

APA 2006 – action plan summary

Key areas for improvement	Lead	Actions to improve	Progress to date – Dec 2006 (including progress on performance indicators and timescales as appropriate)
Being healthy:			
<ul style="list-style-type: none"> with partners, develop a comprehensive CAMHS multi-agency strategy. 	HC (PCT)	<ul style="list-style-type: none"> the current focus is on delivery of the 3 “trajectories” – 24 hr, 16/17 yr and learning disabilities provision. The former CAMHS commissioning group has been amalgamated with a larger group as an interim arrangement. 	<p>The absence of a lead from the PCT is problematic and the progress is slow due to time/person commitment.</p> <p>Examples of other authorities’ strategies have been requested and will provide the basis of further development.</p> <p>This remains a high priority. At the Priorities meeting with the Dfes in November 2006 it was agreed that a strategy should be in place by the end of March 2007.</p>
Staying safe:			
<ul style="list-style-type: none"> improve the range of local placements for looked after children 	SC	<ul style="list-style-type: none"> Externalisation of in house children’s homes to be provided within county boundary Continuing contract with IFA to provide solo foster placements within county. Continued investment in WCC’s family placement services and in-house fostering service. Revised payment for skills scheme recruitment of foster carers focused on skilled experienced carers who can manage challenging behaviours LPSA on supported housing to develop multi agency protocols and resources for vulnerable 16/17 year olds 	<p>Externalisation in final stages of agreement with preferred supplier with a view to the contract being let from 1st June 2007.</p> <p>Solo placement contract problematic as providers have been unable to deliver the number of placements required. However, we are not paying for places not supplied and getting reduced rates on some alternative placements. Contract will be reviewed in March 2007.</p> <p>Recruitment and retention strategy is close to completion with a target of 30 new carers to be recruited during 07/08.</p> <p>Payment for Skills scheme implemented.</p>

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<ul style="list-style-type: none"> Improve adoption service performance indicators 	SC	<ul style="list-style-type: none"> Recruitment strategy for adopters to target applicants willing and able to look after for older children who may have challenging behaviour Homefinder management group to ensure there is an overview of matching process and progress chase children waiting 	<p>Recruitment strategy implemented and ongoing.</p> <p>PIs - In 2005/06 - 10 adoptions, currently 14 so far in 2006/07.</p> <p>2005/06 C23 Adoptions of looked after children 3.86% (2 blobs*), Currently, 5.6%, projection for end of year 7.5% (4 blobs)</p> <p>Provision feedback from adoption inspection (January 2007) positive – awaiting written report and grading.</p>
<ul style="list-style-type: none"> Improve the contribution of looked after children to their reviews and the timeliness of those reviews. 	SW	<ul style="list-style-type: none"> Viewpoint to be implemented from October 06 for fieldwork services and from November 06 for children with disabilities. Independent Reviewing Officers to encourage participation of young people. Late review protocol to be implemented November 06 	<p>New web based Viewpoint tool successfully rolled out September-November to increase and improve consultation.</p> <p>Late review protocol implemented and monitoring in place.</p> <p>PI's -Increase of participation (C63) from 73% in April 06 to 83.5% in Dec 06 this would score 3 blobs (4 blobs needs 90%+).</p> <p>Increase on timeliness (C68) from 77% in April to 85% in Dec 06 this would score 3 blobs (4 blobs 90%+)</p>
Enjoying and achieving:			
<ul style="list-style-type: none"> boys' literacy, especially writing 	SND/SR	<p><u>Early Years</u></p> <ul style="list-style-type: none"> All leading teachers (LTs) and Teacher Consultants (TCs) support and advise practitioners re making writing accessible in all areas, especially areas which appeal particularly to boys FS Conference this year focussing on covering: <ol style="list-style-type: none"> 1) understanding why and how boys and girls behave differently, 2) how these differences may affect learning, 3) Ensuring that both genders are treated in ways appropriate to their needs 4) Help to combat gender stereotyping. 5) follow up visits by I/ts and TCs will monitor impact on children's learning 	<p>Conference 6 and 7 Jan 07. Follow up visits planned to support changes in practice and to monitor impact.</p>

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		<p><u>Primary</u></p> <ul style="list-style-type: none"> • Story Making Project: 30 schools with identified boy/girl differential KS2. • British film industry – professional development for Leading Teachers to be skilled to teach multi modal and filmic texts. • LTs – Drama and speaking and listening training. • LTs confident in use of new Assessment Focuses for speaking and listening. • LT conference – sharing of good practice • Renewed Framework Training: training for all schools available on a self-evaluation basis. • Small scale project with Y6 boys to project Writers as Designers packs for schools to trial (Post Easter) • Digital Blue Project – using handheld cameras • Writing Pyramids • National Strategy – Wiltshire English Adviser has been invited to be part of a group producing mixed-age planning units for renewed framework. <p><u>Primary/Secondary Transition</u></p> <ul style="list-style-type: none"> • Join the national pilot (launch November 2006) to integrate Literacy/Mathematics and ICT in transition work for all Year 6 pupils moving into KS3. Wiltshire focus with identified schools is on boys' attainment. <p><u>Secondary</u></p> <ul style="list-style-type: none"> • English Subject Leaders' Conferences: Key focus: raising attainment in boys', training on Speaking and Listening Assessment Foci (released November 06 at QCA conference) and how to incorporate talk for writing in to units of learning. 	<p>Early feedback indicates increased attainment and improved attitude and motivation – 2007 test results will measure progress.</p> <p>Joint project with Science, Maths, English, ICT adviser focusing on one piece of writing</p> <p>Expected progress grid developed by advisers disseminated to subject leaders at Dec conference. This has clarified expected rates of progress within KS3 and will enable precise tracking of boys. Supported schools guided to implement similar expectations grid at GCSE developed by advisers to monitor boys' progress against curricular targets.</p> <p>Training on new Speaking and Listening materials from the Strategy/QCA planned for March 2007. In</p>

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		<ul style="list-style-type: none"> British Film industry project on moving image texts to start in term 3, 2007 with emphasis on filmic texts to engage and motivate writers, particularly boys. Study Plus – KS4 – pilot. 3 schools involved in the national pilot with a focus on raising attainment for students working at D/E grade boundaries. Schools with high level of support – key focus of contract is monitoring progress of boys' writing through Assessing Pupil Progress (APP). Intervention – Wiltshire in National Pilot – training for Wiltshire Schools rolling out 2006/07. Produce Handbook for all Wiltshire schools of latest action research and case studies. 	<p>addition, Globe Theatre training for all Wiltshire schools (Secondary, Special, YPSS) to focus on interactive approaches to engage and motivate boys.</p> <p><u>Bfl Project</u> – cadre of secondary leading teachers in the process of being appointed to disseminate moving image techniques to all schools in Summer 07.</p> <p><u>Study Plus</u> – good progress within national pilot. All schools in LA briefed. Training planned for all interested schools in February 07 and July 07. Consultant was invited by another authority to address Strategy Managers on successful work in Wiltshire.</p> <p><u>APP</u> – intensively supported schools are receiving training on implementation of APP to target specific support for boys.</p> <p>Wiltshire Intervention Action Plan agreed. Training planned for school intervention managers in February 07 followed by English subject specific training for lead teachers in June 07</p> <p>Deployment identified for writing up case studies in Branch plan</p> <p>2006 KS results: <u>Key Stage 1 (age 7)</u> Compared to 2005, boys at KS1 Level 2 are now 1% above the national average for boys' reading (previously 2% below), and science 1% below for writing (previously 3%) and at national average for mathematics (previously 1% below). Girls continue to outperform boys at this age, and are at least at national levels on all measures.</p>

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			<p><u>Key Stage 2 (age 11)</u> There remain significant differences in attainment for boys and girls at Key Stage 2. Boys are 10% below girls' attainment in English overall, 9% below in reading and 16% below in writing, although boys' improvement by 10% in writing has narrowed this gap by 6% compared with last year. In mathematics and science, boys' and girls' attainment is broadly in line with each other. These differences are similar to the national picture.</p> <p><u>Key stage 3 (age 14)</u> In english at Level 5, attainment is 1% above the national average; in mathematics and science it is 7% above. Results in english this year were 1% down on last year, but there have been a significant number of appeals for re-marking since results were first published, and these figures are likely to be changed when final results are published in February 2007. At the higher Level 6, attainment is at national levels in english and 5% above in mathematics. Boys' attainment in english at both Levels 5 and 6 is still a cause for concern as they do not achieve well. Girls continue to perform well in english and mathematics and their attainment is above national expectations at both Levels 5 and 6.</p> <p><u>Key Stage 4 (age 16)</u> Girls continue to out perform boys (63.6% compared to 52.1%). This is a difference of 11.5% which is higher than the national difference of 9.6%.</p> <p>2007 results will enable evaluation of impact of action plan.</p>

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<ul style="list-style-type: none"> Improve the attendance and attainment of looked after children 	MG	<ul style="list-style-type: none"> Intensive, individual tracking of pupils at Year 6, Year 9 and Year 11 with additional support as required through individual tutor, teacher or group study skills EP baseline assessments for all LAC – initially prioritising current Year 6 and Year 9 and new LAC Improved collation of key data - held centrally and work in progress towards 'virtual school' Training for foster carers being incorporated into a Family Learning Programme involving staff from Schools Branch, family placement and Education Support team Option opportunities offered to carers to assist them support the learning of the children in their care Dedicated support time from Schools Branch Link Advisers Programme of training for Designated Teachers Improved personal education plans with training delivered to all social work teams 	<p>Training events in the north and west of the county have been held for Designated Teachers.</p> <p>Some foster carers have responded to offer of support for helping the learning of the children in their care</p> <p>To date 14 baseline assessments have been carried by EPs within the Year 6 and Year 9 cohorts.</p> <p>Further discussions have taken place with relevant IT business manager to try and progress the 'real time' attendance link between the LA and schools.</p> <p>PIs from OC2 return 2006: (2005 figures in brackets)</p> <ul style="list-style-type: none"> 41% of young people sitting one or more GCSE (61%) 41% of young people leaving care with 1 GCSE at grade A*-G (39%) 7.4% of young people leaving care with at least 5 GCSEs A*-C (6%) 14% of children who missed 25 days or more schooling for any reason during the previous school year (14%) 35% Eng, 65% Science, 41% maths children achieving level 4 at KS2 (42%, 50%, 25%) 25% Eng, Science, Math children achieving level 5 at KS3 (30%, 10%, 15%) <p>Little significant progress, mostly small cohorts which mean that % changes can be volatile.</p>
<ul style="list-style-type: none"> Reduce the proportion of primary schools made subject to a category of concern. 	JT	<ul style="list-style-type: none"> Ensure Local Authority (LA) moderation of school self evaluation, identification of areas of weaknesses and proactive intervention to prevent school being designated as Special Measures or Notice to Improve. 	<ul style="list-style-type: none"> Link adviser visits to school in terms 1 / 2 focused on section 3 of the SEF; target setting process. The moderation of school self evaluation is scheduled for terms 5 and 6 2007.

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		<ul style="list-style-type: none"> • Implement the LA strategy for supporting achievement and track the impact of the support on pupil progress in the 22 identified schools. • Continue to implement and secure the impact of Intensifying Support Programme (ISP) and Primary Leadership Programme (PLP) on pupil progress and standards, ensuring appropriate personalisation of each programme to meet individual school's needs. • Ensure ongoing alignment of the Primary National Strategies (PNS) teams through their work within the 4 themes of the Schools Branch Strategic Plan to support improvement in school leadership and the quality of teaching, learning and assessment. • Maintain the momentum of improvement of all schools currently designated by the LA as requiring Special Measures or Notice to Improve to ensure appropriate improvement prior to inspection. • Ensure school designated by as Ofsted Special Measures or Notice to Improve make appropriate progress • Through the Strategic Rationalisation of schools group continue to review the rationalisation of Wiltshire small schools implementing the LA 3 year strategy for amalgamation, federation and closure. 	<ul style="list-style-type: none"> • Notes of visit clearly identify school actions to secure improvement with areas of concern. • The number of schools entering Additional Support since the June 2005 APA to December 2005 monitoring was 13. In the same period 2006 the number of new schools entering Additional Support has reduced to 6. This reflects proactive work with schools through the School Support Programme and range of PNS support programmes e.g. ISP; PLP. • 22 schools identified for support with raising achievement. Meetings with school held to agree priorities. LA support plans completed by end of December 2006 and support in place. • ISP – 10 schools named with DfES. Final cohort in place. • Current Schools Branch Strategic Plan monitoring Nov 2006 reflected at least satisfactory progress with actions. Six key strategies agreed to further support school improvement in the next financial year. • Since the June 2006 APA 15 schools within the LA Additional Support Strategy have been inspected by Ofsted. 12 of these schools had made significant progress and were judged at least satisfactory by Ofsted. One school designated by the LA as requiring Special Measures had secured improvement and was judged to require a Notice to Improve; one school's Ofsted inspection judgement aligned with the LA judgement of Notice to Improve; one school's Ofsted inspection judgement aligned with the LA judgement of Special Measures. Since the June 2006 APA there have been no schools designated by Ofsted as Notice to Improve or Special Measures that have not already been identified by the LA: there have been no

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			<p>surprises.</p> <ul style="list-style-type: none"> • All eleven HMI monitoring reports since June 2006 APA show at least satisfactory progress with school improvement issues and all schools on target for removal from Ofsted designations • Since June 2006 APA three schools designated Notice to Improve have been reinspected and removed from the designation. • All HMI monitoring visits to schools designated Notice to Improve have noted satisfactory progress. At the end of December 2006 four schools remain in Ofsted designation of Notice to Improve and six in Special measures. All are on target for removal, with the expectation of two schools remaining in Special Measures by December 2007.
Achieving economic well-being:			
<ul style="list-style-type: none"> • Reduce the number of 16- to 17-year-olds in unsuitable accommodation 	IL	<ul style="list-style-type: none"> • Continued oversight of LPSA targets by project group. • Audit of suitable accommodation underway. • Communications strategy being developed. • Monitoring process started to ensure timeliness and quality of LPSA data. 	<p>LPSA targets, staffing and active project group/sub groups in place with District council and voluntary sector partners.</p> <p>Communication strategy now complete</p> <p>LPSA targets currently 'green' - September snap shot (6 in B&B, 10 in unsuitable accommodation). Wilts YOS YJB accommodation KPI also currently 'green.' Difficulty in obtaining data from some of the District Councils.</p>
<ul style="list-style-type: none"> • Increase the proportion of care leavers in education training and employment. 	SC	<ul style="list-style-type: none"> • Connexions to fund a personal adviser intensive service • Set up a monitoring group tracking the education employment and training of Care leavers is chaired by a Senior manager with representatives from the After Care team and Connexions 	<p>The specialist PA post has proved successful but is being reviewed as funding of the post was temporary, need to secure funding.</p> <p>Monitoring group meeting regularly and established effective management info regarding 16 – 18 yr olds</p> <p>PI – A4 Ratio of the percentage of young people who were looked after on 1 April in their 17th year (aged 16) who were engaged in education, training or employment at the age of 19 to the percentage of</p>

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			young people in the population who were engaged in education, training or employment at the age of 19. 05/06 was 0.50, currently 0.56 (4 blobs), and possible will get 0.6 for 5 blobs by end of year.
Management of children's services:			
<ul style="list-style-type: none"> Improve performance management Improve target setting 	LG/LCC	<ul style="list-style-type: none"> Continue additional scrutiny of indicators where performance is poor, including appropriate levels of management information. Closer scrutiny required during target setting processes to ensure that targets are appropriately ambitious and not conservative predictions of performance. This will include having regard to top quartile performance of comparator group. 	Independent Reviewing Officers improving use of information to ensure that reviews are timely, Detailed monitoring of improvement in place. Performance management a standing item on department leadership team meeting agenda. Improvements in target setting activity will take place in run up to next target setting round.
<ul style="list-style-type: none"> impact of policies for race equality for children. 	RP	<ul style="list-style-type: none"> continued monitoring of achievement of minority ethnic groups through the Ethnic Minority Achievement Service Within service teams, implementation of the prioritised interventions resulting from the Equality Impact Assessments that have been completed for all services 	See performance paper (Children's Services Scrutiny Committee Nov 2006) on attainment in 2006 which, in paragraph 27 indicates some improvement, especially at Key Stage 3. Equality Impact Assessment Training for managers underway to support prioritised interventions. Development of whole department inclusion group bringing together Primary Inclusion programme, SEN strategy and Equalities working group.

* "blobs" – the Commission for Social Care Inspectorate grade performance on a five point scale known as "blobs". 5 blobs is good performance and 1 blob is poor.

February 2007