

CHILDREN AND EDUCATION SCRUTINY COMMITTEE	AGENDA ITEM No. 7
29 JANUARY 2018	PUBLIC REPORT

Report of:	Wendi Ogle-Welbourn - Executive Director, People and Communities	
Cabinet Member(s) responsible:	Cllr Lynne Ayres - Lead Cabinet Member - Education	
Contact Officer(s):	Gary Perkins - Assistant Director (Education)	07920 160285

“SUCCESS for ALL” PARTNERSHIP - UPDATE REPORT

R E C O M M E N D A T I O N S	
FROM: Gary Perkins, Assistant Director (Education)	Deadline date: 29th January 2018
<p>It is recommended that the Children and Education Scrutiny Committee:</p> <ol style="list-style-type: none"> Note the contents of the report and support Officers in continuing their work with the “Success for All” organisation. 	

1. ORIGIN OF REPORT

1.1 This report is offered by the Assistant Director (Education) at the request of the Committee.

2. PURPOSE AND REASON FOR REPORT

2.1 This report is offered to update Committee Members on the impact thus far of the partnership agreement between PCC and “Success for All”.

2.2 This report is for the Children and Education Scrutiny Committee to consider under its Terms of Reference No. Part 3, Section 4 - Overview and Scrutiny Functions, paragraph No. 2.1 Functions determined by Council :

Education, including

- University and Higher Education;
- Youth Service;
- Careers; and
- Special Needs and Inclusion.

2.4 This report links to the Corporate Priority: Improve educational attainment and skills

2.5 This report links to the Children in Care Pledge: Support children in care to have a good education

3. TIMESCALES

Is this a Major Policy Item/Statutory Plan?	NO	If yes, date for Cabinet meeting	N/A
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4. BACKGROUND AND KEY ISSUES

4.1 “Success for All UK” (SfA) is an education charity, established from the US charity “Success for All”. It focuses on evidence-based improvement activities to improve teaching and raise attainment, especially in literacy.

4.2 In October 2016, “Success for All UK” relocated their head office from York to Peterborough.

4.3 In January 2017 the Executive Director, People and Communities, together with the Leader of the Council (and then Lead Cabinet member) called a meeting to discuss a strategic partnership with the organisation. This was following the release of the 2016 outcomes data for KS2, in which outcomes for reading were particularly poor.

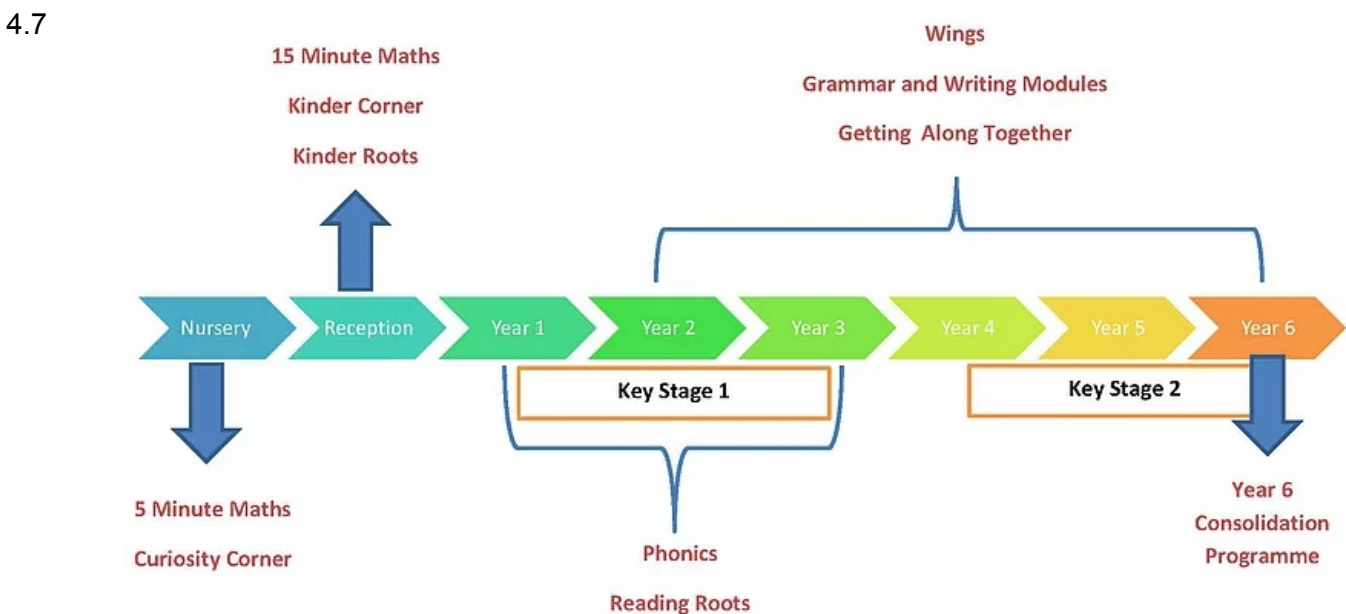
4.4 The strategic partnership was agreed, on the basis that the local authority would fund a first phase of up to 10 schools to participate in the programme, and match fund a second phase of up to 6 schools. The intention was for phase 1 to commence training in the summer of 2017, and the second phase in the autumn of 2017. The final agreement was for phase 1 schools to make a small contribution (17% of the total cost) from their own budget.

4.5 Success for All is an evidence-based school improvement strategy. They work extensively with schools to embed a consistent and dynamic approach to teaching and learning known as co-operative learning.

Success for All is a whole school improvement programme that aims to:

- Improve teaching and learning - focusing on literacy
- Secure sustainable improvement
- Empower leadership and build capacity
- Develop effective use of data - illustrating real time progress

4.6 A basic SfA package includes a number of annual days with one of their consultants, including ongoing support and training. It also includes a wealth of materials, including fully scripted lesson plans from Nursery to Year 6, including all resources and marking guidelines.



- 4.8 It was agreed that the Assistant Director (Education) would act as a partner to the organisation as a facilitator and encouraging schools to participate where it was felt that it would be beneficial to do so.
- 4.9 Schools were contacted by email and telephone and invited to attend a meeting with SfA to understand the programme and its benefits. 8 schools attended.
- 4.10 Following this, 5 schools agreed to join the programme. Of these, 2 schools later withdrew leaving 3 schools to form phase 1 of the partnership.
- 4.11 During the spring term 2017, and into the summer term, both the Assistant Director (Education) and the SfA Officers contacted schools, offering to host a conference, facilitate meetings and share the materials and aims of the programme. This was to try to inject some momentum into the programme and initiate a phase 2 group. Only 1 school expressed an interest, and this school later withdrew.
- 4.12 The 3 phase 1 schools have now commenced the programme. The latest information from SfA regarding their progress is as follows:

“School 1 - Received their Day 2 Component training during the second week of September. School has made good progress through the 8 week assessment cycles and have seen a significant reduction in the amount of Roots groups and the number of KS2 children in Roots classes. The Senior Leadership team have created a new monitoring system for at risk children (identified as those who are working below age expected level) and these children are observed once a week by the SFA Facilitator to ensure interventions are in place and progress is being made. The school will begin their Reception reading programme in January as the top group of children (15+) have passed the initial phonics screening.

School 2 - Received their Day 2 Component training during the first week of October. School has made good progress through the 8 week assessment cycles and have seen a significant reduction in the amount of Roots groups and the number of KS2 children in Roots groups. Through the first 8 weeks of SFA this year (Autumn 1) the school has made 13.68 weeks of progress (which is a surplus of +5.68 weeks or 171% of expected progress), which is an excellent start to the year. Autumn 2 data will be calculated in January. The school will begin their Reception reading programme in January as the top group of children (15+) have passed the initial phonics screening.

School 3 - Started SfA in June. Initially, they required a higher level of support than normal. The school are very happy with the implementation progress and have quickly moved forward. Data is currently being analysed and they are pleased with progress so far. There have also been many 'soft' gains. EYFS and KS1 learning environments are really calm and the KS1 Facilitator has noted how calm and focused the children are despite approximately 40 new arrivals to the school. The school have also opted to buy the 15m maths programme for Y1 and Y2 and are really pleased with that element of the programme too. At present, I think they will be a success story and will also be able to share great practice as School 1 have done, in the near future.

Attendance

We only received attendance data from one school which showed an increase of 0.67% in attendance since they have started SfA. We are pleased to see an increase, especially in October/November which is a common time for illness related absences and expect this to only get better during the rest of the school year.

Behaviour

Anecdotal feedback reports a reduction in low level disruptive behaviour and higher levels of engagement.

Phase 2

We are still experiencing challenges recruiting schools for Phase 2, however, the LA are aware of this and are helping. “

- 4.13 It will be interesting to see the progress of the 3 schools, and to hopefully see this translated into improved outcomes at the end of KS2 in 2018 and beyond.
- 4.14 We continue to encourage schools to participate whenever there is an opportunity. We are also reviewing the action plans of schools causing concern, and where external input is not identified we are suggesting that schools should consider it.
- 4.15 A further report can be offered in the autumn term 2018, reflecting upon 2018 KS2 outcomes, if the Committee wishes.

5. CONSULTATION

- 5.1 All schools have been consulted as have Elected Members and appropriate officers.

6. ANTICIPATED OUTCOMES OR IMPACT

- 6.1 That the Committee notes the actions taken so far and supports the actions of Officers in further pursuing a positive impact from this partnership arrangement.

7. REASON FOR THE RECOMMENDATION

- 7.1 To raise awareness amongst Committee Members and ask for their support for future actions to be taken as appropriate.

8. ALTERNATIVE OPTIONS CONSIDERED

- 8.1 None

9. IMPLICATIONS

Financial Implications

- 9.1 Funding was provided during early 2017 to “pump prime” the partnership, allowing SfA to utilise their implementation partners and prepare the materials for schools, as well as funding the training for schools.
- 9.2 Contribution funding was received from the phase 1 schools.
- 9.3 There is no further funding to be supplied.

Legal Implications

- 9.2 None

Equalities Implications

- 9.3 None

Rural Implications

- 9.4 None

10. BACKGROUND DOCUMENTS

Used to prepare this report, in accordance with the Local Government (Access to Information) Act 1985

- 10.1 “Success for All” update report to Connecting Families November 2017.

11. APPENDICES

11.1 None

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