

## Appendix 2: OSC pupil attainment report – specific actions and success criteria for the committee’s recommendations

### ACCESS AND INCLUSION

General deliverable	Specific actions	Success criteria	deadline	Lead officer
(1) Publicise school attendance data to parents half-termly	<ul style="list-style-type: none"> <li>• School attendance data published on-line;</li> <li>• Availability of data published in a range of media</li> </ul>	<ul style="list-style-type: none"> <li>• Positive views of data availability as expressed by parents in surveys</li> </ul>	4.19	HOEP&CS
(2) Publish in performance monitoring reports - sanctions on parents for their child’s non-attendance at school	<ul style="list-style-type: none"> <li>• Report sanctions on parents in every performance monitoring report</li> </ul>	<ul style="list-style-type: none"> <li>• Sanctions reported as required</li> </ul>	ONGOING	HOEP&CS
(8) Assist head teachers to identify a range of interventions to minimise exclusions from school of very young children	<ul style="list-style-type: none"> <li>• Hold multi-agency meetings in school for children at risk of permanent exclusion</li> </ul>	<ul style="list-style-type: none"> <li>• 10 per cent reduction in permanent exclusion;</li> </ul>	9.19	HoS VS&AI
	<ul style="list-style-type: none"> <li>• Provide alternative pathways to permanent exclusion through Jigsaw and the Academy of Central Bedfordshire (ACB)</li> </ul>	<ul style="list-style-type: none"> <li>• 10 per cent reduction in fixed penalty notices</li> </ul>	8.19	HoS VS&AI
	<ul style="list-style-type: none"> <li>• Provide a range of outreach support through special schools</li> </ul>			
	<ul style="list-style-type: none"> <li>• Embed the practice developed through the HNB additional funding</li> <li>• School exclusion monitored through the conversations with the SIOs</li> <li>• Sustain the Secondary Vulnerable Learners Panel and implement a Primary Vulnerable Learners Panel</li> </ul>			

### SCHOOL IMPROVEMENT – local priorities (overview and scrutiny committee recommendations)

General deliverable	Specific actions	Success criteria	deadline	Lead officer
(3) Support schools to strengthen pyramids to improve transition between education stages	<ul style="list-style-type: none"> <li>• SIAs to undertake cluster working research and development;</li> <li>• Work with school governors to ensure the issue of transition is on their agendas</li> </ul>	<ul style="list-style-type: none"> <li>• Head teachers report the positive impact of cluster meetings on leadership and management in their schools</li> </ul>	4.19	SIA1
(4) Support lower and primary schools to increase age ranges to include two year olds	<ul style="list-style-type: none"> <li>• Deploy the EYFS team to ensure schools understand the theory and practice of teaching two year olds</li> </ul>	<ul style="list-style-type: none"> <li>• A sample of heads surveyed report a better understanding by teachers and support staff of how 2 year olds learn</li> </ul>	6.19	SIA2
(5) Support schools to engage with charities promoting reading challenges during school holidays	<ul style="list-style-type: none"> <li>• Work with the library service to arrange assemblies to promote reading in the Christmas, Easter and summer breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Events take place;</li> <li>• Survey indicates the initiative has increased reading during holidays</li> </ul>	5.19	SIA3

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(5) Utilise social media and online platforms to support the promotion of these events	<ul style="list-style-type: none"> <li>• Work with communications colleagues to publicise reading challenges to families</li> </ul>	<ul style="list-style-type: none"> <li>• Reading challenge publicity prominently disseminated</li> </ul>	12.18	SIA4
(6) Roll out and support the app Flurrish in order to support pupil attainment in mathematics	<ul style="list-style-type: none"> <li>• Work with schools to aid teachers’ understanding of how maths apps aligns with quality first teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Sample surveys of head teachers indicate the consistent and successful use of maths apps</li> </ul>	12.18	SIA1
9) Recognise best practice in the continuous professional development of all teaching staff to support recruitment and retention	<ul style="list-style-type: none"> <li>• Ensure quality first teaching is discussed at head teacher briefings;</li> <li>• Work with all the teaching schools to ensure there is an appropriate CPD offer to all schools</li> </ul>	<ul style="list-style-type: none"> <li>• Lower teacher turnover</li> <li>• Improved pupil outcomes</li> </ul>	7.19	SIA2
(12) Work with clusters on CPD for teachers and teaching assistants to support recruitment and retention	<ul style="list-style-type: none"> <li>• Ensure that CPD is embedded in all clusters’ plans for the 2018/19 school year;</li> <li>• Report back to the DCS and lead member on the impact of CPD as reported by a sample of heads</li> </ul>	<ul style="list-style-type: none"> <li>• CPD appropriately embedded;</li> <li>• Report completed</li> </ul>	12.18 7.19	SIA3 SIA4
(13) Work with schools and council communication colleagues to maximise participation in recruitment events	<ul style="list-style-type: none"> <li>• Work with communication colleagues to map out key recruitment events;</li> <li>• Plan the council’s presence at a range of recruitment events, with marketing material</li> </ul>	<ul style="list-style-type: none"> <li>• All key events in calendar</li> <li>• Council officers and head teachers present at key events;</li> <li>• Teacher recruitment improves</li> </ul>	9.18 7.19 7.19	HOSI HOSI HOSI
(18) Liaise with head teachers to schedule training coterminously with governor and cluster meetings where practicable	<ul style="list-style-type: none"> <li>• Explore the possibility of scheduling head teacher and governor training to maximise opportunities for joint training</li> </ul>	<ul style="list-style-type: none"> <li>• Joint / co-ordinated events take place</li> </ul>	7.19	SIA1-4
(19) Launch and carry out a governor recruitment drive, encouraging council officers, foster carers and members to become governors	<ul style="list-style-type: none"> <li>• Publicise the benefits of being a member of a school governing body in Staff Central;</li> <li>• Arrange information and discussion events for staff, members and foster carers</li> </ul>	<ul style="list-style-type: none"> <li>• The recruitment of 100 new governors</li> </ul>	7/19	SIA 1

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### Key to abbreviations

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

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