

Learning and Skills Strategy – Excellent Schools and Settings – Outcomes Delivery Plan 2015/16  
DRAFT (v2 5.1.15)

What do we want?	Why do we want it?	How will we know when we have got it?	What new LA action will help us to get it there?
<b>1. All schools/settings are good or outstanding</b>	<p>So that all our children and young people can access a good education:</p> <ul style="list-style-type: none"> <li>-Because there are 22% of schools not yet hitting this standard (Aug 14)</li> <li>-Because Staffordshire does not yet compare well nationally or against statistical neighbours in a range of key performance measures</li> </ul>	<ul style="list-style-type: none"> <li>- % schools graded good and outstanding</li> <li>- % schools in each LA risk category and trend</li> <li>- School performance against key performance and progress measures</li> <li>- LA rankings in national/Statistical Neighbour comparisons</li> </ul>	<ol style="list-style-type: none"> <li>1. More robust tracking and reporting against action plans to move RI/I schools</li> <li>2. Improved strategic reporting and exceptions reporting to identify and better target intervention)</li> <li>3. More rapid escalation and proportionate use of the full range of powers</li> <li>4. Better early identification of schools at risk of slippage into RI 5. Defined approach to school to school support</li> <li>6. Renegotiated strategic commissioning from Entrust</li> </ol>
<b>2. All schools/settings are self-sustaining</b>	<p>So that the system is running optimally and provides value for the public purse:</p> <ul style="list-style-type: none"> <li>-Because school funding formulas have changed and schools need to manage adjustment pressures</li> <li>-Because we have many small schools and wish to sustain access to good provision</li> <li>- Because we want any new capital investment to also support improvements in quality</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting on school budgets and balances- financial resilience/financial health assessment</li> <li>- Rankings and benchmarking data compared to national and statistical neighbours</li> <li>- School/governor self-evaluation of confidence and resilience</li> </ul>	<ol style="list-style-type: none"> <li>7. Better reporting and analysis using financial modelling tools, linked to Entrust intelligence</li> <li>8. Equip governors with self-evaluation tools)</li> <li>9. Secure influence on national funding formula development through f4o and other channels</li> </ol>
<b>3. All schools/settings are in effective support and challenge networks</b>	<p>So that each institution plays an active part in school to school support to build on best practice and share expertise across the wider system:</p> <ul style="list-style-type: none"> <li>- Because that is where significant expertise and capacity resides</li> <li>- Because small schools will find it harder to thrive without connected support networks</li> <li>- Because the traditional role of the LA has changed and schools have new choices to source the support they need</li> </ul>	<ul style="list-style-type: none"> <li>-Measures linked to quality of leadership and management across schools</li> <li>-Measures and analysis as part of the LA's school risk categorisation</li> <li>-Impact and tracking linked to schools' improvement action</li> <li>-Network self-evaluation or audit tools</li> </ul>	<ol style="list-style-type: none"> <li>10. Explore development of audit tools for mapping and measuring school confidence in their network connections</li> <li>11. Strengthen capacity and mechanism for strategic engagement with school network leads</li> <li>12. Refresh risk categorisation to include evaluation of effective network links</li> </ol>
<b>4. All schools support fair access and share local accountability</b>	<p>So that every child regardless of their background or their ability gets every chance to thrive and achieve their full potential in suitable local provision:</p> <ul style="list-style-type: none"> <li>- Because there are significant place planning pressures anticipated in some hotspot areas</li> <li>- Because there are pockets of underperformance in some localities and for some pupil groups</li> <li>- Because it is only by raising up the achievement of all that we will reach excellence</li> <li>- Because families of schools in a local area need to sponsor the success of every local child</li> </ul>	<ul style="list-style-type: none"> <li>-Admissions data and key measures</li> <li>-Closing the gap measures</li> <li>-Analysis and reporting of progress by locality and by characteristics</li> <li>-Inclusion, exclusion and attendance data and reporting</li> </ul>	<ol style="list-style-type: none"> <li>13. Agree protocols and policies that support and strengthen place planning and fair access requirements/principles</li> <li>14. Develop school organisation plans that give a shared picture of provision and demand pressures</li> <li>15. Promote collective accountability for every child in a local area and via Inclusion Partnership</li> <li>16. Review commissioning of attendance and inclusion related functions</li> </ol>
<b>5. All schools contribute to community cohesion and resilience</b>	<p>So that schools play a full and leading role in securing prevention and early intervention action:</p> <ul style="list-style-type: none"> <li>-Because problems are more successfully tackled early on</li> <li>-Because schools have unique and privileged positioned linked to children and families</li> <li>-Because schools are public and community assets and valued as such</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting and tracking of Early Help Assessments (EHA)</li> <li>- Parental satisfaction and/or complaints</li> <li>- Pupil perceptions and feedback on rates of work experience, volunteering and work-ready skills</li> <li>-Progress and destinations measures for learners (and those on a SEND pathway/LAC)</li> <li>- Monitoring/evaluation of school Local Offer contribution , Pupil Premium tracking and reporting on British Values</li> </ul>	<ol style="list-style-type: none"> <li>17. Reporting and analysis linked to EHAs</li> <li>18. Review and development of the Local Offer</li> <li>19. Enhance reporting and analysis of destination measures and progression data</li> <li>20. Explore the development of pupil survey tool/app on Ready for Life</li> <li>21. Promote improved accountability within governing bodies for the community asset contribution that schools make</li> </ol>