

Schools Forum

Tuesday 19th September 2017

School Ready Fund

Introduction

This report gives clear evidence to members that the money allocated for School Ready improvement continues to be utilised well to impact outcomes for children by the end of Reception Class.

The last report to Schools Forum demonstrated an ongoing improvement in the numbers of children reaching age appropriate expectations by the end of reception class since 2014 and a closing of the gap between Walsall and National GLD. Schools Forum requested a further report demonstrating the impact of individual projects. This report includes an update of the 2017 profile scores. Data shows that there is still an improvement since 2014 in all profile areas. Between 2016 and 2017 there has been continued improvement in 7 of the profile areas in particular the three aspects of Communication and language, Making Relationships, Writing, Number and Understanding the world. The biggest increase is in Writing, which has continued to be a priority in all training and targeted support. One of the aspects that has not increased is Moving and handling. However, this is already the highest area of achievement and nearly in line with National. Other aspects that have not increased are highlighted in red. Plans are now in place to address these areas including training to improve outcomes in Managing feelings and behaviour through partnership programmes with the Behaviour and Access Team, Speech and Language Therapy Service, EY SEN Team and Rushall Inclusion Unit. To improve reading the Reading Audit, introduced in 2016, will be reviewed and updated and launched specifically to Nursery Teachers, New Leaders and those schools whose reading scores have decreased. To improve Shape, space and measure and the Specific Areas of learning there will be a focus on these areas in all training, network meetings and leadership programmes.

2014 - 2017 Early Years Foundation Stage. 335
Walsall LA Summary

Early Learning Goals												
	Listening and attention %	Understanding %	Speaking %	Moving and handling %	Health and self-care %	Self-confidence and self-awareness %	Managing feelings and behaviour %	Making relationships %	Reading %	Writing %	Numbers %	Shape, space and
2014	77.6	76.7	74.6	87.2	86.5	82.0	80.9	82.9	67.9	59.3	66.6	70.0
2015	80.1	80.2	79.5	88.3	86.5	83.5	83.2	84.7	70.4	63.9	70.3	73.0
2016	80.9	80.7	79.6	88.9	86.6	83.7	83.8	86.0	72.1	67.0	72.5	73.0
2017	82.0	81.6	81.8	88.2	86.6	83.7	83.6	86.2	71.7	67.7	73.1	73.0
Increase / decrease since 2016	1.1	0.9	2.2	-0.7	0.0	0.0	-0.2	0.2	-0.4	0.7	0.6	-0.3
Increase / decrease since 2014	4.4	4.9	7.2	1.0	0.1	1.7	2.7	3.3	3.8	8.4	6.5	3.2

Parent Partnership Impact Programme funded through Schools Forum. (Delivered by Roy Broadfield from Impact in Learning)

Writing Programme - feedback from schools:

325 families participated in the reception writing workshop and 115 in the nursery writing workshop. Following participation 100% of the families reported that they felt more confident in supporting their children's writing skills.

This data show the percentage number of children achieving their Early Learning Goal in Writing in 2016 (before the programme) and 2017 (after the programme) and the difference between the two:

School	2016	2017	difference
Walsall LA	66.8	67.7	0.9%
St Thomas of Canterbury	57.8	59.4	+1.6
St Giles	62.2	69.5	+7.3
St Mary's of the Mount	70.0	70.0	0.0
Jubilee Academy	50.0	74.2	+24.2
County Bridge	76.7	85.2	+8.5
Moorcroft Wood	66.7	63.3	- 3.4
Sunshine	63.3	59.0	-4.3
Caldmore	49.2	56.7	+7.5
Chuckery	57.6	71.2	+13.6
Watling Street	50.0	64.3	+14.3
Lindens	71.7	73.3	+1.6

Of the eleven schools with complete and valid data there was an average increase of 6.4% compared to the 0.5% increase across all Walsall Primary Schools in Walsall. The eight schools that made progress had an average increase of 9.8%.

Private, Voluntary and Independent Settings:

16 settings participated in the practitioner workshop and implemented their own methods to roll out the programme. Of the 12 settings, that reported feedback, 147 parents participated. The settings collectively reported that 56% of the children (in the participating cohort) made accelerated progress.

Maths Programme – feedback from schools:

341 families attended the workshops. 5 out of the 13 schools that participated in the evaluation event reported that a collective 61% of children had made accelerated progress.

Maths Profile Data:

School	2016	2017	difference
Walsall LA	70.6	71.2	0.6
Butts Primary School	71.0	66.7	-4.3
St Giles	77.8	72.9	-4.9
St Mary's the Mount	76.7	83.3	+6.6
Busill Jones	65.2	56.8	-8.4
Woodlands	61.7	66.7	+5
Ryders Hayes	91.5	83.3	-8.2
Croft Academy	58.6	60.0	+1.4
Rough Hay	61.5	69.2	+7.7
Blue Coat	70.0	67.8	-2.2
St Peters	83.3	86.7	+3.4
Hillary Primary School	54.9	57.8	+2.9

Lindens	70.0	80.0	+10.0
Edgar Stammers	57.8	62.2	+4.4

Thirteen schools took part in the Roy Broadfield Parent Partnership Maths Programme making a 1% increase compared to the 0.6% increase across all Walsall Primary Schools. Of the eight of the schools that did improve their maths profile attainment there was an average increase of 5.2%.

Parent outcomes:

In total over **781 parents** participated in at least one of the schools programmes and **147** in the settings programme giving a total of **928 parents**. Evaluation comments include:

‘The workshops were very useful as they helped me to understand the level my child should be at’

‘The workshops have been beneficial to both my child and us (family). I’ve learnt how to effectively support him.’

‘I have seen progress in my child’ and ‘with the guidelines discussed and methods explained, we will continue to help our child achieve the levels that he needs to reach.’

‘I feel more connected with his learning progress.’

This data indicates that the Parent Partner programmes improve outcomes for children from the participating schools and settings, particularly in writing and slightly in maths.

New Leaders/ Overcoming Barriers to Disadvantage Leadership Programmes – funded through School Forum.

School	2016	2017	Difference
Walsall LA	64.8	65.6	+0.8
Brownhills West Primary	61.5	72.2	+10.7
Busill Jones Primary	56.5	48.6	-7.9
County Bridge Primary	76.7	81.5	+4.8
Moorcroft Wood Primary	63.3	63.3	0.0
Reedwood E-Act Academy	61.7	66.7	+5
St Giles CE Primary	60.0	69.5	+9.5
St James Primary	63.3	65.4	+2.1
St Michael’s CE (C) Primary	75.6	75.0	-0.6
Woodlands Academy	60.0	66.7	+6.7
Elmore Green Primary	53.3	50.0	-3.3

Ten schools completed the leadership training and presented their case studies. They reported progress to include: the introduction of EYFS team meetings, skill development of staff, improved keyworker systems, objective led planning, understanding data and improvement planning. Six schools improved their GLD (highlighted in yellow) with an average increase of 6.5% between 2016 and 2017. Collectively the ten schools made a 2.71% increase compared to the 0.8% increase across all Walsall Primary Schools.

This data indicates that the leadership programmes improve outcomes overall for children in the participating schools.

We Love to Read – Audit Process funded through Schools Forum.

School	2016	2017	difference
Walsall LA	72.1	71.7	-0.4
St Peters	86.7	83.3	-3.4
Brownhills West	69.2	83.3	+14.1
Christ Church	63.0	64.4	+1.4
North Walsall	35.5	63.3	+27.8
Hillary	64.8	57.8	-7
Pheasey Park Farm	75.0	69.6	-5.4
Rough Hay	61.5	65.4	+3.9
St Thomas of Canturbury	57.8	59.4	+1.6
St Francis	73.3	69.0	-4.3
St Mary's the Mount	93.3	86.7	-6.6
County Bridge	76.7	81.5	+4.8
Sunshine	71.7	62.3	-9.4

Of the twelve schools that completed the 'We Love to Read' Audit Process in its entirety there was an average increase of 1.45% in reading profile scores compared to the 0.4% decrease across all Walsall Primary Schools in Walsall. Six out of the twelve schools that improved reading attainment had an average of 8.9% increase. Six schools had a decrease, with the average being 6%. Further analysis is now required with these schools to ascertain the reasons for this and also to plan further action where necessary.

In addition, 5 Private Day Care settings completed the Audit and reported progress in children's learning and increased interest in reading – particularly those from vulnerable groups.

The Honey Pot Day Nursery – *"There has been a significant impact on pre-school boys who have moved into the 40-60 area of development after stagnating in 30-50"*

St Matthews, Little Monkey's Day Nursery – *"All children within our cohort have made progress with an increase of 0.7% children reaching age related milestones in the area of reading compared to last year"*

This data indicates that children's outcomes in reading improved in as a result of schools taking part in the reading audit.

Financial Implications and Plans for 2017/18

Allocation of £250k School Ready Fund	£
Expenditure - 2015/16	8,521
Expenditure - 2016/17	78,611
Expenditure - 2017/18 - P5	31,383
Balance	131,484

The School Ready Money continues to be spent effectively to improve outcomes for children by the age of five. Qualitative and quantitative data is used to continually inform the plans for financial spend. A recent external audit highlighted the excellent systems in place to ensure value for money. Many of the programmes for 2017/2018 are being delivered through the Walsall's outstanding nursery schools, teaching schools, specialist provisions and services,

therefore reinvesting School Forum money back into Walsall. 12% more of Walsall's children are now achieving Good Levels of Development which leads to greater achievement throughout their education.

Plans for further improvement in 2017/18 include:

- Twilight TA Training. Through a 'training the trainers' model 22 trainers will each train the TA's in 4 schools to have a shared vision focussed on children's progress and outcomes
- Nursery Teachers Annual Update
- Baseline Moderation and moderation for nursery teachers and PVI day-care settings
- Parents as partners in Early Learning projects focussed on Communication and Language, Personal, social and emotional development and Expressive arts and design
- Special School Best Practice Visits
- A comprehensive multi-agency SEN training programme including a focus on Personal, social and emotional development
- Looked after children Self-Assessment Tool training
- EYPP reviews
- EAL training
- Continuation of New Leaders programmes, Leaders Networks, Outstanding Nursery visits and Parent Partnership Impact programmes

Recommendation

That Schools Forum confirm they are happy with what has been delivered to date and also with the plans for 2017/18 and to add any further ideas or suggestions for ongoing improvement.

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