

Appendix 1: OSC pupil attainment report – progress to date against the committee’s recommendations

Scrutiny recommendation (plan order)	Progress to date
1 Publicise school attendance data to parents half-terminly	We are able to publish data from Autumn 2107 and Spring 2018 which, is validated and available publicly. These data will be made available on CBC’s website.
2 Publish in performance monitoring reports sanctions on parents for their child’s non-attendance at school	Reports are available for the summer 2018 and Autumn 2019. The project descriptions, objectives and progress to date have been sent to the committee clerk and are available for all members to read.
3 Support schools to strengthen pyramids to improve transition between education stages	Schools for the Future continue to engage with school clusters to work together on minimising the number of transition points. The discussions have focused on growth and how the council can work with schools to ensure there are the right schools in the right place. Transition between key stages will be an item for discussion in Partnership Vision for Education (PVE) Board meetings in 2019 and there will be an expectation that all clusters focus on transition and in particular the summer 2019 transition
4 Support lower and primary schools to increase age ranges to include two year olds	<p>Schools for the Future continue to engage with school clusters to work together on minimising the number of transition points. The EYFS team is working with all schools extending their age range to include nursery-age children on early years learning.</p> <p>The childcare team regularly meet with lower and primary schools who wish to develop their services by adding in younger children, from two upwards. In many cases this will involve working with existing early years provision on their site, and in many cases where the school and pre-school wish to merge the Team work closely with both parties to expedite this transfer. Equally if new provision is involved the team will advise on practicalities, such as accommodation as well as finances and discussing the business need within a given area. Since 2015 24 schools in total have gone through the required process to lower their age range to accommodate 2 years old. 1 is currently going through the process – Templefield Lower – aiming to change from Sept 2019.</p>
5 Promote reading challenges and utilise social media and online platforms to support the promotion of these events	The SIAs have promoted reading challenge work through visits and phone calls etc. Simon Cotton, SIA, attended the national launch of the charity School Readers. He established that it is working in 10 schools in CB and has the ambition to expand much further. The SI team will

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	meet SchoolReader representatives early in 2019. Work with the library service to arrange assemblies in schools to promote holiday reading will start in the spring term
6 Roll out and support the app Flurrish in order to support pupil attainment in mathematics	The SIAs have promoted Flurrish, and discussed the use of other apps with staff in schools. Take-up: 16 schools have subscribed to use the app to support mental agility for 2018-19 The number of ‘games’ played in the schools is 3.5m since September 2018
7 Support SENDCos to complete the relevant documentation to assist early intervention and reduce exclusions	Professional study groups [PSGs] are arranged termly to support SENDCos with current issues, including early intervention and the support available for this, and to share effective practice. Typically there are 35 teachers attending the termly meetings across the year.
8 Assist head teachers to identify a range of interventions to minimise exclusions from school of very young children	The HNB is aimed at early intervention in nursery and reception classes and we are engaging with schools across CBC on this work.
9 Recognise best practice in the continuous professional development of all teaching staff to support recruitment and retention	<p>Since the publication of the review report:</p> <ul style="list-style-type: none"> • All SIAs link with teaching schools and NLEs, CBLEs and SLEs when working with schools; • School improvement projects from summer 2018 are being uploaded on the teaching school website to help share effective practice – one primary head stated that key stage one results from 64% in 2017 to 88% in 2018, attributing this improvement, in part, to the teaching school’s input; • Bespoke training opportunities have been created based on a review of pupil outcomes from summer 2018 – for example, a specific KS2 mathematics session was planned by SIAs with a specialist leader of education from a teaching school; • We have held ITT and NQT recruitment events and fairs – the work of the teaching schools is promoted via flyers and the Leadership Ladder (the message is that CB is a good place to live and work and school staff are well supported with CPD opportunities) - there were 107 days of training offered up to July 2018 and 2,427 attendees; • A session focusing on restorative practice has been arranged for the next HT briefing; • Projects to raise attainment have been started for example, RADY and KAGAN projects.

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10 the executive include a review of traded services to schools and academies within their work programme during 2019/20	Traded services have been reviewed and the traded services booklet was reviewed at officer meetings and cleared by finance officers on 23 November 2018
11 The executive support the retention of the current school improvement capacity for five years instead of two,	Executive members have agreed in principle the funding of the new school improvement advisers from two years to five.
12 Work with clusters on CPD for teachers and teaching assistants to support recruitment and retention	The teaching schools, which are all represented on the council’s partnership vision for education (PVE) board, were asked to present their CPD offer, which includes courses that address recruitment and retention through good quality programme at the November meeting. The PVE board includes all cluster chairs, who are charged with reporting back discussions and decisions of the board to cluster heads.
13 Work with schools and council communication colleagues to maximise participation in recruitment events	SIAs are working with communication colleagues to identify and ensure CBC’s participation in teacher and head teacher recruitment events.
14 National mortgage and housing schemes available to teachers be publicised via the Council’s website at the earliest opportunity	Information about the key affordable housing schemes available nationally – help to buy and shared ownership – are being prepared for the council’s website and are due to be posted imminently. A list of mortgage providers specialising in offers for professionals generally and teachers specifically is available, and will also be publicised in Central Essentials
15 The executive agree a definitive key worker list as a matter of urgency	Children’s Services continue to push for a priority to be given to teaching and support staff in this respect. When established, the proposed development company may be more able to identify this group as a priority, but this will need to be done against pressure from other worker groups.
16 The executive explore ways in which affordable and designated key worker housing could be delivered within the housing strategy	The housing enabling strategy will articulate how this type of housing will be delivered
17 The executive endorse the Rent Plus scheme in order that Newly Qualified Teachers (NQT’s) have access to affordable housing	The Rent Plus scheme is currently endorsed by CBC through the housing enabling strategy

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18 Liaise with head teachers to schedule training coterminously with governor and cluster meetings where practicable	<p>A number of schools have joint training sessions and/or invite governors to school sessions – although cluster meetings, which are organised and managed by the head teachers, do not involve governors.</p> <p>The school improvement team has brokered and commissioned governance reviews to support schools to review their own systems and processes. The process involves heads, governors and SIAs reviewing the school processes. The reviews have received positive feedback from heads and governors.</p>
19 Launch and carry out a governor recruitment drive, encouraging council officers, foster carers and members to become governors	<p>The lead SIA for governance and leadership has organised recruitment events at the major council buildings. There are three ‘registers of interest’ that are currently being followed up by the charity Governors for Schools. Central essentials publicises ways in which council staff can become involved in school governance.</p>
20 The executive member for regeneration champion a campaign to engage business partners to encourage their workforce, where appropriate to put themselves forward as governors	<p>It has been agreed that in addition to the work undertaken by the business support team at CBC, the education portfolio holder will start to canvass for more potential governors drawn from industry</p>

Key to abbreviations

abbreviations	title
DCS	Director of children’s services
AD,E	Assistant director, education
HOSI	Head of school improvement
HOSVS&A&I	Head of service virtual school and access and inclusion
HOSO,A&CP	Head of school organisation, admissions and capital planning
SIA	School improvement adviser (1 [JF], 2 [EV], 3 [SCr], 4 [SCo])
AM	Admissions manager

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C&PM	Commissioning and partnerships manager
C&PO	Commissioning and partnerships officer
NQTC&LMM	Newly qualified teacher coordinator and LA moderation manager
A&IM	Access and inclusion manager
DSO	Democratic services officer
