

# PLEASE NOTE VENUE

## CHILDREN'S SERVICES SCRUTINY FORUM AGENDA



Wednesday 8<sup>th</sup> November 2006

at 2.00 pm

in Conference Room 2, Belle Vue Sports Centre,  
Kendal Road, Hartlepool

MEMBERS: CHILDREN'S SERVICES SCRUTINY FORUM:

Councillors Brash, S Cook, Fleet, Griffin, Laffey, London, Preece, Rogan, Shaw, M  
Waller and Young

Co-opted Members:

Elizabeth Barraclough, David Relton and Jesse Smith

Resident Representatives:

John Lynch and Ian Campbell

Education Advisor: Rob Lowe

1. **APOLOGIES FOR ABSENCE**
2. **TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**
3. **MINUTES**
  - 3.1 To confirm the minutes of the meeting held on 18<sup>th</sup> October 2006.

# PLEASE NOTE VENUE

4. **RESPONSES FROM THE COUNCIL, THE EXECUTIVE OR COMMITTEES OF THE COUNCIL TO FINAL REPORTS OF THIS FORUM**

None

5. **CONSIDERATION OF REQUEST FOR SCRUTINY REVIEWS REFERRED VIA SCRUTINY CO-ORDINATING COMMITTEE**

None

6. **CONSIDERATION OF PROGRESS REPORTS / BUDGET AND POLICY FRAMEWORK DOCUMENTS**

None

7. **ITEMS FOR DISCUSSION**

**Scrutiny Investigation into Raising Boys' Achievements – Bridging the Gender Gap:-**

7.1 Evidence from CAPITA:-

(a) Covering Report (*Scrutiny Support Officer*), and

(b) Presentation by Mike Viner, Senior Regional Director for the National Strategies, North East of England.

7.2 Progress of the Investigation and Identification of Possible Recommendations for Inclusion in the Forum's Final Report (*Scrutiny Support Officer*).

8. **ANY OTHER ITEMS WHICH THE CHAIRMAN CONSIDERS ARE URGENT**

**ITEMS FOR INFORMATION**

i) **Date of Next Meeting Monday 11<sup>th</sup> December 2006, commencing at 2.00 pm in the Community Room, Central Library, York Road, Hartlepool**

# **CHILDREN'S SERVICES SCRUTINY FORUM**

## **MINUTES**

18<sup>th</sup> October 2006

### **Present:**

Councillor: Jane Shaw (In the Chair)

Councillors: Jonathan Brash, Shaun Cook, Mary Fleet, Sheila Griffin, Pauline Laffey, Frances London and Arthur Preece

Co-opted Members: Jesse Smith

Also Present Chris Simmons, Governor, West View Primary School

Officers: Janet Potts, National Breakthrough Project  
Ann Pringleton, KS2 Strategy Co-ordinator  
Geraldine Chapman, KS3 Strategy Co-ordinator  
Joan Wilkins, Scrutiny Support Officer  
Angela Hunter, Principal Democratic Services Officer

### **24. Apologies for Absence**

Apologies for absence were received from Councillors Trevor Rogan and David Young, Co-opted Members David Relton, Liz Barraclough and Rob Lowe and Resident Representative Ian Campbell.

### **25. Declarations of interest by Members**

None.

### **26. Minutes of the meeting held on 1<sup>st</sup> September 2006.**

Confirmed.

### **27. Responses from the Council, the Executive or Committees of the Council to Final Reports of this Forum**

None.

**28. Consideration of request for scrutiny reviews referred via Scrutiny Co-ordinating Committee**

None.

**29. Consideration of progress reports/budget and policy framework documents**

None.

**30. Scrutiny Investigation into Raising Boys' Achievements – Bridging the Gender Gap – Evidence Gathering – Feedback from Site Visit to Schools in Hartlepool and Sunderland City Council** (*Scrutiny Support Officer*)

The Scrutiny Support Officer presented a report which highlighted that as part of the Terms of Reference and Potential Areas of Inquiry/Sources of Evidence approved by the Forum, a programme of site visits were scheduled visiting a range of schools in Hartlepool. A list of schools visited was included in the report.

The Members who had undertaken the visits gave feedback about each visit made and this included the following comments:-

i) Members were impressed at how the strategy for separating boys and girls for literacy classes had been implemented across many schools and how well it was working. However, it was noted that the majority of teachers did not support this strategy being expanded across other subjects in the curriculum.

ii) Despite the success achieved throughout literacy classes, Members were mindful of the importance of social interaction between boys and girls.

iii) Members had noticed different teaching styles both across different schools and within the same school and were impressed by the commitment and dedication demonstrated by the teachers. It was recognised that whilst a fast pace method may be beneficial in some circumstances and for some pupils, a more nurturing role may be required in other areas.

iv) It was suggested that whilst boys may respond better to male role models, there were very few teaching male role models at primary school level, although some schools did have a relatively high number of male teaching assistants.

v) Members noted that across all schools visited, there was a great emphasis on both the Head Teacher and teachers knowing individual children in the school and what style of learning was more beneficial to them. Head

Teachers and Teachers were actively looking for ways of responding to the issue of Bridging the Gender Gap.

vi) Members commented that in all the schools visited, the pupils had been very courteous and polite.

vii) It was acknowledged that one of the key factors in the successful education of children involved parental support. Parents and the local community need to be actively engaged in order to gain their full support.

viii) Members felt that vocational training was a positive way forward and that more imaginative commissioning of services could contribute towards this.

ix) It was noted that Sunderland City Council were participating in the National Breakthrough Project, which was detailed in a presentation as referred to in minute 31.

Members considered that the site visits undertaken had made an extremely worthwhile and positive contribution towards this inquiry and they were generally very impressed with the way schools were approaching this issue.

#### **Decision**

Members noted that the feedback given on the site visits would be used to inform their further consideration of this inquiry.

### **31. Scrutiny Investigation into Raising Boys' Achievements – Bridging the Gender Gap – Evidence from the National Education Breakthrough Programme (Boys' Achievement) (Scrutiny Support Officer)**

The Scrutiny Support Officer informed Members that the Director of the National Education Breakthrough Programme (NEBP) had been invited to attend this meeting to provide information on work being undertaken nationally in relation to boys' achievements. It was suggested that the work of the NEBP be examined with a view to identifying strategies or areas of best practice that could be utilised to improve boys' achievement in Hartlepool.

The Director of the NEBP gave a presentation to the Forum which outlined the collaborative process involved in the programme. The fundamental questions for improvement including within the programme were:-

- i) What are we trying to accomplish?
- ii) How will we know that a change is an improvement?
- iii) What changes can we make that will result in an improvement?

The main focus of the programme was to examine the systems in place with the aim of improving systems already in place. The Director highlighted the

need to be open-minded about what systems may work in different schools. The cost associated with participating in the programme was discussed and Members were concerned that schools' budgets were already committed and the added pressure of providing this programme would not be sustainable. The Director commented that she was actively looking at the funding issues associated with the implementation of this programme. Some primary schools had looked at forming clusters, which would have the effect of reducing attendees, which in turn would reduce the financial implications for the school.

The Director of the National Breakthrough Programme for Raising Boys' Achievement was thanked for her presentation and for answering Members' questions.

### **Decision**

The information provided by the National Education Breakthrough Programme for Raising Boys' Achievement was noted and would be used to aid Members form their recommendations from this Inquiry.

## **32. Scrutiny Investigation into Raising Boys' Achievements – Bridging the Gender Gap – Evidence Gathering – Evidence from Hartlepool's Blending Learning Project** *(Scrutiny Support Officer)*

The Scrutiny Support Officer informed Members that representatives from the Hartlepool Blended Learning Pilot had been invited to this meeting to provide further evidence of work already being undertaken in Hartlepool to raise boys' achievement levels. The representatives gave a comprehensive and detailed presentation on the Blended Learning Pilot, which was focussed on reading assessment. Members were informed that the main focus of the pilot was an approach to learning that enabled the learner to make informed choices about which materials to use, matched to their own development needs as well as providing a range of support for teachers' continued professional development. It was used as a tool to review the effectiveness and impact on the teachers' roles in school. The Pilot included 2 primary and 2 secondary schools initially with all the resources being made available to all schools across the town. The Pilot was aimed at improving educational attainment levels across key stages 1 to 5 and commenced in December 2005. It was added that this project was currently focussing on reading but would progress onto other areas of the curriculum.

An on-line service was provided to support this project which had the functionality to allow individuals to register and be grouped together for online activities. It provided an exemplar of the sort of online learning environment available.

A discussion followed in which Members raised a number of issues including the following:-

i) Members felt that parents had an important role to play in the education of their children beginning in the home. A representative from the Blending Learning Project indicated that it was about examining how children reach attainment levels in reading, for example if they understood the story they had read as opposed to just reading it.

ii) It was asked if support staff could access the on-line service. A representative from the Blended Learning Project responded that support staff had not been given direct access but there was no reason why this could not be facilitated.

The representatives from the Blended Learning Project were thanked for their presentation and for answering Members questions.

### **Decision**

The information provided by the Blended Learning Project was noted and would be used to aid Members form their recommendations from this Inquiry.

JANE SHAW

CHAIRMAN

**CHILDREN'S SERVICES  
SCRUTINY FORUM**

8 November 2006



**Report of:** Scrutiny Support Officer

**Subject:** Raising Boys' Achievements – Bridging the Gender Gap - Evidence from CAPITA

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**1. PURPOSE OF REPORT**

1.1 To inform Members of the Forum that Mike Viner, Senior Regional Director for the National Strategies, CAPITA has been invited to attend this meeting to provide evidence in relation to the ongoing investigation into Raising Boys' Achievements.

**2. BACKGROUND INFORMATION**

2.1 Members will recall that at the meeting of this Forum on 12 July 2006, the Terms of Reference and Potential Areas of Inquiry/Sources of Evidence were approved by the Forum for this scrutiny investigation.

2.2 Consequently, Mike Viner, Senior Regional Director for the National Strategies has been invited to attend this meeting to provide:-

- i) Up to date national and regional figures in relation to the gender gap and raising boys' achievement;
- ii) Factors affecting boys achievement (Nationally and in the North East with an indication of any differences between the two); and
- iii) Strategies/models implemented to bridge the gender gap nationally and in the North East and their effectiveness.

**3. RECOMMENDATIONS**

3.1 That Members note the presentation and consider the information provided during the formulation of the Forum's Final Report



**Contact Officers:-** Joan Wilkins – Scrutiny Support Officer  
Chief Executive's Department - Corporate Strategy  
Hartlepool Borough Council  
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## **BACKGROUND PAPERS**

The following background paper was used in the preparation of this report-

(i) Report of the Scrutiny Support Officer entitled 'Boys' Achievement – Bridging the Gap – Scoping Report' presented to the Children's Services Scrutiny Forum on 17 July 2006.

## CHILDREN'S SERVICES SCRUTINY FORUM

8 November 2006



**Report of:** Children's Services Scrutiny Forum

**Subject:** Raising Boys Achievement – Bridging the Gender Gap  
– Progress of the Investigation and Identification of  
Possible Recommendations for Inclusion in the  
Forum's Final Report

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### 1. PURPOSE OF REPORT

1.1 To outline progress to date in the Children's Services Scrutiny Forum's 'Raising Boys' Achievement – Bridging the Gender Gap' investigation and seek consideration of possible recommendations for inclusion in the Final Report.

### 2. BACKGROUND

2.1 The Forum commenced its 'Raising Boys' Achievement – Bridging the Gender Gap' investigation on 17 July 2006. During the investigation information and evidence has been provided in accordance with the 'Terms of Reference' and process agreed during the scoping exercise. There has, however, been some slight slippage in the agreed timetable for the investigation as a result of the school summer holiday period and the effect this has had on the availability of witnesses and information.

2.2 It is now intended that the Forum will work towards the submission of its final report to Cabinet on the 22 January 2006 and consideration now needs to be given to the formulation of possible recommendations.

### 3. EVIDENCE PROVIDED AT THIS POINT IN THE INVESTIGATION

3.1 In undertaking its investigation the Forum has completed a series of formal evidence gathering meetings and site visits and has through the process address many elements of the 'Terms of Reference'.

3.2 Details of the work undertaken, and evidence compiled so far, are as follows:-

**17 July 2006** (Formal meeting of the Forum) - Evidence provided:

- Data on the gender gap in Hartlepool across Key Stages 1 to 4.
- A comparison of gender gap figures for Hartlepool across 2003, 2004 and 2005.
- An explanation, and demonstration, of the different learning styles.
- A summary of the action taken to date in Hartlepool in the form of:-

- i) Improved data analysis leading to targeted intervention at school and individual pupil level;
- ii) SureStart/Early Years involvement;
- iii) National Strategy intervention and support;
- iv) Good practice/practitioners;
- v) Increased focus on "teaching and learning" styles;
- vi) Curriculum enrichment.

- The next steps, including the better targeting of resources, the appointment of a designated Boy's Achievement Co-ordinator and the addressing of the issue through departmental operational plans as part of 'Every Child Matters'.

**Various Site visits** - Factors affecting boys' achievement and the strategies/models being implemented in each school were discussed in order to give the Forum an idea of what is being done across Hartlepool:

- West View Primary School – 15 September 2006
- Golden Flatts Primary School – 20 September 2006
- Kingsley Primary School – 22 Sept 2006
- Manor College of Technology – 26 September 2006
- Dyke House Secondary School – 5 October 2006
- Brierton Community School – 17 October 2006

**4 October 2006** – Site visit to Sunderland City Council – Factors effecting boys' achievement and examples of best practice were discussed. Information was also provided of the Council's involvement in the National Breakthrough Programme and effective use of 'Learning Conversations'.

**18 October 2006** (Formal meeting of the Forum) - Evidence provided:

- Presentation on the work of the National Breakthrough Programme and the early stages of involvement in it by Brierton School.
- Presentation on the implementation of the Blended Learning Project pilot in Hartlepool.

3.3 In addressing the final elements of the 'Terms of Reference' a further presentation is to be given by a representative from Capita at the beginning of this meeting. As part of this presentation details are to be provided of:-

- i) Up to date national and regional figures in relation to the gender gap and raising boys' achievement;
- ii) Factors affecting boys achievement (Nationally and in the North East with an indication of any differences between the two); and
- iii) Strategies/models implemented to bridge the gender gap nationally and in the North East and their effectiveness.

#### 4. **ADDITIONAL INFORMATION**

4.1 During the course of its school visits, as detailed in paragraph 3.2, the Forum obtained a 'snapshot' of each schools view on the gender gap issue and the types of activities being undertaken to address it.

4.2 Many of the views expressed and activities undertaken were mirrored across all the schools. These included:-

i) The absence of a single solution to the gender gap issue and the need for a combination of initiatives and options to be available for schools.

ii) The importance of:

- Good transitional arrangements;
- Mentoring;
- Knowing your students and identifying what types of learners they are;
- Social skills and interaction;
- Creating a positive ethos in the school, in terms of manor and speech with the aim of making learning 'cool';
- Sharing information with other schools in relation to each child and best practice for dealing with the gender gap;
- Good teachers and having teaching assistants in class;
- Continuous monitoring of staff and pupil performance;
- Making boys to feel secure in their learning environment;
- Curriculum development were possible and the problems which the rigidity of the curriculum in the first three years of secondary school causes in terms of keeping boys engaged.
- Effective transitional arrangements between primary and secondary schools; and
- Personal and subject profiles so that everyone knows what is expected of them and what is needed to move onto the next level.

ii) The need:

- To teach every child as an individual and address their learning needs;

- For teachers to adapt teaching styles;
- Gear the curriculum to each child's needs/curriculum enrichment; and
- For parental involvement at all levels.

- 4.3 Views did, however, differed on issues such as the importance of male teachers in their position as role models for boys and the effectiveness of single sex classes.
- 4.4 In terms of an overall view of what is being done in Hartlepool schools this information is not available at this time. This situation is, however, being addressed through the appointment of the Boys' Achievement Co-ordinator. The remit of this post will be to focus on addressing the issue of underachieving boys from Key Stage 2 to 3 and beyond and this will include an audit of current practice in schools across Hartlepool. Work is also just beginning to be undertaken by a small number of enquiry groups across Hartlepool's primary schools to look at the issue of boy's achievement.
- 4.5 In relation to the wider issue of the activities being undertaken by the Children's Services Department, enclosed at Appendix A is an extract from the Performance and Achievement Division's Operational Plan 06/07. Contained within this Plan are full details of the activities being undertaken by the Department and the proposed timescales for their completion.
- 4.6 Whilst it is clear from the Operational Plan that a considerable amount of work is being undertaken by Hartlepool Borough Council to address the gender gap issue funding for this area of work, as with others, is tight. Work on this issue has in the past been undertaken alongside officers other duties and the new Boys Achievement Co-ordinator post is the first to be created specifically to deal with the issue.
- 4.7 As Members have seen from their visit to Sunderland City Council the level of staffing and resources allocated to deal with this issue varies from Council to Council. In order to enable the Forum to compare Hartlepool's structure with that of other authorities a summary of staffing levels and funding for our neighbouring Tees Valley authorities is provided at Appendix B (Please note that this appendix will be circulated in due course).

## **5. IDENTIFICATION OF POSSIBLE RECOMMENDATIONS FOR INCLUSION IN THE FINAL REPORT**

- 5.1 Taking into consideration all of the information provided throughout the course of the investigation Members are asked to give consideration to the formulation of recommendations for inclusion in the Final Report.
- 5.2 During the course of the investigation Members have identified a variety of issues as particularly important which might inform the choice of possible

recommendations. A selection of the issues raised is outlined below as a reminder for Members:-

- i) The effectiveness of the work of the National Breakthrough Programme in Sunderland and in particular the use of 'Learning Conversations';
- ii) Possible benefits of greater involvement in with the National Breakthrough Programme, in addition to Brierton School, possibly for schools with the worst boys achievement results;
- iii) The effectiveness of the work of the Hartlepool's Blended Learning Project pilot and level of work to be undertaken by limited staff in 'rolling' it out across all schools (issue of possible additional resources);
- iv) The importance for the Local Authority to help portrayal of a positive image for schools through the press;
- v) The need for joined up services to help ensure that children with problems are identified earlier and help put in place;
- vi) The need to focus on raising boys' achievement levels in literacy, in view of its impact on how boys achieve in all other subjects and areas of their lives;
- vii) Possible benefits of being involved in the Primary School enquiry groups detailed in paragraph 4.4; and
- viii) Possibility of the recommendations of the investigation feeding in to the work of the Boys' Achievement Co-ordinator.

## 6. RECOMMENDATIONS

- 6.1 That Members identify recommendations for inclusion in the Children's Services Scrutiny Forum's 'Raising Boys' Achievement – Bridging the Gender Gap' Final Report.

**Contact Officer:** Joan Wilkins, Scrutiny Support Officer  
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## BACKGROUND PAPERS

The following background papers were consulted or referred to in the preparation of this report:-

- (a) (i) DfES – Research Report No 636 – Raising Boys' Achievement (Raising Boys' Achievement Project);
- (b) Department of Health Report – Using the National Healthy Schools Standard to Raise Boys' Achievements; and
- (c) CYPP.
- (d) Raising Boys' Achievement - DfES – Research Report by the Raising Boys' Achievement Project - No 636;
- (e) Raising Attainment at Key Stage Two – Medway Council – Education and Lifelong Learning Overview and Scrutiny Committee (Feb 2005);

In addition, the following websites have been used for background information in the preparation of this report:-

- (f) Raising Boys' Achievement Project: [www-rba.edu.cam.ac.uk](http://www-rba.edu.cam.ac.uk)
- (g) The DfES Standards Site: [www.standards.defs.gov.uk](http://www.standards.defs.gov.uk)
- (h) The Basic Skills Agency: [www.basic-skills.co.uk](http://www.basic-skills.co.uk)
- (i) Case studies: [www.teacher.net.gov.uk](http://www.teacher.net.gov.uk)
- (j) Ofsted: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

*Children's Services Department*

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*Every Child Matters*



Boys Achievement  
(Taken from Performance & Achievement Division Operational  
Plan 06/07)



## Section 1 : Challenge & Support to Schools

### Activity 1: Preventing schools from becoming a cause for concern

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	<p>To monitor the performance of schools in accordance with LA - School Relations Code of Practice and/or any other guidance from DfES.</p> <p>To support schools in carrying out their own evaluation of school performance.</p> <p>To carry out the classification of schools exercise in order to identify differentiated support for schools in accordance with Code of Practice.</p>	<p><i>From Sept 06 some of these actions will be carried out by and with School Improvement Partners in secondary schools and from Sept 07 in primary schools</i></p> <ul style="list-style-type: none"> <li>• Support and challenge schools in preparing an annual self-evaluation report which incorporates the OfSTED SEF and agree a Classification of Schools grade. This will include: <ul style="list-style-type: none"> <li>- PANDA</li> <li>- Overall Effectiveness</li> <li>- Standards and Achievement</li> <li>- Quality of Provision</li> <li>- Leadership and Management</li> <li>- Personal Development and Well Being</li> <li>- Foundation Stage</li> <li>- Workforce Development</li> </ul> </li> <li>• Provide training opportunities for all schools in the OfSTED framework and use of the School Evaluation Form (SEF).</li> <li>• Headteachers and LA officers or SIPs evaluate schools' performance against criteria and agree outcomes/ classification.</li> <li>• As a result of the above identify additional support for category C and D schools.</li> </ul>	<p>Annually each autumn</p>           <p>Jul 06</p>	<p>Assistant Director or Perf. &amp; Achievement (P&amp;A) Advisers  Attendance Manager  Finance Officers  Performance Data section  Pupil Disaffection Manager  SIPs</p>	<p>LPI ChS 4  BV 38, 39, 40, 41, 45, 46, 181, 194, 222,  LPI ED 4a,4b</p>	<p>CYPP  E&amp;A 3.1  3.2  3.3  3.4  3.5  3.6  3.7  3.8  Local Area Agreement (LAA)  Outcomes 5 &amp; 7</p>	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	<b>Actions</b> <i>From Sept 06 some of these actions will be carried out by and with School Improvement Partners in secondary schools and from Sept 07 in primary schools</i>	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	To support and challenge schools to raise standards of attainment and achievement,	<ul style="list-style-type: none"> <li>Identify co-ordinator and LA officer support and challenge for individual schools which is aligned to classification or category of concern.</li> <li>Where appropriate, establish an action team and/or write an action plan to address the next stages in the school's development. Incorporate this action plan into the next school development plan.</li> </ul>	Annually	Headteachers Advisers SIPs	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4	CYPP E&A 3.2 3.3 3.4 LAA Outcomes 5 & 7	
LL 1-7  LL 1-7	To review performance in all schools.  To carry out a performance review with senior managers in targeted schools where performance outcomes raises a cause for concern.	<ul style="list-style-type: none"> <li>Carry out a desk based performance review focusing on: <ul style="list-style-type: none"> <li>value added</li> <li>comparison to similar schools (benchmarking)</li> <li>comparison to targets set</li> <li>trends over time.</li> </ul> </li> <li>School Advisers / SIPs engage in a programmed discussion with senior managers based on the analysis of performance.</li> <li>Adviser / SIPs prepares and presents with the headteacher a report for each governing body which judges the school's performance in comparison with national benchmarks and similar schools.</li> </ul>	Aug – Sept 06  Annually, each autumn term	Performance Data Team Link Advisers SIPs  Assistant Director (P&A) Performance Data Team Advisers Headteachers SIPs	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4  LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4	CYPP E&A 3.2 3.3 3.4 LAA Outcomes 5 & 7  CYPP E&A 3.2 3.3 3.4 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	<b>Actions</b> <i>From Sept 06 some of these actions will be carried out by and with School Improvement Partners in secondary schools and from Sept 07 in primary schools</i>	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	To set challenging targets for pupil performance.	<ul style="list-style-type: none"> <li>Advisers/ SIPs, LA Officers, headteachers and chairs of governors negotiate targets for pupil attainment, behaviour, attendance and exclusions.</li> </ul>	Annually, each autumn term	Headteachers Advisers SIPs	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4	CYPP E&A 3.2 3.3, 3.4 LAA Outcomes 5 & 7	
LL 1-7	To encourage Headteachers to lead and manage LA wide initiatives as part of their professional development.	<ul style="list-style-type: none"> <li>Support the development of Network Learning Communities.</li> <li>Further implement Primary Strategy Leadership Programmes including the establishment of Primary Strategy Network Learning Groups.</li> <li>Use Headteachers as consultant leaders to implement the Leadership Programme.</li> <li>Identify one Headteacher to be consultant for workforce remodelling as part of the Leadership Programme</li> <li>Identify headteachers to act as "system leaders" in supporting schools other than their own e.g. mentors, coaching, consultancy, project leadership etc.</li> </ul>	Apr 06 onwards	Headteacher Adviser  Perf & Achievement Advisers  Senior Adviser Primary  Headteachers and SMTs	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4	CYPP E&A 3.2 3.3 3.4 LAA Outcomes 5 & 7	

### SUCCESS CRITERIA

- 80% of AST outreach is focused on support for weaker teachers.
- Involve at least eight Headteachers in LA initiated activity which requires them to act as system leaders.

## Section 2 : Early Years & Primary School Improvement

**Activity 4: Monitoring patterns of underperformance amongst vulnerable groups of children and taking action address inequalities, e.g. underachieving boys and LAC**

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	To share the outcomes of the Headteacher sabbatical (Golden Flatts) which has had a positive impact upon boys writing.	<ul style="list-style-type: none"> <li>Headteacher (Golden Flatts) to deliver CPD to senior leaders of targeted schools.</li> <li>Headteacher and staff of Ward Jackson primary school to further develop and disseminate work already begun in Golden Flatts.</li> </ul>	Summer 06  Apr 6 – Mar 07	Senior Advisers	BVPI 38	E&A 3.4 LAA Outcomes 5 & 7	
LL 1-7	To explore ways of using either / or 'Write Away Together', 'First Steps in Oracy' programmes.	<ul style="list-style-type: none"> <li>Relevant co-ordinators to feedback findings to line managers. Team to discuss.</li> <li>Implement relevant aspects of above if deemed appropriate.</li> </ul>	Summer 06  Sept 06 – Mar 07	Co-ordinators Senior Advisers	BVPI 38	E&A 3.4 LAA Outcomes 5 & 7	
LL 1-7	Improve teacher knowledge and teacher's planning to support improvements in boys writing.	<ul style="list-style-type: none"> <li>Disseminate LA produced writing toolkits to all schools through subject leader meetings.</li> </ul>	May 06	Senior Adviser Co-ordinators	BVPI 38	E&A 3.4 LAA Outcomes 5 & 7	
LL 1-7	Develop understanding of ways in which to improve boys achievement in English so that support to schools can be more focussed.	<ul style="list-style-type: none"> <li>LA co-ordinators Advisers, Lead Practitioners to attend 'Writing Together' conference, Strategy event – 'Boys Writing', Boy's Achievement conference, local NL event and disseminate information through subject leader meetings and through</li> </ul>	Apr 06	Senior Adviser Co-ordinators	BVPI 38	E&A 3.4 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYP ref)	Progress
		blocked school support. • Support outcomes from NCSL enquiry group meetings. • Information gathered from all of above used as a basis for a half-day training session. • Headteacher workshop on boys achievement led by Chris Quigley.	Apr 06 Mar 07  Autumn 06 Jan 07	NCSL network leader  Senior Adviser Co-ordinators Senior Adviser			
LL 1-7	To raise the achievement of boys in reading.	• LA involvement in the Blended learning pilot.	Summer 06	Co-ordinators	BVPI 38	E&A 3.4 LAA Outcomes 5 & 7	

#### SUCCESS CRITERIA

- Attainment gap L4+ writing is reduced to less than 10% by 2007 and in L4+ reading is reduced from 6% in 2005 to >2% in 2007.
- Headteacher Golden Flatts has delivered CPD on boys underachievement to Senior Leaders of targeted schools.
- Headteacher and staff of Ward Jackson Primary have further developed the work begun on boys underachievement by Golden Flatts and have provided outreach support to targeted schools.
- As a result of above Ward Jackson has narrowed the attainment gap at end of Key Stage 2 L4+ in writing from 10% in 2005 to >5% in 2007.
- Use of 'write away together' and 'First Steps in Oracy' have been explored and a decision reached about implementation of one or both in Hartlepool Primary schools.

## Section 3 : Secondary School Improvement

### Activity 1: Improve the quality of teaching and learning in all schools

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYP ref) E&A 3.3	Progress
LL2 –3	To improve the quality of assessment of pupils' learning by promoting Assessment for Learning techniques	<ul style="list-style-type: none"> <li>• Promote and establish Assessing Pupils Progress in English cross-phase through Blended Learning opportunities and subsequently the Maths and Science Frameworks for assessing pupils' progress in all secondary schools</li> <li>• Continued focus on development of classroom based AfL activities to aid self and peer assessment particularly in the core subjects (English, Maths, Science and ICT)</li> <li>• Develop and support the practice of coaching and mentoring of teachers by teachers in AfL activities in all subjects. Beginning with ASTs</li> <li>• Develop and support the practice of coaching and mentoring of teachers by teachers in developing Literacy and Learning linked to AfL.</li> </ul>	<p>Ongoing from Apr 06</p> <p>From Sept 06</p> <p>From Sept 06</p>	<p>T&amp;L C, 'English 'Associate' Co-ordinators/Steering Group and SSC</p> <p>T&amp;L C and SNS Team with AST C and Leading edge Co-ordinator</p> <p>T&amp;L C and SNS Team with AST C and Leading edge</p> <p>T&amp;L C and SNS Team with AST C and LiL Lead Coordinators</p>	<p>BV 181a BV 181b BV 181c BV 181d BV 45 BV46 LP1 ChS2 LP1ChS 3</p>		

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYP ref)	Progress
LL 2 –3	To improve the performance of all vulnerable groups of pupils	<ul style="list-style-type: none"> <li>All underperformance of vulnerable groups to be identified, monitored and support actioned through the use of appropriate data, support programmes and review meetings with schools. The agreed areas of focus to be informed and discussed through regular update sessions with the SISC and SI team. Where appropriate joint meetings with school personnel to be organised and subsequent support negotiated.</li> </ul>	From Jun 06	Data Team SIS Team and SISC with SSC and Lead School Personnel	BV 181a BV 181b BV 181c BV 181d BV 45 BV 46 LP1 ChS2 LP1ChS 3	E&A 3.3	
LL 2 –3	To address the underperformance of gender groups especially where it exists; the underachievement of boys.	<ul style="list-style-type: none"> <li>Appointment of Coordinator (0.5) seconded from school to focus on addressing the issue of underachieving boys from KS2 to KS3 (and beyond).</li> <li>Identify current groups of underperforming boys in primary and secondary schools.</li> <li>Identify the key issues in order to agree support for improvement</li> <li>Simultaneously, audit current practice to identify and case study good practice to share with all schools</li> </ul>	<p>Agreed from Sept 06 to Apr 07)</p> <p>By Dec 06</p> <p>Dec. 06</p> <p>Dec. 06 (Feb 07)</p>	<p>Deputy Director of P&amp;A</p> <p>SSC, PSC and Enrichment Adviser Boys</p> <p>Underachievement Co-ordinator</p> <p>SSC, PSC and Enrichment Adviser Boys</p> <p>Underachievement Co-ordinator</p>	<p>BV 181a BV 181b BV 181c BV 181d BV 45 BV 46 LP1 ChS2 LP1ChS 3</p>	E&A 3.3	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYP ref)	Progress
		<ul style="list-style-type: none"> <li>Identify and agree what is needed to further inform and improve on current practice.</li> <li>Arrange appropriate events to address the 'improving boys' achievement' agenda.</li> </ul>	<p>Jan 07</p> <p>Feb 07 – Apr 07</p>				

### SUCCESS CRITERIA

- Monitoring, review and action planning is agreed with all schools and is in accordance with the school action plan. It informs schools, LA and SIPS on current challenge and support of SNS Team (including brokered support (where appropriate), AST support and support from associate lead school personnel).
- Intervention and support from SNS Team is deployed accordingly to priority schools causing concern. Plans are in place.
- LA Cause for Concern schools (3) receive priority support and improve outcomes in Summer 2006.
- Appropriate agreement for the compilation of the work programmes of SNS Team is negotiated in conjunction with relevant LA personnel and linked to other plans and support requirements.
- Identified pupil groups make at least satisfactory improvement.
- In the core subjects; English, science and ICT the gap between Hartlepool and National targets is narrowed and maths at KS3 continues to at least match national average.
- There is wider and more extensive sustained support for all schools by other schools.



## Section 4 : 14-19 and Employability

**Activity 2: Work with providers to ensure the delivery of a balanced curriculum for the 14 – 19 phase of learning in Hartlepool and that young people aged 14-19 are helped to prepare for working life.**

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 7	In conjunction with TVLLSC ensure that there is a sufficient curriculum provision in the local area for young people aged 14 – 19.	<ul style="list-style-type: none"> <li>Produce a curriculum map for 14 – 19 provision in Hartlepool and produce an electronic prospectus, which informs young people of the curriculum available.</li> <li>Ensure that curriculum provision is sufficiently flexible to enable young people to review and revise the choices they have made and increase opportunities to access higher education.</li> <li>Ensure that provision is planned which is sensitive to race and equality.</li> <li>Ensure provision is planned so that the number of young people classified as Not in Education, Employment or Training (NEET) is reduced.</li> </ul>	<p>Apr 06 – Mar 07</p> <p>Apr 06 - Mar 07</p> <p>Apr 06 - Mar 07</p> <p>Apr 06 - Mar 07</p>	<p>TVLLSC Assistant Director P&amp;A 14 – 19 Co-ordinator</p> <p>TVLLSC Assistant Director P&amp;A 14 – 19 Co-ordinator</p>	<p>BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3</p> <p>BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3</p>	<p>CYPP AEWB 5.3 14-19 Implementation plan</p> <p>LAA Outcomes 5 &amp; 7</p> <p>CYPP AEWB 5.3 LAA Outcomes 5 &amp; 7</p>	
LL 7	Ensure statutory WRL requirements are implemented in all schools at KS4	<ul style="list-style-type: none"> <li>Provide support to implement the WRL statutory requirements at KS4 and support learn2work in roll-out of advice and guidance to schools.</li> </ul>	Apr 06 - Mar 07	14 – 19 Co-ordinator WRL co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 7	To extend the provision for work related learning.	<ul style="list-style-type: none"> <li>Increase opportunities for pupils to learn about, for and through the world of work (Work Related Learning) and ensure all Key Stage 4 pupils undertake work related learning and useful work experience.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	Improve support for work related learning from Tees Valley business	<ul style="list-style-type: none"> <li>In partnership with the Tees Valley EBLO, develop education business links, which assist schools in raising achievement through mentoring, work placements etc.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	Support schools to develop enterprise activities at key stage 4.	<ul style="list-style-type: none"> <li>Support schools in implementing enterprise activities and learning in accordance with DfES requirements.</li> <li>Ensure young people are supported in developing self-confidence, team working skills and enterprise.</li> <li>Steps are taken to ensure that young people are financially literate.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	To increase the vocational options available to pupils at KS4 and promote vocational pathways (14-19) in a town wide context.	<ul style="list-style-type: none"> <li>Develop coherent vocational pathways 14 – 19 through the development of work related learning. Ensure underachieving boys are targeted.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
		<ul style="list-style-type: none"> <li>Work with Hartlepool schools, Cleveland College of Art &amp; Design, Hartlepool 6th Form College and Hartlepool College of FE on the expansion of vocational qualifications as part of the Increased Flexibility Support Programme, Young Apprenticeships and Specialised Diploma programmes.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	To improve the vocational and WRL knowledge of teachers working with KS4 pupils, especially those delivering GCSE's in vocational subjects.	<ul style="list-style-type: none"> <li>Provide vocational and work – related PDP placements in partnership with learn2work, which support teachers' knowledge and understanding.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	Implement a longitudinal survey to measure the impact of vocational curriculum on student satisfaction at key stage 4	<ul style="list-style-type: none"> <li>Work in partnership with QDP to carry out a survey of collaboratively vocational curriculum to measure student satisfaction and ensure student views are incorporated into future planning of courses.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	To increase participation in learning and support young people to stay committed to learning (14-19)	<ul style="list-style-type: none"> <li>Provide alternative curriculum and accreditation routes where appropriate, for pupils at risk of disengagement from the educational process especially disaffected boys.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 5.3 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL7	To work with Tees Valley Aimhigher Steering Group to implement the Aimhigher initiative and increase participation and smooth the transition from pre to post 16 learning.	<ul style="list-style-type: none"> <li>▪ Work closely with the Regional Aimhigher Steering Group to develop and implement the regional plan.</li> <li>▪ As a part of the Aimhigher initiative, develop bridging activities and courses, which will assist in the transition of pupils from 11-16 to post 16 settings.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator Aimhigher Co-ordinator	BVPI 38, 39, 45, 221 LPICHS 2 LPICHS 3	CYPP AEWB 5.2 5.3 LAA Outcomes 5 & 7	
LL7	To increase the number of young people progressing to Higher Education and reduce the number of students dropping out of education post 16	<ul style="list-style-type: none"> <li>▪ Work with Tees Valley Aimhigher Co-ordinators to promote Aimhigher in schools and colleges, and increase the number of young people progressing to higher education</li> <li>▪ Work in partnership with the Tees Valley Work-based Learning Providers to promote progression to Higher Education via the vocational pathway.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator Aimhigher Co-ordinator	BVPI 38, 39, 45, 221 LPICHS 2 LPICHS 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 7	To increase the opportunity for underachieving pupils with low aspirations to achieve their full potential e.g. boys, looked after pupils etc.	<ul style="list-style-type: none"> <li>• Work with Hartlepool School and College Aim higher Widening Participation Co-ordinators to extend opportunities for pupils who have been identified as having potential for higher education but who are currently underachieving or have low aspirations. In particular focus on Looked After Children (LAC) and boys who are disaffected or disengaged.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP MPC 4.2 E&A 3.6 LAA Outcomes 5 & 7	
LL 7	To ensure vulnerable pupils receive learning support as appropriate during the transition process	<ul style="list-style-type: none"> <li>• Monitor and support individual pupils at key transition points.</li> <li>• Disseminate and share good practice with learning mentors LSU managers and teachers.</li> <li>• Provide and support out of hours learning opportunities for targeted pupils.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP MPC 4.2 E&A 3.6 LAA Outcomes 5 & 7	
LL 7	To support the integration of Hartlepool Connexions with Hartlepool Children's Services	<ul style="list-style-type: none"> <li>• Attend Hartlepool Connexions Local Management meetings.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator Assistant Director P&A	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP MPC 4.2 E&A 3.6 LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 7	To support young people to make informed individual choices  Increase student participation in learning and training beyond 16	<ul style="list-style-type: none"> <li>Work with schools, the Local Connexions service and the Aim higher Partnership to develop the advice and guidance given to students in all post 14 settings.</li> <li>Ensure impartial information, advice and guidance on careers education, training and employment opportunities is available to all 13-19 year olds.</li> <li>Ensure personal, financial, welfare and advocacy support is available to 16-19 year olds to support their education or training.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	To increase and maintain participation in education and training post 16	<ul style="list-style-type: none"> <li>Ensure that the work of the Connexions service Personal Adviser has synergy with that of the School and College Learning Mentors and Widening Participation Co-ordinators.</li> </ul>	Apr 06 – Mar 07	14 – 19/ WRL Co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	
LL 7	To raise standards of achievement in the core subjects at the start of KS4.	<ul style="list-style-type: none"> <li>As part of the Leading Edge Partnership programme, the 14-19 Operational Plan, and work of ASTs ensure support for subject networks, focuses on sharing good practice and developing teaching and learning opportunities, which meet the needs of pupils, aged 14-19.</li> </ul>	Apr 06 – Mar 07	14-19 Co-ordinator/ WRL co-ordinator	BVPI 38, 39, 45, 221 LPICHs 2 LPICHs 3	CYPP AEWB 5.2 LAA Outcomes 5 & 7	

## SUCCESS CRITERIA

- Produce a curriculum map and prospectus for Hartlepool to cover all 14-19 educational provision.
- Complete a longitudinal survey to measure student satisfaction with respect to vocational curriculum at key stage 4.
- Improve the vocational and work related learning knowledge of teachers working at key stage 4.
- Ensure that there are adequate and appropriate progression routes in all areas of learning for young people aged 14-19.
- Ensure that the number of young people classified as not in education employment or training (NEET) is reduced to meet the DfES target for NEET reduction.
- Implement the Regional Aimhigher Plan.
- Ensure that the number of young people having the opportunity to access Higher Education increases by 2% per year.
- Ensure a minimum of 95% of young people at key stage 4 have access to block and extended work experience.
- Ensure 100% of young people at key stage 4 have access to statutory level of enterprise entitlement.
- Ensure there is a minimum of 3 alternative education programmes at key stage 4 especially for disaffected boys.
- Ensure 100% of young people aged 13-19 have access to impartial advice and guidance.
- Raise standards of achievement in the core subjects at the start of key stage 4.

## Section 6 : Curriculum ICT & Hands on Support

**Activity 1: Raising attainment and achievement in primary schools through support for staff in schools in the continued development of the Primary Strategy and the Excellent and Enjoyment agenda**

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	To ensure schools are using ICT, where appropriate, to target underachievement e.g. boys, GAT, LAC, etc.	<ul style="list-style-type: none"> <li>Identify underachieving boys for targeted intervention activities in collaboration with the CLC and PFS.</li> </ul>	Apr 06 – Mar 07	Link Advisers LA Strategy Co-ordinators ICT Strategy Co-ordinator Primary ICT Co-ordinator CLC Manager	BVPI 40, 41, 194a, 194b	CYPP E&A 3.2 3.4 LAA Outcomes 5 & 7	

**Activity 2: Raise attainment in secondary schools through support for staff and continued development of the Secondary Strategy**

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 1-7	To support projects aimed at targeting underperforming groups, e.g. LAC, SEN, GAT, boys, etc.	<ul style="list-style-type: none"> <li>Support a range of projects aimed at targeted intervention groups to address patterns of underperformance amongst vulnerable groups, in collaboration with the CLC, particularly around Active Citizenship and ICT in subjects.</li> </ul>	Apr 06 – Mar 07	Secondary ICT Co-ordinator ASTs Identified Good Practitioners CLC Manager	BVPI 181a-d 38, 39	CYPP E&A 3.1, 3.2 LAA Outcomes 5 & 7	



## Section 7 : Curriculum Enrichment

### Activity 2: Work with schools to support the further development of Out of Hours Learning/Extended Schools

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 7	Support schools to access training and deliver a comprehensive Out of Hours Learning programme for all primary and secondary school pupils	<ul style="list-style-type: none"> <li>• Support schools in developing out-of-hours learning programmes to support literacy and numeracy.</li> <li>• Support schools and partners in the implementation of OOSHL and the sharing of best practice through the University of the First Age (UFA), etc.</li> <li>• Promote activities outside of school hours to help all pupils learn through a rich and varied programme of experiences across the whole curriculum.</li> <li>• Provide out of hours learning programmes including summer schools which ensure continuity and progression for KS2 pupils.</li> <li>• Ensure that pupils have access to a broader curriculum which enhances and enriches their learning.</li> </ul>	Apr 06-Mar 07	Curriculum Enrichment Strategy Co-ordinator Curriculum Enrichment Co-ordinator	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4b	E&A 3.3 Study Support Dev Plan Playing for Success Dev Plan UFA Dev Framework LAA Outcomes 5 & 7	

Action from Corp/Dept/ Divisional Plan(s)	Objectives	Actions	Milestone	Responsible Officers	Associated PIs	Links to other Plans (CYPP ref)	Progress
LL 4		<ul style="list-style-type: none"> <li>Improve the quality of teaching and learning of vulnerable children and young people e.g. underachieving boys, looked after children, the disaffected, GAT, etc.</li> </ul>	Apr 06-Mar 07	Curriculum Enrichment Strategy Co-ordinator Healthy Schools Co-ordinator	LPI ChS 4 BV 38, 39, 40, 41, 45, 46, 181, 194, 222, LPI ED 4a,4b	E&A 3.7 Study Support Dev Plan Playing for Success Dev Plan UFA Dev Framework LAA Outcomes 5 & 7	

#### SUCCESS CRITERIA

- All schools provide Study Support Activity.
- 20 schools to be involved in PFS Programme.
- Playing for Success Centre used to raise standards in literacy, numeracy and ICT.
- UFA Principles used to support Study Support activities.
- Increased use of UFA practice in mainstream settings.
- Scope of UFA Fellowship training increased to include community and parents.

## CHILDREN'S SERVICES SCRUTINY FORUM

8 November 2006



**Report of:** Scrutiny Support Officer

**Subject:** CHILDREN'S SERVICES DEPARTMENT: BUDGET AND POLICY FRAMEWORK INITIAL CONSULTATION PROPOSALS 2007/08

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### 1. PURPOSE OF REPORT

- 1.1 To provide the opportunity for the Children's Services Scrutiny Forum to consider the Children's Services departmental pressures and priorities, grant terminations and proposed savings as part of the Budget and Policy Framework initial consultation proposals for 2007/08.

### 2. BACKGROUND INFORMATION

- 2.1 At a meeting of the Scrutiny Co-ordinating Committee held on 27 October 2006, consideration was given to the Executive's Initial Budget and Policy Framework consultation proposals for 2007/08.
- 2.2 At this meeting it was agreed that the initial consultation proposals be considered on a departmental basis by the appropriate Scrutiny Forum. Any comments / observations would then be fed back to the additional meeting of the SCC to be held on 17 November 2006 to enable a formal response to be presented to the Cabinet on 4 December 2006.
- 2.3 As such attached as **Appendices A to C** are the Children's Services departmental pressures and priorities, grant terminations and proposed savings as part of the Budget and Policy Framework initial consultation proposals for 2007/08.
- 2.4 To assist Members of this Scrutiny Forum in the consideration of the Children's Services departmental initial proposals, arrangements have been made for the Director of the Children's Services to be in attendance and an invitation to this meeting has also been extended to the relevant Portfolio Holder (attendance subject to availability).

### 3. RECOMMENDATIONS

- 3.1 It is recommended that the Children Services Scrutiny Forum:-
- (a) considers the Children's Services departmental pressures and priorities, grant terminations and proposed savings as part of the Budget and Policy Framework initial consultation proposals for 2007/08; and
  - (b) formulates any comments and observations to be presented by the Chair of this Scrutiny Forum to the additional meeting of the Scrutiny Coordinating Committee to be held on 17 November 2006 to enable a formal response to be presented to the Cabinet on 4 December 2006.

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## **BACKGROUND PAPERS**

No background papers were used in the preparation of this report.

## APPENDIX A

**SCHEDULE OF BUDGET PRESSURES 2007/2008**

Budget Heading	Description of Budget Pressure	Risk Impact of Not Funding Pressure	Value Budget Pressure  <u>2007/2008</u> <u>£'000</u>	Value of additional Budget Pressure in 2008/2009 (only complete this column if value shown in 2007/2008 column is part year pressure) <u>£'000</u>
Advisory Team	14-19 leadership, management and co-ordination – Full time Partnership Manager / Co-ordinator with associated administrative and support costs	Red Education and Inspection Bill places a statutory duty on Local Authorities to lead 14-19 reform and development in local partnerships, supported by the LSC. This is a new legal responsibility and existing resources are insufficient to meet this statutory duty. Risk of not meeting this pressure is <b>RED</b> with immediate, significant service disruption	60	£0
Children with Disabilities and SEN	Increasing numbers of children with autistic spectrum disorders (Doubled in last 3 years) requiring more extensive support packages. 2 identified costing £100K in 2007/08 (£50k revenue and £50k DSG subject to Schools Forum).	Red Failure to meet statutory duties in relation to children with disabilities. (Still awaiting PCT continuing healthcare eligibility criteria.) High impact and almost certain.	50	£0

## APPENDIX A

**SCHEDULE OF BUDGET PRESSURES 2007/2008**

Budget Heading	Description of Budget Pressure	Risk Impact of Not Funding Pressure	Value Budget Pressure  <u>2007/2008</u> <u>£'000</u>	Value of additional Budget Pressure in 2008/2009 (only complete this column if value shown in 2007/2008 column is part year pressure) <u>£'000</u>
Integrated Children's System	Revenue costs of new capital equipment	Red Unable to meet statutory requirements and DfES timetable re information sharing. Extreme impact and almost certain	50	£0
Children and Families	Need for additional post to enable quality audits of childcare reviews to be undertaken.	Red Failure to meet statutory duties in the Children Act 2004 and working together guidance. High impact and almost certain.	40	£0
		Total Budget Pressures	200	

**SCHEDULE OF RED BUDGET PRIORITIES 2007/2008**  
**TOP LEVEL PRIORITIES**

Budget Heading	Description of Budget Priorities	Risk Impact of Not Funding Priorities	Priorities Value Budget Priorities  <b><u>2007/2008</u></b> <b><u>£'000</u></b>	Value of additional Budget Priorities in 2008/2009  <b><u>£'000</u></b>
Children and Families	Ensuring effective operation of the Local Safeguarding Children Board and its associated sub committees by the provision of dedicated training and development officer support to meet National Minimum Standards.	Inability to develop the safeguarding children agenda and failure to discharge statutory responsibilities (it is possible that partner contributions might be received towards this cost). <b>RED</b> – High impact and almost certain. Censure for failing in statutory duties.	40	
		Total of Top Priorities	40	

## PROPOSED SAVING AT 3%, 4% AND 5%

## APPENDIX C

## CHILDREN'S SERVICES

Budget Heading	Description of Efficiency/Saving	Risk Assessment of implementing efficiency/saving	Impact of efficiency/saving on staffing levels	Value of efficiency/saving £'000	Description of One off cost of achieving efficiency/saving	One off cost of achieving efficiency/saving £'000
Transport	E	Risk is <b>GREEN</b> – little service disruption and savings likely to be made within the next year. Efficiency due to ongoing review of bus routes, taxi services and school escort recruitment.		140		None
Education Psychology Service	E	Reduction of staffing arising from restructuring of the Education Psychology Service. Risk is <b>GREEN</b> – little service disruption, low impact and likely to occur in the next 12 months as the staffing element is currently vacant.	Reduction of approximately 0.5 wte member of staff.	12	None	None
Student Support Team	E/S	Removal of student grant function/posts arising from DFES centralisation of grants and awards. Risk is <b>GREEN</b> – minor service disruption, low impact and likely to occur within the next 12 months. Possible redundancy costs because posts are part of substantive structure.	-2	40		Redundancy
Adoption and special guardianship orders	E	Reduction in payments to independent agencies because <b>half</b> the number of eligible independent agency foster carers obtain a Special Guardianship Order. Risk is <b>GREEN/AMBER</b> - low impact and likely to occur within 12 months dependent upon some negotiations with the Independent Agencies.		90	None	None
Pupil & Student Support Manager	E	Non-recruitment to the vacant manager post. Restructuring required and supervision of staff delivering school meals, transport, school swimming, allocation of places at Carlton. Risk is <b>AMBER</b> – Some service disruption possible over the next 12 months.		30		None
Adoption and special guardianship orders	E	Reduction in payments to independent agencies because <b>all</b> the eligible independent agency foster carers obtain a Special Guardianship Order. Risk is <b>AMBER/RED</b> - high impact and likely to occur within 12 months as all placements will need to be reviewed and consents obtained by all parties.		90	None	None
Reduction in external placements	S	Savings on external placement budget but risk is <b>RED</b> – extreme and almost certain to occur in the		81	None	None
<b>TOTAL 3%</b>				<b>483</b>		
Reduction in external placements	S	Further savings on external placement budget but risk is <b>RED</b> – extreme and almost certain to occur in the next 12 months due to unexpected and unprecedented new demand. Position will clarify later in this financial year when it is clearer as to which young people will be fully or part funded in 2007/08.	No staffing implication but potential non-cashable efficiency saving re: social worker and Independent Reviewing Officer time/activity	119	None	None
Attendance Team	E	Reduction in the number of attendance officers by 1. Risk is <b>RED</b> – significant service disruption. Almost certain to occur in the next 12 months. Direct impact on services to children and families. Risk of increasing unauthorised absences from schools, failing to meet agreed targets which could then lead to external intervention from DFES.	-1	42		Redundancy
<b>TOTAL 4%</b>				<b>644</b>		



Budget Heading	Description of Efficiency/Saving	Risk Assessment of implementing efficiency/saving	Impact of efficiency/saving on staffing levels	Value of efficiency/saving £'000	Description of One off cost of achieving efficiency/saving	One off cost of achieving efficiency/saving £'000
School Improvement Team	S	Earlier than planned reduction in advisory team from 3 to 2 because of introduction of School Improvement Partners. Risk is <b>RED</b> , high and likely to occur in the next year. Direct impact on services to schools - removal of LA co-ordination of Excellence in Cities and strategic leadership of the secondary school and social inclusion strategies. Redundancy Implications.	-1	75		Redundancy
School Improvement	S	Withdrawal of a third of the LAs match-funding for DfES grants to support school improvement through national literacy, numeracy, science, ICT etc. Risk is <b>RED</b> , significant service disruption within the next 12 months. Because this is match-funding, real service loss is £172k. Impact on children's achievement.	-2.5	86		Redundancy
<b>TOTAL 5%</b>				<b>805</b>		