



DERBY CITY COUNCIL

COUNCIL CABINET
16 MARCH 2004

Report of the Director of Education

Education Development Plan – EDP – Evaluation and Performance in Schools**RECOMMENDATION**

1. To note current progress on the Education Development Plan, performance in schools and attendance data to refer the report to the Education Commission for comment.

REASON FOR RECOMMENDATION

2. The Cabinet approved the EDP and the process for monitoring its progress on 22 January 2002. This included reporting to Cabinet every 6 months on progress.

SUPPORTING INFORMATION

- 3.1 This report outlines the progress of activities in the EDP, performance in schools and attendance data. EDP progress is reported by exception and there is no new data on pupil performance at Key Stages to report at this time.
- 3.2 The EDP is a statutory plan that originally was to cover the period 2002-2007. Since then the Government has been piloting Single Education Plans. The EDP will be subsumed within a Single Education Plan for Derby from 2005.
- 3.3 The EDP is currently the overarching plan for school improvement and incorporates plans such as Literacy, Numeracy and KS3 Strategies and the Excellence Cluster plan. The EDP also links to the Education Action Zone plan, the Special Needs Development plan and the Early Years and Childcare Development plan. The revised EDP for 2003/04 will include the 14-19 Pathfinder plan and the Creative Partnerships plan, once they have been developed.
- 3.4 The EDP provides a process for taking an overview of school and pupil progress and identifying areas for improvement. It also offers a framework for school improvement plans. The EDP priorities were revised during 2003 as a result of an audit of current performance and the Authority's targets for pupils' attainment. This was done in consultation with a group of representative Headteachers, and wider consultation with Headteachers and Governors. The plan also reflects developing initiatives within the Education Service and changed national priorities.

Progress on the EDP Priorities

3.5 Each EDP priority has a number of statements which summarise the expected impact of activities. Evidence is collected on a termly basis, by lead officers, to assess whether the activities have resulted in progress towards the expected impact. Some aspects of impact can only be assessed on an annual basis through SATs and GCSE results. Others are assessed through monitoring visits to schools, Ofsted inspection reports and other data. The priorities for the EDP are summarised below:

- excellence in early years and primary education
- raising attainment in KS3 and KS4
- introducing innovation to support teaching and learning
- promoting effective schools
- the use of ICT in raising attainment
- recruitment and retentions strategy.

3.6 The activities in the EDP have been monitored and evaluated. Progress on all activities is now satisfactory. In the last report to Cabinet on EDP progress in October two areas were identified as not having progressed well. These were:

- ♦ Developing a strategy for gifted and talented pupils
- ♦ A self evaluation toolkit for schools

This was mainly due to staff vacancies. The delays in progress have now been addressed.

Performance of Schools

3.7 Using the performance indicators of schools self-evaluation, LEA monitoring and evaluation and external monitoring through Ofsted and HMI visits, the overall picture of schools in Derby is positive, but there are a small number of schools where there are major issues to address. What is very positive is the number of schools where standards are continuing to rise or to be sustained at a high level, the quality of teaching and learning is consistently good and where leadership and management are strong. The ethos and culture of Derby schools remains a strength.

3.8 Currently there are five Derby schools classed by Ofsted as needing special measures and no schools classed as having serious weaknesses or under-achieving. One school has just been removed from the serious weakness category. Three of the schools are secondary schools and two are primary schools. There are no nursery or special schools so categorised. This figure is too high but there is an expectation that this number will fall in the summer term 2004 as 2 schools are likely to be removed from special measures, based on the outcomes so far of HMI monitoring. The Council has also implemented measures to bring about urgent improvements at High View School and Technology Centre.

3.9 School self-evaluation has progressed strongly within the City during the last year. Schools and the Education Service have been supported in their evaluative work by the *Knowing Our School* document, which has been produced by the Education Service following review with Headteachers of the previous self-evaluation guidance, and by much improved data profiles for schools and LEA officers. Governors as well as staff are increasingly using self-evaluation methodology. This will provide a good

basis for future Ofsted inspections under the new proposed inspection arrangements which involve very short notice for inspection visits.

Attendance

3.10 The Attendance Strategy has now been completed and a synopsis will be presented to the headteachers' meeting in March 2004. It is planned to launch the strategy during the Summer Term 2004 alongside a Good Practice Guide and model school attendance policy. School Action Plans are now operational and are reviewed at the start of each term. Training on attendance continues to be offered to schools. All schools have now developed strategies for pupils returned by the Rapid Response Team – RRT.

3.11 The attendance targets for the City in the 2003/04 school year are as follows:

Primary	– 5.8%
Secondary	– 8.8%
Special	– 12.0%

Progress towards the targets in the autumn term was on track. It has not been possible to report further progress in the first half of the spring term as not all school returns have been completed as yet. Further work to improve levels of returns is in progress.

3.12 The Education Welfare Service is engaged in a number of strategies to improve attendance. They include:

- The RRT which carries out truancy sweeps as required by DfES and lateness patrols at school gates. Truancy sweeps are carried out every day in two areas of the city. During this academic year 712 pupils were stopped, 435 were returned to school or a place of safety, 30 were accompanied by adults and the rest had a legitimate reason for being out of school. A check after 4 weeks indicated 148 pupils had improved their attendance as part of the follow up on pupils picked up by patrols.
- The fast track procedure for prosecutions for non-attendance is now available to all schools.
- Nineteen pregnant school girls and school aged mothers were supported in this academic year. Sixteen are engaged in education and 3 have chosen to be full time mothers. All have links with the Connexions Service.
- All schools are offered training in relation to improving attendance and have developed strategies for managing pupils returned to school by the RRT.

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Background papers:	None
List of appendices:	Appendix 1 - Implications

IMPLICATIONS

Financial

1. There are no direct financial implications related to this report.

Legal

2. There are no direct legal implications related to this report.

Personnel

3. There are no direct personnel implications related to this report.

Corporate Themes and Priorities

- 4.1 The priorities and activities in the EDP help promote the corporate objective of making educational provision that responds to people's needs so that they can develop skills and knowledge all through their lives, leading to better life chances and changes.
- 4.2 The EDP is the primary plan related to the corporate priority for tackling under achievement in schools.