

# Denbighshire County Council

## ACTION PLAN IN RESPONSE TO ESTYN INSPECTION REPORT 2007



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## **Statement of Intent**

“This Statement of Intent is a commitment from Denbighshire County Council to work in partnership with schools and key stakeholders to achieve significantly better outcomes for children and young people. Our aspiration is for all of our schools to offer a first class education service. We accept that this requires radical change.

Underpinning this commitment is the understanding that the provision of first class education can best be accomplished through a partnership in which the Council, its services and schools support and respect each other’s contribution and work together to meet key priorities. The Statement operates within a context of shared responsibilities across the full range of local government services, but focuses specifically on improved learning and well-being for children and young people.

The Council will rigorously implement the Estyn post inspection Action Plan and work in partnership with schools to monitor, challenge and support improved educational attainment”.

Agreed by Denbighshire County Council on 17 October 2007.

# **Denbighshire's Vision for Education**

**We will enable children and young people to  
feel valued, happy, healthy and safe  
and to achieve their full potential.**

*Improved Learning and Well-being for  
all Children & Young People  
in Denbighshire*

## INTRODUCTION

1. The Estyn Inspection Report has identified shortcomings in important areas of Denbighshire's Education Service. The report comments on three main areas for improvement:
  - Poor performance of schools
  - Leadership and management of education at all levels in the Authority
  - Use of resources
2. Denbighshire accepts the findings of the Estyn report and recognises that its response will involve radical changes to the way in which education is led and delivered within the county. Accordingly, members of the Council have revised their top priority to read 'School and Educational Improvement' and articulated this commitment in the Statement of Intent on page three of this document.
3. Members and officers fully appreciate the critical importance of engaging schools in the improvement process. We have given the highest priority to developing relationships with schools and encouraging effective communications and joint working. There is a renewed determination to improve trust and develop a strong, shared sense of purpose in raising standards for all the children and young people of Denbighshire.
4. Our improvement journey has already started. Since the publication of the inspection report, the Council has taken the following actions:
  - 4.1. Established raising educational standards in schools as the top priority
  - 4.2. appointed a new Leader of the Council, with a lead responsibility for Education
  - 4.3. Appointed an Interim Director of Lifelong Learning and an Interim Head of School Improvement, both with a very clear brief for educational standards
  - 4.4. Earmarked an additional £700k for immediate action and given commitment to a further injection of resources for 2008-2009
  - 4.5. Started the process for filling key posts in school improvement, inclusion and programme management
  - 4.6. Established a member/officer Modernising Education Board, chaired by the Leader, to oversee the development and implementation of this plan and the county's wider education programme
5. A detailed list of additional actions, already implemented in response to each recommendation, is in Appendix 1.

## A STRATEGIC APPROACH

6. We have developed this Action Plan within the broad context of our responsibilities under the Children Act 2004, but specifically in relation to the development of the Children and Young People's Single Plan, the Cambridge Modernising Education report and the Denbighshire Young People's Partnership Action Plan. All of the actions within this Action Plan have been cross-referenced and many contribute to achieving the aims of these wider developments. The key findings of these reports will form the core educational priorities within the Children and Young People's Single Plan, which will be finalised in July 2008. The newly established Modernising Education Board (MEB) will ensure that the Council's contribution to the Single Plan is effectively coordinated.
7. The main focus for the Council's drive to modernise education is the Modernising Education Board. Its membership includes:
  - Councillors:**
    - Leader (Chair)
    - Deputy Leader and Lead Member for Business Management, Communications and Personnel
    - Lead Member for Social Services
    - Lead Member for Finance
    - Lead Member for Regeneration and Housing
    - Education Champion (also Vice Chair of Lifelong Learning Scrutiny Committee)
    - Representative of Lifelong Learning Scrutiny Committee
  - Officers:**
    - Chief Executive
    - All four Corporate Directors
    - Representative of Headteachers' Federation (yet to be notified)
    - Other officers attend the Board to support its work as necessary

The terms of reference for the group include

- Providing overall strategic lead and direction for development and delivery of the Action Plan
  - Monitoring delivery of the tasks within the Action Plan and the impact on attainment and attendance
  - Reporting progress regularly to Cabinet, Scrutiny, full Council, other key stakeholders and the Independent Recovery Board
  - Providing strategic lead, monitoring and evaluation for the development and delivery of education action plans emerging from the Cambridge Report
8. The Council has now received the final Cambridge Modernising Education report. Following consideration of the report, the Council will develop a three year action plan. It is expected that a large number of the Cambridge recommendations will be addressed by our response to the Estyn Inspection report but others, relating to the pattern of school provision, will require further action. In approaching its response to the Cambridge Modernising Education report's recommendations,

the Council will give the highest priority to its commitment to raise standards within the spirit of the 'Statement of Intent'.

## **FINANCE**

9. The resources that are required to deliver the Action Plan have been costed by the relevant Heads of Service, and taken into account in the development of the Plan. Many of the activities will be within available resources. However, the Council recognises that an increase in funding is immediately necessary (this expenditure will be committed in 2007/08) and has agreed to earmark £700k for 2008/09 over and above the available budgets in schools and the Council. Furthermore, there are ongoing discussions, within the context of the budget setting process, about further increased funding for education. Final decisions about additional funding for 2008/09 and beyond will be made by members at their Council meeting on 12 February 2008. The Schools' Budget Forum is fully engaged with this process.
10. Members and officers have given a great deal of thought to how the additional £700k should be targeted in order to optimise impact on raising standards in our schools. Our proposals are as follows:
- Delegate to secondary schools for raising attainment at GCSE and addressing additional pressures for supporting children with SEN £360k
  - Increase the Council's capacity to challenge and support schools by appointing additional members of the School Improvement Team: £120k
    - one Secondary School Improvement Officer (appointment to an existing vacancy)
    - two additional Primary School Improvement Officers
  - Increase the capacity of the Council and schools to provide pupils with effective support for improving behaviour and attendance and reducing exclusions £100k
  - Strengthen the capacity of the Council to manage change and effectively deliver this work programme and its plans £120k

## **HUMAN RESOURCES**

11. The delivery of the Action Plan, and the required changes, will not be possible without the right people, with the right skills in place. We are reviewing current staff roles and responsibilities and considering all forms of recruitment in order to be able to supplement existing staff in the short term, while seeking to recruit permanent staff.
12. Key interim arrangements are in place to move the Action Plan forward immediately pending permanent appointments. The Policy and Performance team has been restructured and, as outlined in the Action Plan, the process for filling the post of Head of School Improvement and other school improvement posts has started.

## WHERE DO WE WANT TO BE?

13. We have established clear and challenging targets within the Action Plan and its supporting Work Plans. Our key aims are:

<b>Estyn Recommendation</b>	<b>Over the next three years we will:</b>
1	<ul style="list-style-type: none"> <li>• Improve pupil attainment in all key stages, especially at KS4 so that attainment is within the 'top 10' performing authorities in Wales</li> <li>• Reduce permanent and fixed term pupil exclusions from schools to below the Wales average</li> <li>• Improve pupil attendance in primary schools and secondary schools so that attendance is within the top 10 performing authorities in Wales</li> </ul>
2	<ul style="list-style-type: none"> <li>• Improve leadership and management based on effective communication with stakeholders, especially councillors and schools, leading to improved performance at all levels</li> <li>• Implement a robust performance management framework that informs all aspects of our work</li> <li>• Ensure that all plans are monitored, evaluated and on track to deliver</li> </ul>
3	<ul style="list-style-type: none"> <li>• Review and refocus funding and resources on priorities</li> <li>• Allocate additional funding, support for schools and increase internal capacity to meet our targets</li> </ul>

14. It is important to realise that as we implement improvement we will need to develop and keep under regular review the detail within the Work Plans and other business plans. Carrying this out will be an ongoing process and will aid the cultural changes required to support the modernising agenda to which the Council is already committed.

## WORK PROGRAMME

15. We use the term Work Programme to encompass both the Action Plan and Work Plans

## HOW HAVE WE DEVELOPED THE ACTION PLAN AND ASSOCIATED WORK PLANS

16. The Action Plan addresses each of the 18 bullet points within Estyn's three overall recommendations.

17. The Action Plan addresses each of these bullet points indicating the responsible person, objectives to be accomplished, timescales and progress indicators. The

completion dates cross-reference to other important policies or initiatives, and costs are also set out clearly.

18. Therefore, the first bullet point under recommendation R1 is Task R1.1, the second is Task R1.2 and so on. (Recommendation numbering is shown in the lead responsibility table on page 14)

19. Each Task is underpinned by a Work Plan. The Work Plan details the success criteria, how we will measure our progress, and a key activities list detailing what will be done, when it will be done, who will be responsible. Each Work Plan contains risk assessment, staff resources and stakeholder involvement. These Work Plans comprehensively address the three overall recommendations of the inspection report.

20. In addition, we have chosen to include two additional Work Plans that address key areas commented about within the inspection report, although not in the recommendations. We have taken the view that these Work Plans should be part of our Action Plan because they are important to the overall successful implementation of our improvement agenda. These are as follows:

Task 1.2 (a) Produce a five year Inclusion and Prevention Strategy;  
and

Task 2.5 (a) Develop and implement Community Focused Schools and Integrated Support Strategy to deliver holistic support to children, young people and families within the community.

21. At the end of each recommendation, we describe how each task will be monitored and evaluated. The effective implementation of each task will be evaluated using quantitative and qualitative information, focusing on outputs and outcomes.

22. We believe that the development of the Work Plans, as an integral part of the Action Plan, clearly sets out the holistic approach taken to link the work required to deliver the Action Plan. We also believe that this approach provides a clear focus for staff and members to see the direction of travel and progress. This will also provide a suitable evidence base to monitor progress, by both internal and external bodies, and ensure accountability.

### **HOW WILL THE ACTION PLAN BE MONITORED, EVALUATED AND REVIEWED?**

23. The Modernising Education Board is responsible for overseeing the effective implementation of the Action Plan.

24. A Programme Manager is responsible for the coordination of all tasks and Work Plans and for ensuring that the Board is kept informed and able to drive the Action Plan forward.

25. Each Cabinet Member will take responsibility for working with a task leader to drive the effective implementation of a task. The Council's Lifelong Learning Scrutiny Committee will agree a programme for scrutinising each recommendation through regular reports by lead officers and the Modernising Education Board.
26. A diagram representing the monitoring process is presented in Appendix 2. Specific actions to monitor progress in meeting all aspects of the Estyn recommendations appear in each section of the Action Plan.
27. The Action Plan changes the priorities and activities within the education service. These changes will become part of the everyday working of the service. A Business Change Manager has been recruited whose role is to support the embedding of new processes and practices into mainstream working. Heads of Service have already started the process of reviewing their business and team plans to reflect the Work Plans.
28. The findings of the Cambridge Modernising Education Report are not fully discussed in this document. However, actions will be taken alongside those shown in this Action Plan and will be fully integrated into the Programme Management processes.
29. We will establish arrangements for key stakeholders, including head teachers, governors, young people and parents, to participate in the implementation and review of the Action Plan.

### **HOW WILL THE WORK PROGRAMME BE EVALUATED?**

30. We use "evaluation" in relation to the Action Plan and Work Plans to describe the process of assessing whether actions lead to successful outcomes when evaluated against the progress indicators and success criteria set out in the Programme. The evidence gathered through the evaluation process will determine further prioritisation, action and development.
31. Evaluation of the programme will be undertaken in two ways:
32. Evaluation will take place in both the short term and over a longer period to ensure that the required outcomes are being delivered. This will analyse the effectiveness of the Work Plans being undertaken to ensure that what we are doing is making a difference to schools and education in Denbighshire.
33. Essential to the success of the evaluation process is the need to have a robust system of self-evaluation, both within the Council and schools. The aim of this process is to determine, using both qualitative and quantitative information, whether change has worked or not and, as a result, build on best practice or decide on other courses of action. The use of agreed data will form a key aspect of this work.

34. We have put in place external verification in partnership with the Welsh Local Government Association (WLGA). They will have access to all stakeholders and will be able to review and challenge any of the Council's actions. They will regularly report their findings to the WLGA who will in turn ensure Welsh Assembly Government (WAG) are fully informed of our progress. The external evaluators will also update the MEB on their findings so any appropriate action can be taken. A diagram representing the evaluation process can be found in Appendix 3.
35. Further external evaluation will also be undertaken by Estyn who will monitor, review and inspect progress against their report's recommendations.
36. In addition to this, we are sourcing best practice expertise from other councils, including Powys and Neath Port Talbot, and we will constantly challenge our methods and processes to ensure we continually improve.
37. This process is designed to inform and give confidence to stakeholders that sufficient sustained progress is being made towards delivery of the Action Plan

#### **HOW WE WILL REVIEW THE ACTION PLAN?**

38. A formal annual review process of the whole Action Plan will take place to ensure that targets and actions have been achieved and to identify issues for further improvement and development.
39. The Business Change Manager and Programme Manager will work with schools, activity leaders, heads of service and corporate directors to identify the evidence required to demonstrate the value of the task, in the context of achieving the desired sustainable change, and realisation of improvements in relation to the three main areas identified by Estyn.
40. The annual review will involve the task leaders who will be required to provide evidence for consideration and challenge by the Business Change Manager and Programme Manager. A formal report of the assessment will be presented to the Modernising Education Board. The Board will consider recommendations for action or issues that may influence future business planning for the Council.

#### **WHO ARE OUR STAKEHOLDERS?**

41. Throughout the document reference is made to "stakeholders". The Council considers that key stakeholders of this plan are:
- Children & young people;
  - Schools, head teachers and teachers;
  - Governors;
  - Councillors and staff from across the Council;
  - Parents and Parent Teacher Associations;
  - Assembly Members and Members of Parliament;
  - Welsh Assembly Government.

42. Where reference is made in the Action Plan to “schools” this will include head teachers and governing bodies.

### **HOW WILL WE BE ACCOUNTABLE TO OUR STAKEHOLDERS?**

43. Appendix 4 shows the lines of accountability within the education service set out in diagrammatic fashion. It shows clear management responsibility within and across schools from head teacher through to chief executive and full council. It also shows that elected members have a very clear role in ensuring a quality service is provided. The arrows show the flow of accountability (for example, head teachers are accountable to governing bodies, the three main services in Lifelong Learning and the School Standards Monitoring Group).

44. All officers of the Council are accountable to full Council, Cabinet and Scrutiny committees, although most of their work is in support of Council and Cabinet because they are the decision-making bodies. For simplicity, the accountability of officers to members has been shown as being from senior officers only, reflecting their line management responsibilities.

45. The School Standards Monitoring Group will provide reports for the scrutiny committee and the Lead Member for Education, having scrutinised, challenged and supported the head teacher and chair of governors of a school.

46. The scrutiny committee’s powers are set out in the Council’s Constitution. In addition to calling officers to account, the committee has a role in scrutinising and commenting on policies and major decisions before they are adopted by the Council, Cabinet or lead member. It can also scrutinise decisions taken by the Cabinet or lead member under delegated powers and, if the decision has not already been implemented, can formally ask for the decision to be reconsidered. To avoid complicating the diagram, these roles of the scrutiny committee are not shown.

47. The diagram highlights the key responsibility of Scrutiny in ensuring that all parties are fully accountable for the performance of education within Denbighshire. A strong scrutiny role will ensure that schools, officers and other elected members are constantly challenged to improve performance and deliver quality services. External support in developing the scrutiny function has been put in place.

48. The introduction of the Schools Standards Monitoring Group (SSMG) provides a significant addition to Scrutiny’s function. SSMG’s function is to analyse performance through data provided by the performance management team, to provide challenge to schools and officers and to identify areas of additional support required to improve performance. It will allow more direct interaction with and scrutiny of officers, head teachers and chairs of governors, and will allow best practice to be shared on a regular basis.

49. The delivery of the Action Plan needs to become embedded in the mainstream activities of the service. This will be done by:

- Incorporating the Action Plan within the Community Strategy, the thematic partnership strategies and the Council's Improvement Plan. This will be a significant piece of work as it will need to ensure effective updating and compatibility between plans
- Linking Directorate and Service plans to the Action Plan objectives
- Business plans underpin the delivering of the Action and Work Plans
- Targets and personal development objectives for individual staff that reflect delivery of the Work Plans

50. We recognise that this is a significant cultural change for many staff and members within the Council. We will ensure that they participate fully in the development and delivery of the underpinning Work Plans, and are kept fully informed of progress within the Action Plan. We will keep staff informed and engaged through:

- Regular briefings by the Chief Executive
- Meetings with Corporate Directors and Heads of Service
- Attendance by Leader, Chief Executive and other senior officers at area and county level meetings of head teachers
- Updates at team meetings
- Newsletters, bulletins and e-mail updates
- Using internal publications (eg Headlines – bimonthly staff newsletter)
- Appraisals and staff supervision

51. It is important that other stakeholders are able to interact with the Council and understand the improvements that are being undertaken. This means that the Council must improve the transparency of its decision making and reporting. It will:

- Provide clear understandable information that is easy to access
- Communicate regularly and clearly with key stakeholders
- Continue to engage in meaningful consultation
- Encourage participation of all stakeholders
- Promote and develop a range of open and equitable partnerships

52. In setting out its proposals in this way, the Council wishes to demonstrate that it has both committed itself to a radical plan of action and has taken a holistic view of the changes required.

53. Whilst the Action Plan provides the means of raising pupil achievement, the work will also enable pupil improvement and welfare to be linked with the development of the Children & Young People's Single Plan during 2008.

**Lead responsibility for Recommendations:**

<b>Recommendation 1</b>	<b>Lead Responsibility</b>	<b>Councillor Portfolio Responsibility</b>
Address the issue of poor performance in schools by	Corporate Director Lifelong Learning	Leader
<b>Sub recommendations:</b>		
R1.1 Identifying the reasons why the overall attainment of pupils, particularly at key stage 4, is low and what needs to be done to improve it	Head of School Improvement	Education
R1.2 Developing, in partnership with schools, a coherent and specific school improvement strategy sharply focused on the priorities needed to raise performance	Head of School Improvement	Modernisation & Improvement
R1.2 a) Produce a Council five year Prevention & Inclusion Strategy	Head of Partnerships & Inclusion and Head of Children's Services	Social Services
R1.3 Improving overall attendance figures across the authority	Head of Partnership & Inclusion	Social Services and Customer Care & Community Safety
R1.4 Reducing permanent and fixed term exclusions	Head of Partnership & Inclusion	Social Services
R1.5 Improving the amount of provision and support for children and young people with social, emotional and behavioural difficulties	Head of Partnership & Inclusion	Regeneration & Housing
R1.6 Rigorously monitoring and challenging the performance of schools through the effective use of data	Head of School Improvement	Modernisation & Improvement
R1.7 Determining schools' entitlement to support from the Council according to need, and communicating this clearly to schools	Head of School Improvement	Leader
<b>Recommendation 2</b>	<b>Lead Responsibility</b>	<b>Councillor Portfolio Responsibility</b>
Improve the leadership and management of education at all levels of the authority by:	Chief Executive	Leader
<b>Sub recommendations:</b>		
R2.1 Identifying clearly and addressing systematically, through robust planning and monitoring, the key strategic priorities needed to improve performance at all levels	Head of Policy & Performance	Modernisation & Improvement

R2.2	Creating clearer links between operational, service and corporate priorities;	Head of Policy & Performance	Modernisation & Improvement
R2.3	Consulting and communicating effectively with schools, parents, pupils and other key partners	Head of Partnership & Inclusion	Social Services and Customer Care & Community Safety
R2.4	Influencing schools to work in constructive partnership with officers and elected members on agreed improvement strategies to raise performance	Head of School Improvement	Modernisation & Improvement
R2.5	Improving relationships and communication between parts of social and education services to successfully implement the Children Act 2004	Corporate Director – Social Services & Housing	Social Services
R2.5a)	Develop and implement Community Focused Schools and Integrated Support Strategy to deliver holistic support to children, young people and families within their community	Head of Partnership & Inclusion and Head of Children’s Services	Social Services
R2.6	Using the scrutiny function to establish clear accountability and challenge robustly officers, members and services who are accountable for raising standards and improving the quality of provision	County Clerk	Business Management, Communications & Personnel And Education Champion
<b>Recommendation 3</b>		<b>Lead Responsibility</b>	<b>Councillor Portfolio Responsibility</b>
Improve the use of resources		Corporate Director - Resources	Leader
Sub recommendations:			
R3.1	Linking funding priorities within the education budget more closely into strategic and operational planning processes	Senior Management Accountant – Lifelong Learning	Finance
R3.2	Prioritising resources according to the needs of children, young people and schools	Senior Management Accountant – Lifelong Learning	Education
R3.3	Evaluating the impact of the use of resources	Senior Management Accountant – Lifelong Learning	Modernisation & Improvement
R3.4	Completing the work on funding formulae for secondary and special schools and the delegation of resources for SEN and behaviour support	Corporate Director Lifelong Learning	Finance
R3.5	Working openly with schools to improve their understanding of funding decisions and processes	Senior Management Accountant – Lifelong Learning	Finance

### Key Performance Indicators:

ATTAINMENT	Target by:					
	Current Baseline 2006/07	Aug 08	Aug 09	Aug 10	Aug 11	Aug 12
In three years time, end of key stage results, especially at KS4, will place the Local Authority in the 'top 10' performing authorities in Wales and in five years time end of key stage results, especially at KS4, will match or exceed the two highest achieving members of the family group. In setting the targets, account has been taken of the schools' aggregated targets, FFT data and Denbighshire's ranking in the family group and national benchmark data. When further performance data is available in September 2008 the targets will be reviewed and adjusted appropriately.						
Percentage of KS1 pupils achieving the Core Subject Indicator (CSI)	80.7%	81.7%	82.7%	83.7%	review in 2009	review in 2009
Percentage of KS2 pupils achieving the Core Subject Indicator (CSI)	73.2%	74.2%	75.2%	76.2%	review in 2009	review in 2009
Percentage of KS3 pupils achieving the Core Subject Indicator (CSI)	57.4%	58.4%	59.4%	60.4%	review in 2009	review in 2009
Percentage of KS4 pupils achieving the Core Subject Indicator (CSI)	34.4%	37%	39%	41.3%	review in 2009	review in 2009
Percentage of KS4 pupils achieving 5A* to C	47.1%	49%	51%	54.1%	review in 2009	review in 2009
ATTENDANCE AND EXCLUSION:	Current Baseline	Target by:				
		Aug 08	Aug 09	Aug 10	Aug 11	Aug 12
Primary attendance 2006/2007	94.3%	95.3%	95.8%	Review in 2008/09		
Secondary attendance 2006/2007	89.9%	91%	91.5%	92%	Review in 2009/10	
Reduction in number of days lost to fixed term exclusions based on WAG data 2005-06 (2006-2007 data not available)	3.5	3.0	2.5	Review in 2008/09		
Reduction in number of permanent exclusions based on WAG data 2006-2007	12	10	9	Review in 2008/09		

**RECOMMENDATION 1: Address the issue of poor performance in schools by:**

<b>RECOMMENDATION WORK PLAN: R1.1</b>			
<b>Identifying the reasons why the overall attainment of pupils, particularly at key stage 4, is low and what needs to be done to improve it</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of School Improvement		<ul style="list-style-type: none"> <li>- In three years time, end of key stage results, especially at KS4, place the Local Authority in the 'top 10' performing authorities in Wales</li> <li>- In five years time end of key stage results, especially at KS4, match or exceed the two highest achieving members of the family group</li> </ul>	
<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>	
Clearly identify barriers to school improvement and put in place strategies to raise the overall attainment of pupils, particularly at KS4	January 2008 Ongoing	<ul style="list-style-type: none"> <li>- At least 12 primary schools and 4 secondary schools improve benchmark performance by one quartile in 2008</li> <li>- Accurate &amp; ambitious targets for KS4 2009 are set by all Secondary Schools</li> <li>- The Council has a clear system in place for categorising schools for support and sufficient resources effectively deployed and monitored by SSMG</li> <li>- Increased opportunities established for informal learning</li> </ul>	
Agree improvement targets with all schools on the basis of accurate analysis of data and review of improvement plans. Further review the accuracy of target setting as data for 2008 becomes available.	Complete by January 2008		
Categorise schools and prioritise support on the basis of a shared evaluation framework	January 2008		
Immediately target up to 15 primary schools and 5 secondary schools with high potential to raise attainment with additional support	September 2007 Ongoing		
Additionally as a result of target setting in December 2007/January 2008, identify schools at risk of low achievement, particularly at the end of KS4, review improvement plans and target support	January 2008 Ongoing		
Focus support on core subjects, literacy & numeracy, teaching & learning and accuracy and effectiveness of assessment	Ongoing		
Report regularly to elected members through the School Standards Monitoring Group (SSMG) on the focus of improvement in targeted schools, progress with the implementation of plans, the effectiveness of support and achievement of targets	January 2008 Ongoing		
Increase opportunities for young people to engage / achieve through informal / non formal learning in school	January 2008 Ongoing		
<b>Cross reference and Links</b>	<i>Cambridge Report Recommendations 7.3; 7.5</i>		

<b>RECOMMENDATION WORK PLAN: R1.2</b>			
<b>Developing, in partnership with schools, a coherent and specific school improvement strategy sharply focused on the priorities needed to raise performance</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of School Improvement		<ul style="list-style-type: none"> <li>- Any schools identified as cause for concern, improve to at least satisfactory (grade 3) within 12 months</li> <li>- Effective collaboration between Council services has been put in place to support identified needs in targeted schools leads to clear evidence of progress in school's improvement plans</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	A Partnership Agreement will be reached with schools, clearly defining roles and expectations in relation to raising performance	February 2008	<ul style="list-style-type: none"> <li>- Support enables schools to reach end of key stage targets</li> <li>- Schools' performance matches the Council's aggregate targets</li> <li>- Improvements result in at least 90% of targeted schools reaching agreed targets within a year</li> <li>- Sample surveys of governing bodies (12 primary and 4 secondary) reflect that at least 85% (14) believe Council support makes a significant contribution to target setting, schools self evaluation and improvement planning</li> </ul>
	A shared self evaluation framework will be established and levels of support will be allocated according to the category in which a school is placed	January 2008 Ongoing	
	The highest level of support will be directed to schools causing concern with the expectation that cause for concern will be removed within twelve months because of improved performance	January 2008 ongoing	
	Support will be focused on improving teaching and learning, assessment, behaviour and attendance	April 2008 ongoing	
	<b>Cross reference and Links</b>	<i>Cambridge Report Recommendation 7.2; 7.3; 7.8</i>	

<b>RECOMMENDATION WORK PLAN: R1.2(a)</b>			
<b>Developing, in partnership with schools, a coherent and specific Prevention and Inclusion strategy sharply focused on the priorities needed to raise performance of children with Additional Learning Needs</b>			
<b>Development of a Prevention and Inclusion Strategy</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Partnership & Inclusion Head of Children's Services		<ul style="list-style-type: none"> <li>- Prevention and Inclusion Strategy in place</li> <li>- Schools understand clearly what support they can expect for children with ALN</li> <li>- Improved attainment and attendance of children with additional learning needs</li> <li>- Reduction in days lost through fixed term and permanent exclusions in three high schools in 2008-09;</li> <li>- Children's needs are identified by partnership working across all agencies in order that individual need is more appropriately met;</li> </ul>	
<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>	
Agree a multi-agency Prevention and Inclusion Strategy which addresses the needs of children and young people	July 2008	<ul style="list-style-type: none"> <li>- Consultation on draft strategy March – June 2008</li> <li>- Baseline established, support targeted;</li> <li>- measurable progress identified for children with SEN, EAL Looked After Children and more able and talented children</li> <li>- Parents &amp; Youth Council established</li> <li>- Multi-agency teams in place to support children and young people's learning needs</li> <li>- Multi-agency team in place to identify, assess and support under 5s with Special Needs (Health, Education and Social Care)</li> <li>- Admissions centralised - Workshops and information sessions on school transfer process for parents</li> <li>- Transition (Conwy &amp; Denbighshire) protocol in place for children with Statements of SEN and adhered to</li> <li>- Appropriate provision and support for ALN;</li> <li>- Training needs identified – Spring 2008</li> </ul>	
All children including those with Additional Learning Needs make measurable progress and achieve	February 2008 August 2008		
There is effective collaboration with schools and all partners which help to ensure that children stay safe and healthy	June 2008		
There is early intervention to support children with special needs	April 2008		
There is fair access to high quality support and provision for all children and young people.	April 2009		
Comprehensive training programme in place for all staff in order to meet the individual needs of all children and young people.	September 2008		
<b>Cross reference and Links</b>			

<b>RECOMMENDATION WORK PLAN: R1.3</b>			
<b>Improving overall attendance figures across the authority</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Partnership & Inclusion		Pupil attendance in primary schools and secondary schools is within the top 10 performing authorities in Wales	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Schools to set targets for attendance termly and full year monitored by School Improvement and ESW Service	December 2007 Ongoing	<ul style="list-style-type: none"> <li>- Targets set and monitoring is included in Performance Management Framework</li> <li>- Training identified and delivered where needed</li> <li>- Consistent use of coding used across all schools</li> <li>- Reintegration programme in place</li> <li>- Attendance targets met</li> <li>- Pupils at risk of non attendance supported in school</li> <li>- Wider curriculum opportunities at KS4</li> </ul>
	There are effective partnership strategies in place between schools, ESW service and other agencies in order to improve attendance	September 2008	
	Improved support and reintegration programmes for poor attenders	September 2008	
	Work with schools through 14-19 Network to develop a more Inclusive Curriculum	September 2009	
	<b>Cross reference and Links</b>	Prevention & Inclusion Strategy; 14-19 Learning Pathways <i>Cambridge Report Recommendations 7.3; 7.8; 7.9</i>	

<b>RECOMMENDATION WORK PLAN: R1.4</b>			
<b>Reducing permanent and fixed term exclusions</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Partnership & Inclusion		Fixed term and permanent exclusions have been reduced to at least the same as the top performer in our family of comparable local authorities.	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Establish clear strategy with all schools on interventions to be used to prevent exclusions	February 2008	<ul style="list-style-type: none"> <li>- Agreed strategy in place</li> <li>- Reduction in fixed term and permanent exclusions from January 2008</li> <li>- Increased training on teaching and learning styles</li> <li>- Expanded curriculum opportunities at KS4</li> <li>- Review capacity to deliver needs relating to attendance and attainment</li> <li>- Capacity increased targeted to needs</li> </ul>
	Re-engaging with young people in danger of disaffection by supporting schools in the development of more inclusive teaching and learning	July 2008	
	Develop a more inclusive curriculum to facilitate the engagement of young people particularly at KS4	September 2009	
	Extend capacity of Behaviour Support Service to increase support for pupils at risk of exclusion	April 2008	
<b>Cross reference and Links</b>		<i>Cambridge Report Recommendations 7.3; 7.9</i>	

<b>RECOMMENDATION WORK PLAN: R1.5</b>			
<b>Improving the amount of provision and support for children and young people with social, emotional and behavioural difficulties</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Partnership & Inclusion		On Site Inclusion Centres established in schools identified with greatest need	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Increase the support for pupils with BESD to maintain their place in mainstream schools	April 2008	<ul style="list-style-type: none"> <li>- On site inclusion centres developed according to needs</li> <li>- Extended support from 14-19 network to increase provision</li> </ul>
	Development of on site inclusion centres on sites of 3 high schools	September 2010	
	Improved Capacity within the KS4 PRU to extend the provision offered	August 2009	
	Extend educational entitlement to excluded pupils at KS4	September 2008	
	<b>Cross reference and Links</b>	<i>Cambridge Report Recommendations 7.3; 7.9</i>	

<b>RECOMMENDATION WORK PLAN: R1.6</b>			
<b>Rigorously monitoring and challenging the performance of schools through the effective use of data</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of School Improvement		<ul style="list-style-type: none"> <li>- Intervention in targeted schools identified through data leads to improvement in 2008</li> <li>- Aggregate targets for Denbighshire place the Council within the top ten performing authorities in Wales within three years</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Improve data analysis supplied to schools to clarify the extent of improvement required to reach challenging targets	January 2008	<ul style="list-style-type: none"> <li>- Survey of primary and secondary schools indicates provision of data has improved on 2006-2007</li> <li>- Officer visits recorded on electronic database, including analysis of data, available to other services</li> <li>- Schools targets align closely with Council aggregate targets</li> </ul>
	Use data analysis as a sound basis for improvement planning by schools supported by attached school improvement officer	May 2008 Ongoing	
	School improvement officers monitor the quality of provision, especially in teaching, learning and assessment, which enables learners to achieve their targets	January 2008	
	External consultants and the Curriculum Support Service are deployed to support improvement in provision in 15 primary schools and 5 secondary schools	April 2008	
	Data is shared more effectively with other services in the Council; other services are fully briefed on interpretation of data and support from other services is co-ordinated effectively	February 2008	
	Head teachers and governors are supported through training and school visits in interpreting data	March 2008	
	<b>Cross reference and Links</b>	<i>Cambridge Report Recommendations 7.5</i>	

<b>RECOMMENDATION WORK PLAN: R1.7</b>			
<b>Determining schools' entitlement to support from the Council according to need, and communicating this clearly to schools</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of School Improvement		Funding and resources will be targeted for children and young people with the greatest need	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Adapt the school funding formula to include a banding system which ensures that resources appropriately meet the needs of children and young people	April 2008	<ul style="list-style-type: none"> <li>- Banding system in place and resources appropriately targeted</li> <li>- Schools causing concern policy implemented and times deadlines met</li> <li>- Schools are notified of their entitlement</li> <li>- Schools access appropriate support according to their entitlement</li> </ul>
	Develop and implement a policy for schools targeting resources to schools with particular reference to prompt intervention in schools causing concern	April 2008 Ongoing	
	Through the partnership model, communicate to schools their entitlement to support which recognises the responsibility of both the Council and schools to achieve improvement in pupils' attainment	May 2008 Ongoing	
<b>Cross reference and Links</b>		<i>Cambridge Report Recommendations 7.2; 7.5</i>	

## **RECOMMENDATION 1:**

### **MONITORING**

To ensure that we achieve the objectives set we will monitor the implementation of the Tasks by focusing on:

- Visits by an attached School Improvement Officer which will focus on:
  - Pupil progress and attainment across Key Stages 1, 2, 3, 4
  - Evidence of the impact of improvement priorities on pupil attainment
- Class observations carried out by School Improvement Officers and inclusion / behaviour officers, recorded on database of school visits
- Analysis of school inspection reports
- Reports on visits by School Improvement Officers including targets set for individual schools visited on database of school visits
- Reports by Partnership & Inclusion Officers held on database of school visits
- Activity leaders documenting progress and reporting to Head of Service on monthly basis.
- Moderation meetings and Cluster Meetings with schools
- Heads of Service (and other officers when requested) reporting to Schools Standards Monitoring Group (SSMG)
- Performance data and area of concern on progress towards targets reviewed at monthly Directorate meetings.
- Level of challenge to higher performing schools approved at annual target meetings
- Half-termly meetings of Heads' Forum with Head(s) of Service to monitor the working of the Partnership Agreement
- School Improvement and Partnership & Inclusion Services share information through monthly meetings to contribute to effective monitoring

### **EVALUATION**

We will evaluate the impact of key activities against success criteria in by focusing on the following information:

- Pupil attainment within and across all Key Stages using pupil performance data, teacher assessments and benchmarking information
- Quality of learning and teaching
- Quality and effectiveness of school evaluation
- Impact of training and development programmes on standards and the quality of provision
- The effectiveness of school and service leadership and management
- Effective use of resources including grant funding delegated to schools / services and managed by Head Teachers, service managers and budget holders
- Progress in implementing of school development plans (SDPs) and school improvement action plans (SIAPs)

**RECOMMENDATION 2 : Improve the leadership and management of education at all levels of the authority by:**

<b>RECOMMENDATION WORK PLAN: R2.1</b>			
<b>Identifying clearly and addressing systematically, through robust planning and monitoring, the key strategic priorities needed to improve performance at all levels</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Policy and Performance		<ul style="list-style-type: none"> <li>- Directorate structure in place that will enable delivery of improved services</li> <li>- Structure is effective, efficient and fit for purpose</li> <li>- A robust performance management framework in place</li> <li>- Data used effectively within improvement strategy</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Performance Management Framework developed and implemented and performance information is provided that enables challenge and support for improvement	June 2008	<ul style="list-style-type: none"> <li>- Performance Framework developed</li> <li>- Local KPIs identified</li> <li>- Benchmark and key performance data shared with schools, governors, members, scrutiny etc</li> <li>- Performance information provided in School profiles</li> <li>- Review taken place</li> <li>- Changes implemented</li> <li>- Service delivery is effective and efficient</li> </ul>
	Directorate structure reviewed and agreed new structure implemented to enable improvements	August 2008	
	Current practice reviewed and innovative systems introduced to monitor, support, challenge, identify key strategic priorities to improve performance	August 2008	
	Challenging core performance indicators set in consultation with schools and regularly reviewed for continual improvement	Ongoing	
<b>Cross reference and Links</b>		<i>Cambridge Report Recommendations 7.2</i>	

<b>RECOMMENDATION WORK PLAN: R2.2</b>			
<b>Creating clearer links between operational, service and corporate priorities</b>			
<b>RESPONSIBLE PERSON:</b> Head of Policy and Performance		<b>Success Criteria:</b> - Clear priorities, objectives and targets identified and implemented - Operational and service business plans link to corporate strategy - Staff fully conversant with processes and their purpose	
	<b>Key Activity within Work Plan</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Clear priorities are identified for education by working with schools, pupils, governors, councillors, officers and key stakeholders	March 2008	<ul style="list-style-type: none"> <li>- Programme of consultation implemented</li> <li>- Priorities for education agreed</li> <li>- Priorities align with key strategies</li> <li>- Education Business plan in place</li> <li>- Appraisal and job descriptions for officers reflect priorities, objectives and targets</li> </ul>
	School development plans and directorate service plans are aligned and there is consistency of service plans across the Directorate	September 2008	
	Operational plans align to Children & Young People's Single Plan and the Community Strategy	March 2008	
	Performance appraisals include objectives that support priorities for education	Ongoing	
	<b>Cross reference and Links</b>	<i>Cambridge Report Recommendations 7.1; 7.2</i>	

<b>RECOMMENDATION WORK PLAN: R2.3</b>			
<b>Consult and communicate effectively with schools, parents, pupils and other key partners</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of Partnership & Inclusion		<ul style="list-style-type: none"> <li>- Effective school area network is in place</li> <li>- Effective communications with Schools, Governors, Parents, and Pupils</li> <li>- Communication and Consultation Strategy implemented</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Area networks/clusters for schools discussed, agreed with head teachers and implemented as the key network for all communications, consultations and forum discussions with the Council and council partners.	June 2008	<ul style="list-style-type: none"> <li>- Consultation carried out and network areas agreed</li> <li>- Clear terms of reference in place</li> <li>- All officers access the networks to establish need, support and consult on initiatives</li> <li>- Clarity established in relationship of networks to other partnerships</li> <li>- Plan format agreed with all schools</li> <li>- Agreed plans in place</li> <li>- Support provided contributes to improvement</li> <li>- Range of communications sent to stakeholders</li> <li>- Survey shows stakeholders feel communications have improved</li> </ul>
	Area networks/clusters' plans enable localised package of support based on the needs of schools, parents, pupils and the community	June 2008	
	Regular, meaningful and effective communications with schools, governors, parents and pupils utilising range of appropriate media including YouthDen, newsletters, publications and a range of appropriate groups and forums	Ongoing	
	<b>Cross reference and Strategic Links</b>	Influenced by Community Focused School & Integrated Support Strategy; Children & Young People's Single Plan; 14-19 Learning Pathways; Rights to Action <i>Cambridge Report Recommendations 7.5; 7.8</i>	

<b>RECOMMENDATION WORK PLAN: R2.4</b>			
<b>Influencing schools to work in constructive partnership with officers and elected members on agreed improvement strategies to raise performance</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Head of School Improvement		<ul style="list-style-type: none"> <li>- Partnership Agreement between schools and the Council</li> <li>- Improved partnership arrangements to improved achievement in schools</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Roles and responsibilities of the Council and schools are discussed, agreed and defined in a partnership document	February 2008	<ul style="list-style-type: none"> <li>- Schools, councillors, governors and officers involved in development of partnership agreement</li> <li>- Agreed document in place and implemented</li> <li>- councillor members of SSMG</li> <li>- Programme of work in place for SSMG</li> <li>- Reports forwarded to Scrutiny</li> <li>- Role &amp; responsibilities of governors appointed by the Council are identified clearly</li> <li>- Support commissioned and delivered</li> <li>- Development programmes in place</li> </ul>
	Elected members take a key role in challenge and scrutiny for schools and council services to raise performance	Ongoing from December 2007	
	Schools are closely and consistently involved in the commissioning of support to promote curriculum development across all phases	January 2008	
<b>Cross reference and Strategic Links</b>		<i>Cambridge Report Recommendations 7.3; 7.5</i>	

<b>RECOMMENDATION WORK PLAN: R2.5</b>			
<b>Improving relationships and communication between parts of social and education services to successfully implement the Children Act 2004</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Corporate Director – Social Services & Housing		<ul style="list-style-type: none"> <li>- Children &amp; Young People’s Single Plan published</li> <li>- Joined up delivery of support to schools from social services and education services</li> <li>- Support provided contributes to improvements in attendance and attainment</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Effective joint planning between social services and education services, including schools, in developing the Single Plan	January 2008	<ul style="list-style-type: none"> <li>- Task &amp; Finish Group membership</li> <li>- Needs assessment agreed by social and education services</li> <li>- Objectives and priorities agreed</li> <li>- Outcomes and targets agreed</li> <li>- Draft Plan published for consultation</li> <li>- Monitoring and review process agreed</li> <li>- Joint Social Services and Lifelong Learning scrutiny support Single Plan</li> <li>- Single Plan published</li> </ul>
	Strategic aims and objectives of single plan reflect education and social services targets and outcomes	June 2008	
	Single Plan published and implemented through service operational plans highlighting integrated delivery	October 2008	
	<b>Cross reference and Links</b>	corporate strategies including HWSCB; Family Support; Prevention and Inclusion; Community Strategy <i>Cambridge Report Recommendations 7.1; 7.9</i>	

<p><b>RECOMMENDATION WORK PLAN: R2.5(a)</b>  <b>Improving relationships and communication between parts of social and education services to successfully implement the Children Act 2004</b>          Develop and implement Community Focused Schools and Integrated Support Strategy to deliver holistic support to children, young people and families within their community</p>			
<p><b>RESPONSIBLE PERSON:</b>           Head of Partnership &amp; Inclusion          Head of Children's Services</p>		<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Community Focused Schools &amp; Integrated Support Strategy in place</li> <li>- Partnerships are identified and delivering joined up services to support children and families</li> <li>- Improved attendance and attainment of targeted children within targeted schools</li> <li>- All schools are part of the Community Focused Schools initiative</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Community Focused Schools & Integrated Support Strategy, agreed by Schools, Education and Social Services in place	February 2008	<ul style="list-style-type: none"> <li>- Effective joint development meetings occurred</li> <li>- Strategy effectively coordinated and implemented</li> <li>- Opportunities for joint working identified</li> <li>- CFS objectives in criteria of Monitoring group</li> <li>- Support provided through CFS delivery is identified in school development plans to additional</li> <li>- Improvement in attendance and attainment identified for targeted pupils supported by integrated support services</li> <li>- Full service schools operational</li> <li>- Range of multi-agency, integrated support services accessed</li> </ul>
	CFS and Integrated Support objectives utilised as part of challenge and support criteria with schools	December 2008 Ongoing	
	CFS network subsumed into Schools Area Networks to ensure clarity of needs to enable provision of appropriate support services for schools, pupils, families and the community	June 2008	
	Full Service Schools (or Federation of full service schools) identified and Operational	August 2010	
	<b>Cross reference and Links</b>	Attendance Strategy; Prevention & Inclusion Strategy; Family Support Strategy; <i>Cambridge Report Recommendations 7.1; 7.9</i>	

<b>RECOMMENDATION WORK PLAN: R2.6</b>			
<b>Using the scrutiny function to establish clear accountability and challenge robustly officers, members and services who are accountable for raising standards and improving the quality of provision</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
County Clerk		<ul style="list-style-type: none"> <li>- Improved data supplied to Scrutiny</li> <li>- Evidence of Scrutiny committee's positive impact on improvements in services</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Schools Standards Monitoring Group set up to challenge schools performance	December 2007	<ul style="list-style-type: none"> <li>- SSMG Group established</li> <li>- Work programme in place</li> <li>- Training programme in place</li> <li>- All scrutiny members attended training</li> <li>- Challenge process in place</li> <li>- Reports sent to monitoring group</li> </ul>
	Training and development for councillors and scrutiny members to clearly establish their role in raising standards and improving provision	January 2008 Ongoing	
	Scrutiny role developed to provide robust challenge and support to schools and Council services	April 2008 Ongoing	
<b>Cross reference and Links</b>		<i>Cambridge Report Recommendations 7.1; 7.2; 7.5</i>	

**RECOMMENDATION 2:**

**MONITORING**

To ensure that we achieve the objectives set we will monitor the implementation of the Tasks by focusing on:

- Monthly report on “Red Amber Green Rating” (system to assess internal performance) to Task Leader on progress made in the implementation of Tasks
- Monthly Task Leader report to Modernising Education Board (MEB)
- MEB calling for additional formal reports as required.
- Quarterly reports on progress to and from Chairs of Governors and Head Teachers to MEB
- MEB review of Tasks against strategic priorities identified in corporate plans
- Monthly MEB review reports to Scrutiny and to Cabinet
- Scrutiny review of Tasks which are not progressing at expected rate
- Quarterly reports to full Council
- Six monthly feedback surveys with stakeholder groups
- Monthly meetings on joint tasks between Head of Children’s Services and Head of Partnership & Inclusion

**EVALUATION**

We will evaluate the impact of key activities against success criteria in by focusing on the following information:

- The impact of the implementation of key strategic priorities on pupil attainment, school and service performance
- Effective consultation and improved communication with schools, parents, pupils and other partners
- Improvement in the quality of relationships and partnerships between officers, elected members and schools
- The development and effectiveness of common approaches (single voice) in implementing operational, service and corporate priorities
- Closer, well coordinated, strategic and operational development between social and education services
- The robustness and impact of the scrutiny function on service and school improvement and ensuring accountability

All of which will enable us to critically evaluate:

- The effectiveness and impact of the management of change in relation to the Estyn Report, the implementation of the post inspection Action Plan and development and improvement across Denbighshire County Council

**RECOMMENDATION 3 : Improve the use of resources by:**

<p><b>RECOMMENDATION WORK PLAN: R3.1 &amp; R3.2</b></p> <ul style="list-style-type: none"> <li>- Linking funding priorities within the education budget more closely into strategic and operational planning processes</li> <li>- Prioritise resources according to the needs of children, young people and schools</li> </ul>			
<p><b>RESPONSIBLE PERSON:</b> Senior Management Accountant – Lifelong Learning</p>		<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>- Budgets aligned to Education priorities and service plans</li> <li>- Resources directed at areas of need</li> <li>- Support services are delivered to meet the needs of pupils, are cost effective, and add value to school improvement and pupil attainment</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Budgets are reviewed and realigned to priorities	April 2008	<ul style="list-style-type: none"> <li>- Revised proposals for budgets are agreed</li> <li>- Financial Planning Strategy produced</li> <li>- Option analysis undertaken and the chosen method of supply agreed by schools</li> </ul>
	Medium term financial planning strategy linked to strategic priorities	August 2008	
	Support services are delivered in the most cost effective way	May 2009	
	<b>Cross reference and Links</b>	<i>Cambridge report recommendations 7.1; 7.5; 7.6</i>	

<b>RECOMMENDATION WORK PLAN: R3.3</b> <b>- Evaluating the impact of the use of resources</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Principal Management Accountant		<ul style="list-style-type: none"> <li>- Capital and revenue bids from schools are robust and have clear success criteria</li> <li>- Demonstration that funding has had a positive impact on standards</li> </ul>	
	<b>Objective</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Capital and Revenue business case forms and training are developed and rolled out to schools	January 2008	<ul style="list-style-type: none"> <li>- Schools submit robust capital and revenue bids</li> <li>- Reports published on the impact funding has had on standards</li> <li>- Reports published on the impact funding has had on attainment and whether future bids/level of funding is appropriate</li> </ul>
	Framework in place for reporting the outcomes of funding decisions	June 2008	
	Methodology in place to challenge and review all funding linked to pupil attainment over a three year period (phased in stages)	June 2008	
	<b>Cross reference and Strategic Links</b>	Current and future benchmarking information on standards Ties into the revenue and capital budget setting process <i>Cambridge Report reference 7.1; 7.4</i>	

<b>RECOMMENDATION WORK PLAN: R3.4</b>			
<b>- Completing the work on funding formulae for secondary and special schools and the delegation of resources for SEN and behaviour support</b>			
<b>RESPONSIBLE PERSON:</b>		<b>Success Criteria:</b>	
Corporate Director Lifelong Learning		<ul style="list-style-type: none"> <li>- Revised funding formulae, that target resources appropriately, are agreed and implemented</li> <li>- Delegation of SEN and behaviour support budgets is agreed and implemented</li> </ul>	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Implement revised funding formula for primary and secondary schools	April 2008	<ul style="list-style-type: none"> <li>- Formula agreed Jan 2008</li> <li>- Formula implemented April 2008</li> <li>- Formula agreed January 2009</li> <li>- Formula implemented April 2009</li> <li>- Methodology agreed November 2008</li> <li>- Methodology Implemented April 2009</li> </ul>
	Implement revised funding formula for special schools	April 2009	
	Implement, following agreement with schools, revised SEN delegation	April 2009	
	<b>Cross reference and Links</b>	PricewaterhouseCoopers report <i>Cambridge Report Recommendations 7.5</i>	

<b>RECOMMENDATION WORK PLAN: R3.5</b>			
<b>- Working openly with schools to improve their understanding of funding decisions and processes</b>			
<b>RESPONSIBLE PERSON:</b> Senior Management Accountant – Lifelong Learning		<b>Success Criteria:</b> Head teachers, governors and relevant education staff can demonstrate clear understanding of what their budgets are, how they are constructed and ensure their effective use.	
	<b>Objectives</b>	<b>Time Scale</b>	<b>Progress Indicators</b>
	Finance training programme implemented (In conjunction with wider training programme)	March 2008 and ongoing	<ul style="list-style-type: none"> <li>- Programme in place and being delivered</li> <li>- Schools take more meaningful part in budget process</li> </ul>
	Schools and other key stakeholders fully engaged in financial planning and budget process	September 2008	
	<b>Cross reference and Links</b>	Links to corporate financial planning WAG budget setting <i>Cambridge Report Recommendations 7.6</i>	

### **RECOMMENDATION 3**

#### **MONITORING**

To ensure that we achieve the objectives set we will monitor the implementation of the Tasks by focusing on:

- The effectiveness of decision making on resource allocation to support the implementation of the Tasks in the Action Plan
- Quarterly checks of spending on priorities
- Over/under spend reported to Key Task Leader and where necessary to the officer responsible for budget adjustment
- School Improvement Officers report to Head of Service on schools' use of increased delegation
- Challenge and review mechanisms with reports from MEB to full Council
- School Improvement, Partnership & Inclusion and other relevant officers report feedback to and from Head Teachers and Chairs of Finance on impact of funding formula changes

#### **EVALUATION**

We will evaluate the impact of key activities against success criteria in by focusing on the following information:

- Effective links established between funding priorities and strategic and operational planning process
- Resources are prioritised according to the needs of children, young people and schools identified through detailed analysis of school development plans, Single Plan needs analysis and other relevant data and information
- Improvement in the levels of pupil attainment, attendance and behaviour and schools' effective use of resources in raising standards and improving quality of provision
- The positive impact of the funding formula for secondary and special schools on the attainment and achievement of pupils with additional learning needs
- The positive impact in schools' use of the delegated resources for SEN and behaviour support on pupils attainment, achievement and behaviour
- Schools have a clear understanding of funding decisions and processes

In evaluating the above we will:

- Critically analyse and challenge the allocation of funding, including external grant funding, and the use of resources to ensure best value

**APPENDIX 1**

**WHAT HAVE WE DONE SINCE THE INSPECTION?**

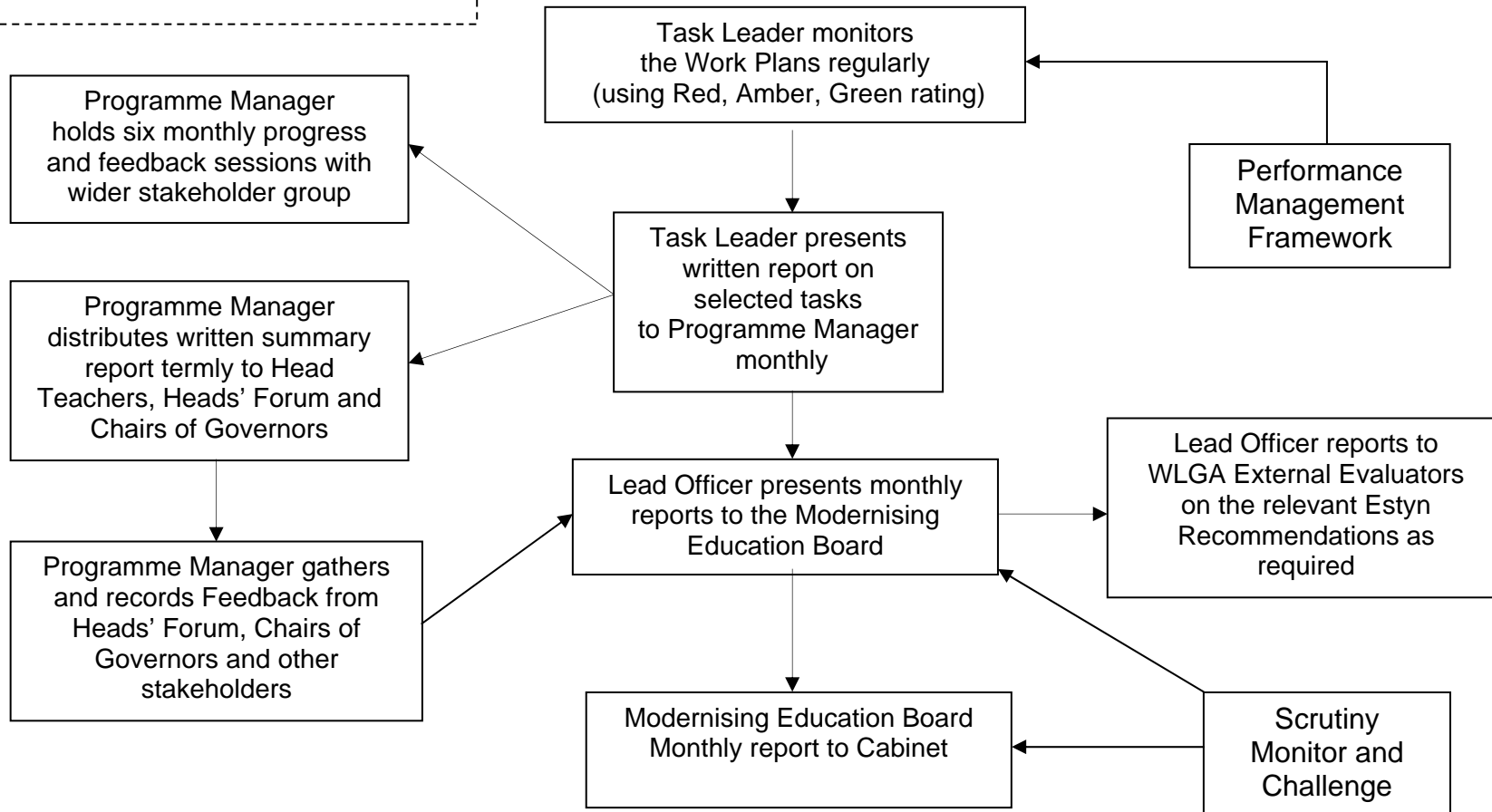
<b>Estyn Recommendation</b>	<b>Actions Taken since Estyn Inspection</b>
R1.1	<ul style="list-style-type: none"> <li>a) Analysis carried out identifying the lowest performing schools with high potential to improve by one quartile in benchmark groups. School Improvement Officer assigned to develop improvement strategy</li> <li>b) Report submitted to School Standards Monitoring Group on schools' benchmarked performance</li> <li>c) Dates of future meetings, terms of reference, and membership agreed for Schools Standards Monitoring Group</li> <li>d) Early draft of the inclusion strategy has been developed and presented to teaching unions (Sept 07)</li> <li>e) Paper presented to Children &amp; Young People's Strategic Partnership. Agreed to establish a task and finish group to review and finalise the inclusion strategy</li> <li>f) Develop formal partnerships with Powys and Neath Port Talbot to supply additional expertise and support for improving teaching and learning.</li> </ul>
R1.2	<ul style="list-style-type: none"> <li>a) Initial discussions with Powys County Council regarding their school improvement strategy</li> <li>b) Established partnership working with Neath Port Talbot CBC, in principle, regarding school improvement and inclusion</li> </ul>
R1.3	<ul style="list-style-type: none"> <li>a) ESW Team leader made a presentation to the Local Health Board in respect of attendance issues on the 13.12.07. Agreed to set up a Task &amp; Finish group to develop Health appointment policy with hospitals, clinics and GP's to reduce appointments made in school time and a pro-forma indicating whether child is fit to attend school</li> </ul>
R1.5	<ul style="list-style-type: none"> <li>b) Gaps in provision have been identified and proposals submitted through budget planning process</li> </ul>
R1.7	<ul style="list-style-type: none"> <li>a) Denbighshire and Flintshire working in partnership to develop banding and moderation process and with Neath Port Talbot CBC evaluating appropriateness of banding</li> <li>b) Three part time associate numeracy officers have been appointed</li> </ul>
R2.1	<ul style="list-style-type: none"> <li>a) Report to Council 17th October to change corporate priority from "School Buildings" to "School and Education Improvement"</li> <li>b) Informal Council meetings indicate commitment to address the funding requirements of the Action Plan</li> <li>c) Modernising Education Board established to drive and monitor progress of the Action Plan</li> <li>d) Council has responded positively to WLGA's offer of support, in particular, the input of external verifiers to evaluate Action Plan</li> <li>e) Officer seconded from Resources Directorate to develop performance management framework</li> <li>f) Strategy &amp; Resources Department restructured into Policy &amp;</li> </ul>

	<p>Performance with a new head of service appointed on secondment</p> <p>g) Appointments panel established for recruitment of permanent head of service school improvement, recruitment underway and date set for short listing and final interviews in January</p>
R2 .2	a) Strong cross directorate commitment to supporting the Action Plan with officers being seconded to the planning process on a task basis
R2.3	<p>a) Head teachers' seminar held on 4<sup>th</sup> October to discuss Estyn and Modernising Education Reports</p> <p>b) Head teachers' Federation have been asked to establish a Head Teachers Forum to work on strategic matters for school improvement and to act as a key communication group between schools and the Council</p> <p>c) Consultation meetings to develop this Action Plan have been held with chairs of governors (11.10.07 &amp; 27.10.07); Councillors (08.10.07, 17.10.07 &amp; 30.10.07), Officers (02.10.07, 15.10.07, 26.10.07 and in weekly management team meetings), Scrutiny (10.10.07; 17.10.07; 15.11.07)</p> <p>d) Council leaders, chief executive and corporate directors attended area head and Head Federation meetings</p> <p>e) Regular feedback for AM/MPS</p> <p>f) Regular briefing meetings for staff and e-mails for staff and schools</p> <p>g) Headteachers' Federation directly involved in arrangements for appointing interim director and head of school improvement. Arrangements for involvement in appointment of permanent head of school improvement agreed</p>
R2.4	a) New Head of Service for Partnership and Inclusion has been appointed. She has restructured the management team to strengthen existing partnerships and identify new partnering opportunities
R2.5	<p>a) Joint meetings established between Social Services and Education</p> <p>b) Director of Social Services and Housing/Lead director for Children &amp; Young People, heavily involved in the Estyn Action Plan process and making links with the Children &amp; Young People's Partnerships – eg partnership workshop on attendance and attainment 24.10.07; needs assessment for Single Plan at advanced stage highlighting priority areas linked to this and the YPP Plan</p>
R2.6	a) Informal Scrutiny Work shop held 7.12.07 to determine work plan and activities for development
R3.1 & R3.2	<p>a) £700k allocated for 2008/09 with further bids under consideration in budget round</p> <p>b) Schools budget forum budget workshop held on 26<sup>th</sup> October to explain budget setting process and for schools to identify and evidence their pressures</p> <p>c) Identify prioritised needs within Recommendations 1 &amp; 2 to enable a strategic approach to funding priorities. Submit bids</p>

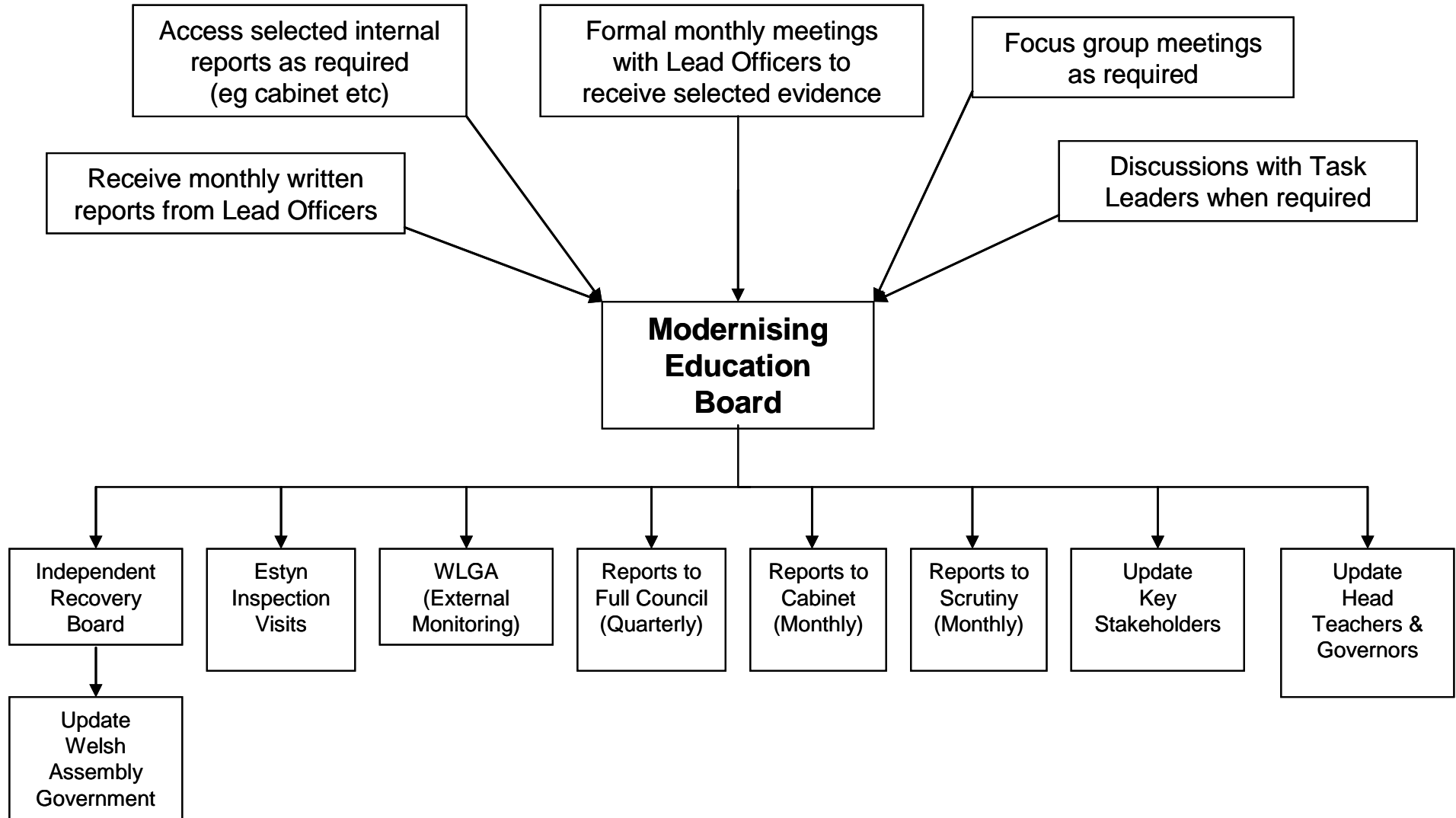
	in the 2008-09 budget round to ensure sufficient resources available to deliver action plan and sustain the long term future for Children and Young People
R3.3	<ul style="list-style-type: none"> <li>a) Project Business Case for Capital Projects amended to ensure that it reflects the requirement to include clear criteria in relation to attainment, success criteria and targets</li> <li>b) Training workshop format adapted for Capital Projects to ensure trainees are made aware of amendments and the importance of linking bids for capital funding for education projects to attainment</li> <li>c) New Business Case form developed for revenue bids that includes clear criteria in relation to attainment, success criteria and targets. Framework includes evidence of how the funding will impact on standards with a current baseline and business case of how that baseline will be improved and linked to the Directorate Financial Planning Strategy</li> </ul>
R3.5	a) Review of process that identifies the support services and other associated costs is underway to improve the accuracy of budget returns to the Assembly - Feb 08

**APPENDIX 2: Monitoring**

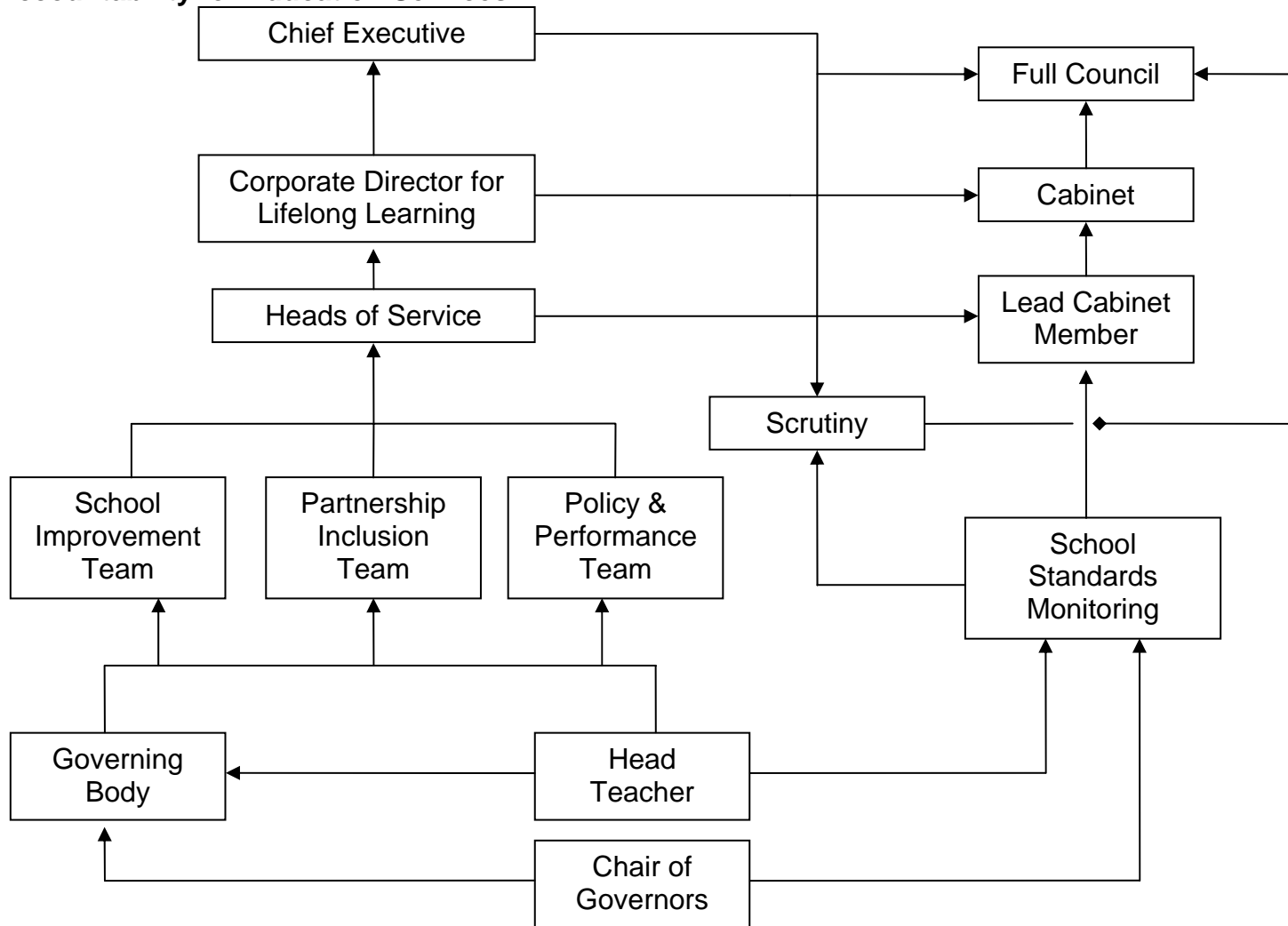
**Lead Officers**  
 R1 Corporate Director Lifelong Learning  
 R2 Chief Executive  
 R3 Corporate Director Resources



**APPENDIX 3: Evaluation**



**APPENDIX 4 : Accountability for Education Services**



## APPENDIX 5

### Glossary of Terms

ALN	Additional Learning Needs
BESD	Behavioural, Emotional Social Difficulties
C&YPSP	Children & Young People's Single Plan
CBC	County Borough Council
CFS	Community Focused Schools
CSI	Core Subject Indicator
CYPP	Children & Young People's Partnership
EAL	English as an Additional Language
ESW	Education Social Work
FFT	Fischer Family Trust
FSW	Family Support Work
HSCWB	Health Social Care & Well Being
KPI's	Key Performance Indicators
KS (1-4)	Key Stage
LHB	Local Health Board
MEB	Modernising Education Board
NWRPB	North Wales Regional Partnership Board
PRU	Pupil Referral Unit
SBF	School Budget Forum
SDP	School Development Plan
SEN	Special Education Needs
SENCO	Special Educational Needs Coordinator
SIAP	School Improvement Action Plan
Single Plan	Children & Young People's Single Plan
SIO	School Improvement Officer
SSMG	Schools Standards Monitoring Group
WAG	Welsh Assembly Government
WLGA	Welsh Local Government Association
Work Programme	Encompasses the Action Plan and the Work Plans
YJT	Youth Justice Team
YPP	Young People's Partnership