



Education and Resources Division

OfSTED Inspection of Arrangements to Support School Improvement

Post-Inspection Action Plan

July 2014

OfSTED Inspection of Arrangements to Support School Improvement

During the week of 3rd – 7th February 2014, a team of HMI undertook an on-site inspection of Peterborough City Council's arrangements for supporting school improvement, under section 136(1) (b) of the Education and Inspections Act 2006.

As a result of this on-site inspection, the judgement of the inspection team was that:

“The local authority's arrangements for supporting school improvement are effective.”

As part of the outcome, the inspection team also made recommendations as to how these arrangements can be further improved. These recommendations are that:

“To improve achievement and ensure that all pupils in Peterborough attend a good or better school, the local authority should:

- 1. Clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people;*
- 2. Focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding;*
- 3. Embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools; and*
- 4. Improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.”*

In addition, we intend to also focus upon the following actions, which we believe will further strengthen our role in monitoring, challenging and supporting school improvement:

- 5. Strengthen and further develop the role of elected members by:*
 - extending and deepening their knowledge and understanding of the issues and challenges facing schools in Peterborough;*
 - extending and deepening their knowledge and understanding of the outcomes of schools in relation to national and local comparators;*
 - extending and strengthening their ability to scrutinise and challenge the work of the school improvement team and other contributing teams.*
- 6. Improve overall attendance in primary and secondary schools, reduce rates of persistent absence and reduce rates of fixed-term and permanent exclusions.*

The Local Authority welcomes these recommendations as an important part of our future development, and the pages overleaf outline our plans to take action to bring about further improvement in these areas. They will be evaluated and refreshed on an annual basis.

Glossary of Acronyms:

DCS	Director of Children’s Services	LCM	Lead Cabinet Member
AD	Assistant Director (Corporate Property and Children’s Resources)	HoSI	Head of School Improvement
DMT	Departmental Management Team (Children’s Services)	HoEG	Head of Equality and Governance
SIS	School Improvement Strategy	S2SS	School-to-School Support
PSISN	Peterborough Self-Improving Schools Network	SIB	School Improvement Board
EYFS	Early Years Foundation Stage – Reception Year (age 5)	KS1	Key Stage 1 (Year 2 - age 7)
KS2	Key Stage 2 (Year 6 - age 11)	KS4	Key Stage 4 (Year 11 - age 16)
SAOs	Senior Attendance Officers	OA	Overall Attendance
PA	Persistent Absence	EAL	English as an Additional Language
AoWB	Any Other White Background	PH	Pakistani Heritage
FSM	Free School Meals	PPG	Pupil Premium Grant
NEET	Not in Education, Employment or Training	CPD	Continuing Professional Development
RTR	Round Table Review (School Improvement Team termly categorisation of schools)		
IAG	Information, advice and guidance (KS3, KS4 and post-16 learners)		

In the “Evaluation of progress” column, the colour ratings indicate:

Dark Green	=	Achieved
Light Green	=	On Track to be Achieved
Amber	=	Will be achieved but not within timescale
Red	=	Not likely to be achieved

Action 1:

Clarify milestones and targets in strategic plans and specify how each school will contribute to raising standards for all children and young people.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
1A Refresh the School Improvement Strategy (SIS) and publish to schools by 30/09/14.	1A.1 Review the existing SIS to establish where there are strengths to be retained.	HoSI AD	28th July 2014	<ul style="list-style-type: none"> SIS reviewed and evaluated Strengths identified 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.2 Establish where there are gaps to be filled / additions to be included, such as actual and predicted "Overall Effectiveness" judgements of schools by OfSTED and the LA, to be used as milestone measures.	HoSI AD	28th July 2014	<ul style="list-style-type: none"> SIS reviewed & evaluated Gaps identified Additions identified 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.3 Include references to and explanation of the formal adoption of the "Peterborough Self-Improving Schools Network" (PSISN), including all details of School to School Support (S2SS) Arrangements and Documentation as an appendix (to include corporate responsibilities of all schools to overall outcomes in Peterborough).	HoSI AD	11th August 2014	<ul style="list-style-type: none"> PSISN process explained and documentation included within SIS 	<ul style="list-style-type: none"> LCM and DCS to receive and approve reports from AD/HoSI 		
	1A.4 Rewrite SIS 2014/15.	HoSI AD	5th Sept 2014	<ul style="list-style-type: none"> SIS rewritten and ready for consultation 	<ul style="list-style-type: none"> AD to receive from HoSI and approve LCM,DCS, DMT, SIB to receive and approve 		
	1A.5 Publish SIS for consultation to schools, officers and elected members.	HoSI	12th Sept 2014 Return by 22 nd Sept 2014	<ul style="list-style-type: none"> Consultation undertaken – DMT, schools, officers, elected members (scrutiny) 	<ul style="list-style-type: none"> AD to ensure that the action has been completed – report received from HoSI 		

	1A.6 Publish SIS as final document.	HoSI	29th Sept 2014	<ul style="list-style-type: none"> Final published document 	<ul style="list-style-type: none"> DCS, DMT, LCM, AD, SIB and schools to receive final copy 		
1B Refresh the process for the setting of predictions by schools by 30/09/14.	1B.1 Review with schools and others, and refresh where necessary, the process for setting and recording predictions for outcomes in 2015 at KS1, 2 and 4 to include cohorts and all appropriate groups (Boys, Girls, EAL groups especially WB, AoWB, PH, Higher Attainers, FSM, SEN).	HoSI	22nd Sept 2014	<ul style="list-style-type: none"> Prediction-setting process explained, discussed and consulted upon Process recorded in formal document following feedback 	<ul style="list-style-type: none"> AD to ensure that HoSI has circulated refreshed documentation LCM, DCS, DMT, SIB and schools to receive and approve refreshed documentation 		
	1B.2 Review with schools and others, and refresh where necessary, the proformas for setting and recording predictions for outcomes in 2015 at KS1, KS2 and KS4, to include cohorts and all appropriate groups.	HoSI	22nd Sept 2014	<ul style="list-style-type: none"> Proformas discussed and consulted upon Proformas refreshed following feedback 	<ul style="list-style-type: none"> AD to ensure that HoSI has circulated refreshed documentation LCM, DCS, DMT, SIB and schools to receive and approve refreshed documentation 		
	1B.3 Publish to all schools proformas for the setting of predictions for outcomes 2015	HoSI	29th Sept 2014 Return by 5th Dec 2014	<ul style="list-style-type: none"> Prediction-setting documents published to schools, to include proformas Deadlines for return published 	<ul style="list-style-type: none"> DCS, DMT, LCM, AD, SIB and schools to receive final copy 		
	1B.4 Aggregate all individual school predictions, following challenge by School Improvement Advisers and amendment where appropriate, to establish City-Wide predictions	HoSI	12th Dec 2014	<ul style="list-style-type: none"> Predictions returned and recorded Challenge process takes place where necessary 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		
	1B.5 Share predicted outcomes at	HoSI	12th Dec 2014	<ul style="list-style-type: none"> Predictions shared and discussed 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		

	school and city-level with School Improvement Board						
	1B.6 Establish and further challenge where necessary predictions at “Collaborative Group” (PSISN) level.	HoSI	15th Dec 2014	<ul style="list-style-type: none"> Predictions shared and discussed 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		
	1B.7 Complete and publish predictions at school, city and “collaborative group” level and publish to schools, officers and elected members.	HoSI	19th Dec 2014	<ul style="list-style-type: none"> Predictions published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed and report to LCM, DCS, DMT and SIB 		
	1B.8 Refresh, update and publish predictions as above with latest data, reflecting current outcomes and changes to cohorts.	HoSI	27 th March 2015	<ul style="list-style-type: none"> Predictions refreshed where necessary Final predictions published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed and report to LCM, DCS, DMT and SIB 		

Focus relentlessly on supporting and challenging schools to improve outcomes for pupils who speak English as an additional language and those supported through pupil premium funding.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
2A Improve outcomes for EAL and PPG pupils so that the gap to national average is closed	2A.1 Undertake thorough analysis of attainment and progress trend data at KS1, KS2, KS4 and KS5 (where possible) for EAL pupils by key ethnic group (especially AoWB and PH) to establish gaps to national average and performance of statistical neighbours and local comparators - To be at school and LA-level.	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.2 Undertake thorough analysis of attainment and progress trend data at KS1, KS2 and KS4 for PPG (FSM) pupils to establish gaps to national average and performance of statistical neighbours and local comparators. To be at school and LA-level.	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.3 Review predictions made for EAL and PPG (FSM) pupils at KS2 (school level) and ascertain whether, if achieved, these predictions would signal an improvement on 2013 outcomes and a closing of the gap to national average	HoSI	12 th May 2014	<ul style="list-style-type: none"> Data analysis undertaken and performance trends established and reported upon 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		12 th May 2014
	2A.4 Ensure that proformas for prediction setting for 2015 continue to include the predicted outcomes for EAL and PPG (FSM) pupils at KS2	HoSI	22 nd Sept 2014	<ul style="list-style-type: none"> Proformas completed and circulated to schools, after consultation. 	<ul style="list-style-type: none"> AD to receive report from HoSI DCS, DMT, LCM and SIB to receive and approve reports from HoSI 		

	and introduce them at KS4 – see also action AP1B above.						
	2A.5 Ensure that there are opportunities for CPD for appropriate SIT staff to help them in identifying EAL achievement issues in schools and in making appropriate referrals to the EAL Academy.	HoSI	31 st Dec 2014	<ul style="list-style-type: none"> • Appropriate CPD completed • Staff confident in identifying issues and making referrals 	<ul style="list-style-type: none"> • AD and HoEG to receive report from HoSI 		
	2A.6 Design and deliver EAL Leadership programme with and for headteachers.	HoEG	31 st Dec 2014	<ul style="list-style-type: none"> • Programme designed • Programme delivered • Impact recorded and reported in update reports from EAL Academy 	<ul style="list-style-type: none"> • AD and HoSI to receive reports from HoEG. • DCS, DMT, LCM and SIB to receive and approve reports from HoEG 		
2B Ensure and Quality Assure the impact of investment made into the commissioning of services provided by “The EAL Academy”	2B.1 Receive regular impact reports from “The EAL Academy” and the schools with which they work, to quality assure the impact of work undertaken both in-school and via CPD	AD HoSI HoEG	End of May 2014 End of July 2014 End of Sept 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> • Reports received and agreed to be of high quality and useful in raising attainment further 	<ul style="list-style-type: none"> • AD to ensure that the action has been completed • DCS, LCM to receive and approve the reports • SIB to receive and approve the reports • Reports presented to elected members for scrutiny • EAL Strategy Reference and Hub groups to receive reports 		27 th May 2014
	2B.2 Receive and approve information from “The EAL Academy” and HoEG regarding the targeting of schools for specific support in raising the attainment of EAL pupils to ensure that resources are targeted at areas of greatest need, and the activity undertaken.	AD HoEG HoSI	End of May 2014 End of Sept 2014	<ul style="list-style-type: none"> • Reports received and clearly identify areas of greatest need and schools to be targeted for support/challenge 	<ul style="list-style-type: none"> • AD to ensure that the action has been completed • DCS, LCM to receive and approve the reports • SIB to receive and approve the reports • EAL Strategy Reference and Hub groups to receive reports 		27 th May 2014

	2B.3 Monitor on a regular basis the ongoing performance of EAL (especially AoWB and PH) pupils at school-level to ascertain likely outcomes v predictions	HoSI	End of May 2014 End of August 2014 End of Dec 2014 End of February 2015 End of May 2015 End of Sept 2015 End of February 2016	<ul style="list-style-type: none"> In-year outcomes monitored Likely outcomes v predictions monitored and reported upon 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports 		27 th May 2014
2C Establish, and monitor the effectiveness of, a school leaders group focused upon improving outcomes for PPG (FSM) pupils	2C.1 Consult with and inform schools about the establishment of a city-wide group of school representatives to champion the achievement of pupils eligible to be funded through PPG (FSM)	HoSI HoEG	End of May 2014	<ul style="list-style-type: none"> Schools are consulted about the establishment of the group 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
	2C.2 Establish the group of city-wide "Pupil Premium Champions" facilitated by the HoSI and HoEG but led by school leaders themselves	HoSI HoEG	End of June 2014	<ul style="list-style-type: none"> The group is established and group membership confirmed 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
	2C.3 Establish terms of reference and aims for the "Pupil Premium Champions" group	HoSI HoEG	End of June 2014	<ul style="list-style-type: none"> Terms of reference are agreed and published Aims of the group are agreed and published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
	2C.4 Ensure that meetings of the "Pupil Premium Champions"	HoSI HoEG	End of June 2014 At least	<ul style="list-style-type: none"> Meetings take place, have agendas and minutes are published 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		

	group take place on a regular basis		termly thereafter		<ul style="list-style-type: none"> DCS, DMT, LCM and SIB to receive and approve regular reports from HoSI 		
	<p>2C.5</p> <p>Ensure that strategies to improve the performance of PPG (FSM) pupils are an agenda item at regular primary, secondary and special school Headteacher meetings</p>	HoSI	<p>End of June 2014</p> <p>At least termly thereafter</p>	<ul style="list-style-type: none"> Regular input to headteacher meetings from "Pupil Premium Champions" group and contributors who exemplify and explain best practise nationally 	<ul style="list-style-type: none"> AD to include in agendas for headteacher meetings 		
	<p>2C.6</p> <p>Monitor on a regular basis the ongoing performance of PPG (FSM) pupils at school-level to ascertain likely outcomes v predictions and impact of the "Achievement for All" initiative</p>	HoSI	<p>End of May 2014</p> <p>End of August 2014</p> <p>End of Dec 2014 and ongoing</p>	<ul style="list-style-type: none"> In-year outcomes monitored Likely outcomes v predictions monitored and reported upon Impact of "Achievement for All" monitored and evaluated 	<ul style="list-style-type: none"> AD to ensure that the action has been completed DCS, LCM to receive and approve the reports SIB to receive and approve the reports 		27 th May 2014

Embed high quality school-to-school partnership in order to promote the sharing of good practice and increase the autonomy of primary schools.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
3A Establish arrangements for formal School to School Support Network – “Peterborough Self-Improving Schools Network” (PSISN)	3A.1 Evaluate successes and areas for improvement following PSISN pilot phase.	AD HoSI	8 th May 2014	<ul style="list-style-type: none"> High quality evaluative reports received by AD/HoSI from lead headteachers, task and finish group, SLE Associates 	<ul style="list-style-type: none"> DCS, DMT and LCM receive and approve reports 		8 th May 2014
	3A.2 Formulate strengths and lessons learned into formal documentation and arrangements for launch of PSISN.	AD HoSI	19 th May 2014	<ul style="list-style-type: none"> High quality documentation prepared for Dissemination Event by lead headteachers, task and finish group, SLE Associates Documentation received and approved by AD/HoSI 	<ul style="list-style-type: none"> DCS, DMT and LCM receive and approve documentation 		19 th May 2014
	3A.3 Disseminate strengths and formal documentation at Dissemination Event for all schools.	AD HoSI	19 th May 2014	<ul style="list-style-type: none"> Dissemination Event takes place and reaches positive conclusions 	<ul style="list-style-type: none"> DCS, AD and LCM attend Dissemination Event 		19 th May 2014
	3A.4 Develop final documentation, collaborative groups and triads.	AD HoSI	16 th June 2014	<ul style="list-style-type: none"> Final documentation agreed and approved by AD/HoSI as being of high quality 	<ul style="list-style-type: none"> DCS and LCM receive and approve final documentation 		13 th June 2014
	3A.5 Ensure final arrangements are in place for the formal launch of PSISN, including professional development requirements and arrangements for lead headteachers and headteachers.	AD HoSI	23 rd June 2014	<ul style="list-style-type: none"> Arrangements confirmed Schools and officers are clear about the future PSISN arrangements and the role of the school improvement team 	<ul style="list-style-type: none"> DCS, LCM and scrutiny committee receive and approve documentation showing the future arrangements for formal adoption of PSISN and role of school improvement team 		

3B Monitor and evaluate successes and areas for further improvement following each term of operation of PSISN	3B.1 Collation of feedback from lead headteachers via School Improvement Board (SIB) meetings.	AD HoSI	End of October 2014 End of Dec 2014 End of March 2015 End of June 2015	<ul style="list-style-type: none"> Feedback received and formulated into high quality evaluative reports SIB meetings take place and feedback presented 	<ul style="list-style-type: none"> SIB to report DCS and LCM to ensure feedback is received 		
	3B.2 Adjustments to process made at the end of each term as necessary.	AD HoSI	End of October 2014 End of Dec 2014 End of March 2015 End of June 2015	<ul style="list-style-type: none"> Feedback received and acted upon as necessary by lead headteachers and SIB Documentation / processes retained or refreshed as appropriate 	<ul style="list-style-type: none"> SIB to report and act appropriately via lead headteachers DCS and LCM to ensure appropriate action is taken 		
	3B.3 Monitoring of progress within triads and collaboratives towards meeting predictions made for outcomes 2015.	HoSI	End of Dec 2014 End of March 2015 End of August 2015	<ul style="list-style-type: none"> Data summaries available to be scrutinised 	<ul style="list-style-type: none"> SIB to discuss and scrutinise DCS and LCM to ensure that the action takes place 		
	3B.4 Analysis of data from collaboratives and triads regarding actual v predicted outcomes 2015.	HoSI	End of Dec 2014 End of March 2015 End of August 2015	<ul style="list-style-type: none"> Data summaries available and scrutinised 	<ul style="list-style-type: none"> HoSI to analyse data HoSI to report to SIB DCS and LCM to ensure that the action takes place 		
	3B.5 Reformulation of triads and collaboratives if necessary, for 2015/16.	AD HoSI	End of June 2015	<ul style="list-style-type: none"> Action taken to retain or refresh triads as appropriate 	<ul style="list-style-type: none"> SIB to act upon reports received DCS and LCM to ensure that the action takes place. 		

Action 4:

Improve information, advice and guidance in schools and broaden the provision of work-based learning opportunities so that young people succeed along their education and training pathways.

Ofsted conducted a review of the effectiveness of education and training provision for 16 -19 year olds, particularly the most vulnerable in Peterborough, during the week beginning 19th May 2014. Two of Her Majesty's Inspectors conducted the five day review. As part of the review they interviewed education providers, managers and frontline practitioners as well as other organisations that support young people to move from NEET (Not in Employment Education or Training) to EET (in Employment Education and Training). Ofsted's findings were in general very positive, commenting among other things that the council:

- monitors well the proportion of young people moving into different options;
- works well with partner organisations to reduce the number of young people who are NEET
- works well to identify and support the needs of young people particularly those from vulnerable groups
- places a significant emphasis on progression routes for young people in terms of curriculum planning
- is making good progress in securing the participation outcome for the Raising of the Participation Age (RPA)

However, inspectors also pointed out that providers were not working sufficiently well together nor with the council and that this was hindering the council's progress in improving outcomes for all young people. They also pointed out that the Local Economic Partnership was not sufficiently engaged with the needs of Peterborough and therefore Peterborough was disadvantaged in terms of accessing resources to support identified need.

A full letter in response to the inspection will be published shortly and at that point a full action plan will be developed as this will allow a more focused response to the action suggested by the inspection team.

Action 5:

Strengthen and further develop the role of elected members by:

- ***extending and deepening their knowledge and understanding of the issues and challenges facing schools in Peterborough;***
- ***extending and deepening their knowledge and understanding of the outcomes of schools in relation to national and local comparators;***
- ***extending and strengthening their ability to scrutinise and challenge the work of the school improvement team and other contributing teams.***

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Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
5A Extend and deepen the knowledge and understanding of elected members of the issues and challenges faced by schools in Peterborough	5A.1 Provide regular updates to elected members, through their scrutiny committee, regarding the context of all Peterborough schools, in particular FSM, EAL, Deprivation (Idaci) and mobility – all in relation to national average.	HoSI	End of Oct and end of March each year	<ul style="list-style-type: none"> • Contextual information provided for elected members at scrutiny committee meetings 	<ul style="list-style-type: none"> • AD to ensure that this action has been completed and to quality assure the information provided • DCS, DMT and LCM to receive and approve information before circulation 		
	5A.2 Provide updates in Oct/Nov and March/April each year of the internal categorisation of schools by issuing "School Profiles" to the scrutiny	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> • Updated categorisation information provided for elected members via "School Profile" data sheets 	<ul style="list-style-type: none"> • AD to ensure that this action has been completed and to quality assure the information provided • DCS, DMT and LCM to receive and approve information before circulation 		

	committee sub group.						
	5A.3 Provide updates to elected members at appropriate points in time regarding the outcomes of OfSTED inspections of schools in their ward.	HoSI	Released upon publication of OfSTED reports	<ul style="list-style-type: none"> OfSTED inspection reports forwarded to ward councillors as appropriate 	<ul style="list-style-type: none"> AD to ensure that this action has been completed at the end of each school term. 		March 2014
	5A.4 Provide an opportunity, via attendance at scrutiny committee meetings, for elected members to question and challenge senior officers regarding the context of schools in Peterborough.	AD HoSI	End of November, end of March and end of June each year	<ul style="list-style-type: none"> Senior Officers are questioned and challenged at scrutiny committee meetings and at meetings of the committee's sub-group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed 		March 2014
5B Extend and deepen the knowledge and understanding of elected members of the outcomes of schools in relation to national and local comparators	5B.1 Provide regular updates for elected members, through their scrutiny committee, of the outcomes of schools in Peterborough at EYFS, KS1, KS2, KS4 and KS5. These	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> Reports published for scrutiny committee members containing all relevant information 	<ul style="list-style-type: none"> AD to ensure that this action has been completed and to quality assure the information provided DCS, DMT and LCM to receive and approve information before circulation 		

	updates to include comparison to national average and the performance of statistical neighbours and local comparators, in the current year and over time.						
	5B.2 Provide the above reports each year to contain unvalidated outcomes (Nov/Dec) and validated outcomes (Jan/Feb)	HoSI	End of November and end of March each year	<ul style="list-style-type: none"> • Reports published for scrutiny committee members containing all relevant information twice per year (unvalidated and validated) 	<ul style="list-style-type: none"> • AD to ensure that this action has been completed and to quality assure the information provided • DCS, DMT and LCM to receive and approve information before circulation 		
	5B.3 Encourage and expect elected members, through their scrutiny committee, to challenge and question senior officers regarding the outcomes achieved by schools, so that they are better informed about the position of schools in relation to national and local averages.	AD	End of November, end of March and end of June each year	<ul style="list-style-type: none"> • Senior Officers are questioned and challenged at scrutiny committee meetings and at meetings of the committee's sub-group 	<ul style="list-style-type: none"> • DCS to ensure that this action has been completed 		
5C	5C.1	AD	End of June	<ul style="list-style-type: none"> • Report issued by "task 	<ul style="list-style-type: none"> • DCS to ensure that 		

<p>Extend and strengthen the ability of elected members to scrutinise and challenge the work of the school improvement team and other contributing teams</p>	<p>Conclude and report on the investigations completed by the scrutiny committee “task and finish group” into the performance of vulnerable groups in Peterborough</p>		2014	<p>and finish group” to scrutiny committee</p>	<p>this action has been completed</p>		
	<p>5C.2</p> <p>Discuss and agree the refreshed SIS with elected members via their scrutiny committee and their scrutiny committee sub-group</p>	AD	End of September 2014	<ul style="list-style-type: none"> SIS presented to scrutiny committee and its sub-group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed 		
	<p>5C.3</p> <p>Present and discuss at the All Party Policy group the refreshed SIS and the targets and aspirations of the school improvement team</p>	AD	End of September 2014	<ul style="list-style-type: none"> SIS presented to “All Party Policy” group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed 		
	<p>5C.4</p> <p>Discuss and agree with the scrutiny committee and its sub group the focus of further scrutiny to extend their knowledge and</p>	AD	End of June 2014	<ul style="list-style-type: none"> Recommendations made as to future areas of focus for the scrutiny committee and its sub-group 	<ul style="list-style-type: none"> DCS to ensure that this action has been completed. 		

	understanding, and their ability to question senior officers and hold them to account for their performance						
	5C.5 Ensure that the scrutiny committee sub group have the opportunity to visit schools and discuss issues with headteachers on a regular basis as appropriate	AD	End of June 2014 End of September 2014 End of December 2014. End of September and June each year thereafter.	<ul style="list-style-type: none"> • Visits to schools take place and discussions are held with headteachers • Scrutiny committee and sub-group members are better informed about the issues and challenges facing schools, and are better able to question and challenge senior officers. 	<ul style="list-style-type: none"> • DCS to ensure that this action has been completed. 		
	5C.6 Gather evidence and report to partners as appropriate from “best practice” visits or desktop analyses regarding effective scrutiny challenge from other LAs	AD HoSI	End of August 2014 Refreshed annually thereafter	<ul style="list-style-type: none"> • Information gathered via visits to other LAs or by desktop analysis • Reference to national “best practise” reports where they are available; • Reports produced for scrutiny committee sub-group • Recommendations made regarding revisions to scrutiny process • Scrutiny sub group to take recommendations to scrutiny committee • Scrutiny committee to consider recommendations and revisions to current practise. 	<ul style="list-style-type: none"> • DCS and LCM to ensure that this action has been completed • DCS, LCM, DMT to receive and approve reports • Scrutiny committee and its sub group to receive and approve reports 		

Action 6:

Improve overall attendance in primary and secondary schools, reduce rates of persistent absence and reduce rates of fixed-term and permanent exclusions.

Objective	Action	Lead Officer	Deadline	Success Criteria	Monitoring Arrangements	Evaluation of Progress	Date Completed
6A Improve overall rates of attendance in primary, secondary and all schools so that they are at least in line with national average and top quartile when compared with statistical neighbours	6A.1 Undertake analysis of historic trend data for overall rates of attendance in primary, secondary and all schools.	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data analysed and spreadsheets produced 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI DMT to receive and approve reports 		29 th May 2014
	6A.2 Compare trend data to establish trend of gaps to national average, statistical neighbour average and local comparator average.	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trend established and report forwarded to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI DMT to receive and approve reports 		29 th May 2014
	6A.3 Finalise and publish PCC Attendance Policy and Appendices, following consultation events with all schools.	HoSI	29 th April 2014	<ul style="list-style-type: none"> Documentation complete and circulated to schools and DMT 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		29 th April 2014
	6A.4 Establish overall	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trends established for individual schools and ranked 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014

	attendance rates as trend data for each school individually, and place into rank order (validated Raiseonline as data provider).			appropriately	<ul style="list-style-type: none"> DMT to receive and approve reports 		
	6A.5 Target resources as appropriate given areas of greatest need and concern from ranking tables 6A.4.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> AO resources targeted at areas of greatest need and concern 	<ul style="list-style-type: none"> AD to receive and approve deployment plan 		
	6A.6 Establish city-wide attendance targets for 2014/15 and 2015/16.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> Targets established and published to schools, LCM and DMT 	<ul style="list-style-type: none"> AD to receive targets from HoSI DCS, DMT to receive and approve targets 		
	6A.7 Monitor target schools via Attendance Officers and all schools via Raiseonline data analysis as well as attendance data collection proformas to be issued and collected termly from all schools.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		
	6A.8 Monitor and evaluate	HoSI SAOs	End of July 2014 End of Dec 2014	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		

	performance v targets on a termly and annual basis.		End of March 2015 End of July 2015				
	6A.9 Maintain high profile and focus on improving attendance by establishing a city-wide group for "Attendance Lead" staff from schools.	HoSI SAOs AOs	End of July 2014 Termly meetings and reports thereafter	<ul style="list-style-type: none"> City-wide network group of "Attendance Lead" staff from schools is established Group meets at least termly Group reviews policy and appendices; Group reviews and updates strategies for improving attendance which have proven to be effective and are examples of best practise Overall attendance improves to at least national average and rates of persistent absence decline to below national average. 	<ul style="list-style-type: none"> AD to receive regular reports from HoSI regarding successes/areas for improvement of the group DCS, DMT and LCM to receive and approve reports and future actions. 		
6B Reduce rates of Persistent Absence (85% or less) in primary, secondary and all schools.	6B.1 Undertake analysis of historic trend data for persistent absence in primary, secondary and all schools.	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data analysed and spreadsheets produced 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014
	6B.2 Compare trend data to establish trend of gaps to national average, statistical neighbour average and local comparator	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trend established and report forwarded to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014

	average.						
	6B.3 Finalise and publish PCC Attendance Policy and Appendices, following consultation events with all schools.	HoSI SAOs	22 nd April 2014	<ul style="list-style-type: none"> Documentation complete and circulated to schools and DMT 	<ul style="list-style-type: none"> AD to ensure that the action has been completed 		29 th April 2014
	6B.4 Establish persistent absence rates as trend data for each school individually, and place into rank order (validated Raiseonline as data provider).	HoSI SAOs	29 th May 2014	<ul style="list-style-type: none"> Data trends established for individual schools and ranked appropriately 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th May 2014
	6B.5 Target resources as appropriate given areas of greatest need and concern from ranking tables 6B.4.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> AO resources targeted at areas of greatest need and concern 	<ul style="list-style-type: none"> AD to receive and approve deployment plan 		
	6B.6 Establish city-wide persistent absence targets for 2014/15 and 2015/16.	HoSI SAOs	27 th June 2014	<ul style="list-style-type: none"> Targets established and published to schools, LCM and DMT 	<ul style="list-style-type: none"> AD to receive targets from HoSI DCS, DMT to receive and approve targets 		
	6B.7 Enforce use of Penalty Notices for Persistent Absence as per	HoSI SAOs	22 nd April 2014	<ul style="list-style-type: none"> All legal options considered and used as appropriate, including the use of Penalty Notices 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		29 th April 2014

	Attendance Policy						
	6B.8 Monitor rate of issuing of Penalty Notices for persistent absence and evaluate success of policy and actions.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Data re Penalty Notices is collected, collated and reported at termly intervals 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		
	6B.9 Monitor target schools via Attendance Officers and all schools via Raiseonline data analysis as well as attendance data collection proformas to be issued and collected termly from all schools.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		
	6B.10 Monitor and evaluate performance v targets on a termly and annual basis.	HoSI SAOs	End of July 2014 End of Dec 2014 End of March 2015 End of July 2015	<ul style="list-style-type: none"> Performance v targets monitored and reported at termly intervals to AD, DMT 	<ul style="list-style-type: none"> AD to receive data and evaluative reports from HoSI 		
	6B.11 Review and refresh as necessary PCC Attendance Policy and Appendices,	HoSI SAOs	End of July 2015	<ul style="list-style-type: none"> Policy and Appendices reviewed Policy and Appendices refreshed where necessary Consultation with schools, LCM, DCS and DMT 	<ul style="list-style-type: none"> AD to receive reports and documentation from HoSI LCM, DCS, DMT to ensure that action has been completed LCM, DCS, DMT to approve refreshed 		

	following consultation with schools				policy appendices and		
6C Reduce rate of fixed term and permanent exclusions from primary, secondary and all schools.	6C.1 Collate and interrogate FTE data on a half termly basis.	Head of Pupil Referral Service	End of July 2014 and half termly thereafter	<ul style="list-style-type: none"> • Earlier identification and integrated intervention • More effective use of resources • Reduction in FTE and P Ex from primary and secondary schools – zero P Exc from special schools • Sharing of best practice and further development of local solutions • Increased capacity, competence and confidence in managing pupils with social, emotional and behavioural needs 	Children and Families Commissioning Board Reports to Secondary and Primary Heads		
	6C.2 Use FTE data analysis as early intervention alert and target support to individuals, families and schools	Head of Pupil Referral Service	End of July 2014 and half termly thereafter	<ul style="list-style-type: none"> • Data analysis undertaken and targeted support established 	HoPRS reports to DCS, AD half termly beginning July 2014 Impact reports updated half termly thereafter		
	6C.3 Establish new Behaviour Panel to review all cases At Risk of Perm Exc and	Head of Pupil Referral Service	End of Sept 2014	<ul style="list-style-type: none"> • Panel established, with ToR and consistent membership 	HoPRS to report termly to AD regarding volume of cases and outcomes of discussions		

	target integrated resources effectively						
	6C.4 Further develop core and specialist training and support offer to schools	Head of Pupil Referral Service	Oct 2014 and ongoing	<ul style="list-style-type: none"> • Training offer established • Training offered to schools • Schools accept training • FTE and PE reduced 	HoPRS to report termly to AD re progress made and impact of activity.		

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