Newcastle	60.6	69.2	↑
South Staffordshire	70.1	70.9	↑
Stafford	69.3	73.3	↑
Staffordshire Moorlands	61.1	69.5	↑
Tamworth	64.3	69.0	↑

Source: Keypas

At Key Stage One, all districts recorded improvements in writing and most saw improvements in reading and maths; the exceptions being Lichfield, South Staffordshire and Stafford in reading and Lichfield and Staffordshire Moorlands in maths. East Staffordshire was the lowest performing district in both reading and writing whereas in 2014 they were sixth. Tamworth was the lowest performing district in maths in both 2014 and 2015.

Figure 15: Proportion of Pupil’s achieving L2 or above at Key Stage One by District

Attainment L2+	Reading			Writing			Maths		
	2014	2015	Change	2014	2015	Change	2014	2015	Change
Cannock Chase	88.8	92.2	↑	85.4	90.1	↑	92.4	93.4	↑
East Staffordshire	90.4	90.8	↑	87.1	88.3	↑	92.9	93.3	↑
Lichfield	92.2	92.1	↓	88.4	90.6	↑	94.1	93.8	↓
Newcastle	90.6	91.4	↑	89.2	91.4	↑	94.3	95.6	↑
South Staffordshire	93.6	92.6	↓	90.4	91.1	↑	94.3	94.9	↑
Stafford	92.9	92.7	↓	90.4	90.9	↑	93.8	94.7	↑
Staffordshire Moorlands	91.9	92.1	↑	89.4	91.4	↑	93.8	93.7	↓
Tamworth	88.9	91.8	↑	86.8	89.4	↑	92.0	92.9	↑

Source: Keypas

At Key Stage Two every district recorded an improvement in reading, writing and maths attainment except Staffordshire Moorlands who recorded a reduction in maths. East Staffordshire was the

lowest performing district in writing, maths and the RWM combined measure and Tamworth recorded the lowest result in reading.

Figure 16: Proportion of Pupil's achieving L4 or above at Key Stage Two by District

	Reading			Writing			Maths			RWM		
	2014	2015	Change	2014	2015	Change	2014	2015	Change	2014	2015	Change
Attainment L4+												
Cannock Chase	88.6	88.8	↑	85.1	89.2	↑	85.0	86.8	↑	76.8	80.4	↑
East Staffordshire	82.1	87.3	↑	84.3	84.8	↑	79.5	84.9	↑	71.1	77.4	↑
Lichfield	89.8	90.3	↑	86.9	88.5	↑	86.9	87.2	↑	80.2	81.8	↑
Newcastle	87.6	91.5	↑	87.8	90.6	↑	85.5	91.1	↑	79.3	84.8	↑
South Staffordshire	86.1	89.3	↑	86.8	87.1	↑	82.8	85.3	↑	76.0	77.9	↑
Stafford	85.4	90.0	↑	87.1	87.7	↑	84.0	87.9	↑	77.2	81.5	↑
Staffordshire Moorlands	88.4	88.5	↑	83.1	85.8	↑	86.0	85.4	↓	77.4	79.0	↑
Tamworth	85.5	86.5	↑	82.1	85.8	↑	83.1	85.5	↑	75.2	77.6	↑

Source: Keypas

In terms of progress at Key Stage Two, results were more variable with a number of districts showing a decline in results. The lowest performing district also varied by subject with Staffordshire Moorlands having the lowest result in reading, East Staffordshire the lowest result in writing and South Staffordshire the lowest result in maths. The lowest performing district was also different in every subject than it was in 2014.

Figure 17: Proportion of Pupil's achieving Expected Progress between Key Stage One and Two by District

	Reading			Writing			Maths		
	2014	2015	Change	2014	2015	Change	2014	2015	Change
Progression									
Cannock Chase	87.7	89.5	↑	92.7	94.8	↑	86.3	88.4	↑
East Staffordshire	89.6	89.2	↓	90.8	90.3	↓	85.9	87.7	↑
Lichfield	91.5	92.2	↑	92.4	95.4	↑	89.3	91.4	↑
Newcastle	90.4	91.2	↑	95.7	95.2	↓	89.1	92.5	↑
South Staffordshire	86.5	88.3	↑	93.2	92.5	↓	84.8	85.4	↑
Stafford	91.4	90.9	↓	93.2	92.8	↓	90.7	89.1	↓
Staffordshire Moorlands	89.7	87.2	↓	89.6	90.8	↑	87.2	86.7	↓
Tamworth	87.9	88.6	↑	90.6	94.2	↑	84.0	87.3	↑

Source: Keypas

At GCSE (Key Stage Four), five districts recorded a decline on 2014 results. Tamworth recorded the largest increase (7.7 percentage points) on 2014 results and went from being the lowest attaining district in 2014 to sixth in 2015.

Figure 18: Proportion of Pupil's achieving five or more GCSEs at A* to C including English and Maths by District

GCSE: 5+ A*-C in E&M	2014	2015	Change
Cannock Chase	46.5	45.8	↓
East Staffordshire	58.9	57.6	↓
Lichfield	62.8	59.9	↓
Newcastle	50.9	50.5	↓
South Staffordshire	58.2	53.4	↓
Stafford	58.9	59.1	↑
Staffordshire Moorlands	57.8	62.6	↑
Tamworth	43.1	50.8	↑

Source: Novo

Cannock district was the lowest attaining district in terms of 5 or more good GCSEs and the lowest achieving district in terms of both English and Maths progress.

Figure 19: Proportion of Pupil's achieving Expected Progress between Key Stage Two and Four by District

Progression	English			Maths		
	2014	2015	Change	2014	2015	Change
Cannock Chase	63.8	57.7	↓	54.4	51.7	↓
East Staffordshire	68.9	69.6	↑	67.3	69.9	↑
Lichfield	72.6	64.8	↓	67.1	68.1	↑
Newcastle	63.4	68.5	↑	62.7	61.9	↓
South Staffordshire	74.1	68.4	↓	66.9	62.6	↓
Stafford	65.5	69.6	↑	64.5	63.4	↓
Staffordshire Moorlands	70.5	74.6	↑	62.8	72.0	↑
Tamworth	74.7	64.3	↓	46.3	62.5	↑

Source: Novo

At A Level (Key Stage Five) Newcastle was the lowest performing district in terms of APS per Entry, very closely followed by Cannock Chase; a similar picture to 2014 when Newcastle were the lowest performing district with Cannock shortly behind.

Figure 20: Average Point Score per Entry by District

A Level: APS per Entry	2014	2015	Change
Cannock Chase	199.6	195.9	↓
East Staffordshire	207.2	208.2	↑
Lichfield	202.3	205.3	↑
Newcastle	194.5	195.1	↑
South Staffordshire	201.3	202.4	↑
Stafford	209.9	204.4	↓
Staffordshire Moorlands	206.9	207.0	↑
Tamworth	207.3	196.0	↓

Source: Novo

How well are we narrowing the gap for vulnerable pupils?

The gap is narrowing in Staffordshire, especially for pupils who are eligible for Free School Meals (FSM), whose performance is improving at a faster rate than other pupils. There have been improvements across all Key Stages; however, improvement at GCSE level is minimal and performance is still behind the national average.

At Key Stage 2, there has been an increase in the gap between pupils eligible for FSM and other pupils in the subject of writing. Although both pupil groups have seen improvement, non-FSM pupils have improved more.

Positive performance is recorded for those eligible for Pupil Premium funding compared with other pupils, with the gap narrowing in Staffordshire. Although it is difficult to attribute performance to any specific use of funding, a number of schools recognised by Ofsted for their effective use of Pupil Premium have seen considerable improvements for vulnerable pupils.

Pupils eligible for Free School Meals, those with Special Educational Needs and those eligible for the Pupil Premium, are all vulnerable young people who are at potential risk of low educational outcomes. Local strategic research has also identified other young people in Staffordshire who are not always in one of these groups, but who are also at risk of poor educational outcomes.

Detailed data tables are available in the appendix.

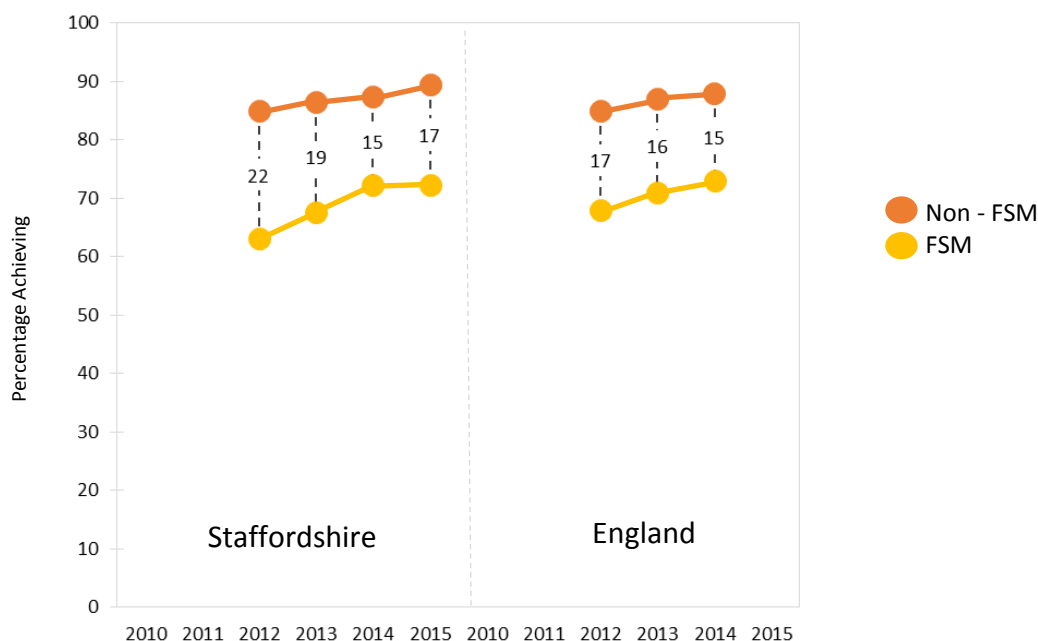
Pupils Eligible for Free School Meals (FSM)

The gap in results between those eligible for FSM and those not eligible has closed across many of the key attainment measures in 2015. Comparable national data for 2015 is currently only available for GCSE results.

- ✓ **Early Years Foundation Stage** – The gap between those eligible for FSM and not eligible, in terms of the proportion achieving a ‘Good Level of Development’, has closed by almost four percentage points from 21.2pp in 2014 to 17.4 in 2015.
- ✓ **Key Stage 1** – The gap between those eligible for FSM and not eligible, in terms of Level 2B+ in Reading, Writing and Maths, has closed by 4.4, 5.8 and 2.8 percentage points respectively over the period 2014 to 2015.
- ✓ **Key Stage 2** – The gap between those eligible for FSM and not eligible in terms of Level 4+ in Reading, Maths and the combined Reading, Writing and Maths measure closed by 1.0, 1.2 and 1.8 percentage points respectively over the period 2014-2015.
- ✓ **GCSE** – The gap between those eligible for FSM and not eligible, in terms of 5+ A*-C including English and maths closed by 0.1 of a percentage point between 2014 and 2015. The Staffordshire gap is still larger than the national gap.

The only widening gap was writing at Key Stage 2, where the gap widened by two percentage points between 2014 and 2015.

Figure 21: Key Stage 2 Writing results, by FSM and non-FSM pupils



Source: Keyphas. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

National 2015 results for the FSM gap are yet to be published however in previous years, Staffordshire’s FSM gap has been larger than the gap seen nationally but narrowing at a faster rate.

Pupils with Special Educational Needs (SEN)

The gap in results between those with some form of Special Educational Needs and those without has only narrowed in a few key attainment measures in 2015:

- ✓ Key Stage 1 – At L2B+ in Reading, Writing and Maths the gap has narrowed by 2.7, 4.3 and 1.2 percentage points respectively.
- ✓ Key Stage 2 – At L4+ in Writing the gap narrowed by 0.9 of a percentage point.

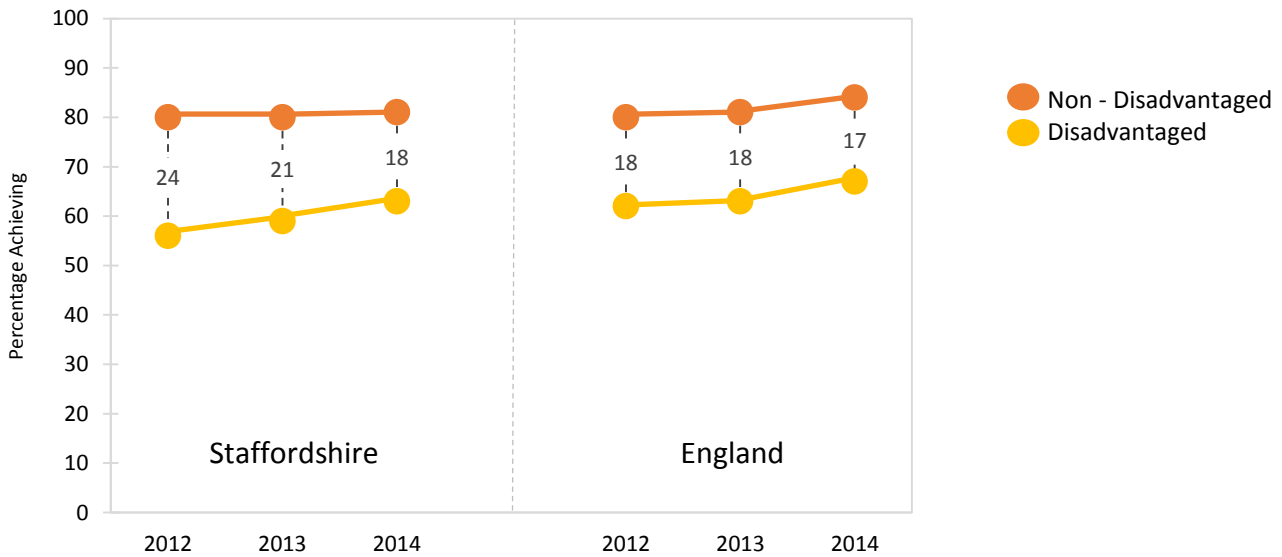
National 2015 results for the SEN gap are yet to be published however in previous years, the SEN gap in Staffordshire has been in-line with or larger than the national SEN gap. The size of the gap seems to vary from year to year with no observable pattern.

Pupil Premium – ‘disadvantaged’ pupils

In 2011, the Department for Education (DfE) announced new funding for schools called the ‘Pupil Premium’, which specifically aims to improve outcomes for disadvantaged children. Pupil Premium funding is awarded to schools based on a specific pupil criteria, and schools are held accountable for the effective use of this funding through Ofsted school inspections. It is expected that this additional funding will be used to support Pupil Premium eligible pupils, but headteachers can spend the money supporting these pupils in whatever way they deem most appropriate.

Across the main attainment measures at Key Stage 2 and Key Stage 4, Staffordshire’s ‘disadvantaged’ young people are closing the gap on ‘non-disadvantaged’ pupils. The gap in Staffordshire is still larger than the gap seen nationally, but this is also narrowing.

Figure 22: Key Stage 2, Reading, Writing and Maths combined measure – disadvantaged pupil attainment



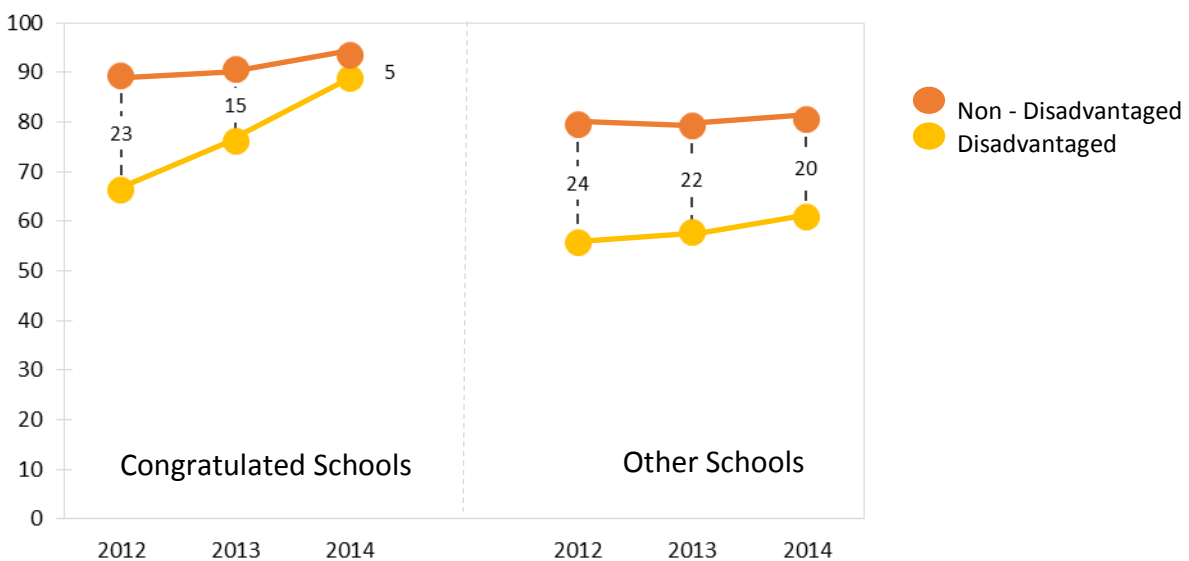
Source: Keypas. Validated results for 2011 – 2014 and unvalidated (provisional) results for 2015.

A number of schools in Staffordshire have received recognition for their use of the Pupil Premium funding to improve results for disadvantaged pupils. This recognition has come from both DfE in the form of congratulatory letters and in feedback from Ofsted.

A total of 13 primary schools in Staffordshire were awarded congratulatory letters in 2015. As a group they have narrowed the gap between disadvantaged and non-disadvantaged pupils quite notably over the period 2012 to 2014 in the combined reading, writing and maths measure (figure 16).

Due to the small numbers of pupils in these schools they contribute less than one percentage point of the closing of the Staffordshire gap, but are clearly having a positive impact on outcomes for pupils.

Figure 23: Key Stage 2, Reading, Writing and Maths combined measure



Source: Keypas

The congratulated schools have higher attainment generally for both disadvantaged and non-disadvantaged pupils. The gap between disadvantaged and non-disadvantaged pupils in the progression measures are also notably smaller than those seen in other schools; between two and three percentage points compared to four to 11 percentage points.

Comments from the Ofsted reports of these schools suggest that funding is spent on a variety of interventions including small group support and special programmes of work. The schools carefully track the pupils' progress and the governors are well informed about funding decisions for these pupils.

A new approach in Staffordshire allows for existing data to be analysed in a different way, identifying a cohort of pupils at risk of low educational outcomes, regardless of their 'status' (FSM eligible or SEN, for example) in school. An index has been created using 10 key measures that have been proven to have the greatest impact on pupil attainment in Staffordshire. This groups pupils into five bands of 'risk', from high to low.

During 2015, the gap has narrowed between the performance of pupils in high risk areas and low risk areas, with the exception of Key Stage 4, where the gap has slightly increased.

These results emphasise the importance of improving educational outcomes of pupils in Staffordshire at GCSE level, particularly for 'at risk' pupils, where an increase in results is likely to have the greatest impact on Staffordshire's performance in the context of our statistical neighbours.

Other pupils at risk of low educational outcomes

Research findings suggested that although there were pupils in Staffordshire receiving a good education, there were also pupils who were not achieving expected levels of attainment and progress at key educational milestones and there were pupils in schools rated 'Requires Improvement' or 'Inadequate' by Ofsted; measures suggestive of an education that could be improved.

Many factors were shown to have a significant impact on educational outcomes in Staffordshire, but some of the most significant were those related to the socio-economic circumstance within which young people live.

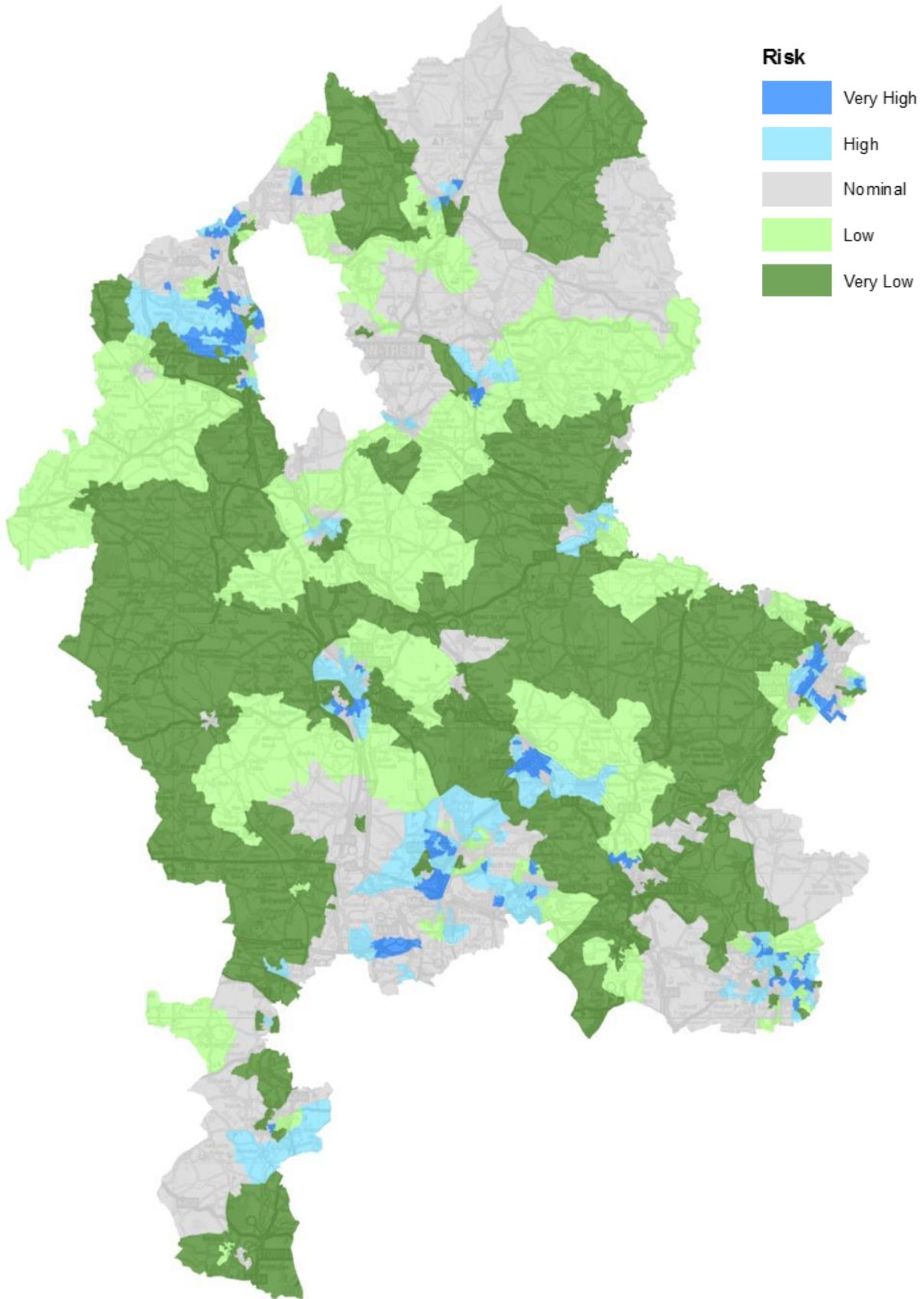
Some of the most significant factors were:

- Living in areas with low average household incomes, low proportions of adults with level 4+ qualifications and low proportions of married couples (with dependent children)
- Living in areas with high proportions of Disability Living Allowance or Job Seekers Allowance claimants
- Living in areas with high proportions of adults with no qualifications
- Living in areas with a high prevalence of one parent households, cohabiting couples and other family types (with dependent children)
- Living in an area with a high number of reported incidents of anti-social behaviour

Using the factors outlined, it was possible to create a priority index identifying geographical locations in Staffordshire where pupils were more likely to be at risk of having low educational outcomes. This in turn can be used to target resources and to measure impact¹.

¹ Educational insights: Factors that Impact on Education in Staffordshire – July 2015. Insight, Planning & Performance Team

Figure 24: Risk of Low Educational Outcomes by small area (LSOA)

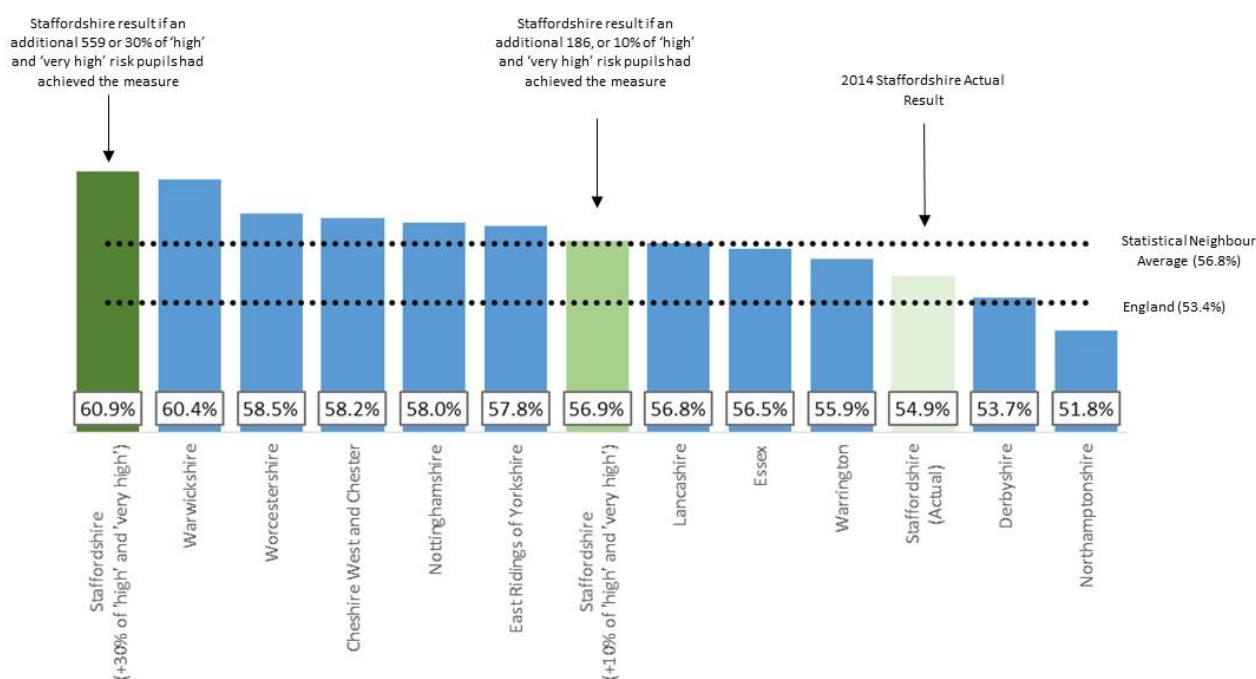


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The map illustrates what risk category each LSOA in Staffordshire falls within. Pupils living in areas shaded in blue are those living in areas that are more at risk of low educational outcomes than those living in areas that are shaded in green.

The research findings suggested that focusing on these priority pupils could lead to substantial improvements in results.

Figure 25: Potential Impact on 2014 GCSE results (5+ A*-C including English and maths)



As figure 25 shows, if an additional 10% of pupils in higher risk areas (186 pupils) had achieved the 5+ A*-C including English and maths measure in 2014, Staffordshire’s results would have been two percentage points higher and above the average of our statistical neighbour authorities. If an additional 30% of pupils in these areas (559 pupils) had achieved the measure, the Staffordshire average would have been six percentage points higher and the top of the statistical neighbour group.

There also appears to be a link between high risk areas and other school related factors. Good and Outstanding schools have higher GCSE and Key Stage 2 results than Requires Improvement and Inadequate schools but they also have smaller proportions of pupils from high and very high risk areas; those more at risk of low outcomes.

A similar pattern is apparent with large secondary schools. Larger secondary schools achieve better GCSE results and also having a smaller proportion of pupils from high risk areas than smaller secondary schools. Also maintained secondary schools have slightly higher GCSE results than academies and fewer ‘at risk’ pupils.

The Learning and Skills Team are now considering how they are going to utilise these new insights to shape their own team priorities and also how they will share this information and join up their work with other areas of the organisation.

2015 results show that the gap has generally narrowed between the performance of pupils in high risk areas and low risk areas.

Figure 26 shows the Key Stage Two Reading, Writing and Maths combined measure results; the gap has closed over the period 2012 to 2015 though did show a slight increase on 2014.

Figure 26: Key Stage Two RWM Level 4+, Pupils at risk of low educational outcomes

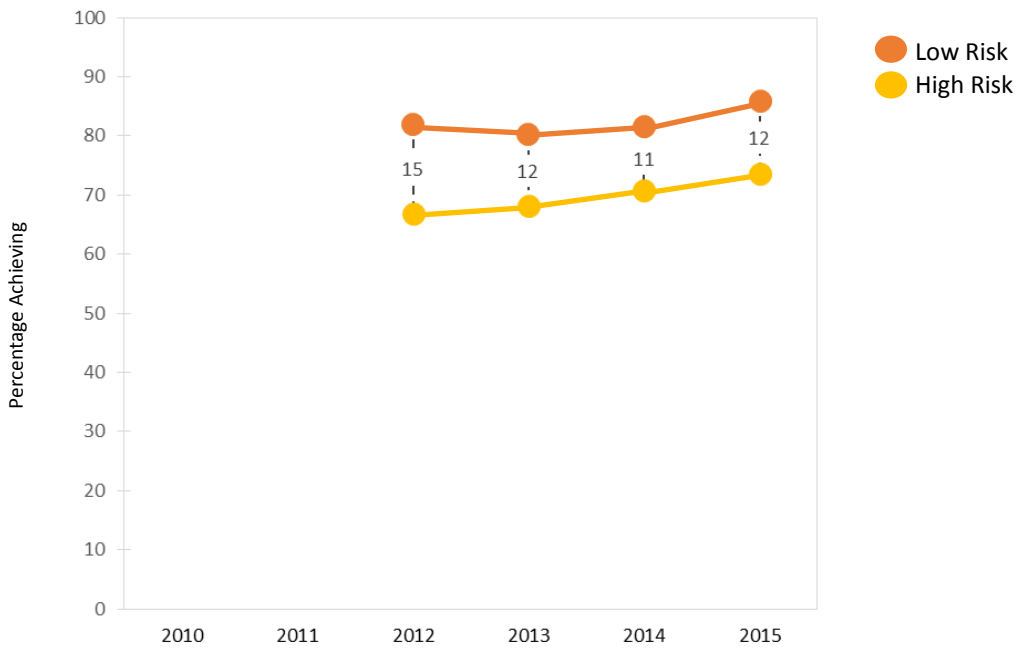
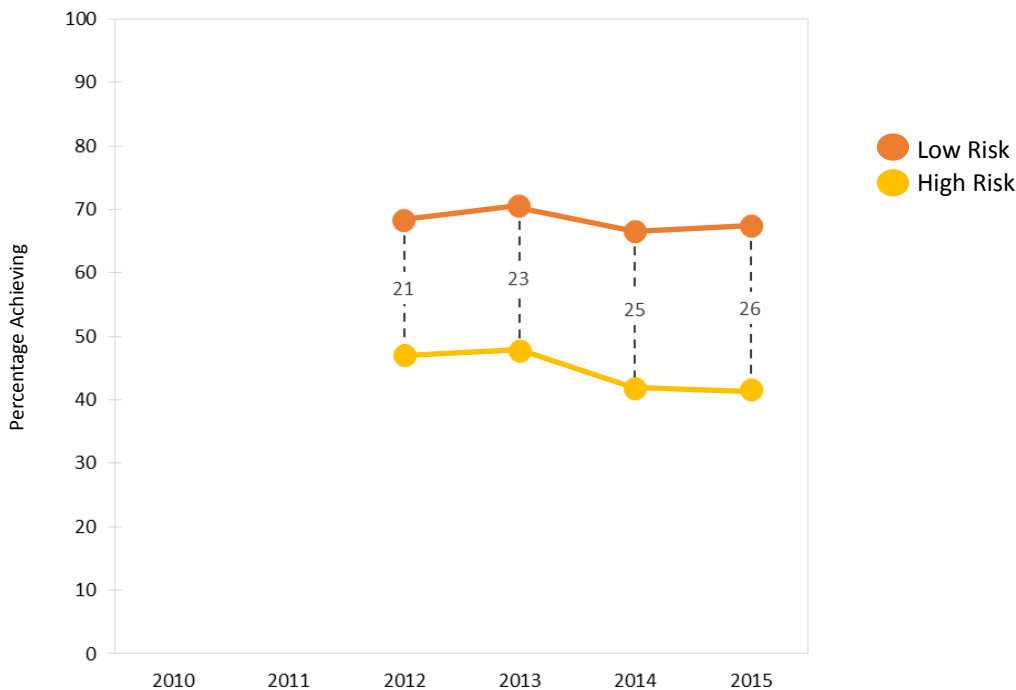


Figure 27 shows the GCSE (Key Stage Four) five or more GCSEs at A*-C including English and maths results. The gap between low risk and high risk pupils in this measure is increasing year-on-year. Also whereas low risk pupils saw a small increase in results in 2015 (0.8 of a percentage point), high risk saw a small reduction (0.3 of a percentage point).

Figure 27: GCSE five or more GCSEs at A*-C including English and Maths, Pupils at risk of low educational outcomes



Appendix

Figure 28: Results by District

			2014	2015	2014 to 2015
Early Years FSP	Good Level of Development	Cannock Chase	64.5	69.4	↑
		East Staffordshire	58.2	66.1	↑
		Lichfield	63.7	72.2	↑
		Newcastle	60.6	69.2	↑
		South Staffordshire	70.1	70.9	↑
		Stafford	69.3	73.3	↑
		Staffordshire Moorlands	61.1	69.5	↑
		Tamworth	64.3	69.0	↑
Key Stage 1 Level 2 and Above	Reading	Cannock Chase	88.8	92.2	↑
		East Staffordshire	90.4	90.8	↑
		Lichfield	92.2	92.1	↓
		Newcastle	90.6	91.4	↑
		South Staffordshire	93.6	92.6	↓
		Stafford	92.9	92.7	↓
		Staffordshire Moorlands	91.9	92.1	↑
		Tamworth	88.9	91.8	↑
	Writing	Cannock Chase	85.4	90.1	↑
		East Staffordshire	87.1	88.3	↑
		Lichfield	88.4	90.6	↑
		Newcastle	89.2	91.4	↑
		South Staffordshire	90.4	91.1	↑
		Stafford	90.4	90.9	↑
		Staffordshire Moorlands	89.4	91.4	↑
		Tamworth	86.8	89.4	↑
Maths	Cannock Chase	92.4	93.4	↑	
	East Staffordshire	92.9	93.3	↑	
	Lichfield	94.1	93.8	↓	
	Newcastle	94.3	95.6	↑	
	South Staffordshire	94.3	94.9	↑	
	Stafford	93.8	94.7	↑	
	Staffordshire Moorlands	93.8	93.7	↓	
	Tamworth	92.0	92.9	↑	
Key Stage 2 Level 4 and Above	Reading	Cannock Chase	88.6	88.8	↑
		East Staffordshire	82.1	87.3	↑
		Lichfield	89.8	90.3	↑
		Newcastle	87.6	91.5	↑
		South Staffordshire	86.1	89.3	↑
		Stafford	85.4	90.0	↑
		Staffordshire Moorlands	88.4	88.5	↑
		Tamworth	85.5	86.5	↑

Writing	Cannock Chase	85.1	89.2	↑
	East Staffordshire	84.3	84.8	↑
	Lichfield	86.9	88.5	↑
	Newcastle	87.8	90.6	↑
	South Staffordshire	86.8	87.1	↑
	Stafford	87.1	87.7	↑
	Staffordshire Moorlands	83.1	85.8	↑
	Tamworth	82.1	85.8	↑
Maths	Cannock Chase	85.0	86.8	↑
	East Staffordshire	79.5	84.9	↑
	Lichfield	86.9	87.2	↑
	Newcastle	85.5	91.1	↑
	South Staffordshire	82.8	85.3	↑
	Stafford	84.0	87.9	↑
	Staffordshire Moorlands	86.0	85.4	↓
	Tamworth	83.1	85.5	↑
RWM	Cannock Chase	76.8	80.4	↑
	East Staffordshire	71.1	77.4	↑
	Lichfield	80.2	81.8	↑
	Newcastle	79.3	84.8	↑
	South Staffordshire	76.0	77.9	↑
	Stafford	77.2	81.5	↑
	Staffordshire Moorlands	77.4	79.0	↑
	Tamworth	75.2	77.6	↑
Key Stage 2 Reading Progress	Cannock Chase	87.7	89.5	↑
	East Staffordshire	89.6	89.2	↓
	Lichfield	91.5	92.2	↑
	Newcastle	90.4	91.2	↑
	South Staffordshire	86.5	88.3	↑
	Stafford	91.4	90.9	↓
	Staffordshire Moorlands	89.7	87.2	↓
	Tamworth	87.9	88.6	↑
Writing Progress	Cannock Chase	92.7	94.8	↑
	East Staffordshire	90.8	90.3	↓
	Lichfield	92.4	95.4	↑
	Newcastle	95.7	95.2	↓
	South Staffordshire	93.2	92.5	↓
	Stafford	93.2	92.8	↓
	Staffordshire Moorlands	89.6	90.8	↑
	Tamworth	90.6	94.2	↑
Maths Progress	Cannock Chase	86.3	88.4	↑
	East Staffordshire	85.9	87.7	↑
	Lichfield	89.3	91.4	↑
	Newcastle	89.1	92.5	↑
	South Staffordshire	84.8	85.4	↑
	Stafford	90.7	89.1	↓
	Staffordshire Moorlands	87.2	86.7	↓
	Tamworth	84.0	87.3	↑

GCSE	5+ A*-C inc English and Maths	Cannock Chase	46.5	45.8	↓
		East Staffordshire	58.9	57.6	↓
		Lichfield	62.8	59.9	↓
		Newcastle	50.9	50.5	↓
		South Staffordshire	58.2	53.4	↓
		Stafford	58.9	59.1	↑
		Staffordshire Moorlands	57.8	62.6	↑
		Tamworth	43.1	50.8	↑
GCSE	English Progress	Cannock Chase	63.8	57.7	↓
		East Staffordshire	68.9	69.6	↑
		Lichfield	72.6	64.8	↓
		Newcastle	63.4	68.5	↑
		South Staffordshire	74.1	68.4	↓
		Stafford	65.5	69.6	↑
		Staffordshire Moorlands	70.5	74.6	↑
		Tamworth	74.7	64.3	↓
	Maths Progress	Cannock Chase	54.4	51.7	↓
		East Staffordshire	67.3	69.9	↑
		Lichfield	67.1	68.1	↑
		Newcastle	62.7	61.9	↓
		South Staffordshire	66.9	62.6	↓
		Stafford	64.5	63.4	↓
		Staffordshire Moorlands	62.8	72.0	↑
		Tamworth	46.3	62.5	↑
A Level	APS per Entry	Cannock Chase	199.6	195.9	↓
		East Staffordshire	207.2	208.2	↑
		Lichfield	202.3	205.3	↑
		Newcastle	194.5	195.1	↑
		South Staffordshire	201.3	202.4	↑
		Stafford	209.9	204.4	↓
		Staffordshire Moorlands	206.9	207.0	↑
		Tamworth	207.3	196.0	↓

Figure 29: Staffordshire's Ranking against all (150) local authorities and against Statistical Neighbours

			2011	2012	2013	2014	2015	2011 to 2015	2014 to 2015
Early Years FSP	Good Level of Development	Statistical Neighbours	2	1*	4	2	1	↑	↑
		Local Authorities	16	26	48	30	27	↓	↑
Key Stage 1 Level 2 and above	Reading	Statistical Neighbours	5	2	2	4	1	↑	↑
		Local Authorities	29	18	28	26	16	↑	↑
	Writing	Statistical Neighbours	2	1	1	3	1	↑	↑
		Local Authorities	18	10	11	25	8	↑	↑
	Maths	Statistical Neighbours	4	3	1	4	1	↑	↑
		Local Authorities	29	26	19	34	18	↑	↑
Key Stage 2 Level 4 and above	Reading	Statistical Neighbours	7	9	9	11	7	→	↑
		Local Authorities	68	89	97	116	73	↓	↑
	Writing	Statistical Neighbours	9	7	6	6	3	↑	↑
		Local Authorities	77	58	59	55	53	↑	↑
	Maths	Statistical Neighbours	8	7	9	9	7	↑	↑
		Local Authorities	78	75	111	117	74	↑	↑
RWM	Statistical Neighbours	8	8	8	9	6	↑	↑	
	Local Authorities	73	71	90	104	68	↑	↑	
Progress between Key Stage 1 and 2	Reading	Statistical Neighbours	-	7	8	9	8	-	↑
		Local Authorities	-	110	124	127	104	-	↑
	Writing	Statistical Neighbours	-	7	8	8	7	-	↑
		Local Authorities	-	110	116	115	103	-	↑
	Maths	Statistical Neighbours	8	8	9	9	7	↑	↑
		Local Authorities	109	118	130	133	96	↑	↑
GCSE KS4	5+ A*-C inc. E&M	Statistical Neighbours	9	8	9	** 9	9	→	→
		Local Authorities	101	74	87	101	86	↑	↑
	5+ A*-C	Statistical Neighbours	9	6	4	9	8	↑	↑
		Local Authorities	103	84	76	95	86	↑	↑
Progress between KS2 and GCSE	English	Statistical Neighbours	7	7	10	9	8	↓	↑
		Local Authorities	94	82	105	118	102	↓	↑
	Maths	Statistical Neighbours	8	7	11	11	10	↓	↑
		Local Authorities	98	96	108	112	101	↓	↑
A level	APS per Entry	Statistical Neighbours	6	8	6	5	6	→	↓
		Local Authorities	82	106	94	90	104	↓	↓

*The Foundation Stage Profile changed in 2013, results prior to 2013 are not directly comparable to 2013 results onwards.

** GCSE reporting changed in 2014, results prior to 2014 are not directly comparable to 2014 results onwards.

Figure 30: Staffordshire's Results for Vulnerable Pupils

		Non-FSM		FSM		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	66.8	71.7	45.6	54.3	21.2	17.4
Key Stage 1	Reading	93.0	93.0	83.0	83.0	10.0	10.0
Level 2 and above	Writing	90.0	92.0	76.0	80.0	14.0	12.0
	Maths	95.0	95.0	86.0	88.0	9.0	7.0
Key Stage 1	Reading	90.1	90.7	76.1	77.3	14.0	13.4
Level 4 and above	Writing	87.3	89.5	72.2	72.3	15.1	17.2
	Maths	87.7	88.5	72.8	74.5	14.9	14.0
GCSE	5+ A*-C inc EM	61.0	61.3	31.7	32.1	29.3	29.2
KS4							

		Non-SEN		SEN		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	68.0	74.1	16.2	19.0	51.8	55.1
Key Stage 1	Reading	98.0	97.0	56.0	57.0	42.0	40.0
Level 2 and above	Writing	96.0	96.0	47.0	53.0	49.0	43.0
	Maths	99.0	98.0	66.0	69.0	33.0	29.0
Key Stage 1	Reading	94.0	95.5	56.4	55.7	37.6	39.8
Level 4 and above	Writing	96.0	96.0	44.6	45.4	51.4	50.6
	Maths	91.9	93.4	52.0	53.0	39.9	40.4
GCSE	5+ A*-C inc EM	63.0	61.8	17.9	16.6	45.1	45.2
KS4							

		Low Risk		High Risk		Gap	
		2014	2015	2014	2015	2014	2015
EYFS	Good Level of Development	70.6	77.1	56.8	63.1	-13.8	-14.0
Key Stage 1	Reading	94.3	94.6	88.1	89.7	-6.1	-5.0
Level 2 and above	Writing	91.9	93.6	84.8	87.7	-7.1	-5.8
	Maths	95.5	95.8	91.8	92.7	-3.7	-3.2
Key Stage 1	Reading	90.2	93.0	82.0	84.9	-8.2	-8.1
Level 4 and above	Writing	89.3	91.5	81.3	82.7	-8.0	-8.8
	Maths	87.7	90.8	79.8	82.2	-7.9	-8.6
GCSE	5+ A*-C inc EM	66.6	67.4	41.9	41.6	-24.7	-25.8
KS4							

Local Members' Interest
N/A

Prosperous Staffordshire Select Committee – 22nd January 2016

Education Support Services – Commissioning and Contract Performance Report

Recommendations

1. That the Select Committee scrutinises the progress made in further developing the approach to commissioning and contract managing education support services.
2. That the Select Committee receives the update on performance of the contract.

Report of Cllr Ben Adams, Cabinet Member for Learning & Skills

Summary

3. In April 2013 services that had previously been provided to schools by the Local Authority were transferred to Entrust through a commissioned and contracted arrangement. These services, along with services provided by Entrust to the Local Authority, are included within the Entrust Service Delivery Agreement (SDA). The following is a list of the SDA services and the Lead Commissioner for each service:

	Service	Lead Commissioner
a.	School Support & Intervention	Anna Halliday: Commissioner for Education & Wellbeing
b.	Curriculum Development Support	Anna Halliday: Commissioner for Education & Wellbeing
c.	Governor Services	Anna Halliday: Commissioner for Education & Wellbeing
d.	Special Educational Needs Advisory	Anna Halliday: Commissioner for Education & Wellbeing
e.	Education Inclusion Partnerships	Anna Halliday: Commissioner for Education & Wellbeing
f.	Elective Home Education	Anna Halliday: Commissioner for Education & Wellbeing
g.	Minority Ethnic Achievement Service	Anna Halliday: Commissioner for Education & Wellbeing
h.	Behaviour, Health & Wellbeing	Anna Halliday: Commissioner for Education & Wellbeing

i.	Special Education Needs Support Service	Anna Halliday: Commissioner for Education & Wellbeing
j.	Early Years	Mick Harrison: Commissioner for Safety
k.	Information, Advice & Guidance	Tony Baines: County Commissioner for Skills & Employability
l.	Staffordshire Learning Technologies	Vic Falcus: Head of ICT Service Management
m.	Learning & Development Arm	Sarah Getley: Head of Organisational Development
n.	Catering	Jamie MacDonald: Head of Strategic Property
o.	Cleaning	Jamie MacDonald: Head of Strategic Property
p.	Grounds	Jamie MacDonald: Head of Strategic Property
q.	Property	Jamie MacDonald: Head of Strategic Property

4. The focus of this report is to provide a summary of strategic and contractual performance to date in relation to the above services.

Report

Background

5. At the Prosperous Staffordshire Select Committee meeting held on the 4th September 2015 it was requested that an update be reported back to the committee regarding the performance of the education support services commissioning arrangement and contract.

Entrust

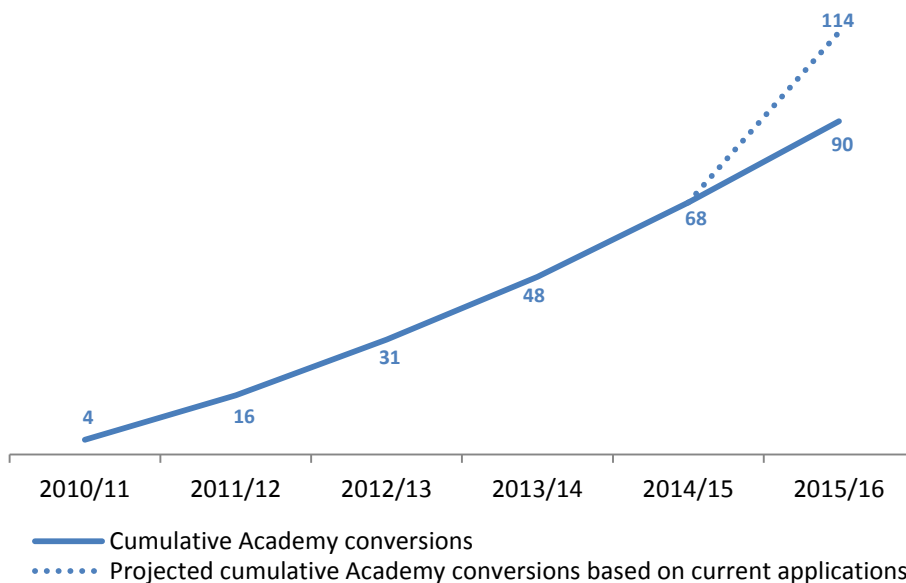
6. The primary provider of SCC commissioned education support services is Entrust, which was established on 1st April 2013 as a joint venture between the County Council and Capita Plc. The County Council owns a 49% stake in Entrust and has two directors on the board (Ian Parry, the Cabinet Member for Strategy, Finance and Corporate Issues, and Darryl Eyers, Director for Economy, Infrastructure and Skills).
7. The rationale for the development of Entrust was to:
- a. Improve education across Staffordshire, improving educational outcomes for all
 - b. Develop long term economic prosperity in Staffordshire

- c. Provide a modern, responsive and consistently high level of service which is responsive to the needs of schools and local communities
- d. Provide opportunities to develop skills in the existing and the future Staffordshire workforce
- e. Provide long term economic and financial benefits to both Staffordshire County Council and the private sector partner (Capita)
- f. Provide high quality services that demonstrate value for money for Staffordshire people
- g. Enable the County Council to combine the best of the public sector (knowledge and expertise in delivering services to schools) with the commercial acumen of the private sector, so that the Council could compete robustly in the marketplace and safeguard jobs for the future.

Changing education landscape

8. The last point outlined above links to the current education landscape which has changed significantly since the introduction of the Academies Act 2010. This Act gave all maintained schools the option to convert to academies. This has given academies more autonomy in regards to their budgets and has reduced the funding retained centrally by Local Authorities which is used to commission or provide a number of services on behalf of / to maintained schools and academies.
9. In May 2015 the Government outlined its plans to tackle ‘Coasting’ schools which are schools that are failing to push every pupil to reach their potential. Coasting schools which do not have a credible plan to improve and make sure all pupils make the required progress will be forced to convert to academies.
10. The graph below outlines the growth in academies within Staffordshire:

Number of Academies as at December 2015



The number of academies within Staffordshire (currently 90) is 23% of all schools.

The Service Delivery Agreement (SDA)

11. The SDA contains service specifications for each of the services outlined on pages 1 & 2. These specifications contain a number of key performance indicators (KPIs) and targets.
12. Individual governance meetings have been developed for each service, the majority of which meet on a monthly basis. These meetings include reviewing and discussing performance and identifying, capturing and managing risks.

Strategic Performance – Overview:

13. As outlined on page 2 one of the primary objectives of Entrust is to improve education across Staffordshire.
14. This section of the report includes key ‘education’ data which Entrust services are contributing towards.
 - a. Increasing the percentage of Good and Outstanding *schools (as graded by Ofsted)

Month / Year	% of Schools Staffordshire	Direction of Travel	Number of Schools Staffordshire	% of Schools England
August 2015	81%	↑	307	84%
August 2014	79%	↑	305	81%
August 2013	74%	↑	289	78%
August 2012	65%		254	70%

Table 1.1

Source: Aug 2012 - Aug 2015 Ofsted published data

**Maintained schools and academies*

- b. Increasing the percentage of children achieving 5+ A*-C GCSEs including English & Maths or Equivalent

Year	Staffordshire	Direction of Travel	England	Direction of Travel
2015	55.3%	↑	52.8%	↓
2014	54.9%		53.4%	
2013	59.9%	↑	59.2%	↓
2012	58.7%		59.4%	

Table 1.2

The above data is not comparable across all four years. The Secretary of State for Education announced that, with effect from 29th September 2013, only a student's First Entry to a GCSE examination would count in their school's performance tables (rather than the student's best entry as was the case for 2012 - 2013).

- c. Reducing the percentage of young people (16-18) who are Not in Employment, Education or Training (NEET)

Year	Staffordshire	Direction of Travel	England	Direction of Travel
2014	4.5%	↑	4.7%	↑
2013	5.1%	↑	5.3%	↑
2012	5.4%		5.8%	

Table 1.3

Source: Department for Education

- d. Improving the percentage of pupils achieving a Good Level of Development at the end of the Early Years Foundation Stage (EYFS)

**All pupils				
Year	Staffordshire	Direction of Travel	England	Direction of Travel
2015	69.9%	↑	66.3%	↑
2014	63.8%	↑	60.4%	↑
2013	53.6%		51.7%	

Table 1.4

Source: NCER & 2015 National data from DfE SFR Underlying Data Tables

**BME (Black & Minority Ethnic) pupils				
Year	Staffordshire	Direction of Travel	England	Direction of Travel
2015	66.6%	↑	62.9%	/
2014	54.4%	↑	/	/
2013	41.7%		/	/

Table 1.5

Source: NCER & 2015 National data from DfE SFR Underlying Data Tables

**Pupils with SEN (Special Educational Needs)				
Year	Staffordshire	Direction of Travel	England	Direction of Travel
2015	19.0%	↑	21.0%	/
2014	16.2%	↑	/	/
2013	10.9%		/	/

Table 1.6

Source: NCER & 2015 National data from DfE SFR Underlying Data Tables

***The above data cannot be compared to previous years. Changes to the Early Years Foundation Stage (EYFS) took effect from September 2012. These changes reduced the 69 Early Learning Goals to 17 and refocussed the EYFS on three prime areas of learning: Communication and language; physical development; and personal, social and emotional development.*

e. Increasing the percentage of Good and Outstanding ***childcare settings

Year	% of settings	Direction of Travel	Number of settings
2015	86%	↑	806
2014	83%	↓	835
2013	84%	↑	871
2012	80%		824

Table 1.7

***This data includes childminders and non-domestic childcare settings.

Contractual Performance:

15. This section of the report includes information regarding the performance of SDA services from 1st April 2015 to 31st October 2015. These 'operational' KPIs have provided reassurance to both the County Council and Entrust of a safe transfer of staff and services during the early years of the joint venture company.
16. The information below provides a brief description of each of the services, progress against Key Performance Indicators (KPIs), and additional supporting narrative.
17. Appendix A contains information on additional achievements during 2015.

School Support & Intervention

18. This service aims to ensure that those schools in receipt of the service are better equipped to make the required improvements and to work towards becoming consistently Good and Outstanding schools.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
At least 95% of SCC commissioned work requests are delivered by Entrust no later than 10 working days beyond the agreed timescales as set out in the agreed commissioning request, or alternative dates as agreed between any/all of the Parties, including the Customer, Entrust and the school.	100%
25% of schools receiving intervention support of more than 5 days in one aspect will be sampled and the school and the Customer shall receive an impact assessment no later than the following term	100%
100% of schools receiving intervention support, which requires a school visit or	100%

other form of report (e.g. a governance report), along with the Customer, shall receive a copy of the report within 10 working days of the final day of intervention support	
At least 95% of commissioner requests will be responded to within 2 working days	100%
At least 95% of consultants will have 2 of their school visit reports quality assured per term	100%

Evidence of impact / achievements:

19. Schools that have received support via this service since December 2014 have had the opportunity to complete a survey in order to provide feedback on both the commissioning and delivery of the service. Those surveyed reported the following:
- 100% agreed / strongly agreed that the delivery was of a high quality.
 - 100% agreed / strongly agreed that the commissioned activity achieved its objectives.
 - 96% agreed / strongly agreed that the service had clear benefits to pupils / staff / governors.
 - 98% agreed / strongly agreed that the service has put their school in a strong position to practically embed change.
20. The comments outlined below have been received from two Primary School Headteachers:
- 'I have shared how good it has been to work with you (Entrust) with other headteachers. It has provided us with a greater understanding of maths in the new curriculum and reinforced our in school actions to make improvements in the teaching of maths'.
 - 'I would also like to express thanks for the way Entrust and the Local Authority has supported us in numerous ways, both evident and behind the scenes. Each contribution has been valuable and positive and has contributed to our ability to progress out of Special Measures without compromise to our ethos as a school. Each action has helped us make progress towards that final target'.

Curriculum Development & Support

21. This service aims to ensure that schools are better equipped to work towards becoming consistently Good and Outstanding schools.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
100% of new NQTs registered within a week of notification	100%
Annual reports provided to National College for Teaching and Leadership with details of NQTs who have started,	100%

completed (satisfactorily or not), those requiring an extension, or left school partway through induction period.	
Key Stage 1 / 2 moderation – 25% of schools will be moderated for Y1 phonics and Y6 writing	100%
Key Stage 1 / 2 moderation – 100% of SCC schools moderated receive report	100%
KS2 security – 10% of maintained schools receive monitoring visit before, during or after test periods	100%
KS2 security – 100% of breaches notified to SCC within 24 hours	100%
Health and safety science – 100% of dangerous incidents reported within 24 hours	100%
100% of maintained schools receive update from CLEAPSS (<i>Consortium of Local Education Authorities for the Provision of Science Services</i>)	100%
School sports equipment testing – 100% of maintained schools receive annual visit and report	95%
100% of maintained schools receive annual SACRE (<i>Standing Advisory Council for Religious Education</i>) report	100%
100% of curriculum consultation contributions requested from SCC meet agreed deadline	100%

Governor Services

22. This service aims to ensure that schools are better equipped to work towards becoming consistently Good and Outstanding schools.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
Governors database maintained by Entrust	The governors' database is updated annually (December / January) as a result of Entrust contacting all maintained schools. The governors' database is also updated as a result of schools buying into the clerking service from Entrust and when schools contact Entrust to provide up-to-date information.
95% of Local Authority governors recruitment processes will be	100%

completed within agreed timescales	
100% of newly appointed Local Authority governors receive induction pack	100%
95% of requests from SCC for advice responded to within two working days	100%
100% of School Forum supported elections run to agreed planned programme / timescale	100%
95% of funds are disbursed accurately (in accordance with client instruction)	This KPI is not relevant. Entrust have been commissioned to clerk the Education Endowment Fund meetings and are not responsible for the disbursement of funds.
95% of parent governor elections for scrutiny committee run to agreed timescales	n/a There have been no elections during 2015/16.
Reducing the number of governor vacancies in Staffordshire to be in line with or lower than National and statistical neighbours	Staffordshire governor vacancy rate: 25%. There is no accurate / national measure for governor vacancies in order to provide a benchmark. All governing bodies of maintained schools are required to be constituted under the School Governance (Constitution) (England) Regulations 2012 or the School Governance (Federations) (England) Regulations 2012, as appropriate, by 1 September 2015. The governors' database is in the process of being updated to reflect these changes and therefore a more up-to-date / accurate vacancy rate will be known by January 2016.

Special Education Needs Support Service

23. This service aims to work directly with children and young people aged 0-25, who have a wide range of special educational and additional learning needs, who may, at some time, experience difficulties in learning, or have their formal programme of learning interrupted, to raise their educational achievements and aspirations.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
Requests for support responded to within 5 working days	100%
Annual Service Questionnaire - 90% or	96.5%

better rate the support received as 'useful' or 'excellent'	
100% of 'entitlement' hours that are accessed by Schools are delivered by Entrust	100% <i>(1944 learner support entitlement hours delivered to date)</i>
100% of all Dyslexia Centre places (across the County) that are accessed by pupils are delivered by Entrust	100%

Evidence of impact / achievements:

24. Questionnaire / service evaluation results:

- a. 'We have received excellent advice and support from SEN services that support both individuals and whole school issues. This has greatly supported the provision within our school and staff training and skills'
- b. 'I have utilized the expertise of several members from the team this year. I was able to talk confidently about working with outside agencies etc with Ofsted last week and the impact back in school'

Education Inclusion Partnerships

25. This service aims to support SCCs requirement, under Section 19 (1) of the Education Act 1996, to make arrangements for the provision of suitable full time education for those children and young people who are unable to access school by reason of exclusions or illness. The Education Inclusion Partnership service supports the local authority in fulfilling these responsibilities.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
SCC requests for advice regarding permanent and fixed term exclusions are responded to within 2 days	100%
100% attendance at each District Inclusion Panel (DIP) meeting	100%
100% of permanent exclusions are checked by Entrust to ensure they are compliant with DfE regulations	100%

Evidence of impact / achievements:

26. Questionnaire / service evaluation results:

- a. 'We have been very well supported this year with challenging children and parents and for this we are very grateful. In addition we have had children observed and assessed to gain support strategies for their learning and development'.

- b. ‘(the) Behaviour Support (team) have been of particular support this year, with training, supporting staff and 1-1 with children’.

Elective Home Education

27. This service aims to support the education provided by Staffordshire families that electively home educate. This support includes offering families an annual visit or acceptable alternative and providing advice and guidance to schools.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
100% of known EHE families (wanting to participate and accepting the offer of a visit or acceptable alternative) are provided an annual visit or acceptable alternative	100%
100% EHE visits have visit record	100%
Respond to requests for advice from the Customer within 2 working days	100%

28. The opportunity to participate in the Duke of Edinburgh Award scheme has been offered to EHE families via Entrust. Two workshop events have been held to date.

Minority Ethnic Achievement Service

29. This service aims to ensure that staff working with black and minority ethnic pupils and pupils learning English as an Additional Language are well trained and confident in the strategies they use to enable these children and young people to make progress in line with national expectations at whatever age and stage they are at on their educational journey.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
95% requests for support for newly arrived pupils including asylum seekers are responded to within 2 working days	100%
Respond to requests for advice from the Customer within 2 working days	100%

30. Extensive training has been delivered to schools and stakeholders e.g. inset days on supporting EAL (English as an Additional Language) pupils, Prevent (protecting children from radicalisation), and Fundamental British Values.

Behaviour, Health & Wellbeing

31. This service aims to provide professional development support for schools and their communities which contributes to the personal development and well-being of children and young people.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
Annual programme of PSHE (Personal, Social and Health Education) training events in place	Achieved
Termly newsletter produced for PSHE (Personal, Social and Health Education)	No longer produced. Relevant information is now included in the termly SEN (Special Educational Needs) / Inclusion magazine
Provide annual report on trends in attendance at a school, district and county level within agreed timeframe identifying areas causing concern	Entrust have contributed to the annual report produced / compiled by SCC attendance board.
Maintain database of Ofsted report findings regarding behaviour and safety	Database complete and up-to-date
Respond to requests from SCC for advice and support within 2 days	100%

Evidence of impact / achievements:

32. Anti Bullying Pledge:

33. Over 100 schools are involved in this scheme which provides a framework to ensure schools have an appropriate Anti Bullying Policy, have listened to all parts of their school community and have a dynamic plan for continuing to strive to reduce and tackle bullying. This work is frequently identified as good practice by Ofsted e.g. Abbot Beyne School, Staffordshire University Academy, and Penkridge Middle School.

34. A HMI monitoring inspection visit report for a Staffordshire primary school included the following comment linked to the Behaviour, Health & Wellbeing service:

- a. 'The deputy headteacher has provided training (*delivered by Entrust*) for lunchtime supervisors and, as a consequence, the number of minor accidents has reduced'

Special Education Needs Advisory

35. This service aims to provide advice and guidance about whole school SEND provision across schools and settings, in particular in relation to school improvement and SEND, including special schools (residential and non-residential) plus mainstream schools and settings.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
100% of residential special schools supported during announced and unannounced inspections	100% (9 announced inspections, 11

	<i>unannounced inspections)</i>
Respond within 2 days to requests from SCC for advice	100%

Evidence of impact / achievements:

36. The National Award for SENCo's (Special Educational Needs Coordinators) is delivered by Entrust and accredited by the University of Birmingham. 40 delegates have completed the award during 2015.
37. Comments from course evaluations:
- 'A better understanding of SENCO role which I can apply in school'
 - 'It has enabled me to critically reflect throughout the course on what my school is providing for children with additional needs. Absolutely brilliant!'

Early Years

38. This service aims to provide support for early years settings to ensure that families have access to good quality childcare within Staffordshire.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
95% of settings that receive NEF (Nursery Education Fund) are part of a review and monitoring schedule	100%
95% of early years responses to DfE initiatives and consultations meet deadline	100%
95% responses to SCC requests for sufficiency information are within agreed timescale	100%
Respond within 2 days to requests from SCC for advice	100%
EYFSP (Early Years Foundation Stage Profile) moderation – 25% of schools and settings receive moderation visit	54% <i>(170 schools moderated)</i>

39. SCC and Entrust have reviewed and discussed the changes that are required in relation to the Early Years service specification and KPIs. It is anticipated that this will shortly progress through the formal change control process to ensure that the SDA reflects any agreed changes.

Evidence of impact / achievements:

40. Entrust and Ofsted jointly delivered 'Getting to Good' workshops for childcare providers within Staffordshire. 37 delegates attended and a sample of the feedback is outlined below:
- 97% of delegates stated that the workshop was 'appropriately challenging'.
 - 97% of delegates stated that the delivery and presentation was 'Good / Excellent'

41. Below are comments from a HMI monitoring inspection report for a Staffordshire primary school and an Ofsted inspection report for East Staffordshire Children's Centre:

- a. 'The local authority also commissioned high-quality support (*from Entrust*) to improve provision in the Early Years Foundation Stage. This, along with changes in leadership and staffing, has led to significant improvements in this area'.
- b. 'Commissioned early years improvement partners (*Entrust*) provide bespoke packages of good quality training and support to meet the specific needs of individual early years settings and childminders. This is leading to improved outcomes for children'.

Information, Advice & Guidance

42. This service aims to ensure that:

- a. Young people at risk of entering the NEET (not in education, employment or training) group are identified and supported to go onto a positive post-16 destination,
- b. Young people not in education, employment or training are identified and supported to go onto a positive destination.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
100% of young people who are identified as vulnerable have an appropriate assessment of their needs to inform their personal plan	100%
100% of schools are monitored for compliance with the requirement to provide independent and impartial IAG	55% (of identified schools receive independent and impartial IAG from the Careers and Participation Service at Entrust)
A '*not known' target of 10% for 16 to 19 year olds <i>*Post-16 destinations (e.g. learning, employment) not known.</i>	October 2015: Academic age 16-18 = 24.7%
100% representation at Transition Reviews for those with SEN (Special Educational Needs) or LDA (Learning Disability Assessments) in Year 9 and final school year	100% (65 transition reviews)
100% of learners with a SEN (Special Educational Need) transferring out of school / special school receive appropriate levels of support	See information below.
To complete 100% section 139a	0%

Learning Disability Assessments, as required under statutory guidance, in a timely and accurate way, liaising with appropriate agencies and stakeholders no later than March 2013	Assessments are not conducted between 1 st April and the end of the Summer term. September / October has been spent training / preparing Careers Advisors regarding the change in system / documentation.
Participation at 16 > 97%	October 2015 Academic Age 16 = 96.4%
The service will also contribute to:	
A NEET (Not in Employment Education & Training) target of 5.5 % for 16-19 year olds	October 2015 Academic Age 16-18 = 4%
Activity Survey 94% or above in structured learning, 3.1% or below NEET.	Structured Learning = 96.7% NEET = 1.8%

43. SCC and Entrust have reviewed and discussed the changes that are required in relation to the IAG service specification and KPIs. It is anticipated that this will shortly progress through the formal change control process to ensure that the SDA reflects any agreed changes.

Evidence of impact / achievements:

44. July 2015 data:

- a. 97.1% of 16/17 year olds have been made an offer of an education place under the September Guarantee - compared with the national figure of 93.2%.
- b. 11.3% of 16-18 year old NEETs re-engaging in employment education or training – compared with the national figure of 7.7%.

Staffordshire Learning Technologies Service

45. This service includes providing strategic support to Staffordshire County Council, the provision of relevant ICT advice and support for known establishments classified as under-performing or in special measures by OfSTED, strategic input and support for the Staffordshire Learning Network (SLN2) – Learning Platform, and a service desk facility providing 1st line support.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
95% good or excellent customer satisfaction rating following work undertaken	Not currently reported.
50% of incidents fixed at the time the customer first reports them	36%
90% of critical service incidents which severely impact a customer's business typically affecting more than 50% of users or a critical function are restored	Not currently reported.

within 1 working day.	
80% of non-critical service incidents directly related to SLT service delivery are restored within 5 working days.	69%
Annual evaluation of delivery of strategic support and development projects in line with individual requirements and relevant service standards	Not currently reported.
100% of Projects delivered under this agreement will be managed using the Prince 2 project management methodologies	Not currently reported.
100% of technical staff shall be Microsoft Accredited	Not currently reported.
100% of support calls shall be recorded by our service desk	Not currently reported.

46. SCC and Entrust have agreed a format for the monthly performance reports which does not contain information regarding all of the KPIs outlined above as they have not all been deemed to be relevant. This has not yet progressed through the formal change control process.

Learning & Development Arm

47. This service aims to:

- a. Provide a high quality administration service to the County Council in relation to staff training and development.
- b. Provide an end-to-end process supporting Apprenticeships and QCF (Qualifications and Credit Framework) including recruitment, funding, training and qualification attainment.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
Number of programmes designed within 28 days of the date of commissioning	The contractual KPIs are not relevant for this service. SCC and Entrust have developed and agreed a Quality Standards document and relevant KPIs for this service will now be extracted from this with a view to progressing these through the final change control process.
85% of commissioned programmes delivered	
<1% of formal complaints by delegates regarding design / delivery where JVCo provides this and / or managed service component	
100% of venues to be used for the delivery of learning solutions will meet minimum venue standards as determined by the Customer.	
95% of learners to not wait more than 3	

months to have access to an identified development requirement.	
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48. The service aims to provide course administration for up to 12,600 delegate places during the financial year. To date course administration has been provided for 6,024 delegates (48%).

Catering

49. This service aims to provide a catering service to Staffordshire County Council on an individual premises basis.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
90% of quality audits are deemed to be good or better	This is not currently reported. Quality assurance is carried out by the operation manager and issues raised with SCC where appropriate. A recent Quality Audit completed on County Buildings resulted in an 89% score which is designated as good.
95% of the annual Customer Satisfaction surveys are deemed to be good or better	This is not currently reported. Customer satisfaction surveys are not undertaken; however regular site inspections are used to monitor performance and, in addition, 3 compliments have been received during the financial year.
95% of compliance with service levels as agreed in the individual Service Level Agreements	This is not currently reported. Individual Service Level agreements do not exist.
Less than 10 formal complaints annually	2
All formal complaints dealt with as SCC guidance or better	This is not currently reported – however this is guidance rather than a KPI. Entrust operate their own complaints procedure, details of which are publicised on their website.

50. SCC and Entrust have agreed a format for the monthly performance reports which does not contain information regarding all of the KPIs outlined above. This has not yet progressed through the formal change control process and additional work is required.

Cleaning

51. This service aims to provide a comprehensive and high quality cleaning service to Staffordshire County Council used premises.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
80% customer satisfaction (measured annually)	This is not currently reported. 1 compliment received during the financial year.
95% of sites inspected achieve 'Acceptable' BICSc (British Institute of Cleaning Science) service standards (inspection visit process, measured a minimum of 3 times a year)	This is not currently reported in this way. A 99% cleanliness score was recorded for April 2015.
Less than 10 formal complaints per year	1 formal complaint.
All formal complaints dealt with as SCC guidance or better	This is not currently reported – however this is guidance rather than a KPI. Entrust operate their own complaints procedure, details of which are publicised on their website.

52. SCC and Entrust have agreed a format for the monthly performance reports which does not contain information regarding all of the KPIs outlined above. This has not yet progressed through the formal change control process and additional work is required.

Grounds

53. This service aims to provide a comprehensive and high quality grounds service to Staffordshire County Council used premises.

Key Performance Indicator (KPI):	Performance (1st April – 31st October 2015):
80% customer satisfaction (measured annually)	This is not currently reported – however a 'docket' system has been introduced where the client is required to sign off the work as satisfactory - 100% satisfaction achieved to date.
Less than 10 formal complaints annually	3 formal complaints.
All formal complaints dealt with as SCC guidance or better	This is not currently reported – however this is guidance rather than a KPI. Entrust operate their own complaints procedure, details of which are publicised on their website.

54. SCC and Entrust have agreed a format for the monthly performance reports which does not contain information regarding all of the KPIs outlined above. This has not yet progressed through the formal change control process and additional work is required.

Property

55. This service aims to provide an end-to-end service offer for construction, maintenance and the safe operation of the Customer and partner's buildings. Services principally consist of business support, maintenance and design services.

Key Performance Indicator (KPI):	Performance (1 st April – 31 st October 2015):
95% of clients after each project that are 'satisfied' or better with the service and the quality of the work undertaken.	100% <i>(41 compliments received)</i>
95% of emergency repairs (D1s) that are attended on site within 24 hours of being reported to the helpdesk.	No information available for this KPI
95% of projects that are delivered to within +/- 10% of the cost estimate of the scheme for projects over £250,000 excluding fees in value.	100%
95% of the Capital programme completed in money terms within the financial year.	100%
Number of health and safety occurrences by Consultancy staff that are notifiable under RIDDOR on schemes being managed.	0
95% of feasibility projects that are that are delivered within the agreed timeframe.	100%
Number of D1 repairs that are undertaken in a financial year.	578
95% of all required health and safety and best practice testing to be undertaken for <i>the financial year</i> within agreed timescales across the non-school estate.	92% (against profile)
95% of required asbestos reviews to be undertaken <u>in the financial year</u> across the non-school estate.	94%

Evidence of impact / achievements:

Two new / extended & modernised school building projects have been completed this financial year:

- a. Veritas Primary Academy in Stafford. Veritas Academy is a two form entry school for children aged 4 to 11 years old and has 210 places from Reception to Year 6. The school opened in September 2015.
- b. Five Spires Academy in Lichfield. Five Spires Academy is a one form entry primary school which opened in September 2015.

Developments during 2015/16:

56. Work has commenced this financial year to produce more detailed Performance Management Frameworks for each of the services within the SDA. The aim of this work is to ensure that both parties have an even clearer understanding of what needs to be reported, over and above the contractual KPIs, to demonstrate the outcomes being achieved. This work has also involved introducing more consistent reporting templates and reporting deadlines across all services. This work is being conducted in partnership with Entrust.
57. Although the existing operational KPIs have provided a useful way of monitoring the transfer of staff and services to Entrust during the early days of the new arrangements there may now be a need to further develop the contractual KPIs by introducing a number of relevant outcome based KPIs for each service. This would assist both parties in being able to more directly link the performance of contracted services to the overall outcomes that this partnership arrangement is aiming to achieve.
58. Improvements have been made to the Entrust SDA governance arrangements this financial year. This work has resulted in mapping the existing arrangements, producing & agreeing standard terms of reference for each of the governance groups, and communicating these arrangements and escalation routes within Staffordshire County Council and Entrust. A review of these arrangements is required in the early part of 2016.

Summary and Conclusion

59. Information within the report, regarding the increase in the number of academies and the improvements being made within education across Staffordshire, continue to support the overall rationale for the development of the joint venture company.
60. The key performance data outlined within tables 1.1 to 1.7 demonstrates that education is improving across Staffordshire and in the majority of cases Staffordshire is performing better than the England average.
61. There has been significant progress since the last Select Committee report (September 2014) to further develop and improve both the governance and performance management arrangements across the SDA and additional work in these areas will be completed in the early part of 2016.

62. Further improvements have been identified this year regarding the introduction of more outcome based KPIs and this needs to be a key focus for Staffordshire County Council and Entrust during 2016.

Contact Officer

Name and Job Title: Karen Coker, Relationship & Contract Manager (Education & Wellbeing)

Appendices/Background papers:

Appendix A – Entrust Fast Facts; Spring, Summer and Autumn

FAST FACTS SPRING 2015



Between October and December 2014, we supported more than **120** schools to safeguard their students by training them to use our E-Safety monitoring solution



During 2014 we ran **1366** training courses with a total number of **16,734** delegates



91% of schools surveyed rate the overall support received from the SEN and Inclusion team as good or excellent

100%

Page 69

of young people surveyed said that their careers guidance session was useful



In 2014 we had over **270** new customers covering **51** local authority areas.



In autumn 2014, **227** schools attended our SENCO updates



Over the last 12 months we have carried out **2384** finance support visits to schools and academies



We are proud to say that our Management Information System training is now fully SIMS accredited



Property Services completed and handed over **4** new schools and are currently working on another **3**



In 2014 our HR helpdesk responded to **2559** calls



Our Associate Consultant model has helped schools generate over £200,000 of combined income

OUR IMPACT IN THE COMMUNITY



We are currently training 163 apprentices who are working towards a total of **484** qualifications

In 2014, we raised over **£1,000** for our chosen charity, Eclipse Child Bereavement Services



Between May 2014 and November 2014, we supported **81** candidates to improve their employability skills by helping them to successfully achieve a Level 2 QCF Certificate in Customer Service



Our catering service buy organic whenever possible and re-invest back into the local farming community by buying in produce from Staffordshire suppliers



Entrust working in partnership with construction contractor Seddon, utilised **74%** of local labour



In 2014, our catering service supported Unilever in providing **9000** free school meals for the children in Indonesia and are continuing to support the initiative



We are currently supporting 73 child-minders, private nursery and pre-school staff to undertake their Level 3 QCF (NVQ) Diploma in Children and Young People's Workforce

OUR IMPACT IN SCHOOLS



Catering Services were awarded the **'Food for Life'** Silver Standard for the quality of the meals we serve to children in schools

Early Years worked with partners to help **64% of preschool children reach a good level of development** compared to 60% nationally

School Improvement Services, in partnership with Staffordshire schools and Staffordshire County Council...

98% of schools surveyed felt that the work delivered by the SEN and Inclusion team had a **positive impact** in their school

In 2013/14, our property service **reduced schools' carbon emissions** by a further **3131 tonnes** compared to 2012/13

Ofsted rated the quality of school improvement support from Staffordshire County Council and Entrust as **good or better in 95% of inspections**

100% of schools that have been accredited for our Healthy Schools: Healthy Futures Status said the process had a **positive impact on children's health and wellbeing**

...have helped Staffordshire be **ranked 25th** out of 151 for attainment in **writing** at Key Stage 1 Level 2+

...have helped Staffordshire be **ranked 26th** out of 151 for attainment in **reading** at Key Stage 1 Level 2+

...have achieved **2 percentage points above** national for pupils attaining **5+ A*-C** including English and Maths

... helped Staffordshire's overall attainment be statistically significantly above the national level for **writing** at Key Stage 2

...have achieved a **2 percentage point increase** in pupils attaining Level 5 or above in **English** at Key Stage 2

entrust
Inspiring Futures





entrust
Inspiring Futures

FAST FACTS
SUMMER 2015

DIFFERENCE MADE TO CHILDREN, YOUNG PEOPLE AND SCHOOLS

We have supported 26 pupils, speaking 12 different languages, to settle into their new school in England.

70% of young people in care or care leavers who enrolled on Youth Contract with us have been supported to re-engage in learning.

We completed 282 assessments to support young people with learning difficulties or a disability to progress into their next learning option.

Over 150 schools engaged in our Live Music programme this Easter, bringing real live music into the lives of thousands of young people in our schools.

Entrust Property Designers will deliver 660 new primary school and 94 Nursery places, over 3 schools in Stafford, for September 2015.

Between Jan – March 2015, our music service has completed 64 support visits to Staffordshire schools enabling schools to raise their music provision standards.

55 Newly Qualified Teachers attended our annual NQT conference to strengthen subject knowledge and learn new classroom strategies.

98.8% of delegates that have attended our training courses said it would help their performance at work.

350 delegates attended our Early Years annual conference to learn about health and wellbeing – 97% of attendees said the day met its stated aims.

Over 200 schools have purchased our Computing Scheme of Work to support lesson planning and delivery.

49 schools have signed up to our eSafety package supporting schools to safeguard children and young people.

FAST FACTS SUMMER 2015

St Modwens School, designed by Entrust, has won the Local Authority Building Control Award (LABCA) for East Staffordshire.



99.3% of delegates surveyed said our finance training had a positive impact on their school



The Staffordshire and Stoke-on-Trent Music Education Hub, of which MPAS is the lead partner, is now working with 22 partners for music delivery through 2015/16.



99% of schools surveyed said they would recommend our SEN and Inclusion service to a colleague.



We fulfilled all four of our Stemnet contracts and they has been extended by a further 12 months. We have also been chosen to deliver the STEMnet contracts in Birmingham & Solihull.



Samantha Bucknell from King Edwards VI High at Lichfield has won first prize in the ABCD Cleaner of the Year Competition and Jane Wodjak from Blackshaw Moor First School won third prize.



In partnership with Charanga, the UK's leading developer of digital resources, our music service was recognised at the National Music Teacher Awards for providing a contemporary online music support programme called Musical School.



100 delegates attended our new Multi Academy Trust workshops that were run in partnership with Anthony Collins Solicitors.



100% agreed or strongly agreed that their careers adviser was helpful and 79% said they were clear about their goals and plans.



SOME OF OUR QUALIFICATIONS & ACCREDITATIONS

PROPERTY SERVICES

Page 75

Our Property Services has maintained ISO9001 certification, the internationally recognised quality standard, for over 12 years, demonstrating a commitment to quality and the service it provides to customers.



SEN & INCLUSION SERVICES

The British Dyslexia Association has recently awarded us its BDA Quality Mark for the second time. Schools who have engaged in our Dyslexia Friendly initiative have reported a positive impact on pupil achievement.



OUTDOOR EDUCATION

We not only passed our British Cycling Accreditation, but did so with flying colours! They were 'super impressed' at our 'solid, robust procedures', our 'quality investment' in cycling and our 'use of the environment'.



CAREERS & PARTICIPATION

We have been accredited with the nationally recognised quality mark for organisations which provide support to individuals to make learning and work more accessible – the matrix Standard.



SCHOOL IMPROVEMENT

Our Mathematics Consultants have been accredited the Continuing Professional Development Standard from the National Centre for Excellence in the Teaching of Mathematics.



LEARNING TECHNOLOGIES

We are proud to say that our Management Information System training is fully SIMS accredited. The assessors were really impressed with our training courses, support and communications.



FAST FACTS
AUTUMN 2015

DIFFERENCE MADE TO CHILDREN, YOUNG PEOPLE AND SCHOOLS

Enrichment Projects



5684 pupils learn music as part of our whole-class lessons.



We have enrolled 893 NEET young people on to Youth Contract and have supported 77% of these to re-engage in learning, compared to the West Midlands average of 61%.



1833 Health & Safety checks completed to ensure suitable and safe work experience placements are available for young people to experience the world of work.



During the last year we promoted STEM activities to over 880 young people by coordinating 10 events with local companies including JCB, Goodwin International and Michelin.



We organised a STEM programme for 65 young people with special educational needs.



During 2014/15, our STEM team worked with over 3000 year 10 students, compared to nearly 2000 in 2013/14.



Since 2013 we have worked in partnership with KMF to support the 'young engineer of the year' programme.

Education Services



85% of pupils in schools we work with achieved a Level 2B or above in Reading at KS1 compared to the national average of 82.1%.



76.7% of pupils in schools we work with achieved a Level 2B or above in writing at KS1 compared to the national average of 72.1%.



84.2% of pupils in schools we work with achieved a Level 2B or above in maths at KS1 compared to the national average of 81.6%.



80.2% of pupils in schools we work with achieved a Level 4 or above in reading, writing and maths at KS2 compared to the national average of 79.9%.



80% of pupils in schools we work with achieved a Level 4 or above in grammar, punctuation and spelling at KS2 - level with the national average.



86.8% of pupils in schools we work with achieved a Level 4 or above in maths at KS2 - an increase of 2.7% from 2014.



89.1% of pupils in schools we work with achieved a Level 4 or above in reading at KS2 - an increase of 2.5% from 2014.

Early Years



80% of eligible two-year olds who we work with are receiving funded early education compared to 63% nationally



Out of a total 62 childminder inspection reports published from April to July 2015, 95% achieved 'Good' or above (18% Outstanding - an increase of 13% based on previous inspections)



The Good Level of Development for children we work with in the initial two year old pilot shows only a 7% gap between more advantaged peers.



69.9% of pupils in schools we work with achieved a Good Level of Development in the Early Years Stage compared to the national average of 66.2%

Business Solutions



95% of those surveyed rated our HR briefings as excellent or good.



150 delegates learnt how to utilise technology to improve teaching and learning at our Learning Technologies conference.



Our design of St Modwens Catholic Primary School has been selected as a winner for the 2015 West Midlands LABC Building Excellence Awards in the Best Educational Building category.

Customer Satisfaction 2014/15

98% of those surveyed rated the impact of SEN and Inclusion support at a whole school level as excellent or good.

96% of delegates surveyed said our Governor Services training courses helped improve their performance at work.

95% of delegates surveyed said our School Improvement training courses helped improve their performance at work.

100% of delegates surveyed said our learning technologies training courses helped improve their performance at work.

99% of delegates surveyed said our finance training courses helped improve their performance at work.

DEVELOPING OUR OFFER

Looking Ahead to 2015/2016



Running activities and providing a free assembly pack for National Dyslexia Awareness Week. Well done to Boldmere Junior School - the winner of our Dyslexia Friendly logo competition.



Launching 40 new online seminars supporting teachers and school leaders to access training from their school or home.



Offering Tribal Drumming workshops at our Outdoor Education centres.



We will be supporting the Big Draw – the world's largest drawing festival.



Launching our mini series of lectures that contextualise a range of theories which underpin early years' education.



23 partner organisations now form the Staffordshire and Stoke-on-Trent Music Education Hub enhancing and improving our music offer.



Launching new training and support packages for the updated Ofsted judgement 'Personal Development, Behaviour and Welfare'.



Our Music Service will be delivering 150 performances in schools to inspire children and young people to play a musical instrument.



Installing iBeacons at our Outdoor Education Centres, enabling pupils to use ipads to explore the curriculum links behind outdoor activities.



We will be working with Anthony Collins Solicitors to enhance our offer for schools looking at becoming or growing a MAT and those looking to develop their leadership and management capability within their Governing Body.



Running activities during National Anti-Bullying week and supporting the national competition 'Make some Noise'. #antibullyingweek



We have been shortlisted as a finalist in the Education Investor Awards 2015 and the winner will be announced in November.



Launching our new Careers Guidance Quality Award that is currently going through national moderation.



Frank Green CBE will be officially opening our new Riverway Training Centre.



OUR INVESTMENT IN SCHOOLS

We delivered over **30 free** 'Explore and Inspire' assemblies over the summer term encouraging over **5000** pupils to explore the outdoors and develop themselves as people. Watch our brand new video on our website.



Between September 2014 and July 2015, our Associate Consultant model has generated **£199,920** of income that has gone back into schools to improve outcomes for children and young people.



We are training **8 schools** to understand the educational research and theory underpinning how effective school partnerships thrive. The **8 representatives** will then pilot becoming an External Validation Group that will use their new skills to support other schools across the region.



We are facilitating a local collaborative network where **28 schools** share good practice and support each other to improve attainment with a long-term aim of increasing the number of schools recognised as **'Good' or 'Outstanding'**. The network creates a practical and symbiotic approach to school improvement at all levels from TA to head teacher.



Schools that purchase **30 or more iPads** can learn how to use them to enhance the curriculum by attending our free monthly training.



Thanks to Arts Council and Music Hub funding, we have been able to support **50 schools** to finance their music lessons.



Entrust in partnership with Chartwells deliver free **'Fun into Food and Nutrition'** roadshows to educate children and young people about the importance of healthy eating.



We provide schools with **free fact sheets** that enable teachers to share up-to-date information with pupils around future learning, training and employment.



Our **free termly curriculum newsletters** provide teachers with the latest education news and how it may impact them, ideas to implement in the classroom and examples of best practice.



We received **436 poems** for our Inspiring Futures poetry competition – the lucky winner will receive an iPad and the two runner-ups a **£50 book voucher**.





Prosperous Staffordshire Select Committee Work Programme 2015/16

This document sets out the work programme for the Prosperous Staffordshire Select Committee for 2015/16. The Prosperous Staffordshire Select Committee is responsible for scrutiny of highways infrastructure and connectivity, education, learning and skills. As such the statutory education co-optees will sit on this committee. The Council has three priority outcomes. This Committee is aligned to the outcome: The people of Staffordshire will be able to access more good jobs and feel the benefits of economic growth.

We review our work programme at every meeting. Sometimes we change it - if something important comes up during the year that we think we should investigate as a priority. Our work results in recommendations for the County Council and other organisations about how what they do can be improved, for the benefit of the people and communities of Staffordshire.

County Councillor Simon Tagg

Chairman of the Prosperous Staffordshire Select Committee

If you would like to know more about our work programme, please get in touch with Tina Randall, Scrutiny and Support Manager, 01785 276148 or by emailing tina.randall@staffordshire.gov.uk

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Economy of Staffordshire Cabinet Member: Mark Winnington Lead Officer: Darryl Eyers/ Steve Burrows	1 June 2015	Great Place to Live Create the right conditions to attract and grow business in Staffordshire	To consider the detail of the Cabinet's "deep dive" into the economy of Staffordshire and consider what aspects should lead to further scrutiny. <i>(New item suggested by the Cabinet Member at 5/2/2015 Triangulation)</i>	Members agreed further scrutiny around the LEP as well as skills and apprenticeships which will be considered within the Education Trust item (already included on the work programme)
Libraries in a Connected Staffordshire: Part 4 Mobile and Travelling Library Review Cabinet Member: Mike Lawrence Lead Officer: Janene Cox/Catherine Mann	1 June 2015 This item will be come back to PSSC once the results of the consultation are available.	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	To consider the review of the mobile and travelling library service in Staffordshire. <i>(Part of the wider Library review last considered by PSSC on 23 January 2015)</i>	Members wrote to the Cabinet Member with comments on the consultation, including extending the consultation period to 12 weeks and requesting that the outcome of the consultation be brought back to this committee.
Rail Strategy Cabinet Member: Mark Winnington Lead officer: Clive Thomson/Clare Horton	1 June 2015 This item will come back to PSSC once the results of the consultation are available.	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Monitoring progress of delivery <i>(Carry over from 2014/15 Work Programme)</i>	Members requested more detail be included on the County's vision for more affordable rail travel and a better passenger experience. They also requested an appendix identifying the work around HS2 to support the consultation document. The results of this consultation to be brought back to the Committee.

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Minerals Local Plan Cabinet Member: Mark Winnington Lead Officer: Matthew Griffin	24 July 2015	Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.	To consider the next draft of the Minerals Local Plan, as part of the consultation, following the Planning meeting of 4 June 2015. <i>(Last considered by the PSSC on 24 April 2014 – following which a working group had been established to produce the select Committee's response to the consultation)</i>	The Select Committee endorsed the Plan and congratulated the officers involved in a good piece of work
Adult and Community Learning Strategy Cabinet Member: Ben Adams Lead Officer: Tony Baines/Theresa McKenna	24 July 2015	Ready for Life Enhance access to high quality family, community and life-long learning	New item	The Select Committee agreed to build a regular opportunity for scrutiny at a point in the annual cycle that allowed for greatest influence and impact in shaping priorities for the future. Members also requested smarter targets be used to allow better self evaluation and scrutiny.
Staffordshire Learning Infrastructure Forecast Cabinet Member: Ben Adams Lead Officer: Andrew Marsden (refer to previous	24 July 2015	Ready for Life Focus on school improvement and providing access to a good education.	The Select Committee have previously looked at school organisation, school places and the development of academies. A further update on the SLIF including locality plans was requested to be brought to the Committee in summer	Members endorsed the SLIF and its approach to planning the necessary infrastructure. They also wish to see an education lead on each district and borough planning committee to ensure that when planning decisions are taken the educational

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Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
consideration of School Organisation and Capital On 6 March 2015)			2015. <i>(This was last considered on 6 March 2015).</i>	implications are taken into account.
<p>Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 84</p>	<p>4 September 2015</p> <p>[This meeting was webcast]</p>	<p>Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.</p> <p>Enjoying Life Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.</p>	<p>Members requested a further update.</p> <p><i>(Last considered by PSSC on 18 December 2014)</i></p> <p>Arrangements have been made for visits to the Countryside Estate (north) on 17 August and (south) on 29 August. These visits gave an opportunity for members to gain a thorough understanding of the Estate prior to considering the review at its 4 September meeting.</p>	<p>Members gave detailed consideration to the review and the ten options put forward. They supported consideration of options 2,8 and 9. They agreed that option 5 could be supported if the wording was changed to “Transfer the management but retain the ownership of individual sites...”</p> <p>The Select Committee could not support options 3 or 10. A further report will be brought to the October meeting prior to Cabinet decisions on proposals.</p>
<p>School attendance, exclusions and participation Cabinet Member: Ben Adams Lead Officer: Anna Halliday</p>	<p>4 September 2015</p>	<p>Ready for Life Focus on school improvement and providing access to a good education.</p>	<p>New item</p>	<p>Members welcomed the progress made by the Attendance Working Group. They asked for:</p> <ul style="list-style-type: none"> • Clarification on whether mapping current spend on attendance had started; • Examples of specific intervention illustrating priorities

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
Page 85				<p>and principles in the draft document;</p> <ul style="list-style-type: none"> • Comparison national data on exclusions; <p>They requested their concerns over academy accountability re. attendance be shared with the working group. Further reports were requested on:</p> <ul style="list-style-type: none"> • Attendance Working Group progress, including specific intervention showing how the principles and priorities work in practice; • Post-16 changes and any impact these have on take-up
<p>The Growth Fund including the work of the Education Trust Cabinet Member: Mark Winnington and Ben Adams Lead Officer: Darryl Eyers, Anna Halliday and Tony Baines</p>	<p>12 October 2015</p>	<p>Great Place to Live Create the right conditions to attract and grow business in Staffordshire</p>	<p>To consider the development of the Growth fund projects.</p> <p><i>(Last considered by PSSC on 5 September 2014)</i></p> <p>After discussions at the 29 July triangulation meeting it was agreed that this item would include detail of the Education Trust - previously a separate work programme</p>	<p>The Select Committee welcomed the progress made in relation to the Growth Fund and Education Trust.</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			<p>item to look at the development of the Trust's work and the impact it had made to date.</p> <p>Following the PSSC meeting of 1 June 2015 Members requested detail on skills and apprenticeships to be scrutinised as part of their consideration of the Education Trust.</p>	
<p>Libraries in a Connected Staffordshire- Part 4 Mobile and Travelling Library Review Cabinet Member: Mike Lawrence Lead Officer - Janene Cox/Catherine Mann</p>	<p>12 October 2015</p>	<p>Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.</p>	<p>To consider the results of the consultation on mobile and travelling library service in Staffordshire.</p> <p><i>(Last considered on 1 June 2015 and part of the wider Library review previously considered by PSSC on 23 January 2015)</i></p>	<p>Members congratulated Officers on the thoroughness of the process and their endeavour in amending proposals where appropriate to accommodate results of the consultation.</p> <p>They requested a report in 12 months time to monitor the outcome of the changes.</p>
<p>Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes</p>	<p>12 October 2015</p>	<p>Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets.</p> <p>Enjoying Life Strengthen public confidence in the county</p>	<p>To consider the reduced option suggestions prior to Cabinet decisions on proposals.</p> <p><i>(Last considered by PSSC on 18 December 2014 and 4 September 2015. PSSC Members also completed visits to</i></p>	<p>The report indicated that the four options now forming the consultation were in line with their 4 September recommendations. This was not the case as option C had not been an option the select Committee had supported.</p> <p>Members requested greater</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
		as a great place to live with lots of opportunities to enjoy life.	<i>Countryside Estate sites across the County during August 2015.)</i>	<p>clarity be given to the 4 options to illustrate how they would work, ensuring those taking part in the process fully understand the options under consideration.</p> <p>A further report will come to the Select Committee prior to Cabinet decision in April 2016.</p>
<p>Impact of SEND reforms</p> <p>Cabinet Member – Ben Adams</p> <p>Lead Officer – Nichola Glover-Edge</p>	17 December 2015	<p>Ready for Life</p> <p>Focus on school improvement and providing access to a good education.</p>	<p>To consider the impact of the SEND reforms for Staffordshire children.</p> <p><i>(Carried over from the 2014/15 Work Programme)</i></p> <p>Following the 29 July triangulation meeting it was agreed that an initial report be brought outlining the transfer numbers, whilst the more in-depth report come to 4 March meeting</p>	<p>The speed of transfers from SEN Statements to EHCPs had been slower than hoped for, and the Select Committee requested a progress on this issue and the more general development of the SEND reforms in twelve months time.</p>
<p>Pupil Premium Plus Policy</p> <p>Cabinet Member: Ben Adams</p> <p>Lead Officer: Sarah Rivers</p>	17 December 2015	<p>Ready for Life</p> <p>Focus on school improvement and providing access to a good education</p>	<p>One of the recommendation of the Working Group on Children Missing Out On Education was for the Select Committee to receive an account from the Virtual Headteacher of how effective the mechanisms</p>	<p>The Select Committee noted the difficulties in providing good analytical evidence on Pupil Premium Plus funding until electronic systems are in place and asked for a further report in twelve months time.</p>

Item	Date of meeting when the item is due to be considered	Link to the Council's Business Plan	Details	Action/Outcome
			<p>had been in operating the Pupil Premium Plus Policy</p> <p>Members wish to explore the value of the Pupil Premium in making a difference.</p> <p><i>(The Working Group report was considered by PSSC on 18 December 2014)</i></p>	<p>They also noted the school governor responsibilities relating to looked after pupils and evidencing use of the pupil premium plus funding be noted.</p>
<p>Sportshire Strategy and Major Events Evaluation Cabinet Member – Mark Winnington Lead Officer- Jude Taylor</p> <p>Page 88</p>	<p>17 December 2015</p>	<p>Enjoying Life Strengthen public confidence in the county as a great place to live with lots of opportunities to enjoy life.</p>	<p>Following consideration of the Sportshire initiative in 2014 the Select Committee now consider development of the strategy and evaluate the impact of Ironman 2015 and the UK Corporate Games.</p>	<p>Members asked that future evaluation reports include a detailed cost benefit analysis and that any figures used to highlight the success of events should be robust.</p> <p>The negative impact on local communities of Sportshire events was acknowledged and the Select Committee wish to ensure that everything possible is done to mitigate these in future.</p> <p>An evaluation report of the 2017 Ironman event was requested to be brought to a Select Committee meeting approximately three months after the event.</p>
<p>Education Support Services –Commissioning and</p>	<p>22 January 2016</p>	<p>Ready for Life Focus on school</p>	<p>Monitoring progress of contract with Entrust to</p>	

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Contract Performance Cabinet Member: Ben Adams Lead officer: Ian H Benson		improvement and providing access to a good education	ensure that it is delivering intended outcomes. <i>(Previously considered on 5 September 2014)</i>	
School Improvement Cabinet Member: Ben Adams Lead Officer: Anna Halliday	22 January 2016	Ready for Life Focus on school improvement and providing access to a good education.	Consideration of possible changes to the management of school improvement and the action plan for school improvement <i>(Last considered by PSSC on 5 September 2014)</i>	
School Attainment in Staffordshire Cabinet Member: Ben Adams Lead Officer: Anna Halliday	22 January 2016	Ready for Life Focus on school improvement and providing access to a good education.	Annual item to brief members on attainment in Staffordshire schools.	
Impact of SEND reforms Cabinet Member – Ben Adams Lead Officer – Nichola Glover-Edge	4 March 2016	Ready for Life Focus on school improvement and providing access to a good education.	To consider the impact of the SEND reforms for Staffordshire children. <i>(Following the initial report taken to 15 October 2015 Select Committee)</i>	
Adult and Community Learning (ACL) Cabinet Member: Ben Adams Lead Officer: Tony Baines/Theresa McKenna	4 March 2016	Ready for Life Enhance access to high quality family, community and life-long learning	Following consideration of ACL on 24 July the Select Committee agreed to build a regular opportunity for scrutiny at a point in the annual cycle that allowed for greatest influence and impact in shaping priorities	

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			for the future.	
Progress of the Attendance Working Group Cabinet Member: Ben Adams Lead Officer: Anna Halliday/Sue Coleman	tbc	Ready for Life Focus on school improvement and providing access to a good education.	Item requested by Members following discussion on School attendance, exclusions and participation. <i>(School attendance, exclusions and participation considered at their meeting of 4 September 2015.)</i>	
Post-16 changes and impact on take-up, staying on rates Cabinet Member: Ben Adams Lead Officer: Anna Halliday/ Tony Baines	tbc	Ready for Life Enhance access to high quality family, community and life-long learning Ready for Life Focus on school improvement and providing access to a good education.	Item requested by Members following discussion on School attendance, exclusions and participation. In particular around Maths and English being included in the curriculum for those students who have yet to reach Level 2 in these subjects. Members wish to consider what impact this change has to take-up and staying-on rates. <i>(School attendance, exclusions and participation considered at their meeting of 4 September 2015.)</i>	
Strategic Economic Plan Cabinet Member: Mark Winnington Lead Officer: Darryl Evers	tbc	Great Place to Live Create the right conditions to attract and grow business in	At their meeting of 5 September 2014 Members scrutinised progress on the European Growth Deal	

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		Staffordshire.	submission and agreed to look at the best way to scrutinise the 8 projects, and whether joint scrutiny with Stoke-on-Trent City Council would be appropriate.	
Car Parking Strategy Cabinet Member: Mark Winnington Lead Officer: James Bailey and David Walters	tbc	Great Place to Live Create the right conditions to attract and grow business in Staffordshire	Following consideration of call-in of the parking strategy by the Corporate Review Committee (9 July 2015) they agreed "that implementation of the Car Parking Strategy be scrutinised following consultation by the Prosperous Staffordshire Select Committee and that the views on implementation be sought from the relevant local district/borough council scrutiny committees"	
Countryside Estate Management Review Cabinet Member: Mark Winnington Lead officer: Ian Wykes	tbc (prior to April 2016 Cabinet decision)	Great Place to Live Use and maintain our built and natural environment to improve health and wellbeing and strengthen community assets. Enjoying Life Strengthen public confidence in the county	To consider the 4 options and consultation results prior to Cabinet decisions on proposals. <i>(Considered by PSSC on 18 December 2014, 4 September & 12 October 2015. PSSC Members also</i>	

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		as a great place to live with lots of opportunities to enjoy life.	<i>completed visits to Countryside Estate sites across the County during August 2015.)</i>	
Libraries in a Connected Staffordshire- Mobile and Travelling Library – monitor Review outcomes Cabinet Member: Mike Lawrence Lead Officer - Janene Cox/Catherine Mann	tbs (12 months after implementation of the service changes)	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	To consider the effects of the mobile and travelling library service review implementation. <i>(Last considered on 12 October, 1 June 2015 as part of the wider Library review previously considered by PSSC on 23 January 2015)</i>	
Working Groups				
Infrastructure + Working Group Cabinet Member: Mark Winnington Lead Officer: James Bailey	8 and 29 July 4 September	Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Following their 6 March consideration of Infrastructure + Members agreed to set up a working group in June/July to advice on how they wish to scrutinise the governance of the Infrastructure + contract.	This group has met twice with the third and final meeting being held in September. The Working Group will then report back to the Select Committee.
Working Together to address the impact that HGVs have on Staffordshire roads and local communities		Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology.	Following a petition presented at Annual Council the Select Committee agreed to set up a working group to consider the concerns raised around HGVs on the A515.	

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			<p>This issue has now been widened to address all Staffordshire roads.</p> <p>Membership of the Working Group has been agreed</p>	
<p>Emotional Wellbeing and Mental Health Services Working Group Cabinet Member: Alan White Lead Officers: Denise Polson and Dawn Jennens</p>	<p>This Working Group commenced in June 2015</p>	<p>Living Well Enable positive behaviour and support those who need it most, support independence at all ages and for those with disabilities or illness.</p>	<p>The Healthy Staffordshire Select Committee have set up a working group to look at the issue of emotional wellbeing and mental health services following their consideration of strategies on these issues. Because of the crosscutting nature of these issues their Chairman has invited a member of PSSC to join the Group.</p>	<p>Mike Worthington is the Select Committee's representative on this Working Group.</p> <p>The Group has met twice so far and has meetings scheduled throughout the Autumn. It hopes to report back to Select Committee in December.</p>
Briefing notes/updates and referrals				
<p>Superfast Staffordshire (Broadband) Lead Officer: Paul Chatwin</p>		<p>Great Place to Live Support the improvement and development of shared resources such as utilities, highways and technology. and Create the right conditions to attract and grow business in Staffordshire</p>	<p>At their October 2014 meeting Members requested a further update in six month's time.</p>	

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<p>A 50 Growth Corridor Cabinet Member: Mark Winnington Lead Officer: Steve Burrows</p>		<p>Great Place to Live Create the right conditions to attract and grow business in Staffordshire</p>	<p>To update the Committee on proposals to undertake a major improvement to the A50 in Uttoxeter.</p> <p><i>(last considered by PSSC on 7 March 2014)</i></p> <p>Following the triangulation meeting of 29 July it was agreed that this should be addressed via a briefing note rather than a stand alone agenda item.</p>	
<p>Bradwell Lane Cabinet Member: Mark Winnington Lead Officer: Richard Harris</p>	<p>12 August 2015 Chairman's informal meeting with Emma Meadon and Sandra Hambleton</p>	<p>Included on the work programme as part of the Petition Scheme process</p>	<p>A petition with over 2,500 signatures requesting traffic calming measures at Bradwell Lane, Newcastle had been presented by Mrs Emma Meadon at the 25 July Select Committee. This issue will be considered again once the Coroners' report on the fatal accident that prompted the petition has been received.</p>	<p>Following the outcome of the Court Case, which judged that the accident had been caused by driver error, it was agreed that a meeting should be arranged between Emma Meadon, Sandra Hambleton (local member), David Greatbatch (Community Infrastructure Liaison Officer) and the Select Committee Chairman to resolve any outstanding issues.</p> <p>Select Committee Members will received a briefing paper on the outcome of this meeting at their 4</p>

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				September meeting.

Membership

Simon Tagg (Chairman)
David Loades (Vice-Chairman)
Carol Dean
Len Bloomer
Maureen Compton
Tim Corbett
Ian Hollinshead
Geoff Martin
Sheree People
Mike Worthington
Rev. Preb. Michael Metcalf (Co-optee)
Paul Woodhead (Co-optee)
Candice Yeomans (Co-optee)

Calendar of Committee Meetings

(at 10.00 am and at County Buildings, Martin Street, Stafford ST16 2LH unless otherwise stated)

1 June 2015, 10.00 am
24 July 2015, 10.00 am
4 September 2015, 10.00 am
12 October 2015, 10.00 am
17 December 2015, 10.00 am
22 January 2016, 10.00 am
4 March 2016, 10.00 am

