

Appendix 2 - Performance Improvement Template

Overview – NI 72

Type	National Indicator	Ref	NI72	Description	Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in Personal Social and Emotional Development and Communication, Language and Literacy
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Brief Definition	<p>The number of children achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales, expressed as a percentage of the total number of children assessed against the six areas of EYFSP learning:</p> <ul style="list-style-type: none"> • Personal, Social and Emotional development (3 scales) • Communication, Language and Literacy (4 scales) • Problem-solving, reasoning and numeracy (3 scales) • Knowledge and understanding of the world (1 scale) • Physical Development (1 scale) • Creative development (1 scale) 	Population (area, client group)	Citywide children from birth to the end of the academic year in which they turn 5.
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Link to Council Plan:					
Outcome(s)	02 – Achieving their learning potential				
Indicator(s)	CP 02b - Better results in primary schools				
Directorate	Children and Young People	Cabinet Portfolio	Children and Young People	Scrutiny Commission	Children and Young People Commission
Service Director	Lynda Poole	Accountable Officer	Christine Tarpey		
Reviewed at previous Performance Surgery?		No			

Performance Background

Reasons for performance surgery	In year target missed 10/11: Actual 49% Target 56%	Forecasting to miss target 11/12 provisional Actual: 53% Target: 58%	Deteriorating direction of travel 08/09: Actual: 45% Target: 51.6% 09/10: Actual: 54% Target: 55.2%	Poor comparison to other authorities Both nationally and locally, the majority of children continue to work securely within (achieving 6 points or more) the early learning goals for all assessment areas. However, Derby's average is lower than both our comparator authorities' and national averages in the majority of elements. 10/11 Nationally: 56%	Other Nationally and locally, girls continue to achieve at a higher level than boys. For each assessment area more girls than boys work securely within the early learning goals.
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BRAG rating	Red	Summer 10/11: 12.5% adrift of target	11/12: provisionally 8.5% adrift of target	Impact/ correlation to other performance measures	NI 92 - Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest
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Reasons for current performance	<i>What factors generally affect the measure?</i> Quality of provision in nursery schools and Foundation Stage classes in infant and primary schools Accuracy of teacher assessment Pre school provision (maintained and private/voluntary settings and childminders)
	<i>What issues/causes are leading to the current performance?</i> High number of settings for reduced team to relate to. National focus on Key Stage outcomes. Technicality of assessment issues
	<i>Are there any equalities, geographic or client group considerations affecting the overall performance?</i> Gender issues; deprivation issues

Partners – is input from other services/ departments/organisations required?	Yes	Partners – help required from Engagement with improvement	[Please list if applicable] PVI settings / childminders / Nurseries / Schools
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		agenda	delivering EYFS	
Additional Information/data required?	Benchmarking/Comparator	Value for money data	Equalities/ Geographic/Client group breakdowns	Other [please state]

Overview – NI 92

Type	National Indicator	Ref	NI92	Description	Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest	
Brief Definition	The gap between the median Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally, as a percentage of the median score of all children locally.				Population (area, client group)	Children assessed at the end of the academic year in which they turn 5.
Link to Council Plan:						
Outcome(s)	02 – Achieving their learning potential					
Indicator(s)	CP 02b - Better results in primary schools					
Directorate	Children and Young People	Cabinet Portfolio	Children and Young People	Scrutiny Commission	Children and Young People Commission	
Service Director	Lynda Poole	Accountable Officer	Christine Tarpey			
Reviewed at previous Performance Surgery?			No			

Performance Background

Reasons for performance surgery	In year target missed 10/11: Actual 33.6% Target 26.88%	Forecasting to miss target 11/12 provisional Actual: 35% Target : 27.6%	Deteriorating direction of travel 08/09: Actual 34.3% Target 31.4% 09/10: Actual 35.6% Target 28.6%	Poor comparison to other authorities Although the gap has narrowed by 2% against 08/09, the achievement gap between the lowest 20% of children and the mean is 33.6% in 2010 (nationally 32.7%). 2011 comparisons not available	Other [please state] Results remain disappointing largely due to overall underachievement at the higher levels, therefore, reducing the median. This reflects general under-performance of city schools and private settings.
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BRAG rating	Red	10/11: 20% adrift of target	11/12: provisionally	Impact/ correlation to other performance	NI 73 - Achievement of at least 78 points across the Early Years Foundation Stage with at least 6 in each of the scales in
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		21% adrift of target	measures	Personal Social and Emotional Development and Communication, Language and Literacy
Reasons for current performance	<i>What factors generally affect the measure?</i> Social and economic disadvantage			
	<i>What issues/causes are leading to the current performance?</i> Pupil tracking and use of assessment data to inform interventions			
	<i>Are there any equalities, geographic or client group considerations affecting the overall performance?</i> Social and economic disadvantage			
Partners – is input from other services/ departments/organisations required?		Yes	Partners – help required from	Nurseries Schools delivering EYFS
Additional Information/data required?	Benchmarking/Comparator	Value for money data	Equalities/ Geographic/Client group breakdowns	Other [please state]

Overview – NI 73

Type	National Indicator	Ref	NI73	Description	Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)
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Brief Definition	The number of pupils achieving L4+ in both English and Maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum tests in both English and Maths	Population (area, client group)	Pupils aged between 8 and 11 years at the end of KS2 in all maintained mainstream schools with more than 10 pupils in the end of KS2 cohort.
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Link to Council Plan:					
Outcome(s)	02 – Achieving their learning potential				
Indicator(s)	CP 02b - Better results in primary schools				
Directorate	Children and Young People	Cabinet Portfolio	Children and Young People	Scrutiny Commission	Children and Young People Commission
Service Director	Lynda Poole	Accountable Officer	Christine Tarpey		
Reviewed at previous Performance Surgery?		Yes - 21 September 2010			

Performance Background

Reasons for performance surgery	In year target missed 10/11: Actual 66% Target 77%	Forecasting to miss target 11/12 provisional Actual:68% Target 78%	Deteriorating direction of travel 08/09: Actual 70% Target 70% 09/10: Actual 67% Target 77%	Poor comparison to other authorities Improvement in performance by 2% (compared to 1% nationally) in 2011. Test outcomes remain well below national and comparator authorities.	Other [please state] The government floor standard of 60% for this measure was introduced in January 2011. For 22 schools in 2011 attainment was below this threshold. 10 schools have remained below this threshold for a number of years and consequently are the subject of DCC & DfE monitoring. Improvement plans for these schools have been discussed and submitted to DfE. The new Raising Achievement Strategy sets out how these areas will be improved
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					across all schools.
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BRAG rating	Red	10/11: 14.3% adrift of target	11/12: provisionally 12.9% adrift of target	Impact / correlation to other performance measures	NI 93 - Progression by 2 levels in English between Key Stage 1 and Key Stage 2 NI 94 - Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2
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Reasons for current performance	<i>What factors generally affect the measure?</i> Quality of teaching and learning and quality of leadership in junior and primary schools
	<i>What issues/causes are leading to the current performance?</i> Pupil mobility; pupil tracking and use of assessment data informing focused interventions
	<i>Are there any equalities, geographic or client group considerations affecting the overall performance?</i> The majority of low performing schools are situated in wards of high social deprivation and/or have high levels of mobility including EAL pupils. For example, in all schools where attainment is above the 60% floor standard there are less than 15% pupils eligible for free school meals. For 17 of the 22 schools below 60% floor target, between 25% - 58% of pupils eligible for free school meals (fsm)

Partners – is input from other services/ departments/organisations required?	Yes	Partners – help required from	Primary schools
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Additional Information/data required?	Benchmarking/Comparator	Value for money data	Equalities/ Geographic/Client group breakdowns	Other [please state]
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Overview – NI 93 and NI 94

Type	National Indicator	Ref	a) NI 93 b) NI 94	Description	Progression by 2 levels in a) English and b) Maths between Key Stage 1 and Key Stage 2
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Brief Definition	<p>The number of pupils at the end of KS2 making 2 levels progress in a) English and b) Maths between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test).</p> <p>Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions:</p> <ul style="list-style-type: none"> • W (working towards Level 1) at KS1 to Level 2 or above at KS2 • Level 1 at KS1 to Level 3 or above at KS2 • Level 2 at KS1 to level 4 or above at KS2 • Level 3 or Level 4 at KS1 to Level 5 at KS2 			Population (area, client group)	Maintained mainstream schools including Academies with pupils at the end of KS2
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Link to Council Plan:					
Outcome(s)	02 – Achieving their learning potential				
Indicator(s)	CP 02b - Better results in primary schools				
Directorate	Children and Young People	Cabinet Portfolio	Children and Young People	Scrutiny Commission	Children and Young People Commission
Service Director	Lynda Poole	Accountable Officer	Christine Tarpey		
Reviewed at previous Performance Surgery?		Yes: NI 93 - 21 September 2010 NI 94 - 21 September 2010			

Performance Background

Reasons for performance surgery	In year target missed	Forecasting to miss target	Deteriorating direction of travel	Poor comparison to other authorities	Other [please state]
	a) English 10/11: Actual: 78% Target: 87% b) Maths 10/11: Actual: 78% Target: 84%	11/12: provisional Actual: 79% Target: 85%	a) English 08/09: Actual: 78% 09/10: Actual: 76% Target: 86% b) Maths 08/09: Actual: 74% 09/10: Actual: 77% Target: 84%		Progress rates accelerated in 2011 tests to 79% in English and 79% in maths although progress rates remain well below the national median. 18 DCC Schools with low progress rates and attainment below the 60% floor standard are subject to DDC & DfE scrutiny. The new Raising Achievement Strategy sets out how these areas will be improved.

BRAG rating				Impact/ correlation to other performance measures	
		a) 10/11: 10.3% adrift of target b) 10/11: 7% adrift of target	a) 11/12: provisionally 10.2% adrift of target b) 11/12: provisionally 7% adrift of target		NI 73 - Achievement at level 4 or above in both English and Maths at Key Stage 2 (Threshold)

Reasons for current performance	<i>What factors generally affect the measure?</i>
	<i>What issues/causes are leading to the current performance?</i>
	Quality of teaching and learning in years 3- 6. (Pupils aged 7- 11) Leadership by headteacher and senior leaders, English and maths subject leaders. Mobility in upper primary years. Assessment and the use of data to inform interventions

	<i>Are there any equalities, geographic or client group considerations affecting the overall performance?</i> Differential boy-girl performance. Impact of social and economic disadvantage
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Partners – is input from other services/ departments/organisations required?	Yes	Partners – help required from	Primary schools
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Additional Information/data required?	Benchmarking/Comparator	Value for money data	Equalities / Geographic / Client group breakdowns	Other [please state]
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Part A - Action Plan

What actions would make a difference to performance? Try to list actions that fall into different cost ranges and timeframes until actions are complete, see table

Cost categories	Timeframes	BRAG ratings
1) No cost 2) Low cost 3) Off the wall	a) Short term:0-4 months b) Medium term: 5-10 months c) Long term: 10 months+	Blue = target exceeded by 2% or more Red = variance of more than 5% from the target Amber = variance of 5% or less from the target Green = target met

Ref	Action	Cost	Effect of Action	Expected % Improvement	Timeframe before effect of action felt	Business plan link	Link to other strategies	Lead Officer
1	a) Introduce comprehensive tracking and assessment system for Foundation Stage children in schools and settings b) Prepare for revised testing arrangements (Sept 2012) so that teachers and practitioners make better use of data to improve children's skills and abilities	Low £3500 (supply cover for Nursery heads to lead cluster workshops)	All wards Focus on under-achieving children	78+ inc 6+ in CLL and PSED 55% by 2012 In line with or above national by 2013 (using new national assessment for EYFS)	Medium/long	n/a		Christine Tarpey

Ref	Action	Cost	Effect of Action	Expected % Improvement	Timeframe before effect of action felt	Business plan link	Link to other strategies	Lead Officer
2	Use expertise from good and outstanding City nursery schools via DSLP (Derby Schools Learning Partnership) to lead improvements across foundation stage classes in schools and settings alongside the LA team	Low £2000 funding for Local Leaders and expert practitioners	All wards Focus on under-achieving children	78+ inc 6+ in CLL and PSED 55% by 2012 In line with or above national by 2013 (using new national assessment for EYFS)	Medium/long			Christine Tarpey
3	Participate in DfE grant funded project to improve quality of teaching and learning and strengthen leadership in identified settings	External grant	6 settings Focus on under-achieving children	78+ inc 6+ in CLL and PSED 55% by 2012 In line with or above national by 2013 (using new national assessment for EYFS)	Medium/long			Christine Tarpey

Ref	Action	Cost	Effect of Action	Expected % Improvement	Timeframe before effect of action felt	Business plan link	Link to other strategies	Lead Officer
4	<p>a) Review deployment of School Improvement team so that appropriate officers, sufficient time and effective strategies are put in place to challenge and improve provision in 10 lowest performing primary schools.</p> <p>b) Introduce new school categorisation system to plan levels and type of support and challenge for all schools in line with the White Paper.</p> <p>c) Allocate Senior School Improvement officers to all schools using advice and challenge to prevent schools falling into Ofsted categories</p> <p>d) Prepare schools and governors for the revised Ofsted Inspection framework (January 2012)</p>	Staffing costs for 6 SSIO posts	<p>Reduce schools in Ofsted categories</p> <p>Reduce schools below floor standard</p>	<p>No schools in Ofsted Categories</p> <p>Reduce from 18 schools below DfE attainment and progress floor standard to a maximum of 10 by July 2012 and a maximum of 5 by July 2013</p>	Medium/long			Christine Tarpey

Ref	Action	Cost	Effect of Action	Expected % Improvement	Timeframe before effect of action felt	Business plan link	Link to other strategies	Lead Officer
5	<p>a) Use accredited Local and National Leaders in Education from within and beyond Derby to work in Partnership with leadership teams in under-performing schools in order to bring about rapid improvements in pupil outcomes and remove schools from Ofsted categories.</p> <p>b) Monitor progress of under-performing schools towards identified priorities and challenge leadership and governance through the use of twice-termly Partnership Boards.</p> <p>c) Where appropriate use LA statutory schools causing concern duties including 'Warning Notices' and the introduction of Interim Executive Boards</p>	£50k LLE commissioning costs	KS2 NI 73 improved	<p>L4 (Eng/Ma) = 74% in 2012</p> <p>= 75% in 2013</p>	Medium/long			Christine Tarpey

Ref	Action	Cost	Effect of Action	Expected % Improvement	Timeframe before effect of action felt	Business plan link	Link to other strategies	Lead Officer
6	Broker support via DSLP to; <ul style="list-style-type: none"> Accelerate KS1 to KS2 progress in Maths and English in targeted schools Narrow the attainment gaps 	£25K commissioning costs	KS2 93/4 improved FSM (free school meal) attainment gap reduced	2012= Eng 84% maths 83% 2013 = Eng 86% Ma 85% FSM attainment gap in line with national by 2013				Christine Tarpey
7	Introduce Raising Achievement strategy to project manage the improvements	£25k commissioning costs	All key stage outcomes	KS 2 as above DCC PIs to be above national averages				
			Resulting BRAG rating	G by 2013				

