



City of Westminster

Executive Summary and Recommendations

Cabinet Committee Report

Date: 25 May 2010

Subject: Improving Education in Westminster

Summary

This report provides an update on actions agreed by the Education Cabinet Committee on 24th February 2010. A summary of progress and mitigation where actions have been identified as red or amber is included below for each of the Commission recommendations.

Recommendations

That the Cabinet Committee:

1. Notes the progress made on the Department's Updated Action Plan at Appendix One.



City of Westminster

Committee Report

Item No:

Date:

23rd April 2010

Classification:

For General Release

Title of Report:

Improving Education in Westminster

Report of:

Angela Drizi
Operational Director for Schools and Learning

Wards involved:

City Wide

Policy context:

It is part of the Leader's Living City agenda to improve outcomes for children and young people by focussing on improving their educational achievement.

Financial summary:

Funding for the estimated costs of the Action Plan is in the process of being finalised.

Report Author:

Anita Gibbons

Contact details

agibbons@westminster.gov.uk x1880

1. Background Information

- 1.1 The Action Plan was presented to the first Improving Education in Westminster Cabinet Committee in December 2009 and was signed off following revision by the Cabinet Committee at the 24th February Cabinet Committee.
- 1.2 The Action plan has now been reviewed and updated by Council Officers and a detailed updated and RAG rated action plan is attached at **Appendix One** showing progress to date.

2. Annual Visits and School Report Cards (Recommendation 1)

- 2.1 The Director of Schools and Learning has visited 70% of all schools including 100% of secondary schools and Academies over the last year. Fewer schools have been visited this academic year as relationships are now clearer and fewer are in need of support.
- 2.2 Draft report cards for all school have now been completed. The next step is to agree these with schools before distributing to Members in May.

3. School Governors (Recommendation 2)

- 3.1 The Cabinet Member has visited and met with a large number of schools and head teachers since taking up her post earlier this year.
- 3.2 The following Councillors have been appointed since January:
Cllr Colin Barrow – appointed as Community Governor at College Park Special School; and **Cllr Mehfuz Ahmed** – appointed as an LA Governor at Gateway Primary School.
- 3.3 The following Councillors have expressed an interest and returned an application form which will be considered at the next LA Governor Appointment Panel meeting on 27th May; **Cllr Frixos Tombolis**, **Cllr Christobel Flight**.
- 3.4 In addition the following councillors attended the Westminster Governors' conference on 30th January; Cllr Tim Mitchell, Cllr Barbara Grahame, Cllr Ian Adams – the latter in his capacity as chair of Policy & Scrutiny Committee.

4. Early Years Provision (Recommendation 3)

- 4.1 Work is ongoing to improve access to information for families. This has included the Parent Know How Directory which is now in place.
- 4.2 The targeting of children and families that would benefit from additional support will be the focus of the multi-agency “teams around the child” which are now in place in every Children’s Centre. The effectiveness of this approach will be evaluated as part of the LARC3¹ evaluation programme to be completed by autumn 2010.

¹ Local Authority Research Consortium Research Project 3 (LARC3) – Westminster has agreed to participate in this project which will focus on the cost effectiveness of early intervention and prevention

4.3 The Every Child a Talker programme has now been extended until March 2011.

5. Extended Services and Gifted and Talented (Recommendation 4)

5.1 All schools are on track to meet the full extended services offer by September 2010.

5.2 Approximately a quarter of primary schools have been supported since September 2010. Support is targeted at school that have identified G&T provision as an area for development in their SDP (School Development Plan) or where this has been identified following an Ofsted inspection.

5.3 The programmes identified in the action plan are ongoing and will be subject to evaluation during the summer term. Ampleforth College was wrongly identified as a partner and has been removed from the revised action plan. An additional offer of Latin teaching for up to five primary schools has now been offered as a pilot and a further ten schools will benefit next year if successful.

6. Guidance and Advice / Information Sharing (Recommendation 5)

6.1 The Parent Know How Directory is now in place providing easy access to a range of information for parents. School Report Cards are being developed as reported above (2.3).

6.2 The 8-14 Transition Steering Group is redesigning protocols for information sharing between schools about vulnerable children. The Local Authority's E-CAF system is being upgraded to ensure improved data transfer of data about vulnerable children.

7. Special Educational Needs (Recommendation 6)

7.1 An outreach service is being developed throughout Westminster special schools. The development of cross borough arrangements is part of discussions relating to the full range of educational services.

7.2 The Schools Forum has now agreed secure long term funding for outreach support from Westminster special schools.

7.3 A forum comprising of teachers and parents of children with special educational needs has held an initial meeting. They have agreed further work is linked to the development of College Park and respite care provision.

8. Alternative Provision (Recommendation 7)

8.1 The new Alternative Provision Centre (APC) on Marlborough Hill site is now due to be completed by September 2011 as part of the BSF programme. An Executive Head teacher post will be advertised in May 2010 with a view to the post holder being appointed for September 2010. The Head teacher will then be responsible for planning and implementing provision in advance of September 2011. This post will be created through Transformation Phase 3 but with a supernumerary appointment in place from September 2010 until March 2011.

- 8.2 Existing provision for excluded pupils at Beachcroft School, Back on Track and the KS4 PRU will merge within the new Centre and will incorporate those changes to legislation emerging from the Apprenticeships, Skills, Children and Learning Act 2009. The new centre will allow the needs of individual students to be addressed through Personal Learning Plans and the new core entitlement with links to a range of other providers including colleges and the voluntary sector. These changes will allow a greater emphasis on prevention.
- 8.3 The Back on Track pilot is now well established. Kids Company are providing the venue with staff from Westminster, Kids Company and The Princes Trust working together. A multi-agency Steering Group is providing active support to the pilot which is also being monitored and evaluated by the National Foundation for Educational Research (NFER) on behalf of the DCSF. The pilot is working with some of the most challenging young people in Westminster for whom mainstream provision is not considered appropriate. There are clear outcomes for the pilot, one of which is to improve reintegration rates to school.
- 8.4 There was a 50% decrease in the number of students permanently excluded from Westminster schools in 2008/9 from the previous year: 15 compared with 30 in 2007/8. These figures include exclusions from Academies. The success of the Secondary Schools Partnership in offering alternatives such as managed moves has contributed to this improvement as has the roll out of SEAL (social, emotional aspects of learning). The formal Secondary Partnership Agreement will be reviewed for the 2010/11 academic year.
- 8.5 New vocational options for students with challenging behaviour need further development.

9 Amalgamation / Collaboration (Recommendation 8)

- 9.1 Further discussions with Hammersmith and Fulham have taken place with regard to the proposed amalgamation of school improvement functions. We now have a broad agreement on the scope of the initial phase the project. Governance arrangements have also been agreed. The next steps are to consult head teachers in both Westminster and Hammersmith and Fulham and subsequently to outline specific proposals to the Education Committee in June.

10 Strategic Engagement with Schools (Recommendation 9)

- 10.1 Information sharing protocols with all Academies are in place.
- 10.2 Reporting arrangements to a Policy and Scrutiny Committee on school performance and standards will be discussed after the election.

11. Parenting Services (Recommendation 11)

- 11.1 The parenting early intervention project (PEIP) has progressed apace. Three parenting workers have been employed and they introduced the parenting agenda to many schools attending parents' evenings, assemblies and school staff training.

They have run school based seminars for parents on aspects of parenting; run groups of Triple P and Mellow parenting and undertaken individual work for families experiencing more severe problems. In total they have seen 134 parents since April 09; 89 parents have started a parenting course, 58 of which have completed a parenting course. A further extension of the programme is planned for the forthcoming year.

- 11.2 Additionally parenting practitioners have delivered individual parenting courses to 60 parents and 23 parents have attended the triple P groups.

12. Attainment in English and Maths (Recommendation 12)

- 12.1 Our programme of one to one support is now very popular with schools. Since September 2009, over 400 pupils have received support with English and over 400 have been supported with maths. Summer programmes for pupils in need of additional support in English and maths are also being planned as part of our updated Study Support Strategy.
- 12.2 Resources need to be identified as part of the current re-organisation to support the development of the “Ulpan system” pilot.

13. Financial Implications

- 13.1 The cost of implementing the Action Plan has been estimated and funding is in the process of being finalised.

14. Legal Implications

- 14.1 There are no immediate legal implications arising from this report.

15. Staffing Implications

- 15.1 There are no staffing implications arising from this report

16 Business Plan Implications

- 16.1 The proposals will enhance the Council's corporate priorities and the Children's Services Departmental business plan priorities.

17 Consultation

- 17.1 There are City Wide implications, and all ward members will be encouraged to engage.

18 Crime and Disorder Act 1998

- 18.1 There are no specific implications under Section 17 of the Act, however, there is evidence to suggest that improving educational achievement and aspirations for young people can have significant protective factors in avoiding their involvement in anti-social behaviour and crime.

19 Health and Safety Issues

- 19.1 There are no significant health and safety implications.

20 Human Rights Act 1998

- 20.1 There are no specific implications.

21 Risk Management Implications

- 21.1 There are no specific risks associated with this report.

22 Reason for Decision

- 22.1 The Committee's endorsement of the updated Action Plan is sought in order to raise educational achievement and enhance the life chances of Westminster children, young people and their families, carers and wider communities.

If you have any queries about this report or wish to inspect one of the background papers please contact Anita Gibbons on 020 7641 1880, email agibbons@westminster.gov.uk

Background Papers

- 'The Westminster Education Commission Report', September 2009
- 'Improving Education in Westminster': report to Cabinet, 12 October 2009
- 'Cost of LEA functions' F&R P&S Report November 2009
- 'Education in Westminster' C&YP P&S Report 8th December 2009
- 'Education in Westminster' Cabinet Committee Report 16th December 2009
- 'Education in Westminster' Cabinet Committee Report 26th January 2010
- 'Education in Westminster' Cabinet Committee Report 24th February 2010
- 'Education in Westminster' Cabinet Committee Report 24th March 2010

Appendix 1 – Action Plan Update

1.1 Ensure that senior management make an annual visit to all schools to gain a greater understanding of the merits of individual schools.					
Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
For senior managers to have greater understanding of individual schools, and for schools to feel supported by the local authority	Operational Director for Schools and Learning	January 2010	Action	Programme of visits to all schools established	
			Progress	70% of Schools visited	Amber

1.2 Each school's wider achievements should be celebrated in the publishing of a School Report Card and collated into an annual 'Education in Westminster' report which should be offered to the Children and Young People's Policy and Scrutiny Committee for external scrutiny and analysis.

Objective	Lead	Timescale	Action/Progress	Detail of Action/ Progress	RAG rating
WCC completing own Report Card with National Data to inform Councillors of current School progress	Head of PPI	April 2010	Action	Draft templates agreed Current data being loaded & verified	Amber
			Progress	Drafts to be shared with schools- May 10	
DCSF now developing a National school report card. Agreed a pilot programme with one Secondary & one Primary school.	Operational Director of Schools and Learning	September 2010	Action	Draft template completed. Discussions have taken place with Head teachers to inform implementation.	Amber
			Progress	1 primary school participating in DCSF pilot. We are seeking a secondary school to participate.	
Ensure wide circulation of Westminster Schools academic, sports, arts & other achievements inc. publication of all School Awards & Prizes annually.	Operational Director of Schools and Learning	April 2010	Action	Ensure wide circulation of Westminster Schools academic, sports, arts & other achievements inc. publication of all School Awards & Prizes annually.	Amber
			Progress	Draft report cards were shared with the Education Committee in January and will be shared with schools in May. We are also collating information on wider achievements for inclusion in the Education Annual Report in November.	
Publish a summary Education in Westminster report annually.	Head of PPI	November 2010	Action	Data Collected Draft report January 2010	Green
			Progress	Report on track for November and scheduled for December Policy and Scrutiny Committee.	
Education report discussion scheduled for December Policy & Scrutiny meeting	Head of PPI	December 2010	Action		Green
			Progress	Currently in planning cycle with Policy & Scrutiny Chair	
Implement communication strategy to promote schools' achievements, with local media, and in house marketing.	Head of Communications and Operational Director for Schools and Learning	Jan - March 2010	Action	Implement communication strategy to promote schools' achievements, with local media, and in house marketing.	Green
			Progress	Children First offering clearer opportunities for school based achievements to be promoted and advertised	
Schools' Working Group to be established and meet quarterly.	Chairman of the Children and Young People Policy and Scrutiny Committee	March 2010	Action	Working arrangements and membership to be established by March 2010.	Amber
			Progress	To be set up post May Council elections	

2 Strongly encourage members to become Governors of Westminster schools in order to gain a greater understanding of schools and be enabled to input into their performance

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Support & encourage Councillors to become school governors so that they have a greater understanding of the work of schools in their area.	Cabinet Member for Children and Young People and Operational Director of Schools and Learning	Ongoing	Action	Letter sent to all members November 2009	Green
			Progress	Further letter re vacancies sent to all councillors on 22nd February 2010 including application form to be a governor.	
Councillors to be informed of Governor vacancies. Ensure specialist induction & training for Councillors becoming governors.	Governor Support Manager	Completed	Action	Training programme in place	Green
			Progress	New programme planned for post May Council elections	
Programme of visits to schools to be agreed with Senior Managers and Cabinet Members.	Operational Director of Schools & Learning	Completed	Action	Programme of visits established and underway	Green
			Progress	The Cabinet Member and deputy cabinet member have conducted a series of visits to primary and secondary schools, children's centres, special schools and the pupil referral unit. 16 visits completed by end of March 2010, with more planned after the election.	
Set up a process, and agree a protocol that ward members will offer to visit their local schools yearly. Write to each Ward member with a briefing on their local schools	Leader of the Council; CM for CYP & Strategic Director for Children and Young People	To be in place by April 2010	Action	Briefings completed	Green
			Progress	Draft protocol sent for sign off (including guidance for visits, schools in each ward, and contact details for member support officers who can arrange visits).	
Ensure relevant School report Cards when published are circulated to all Councillors	Head of Member Services	May 2010	Action	Ensure relevant School report Cards when published are circulated to all Councillors	Amber
			Progress	To be circulated through Members despatch when they are available from the department.	
Ensure new Councillor Induction programme includes a visit to the schools within their ward. Facilitate this for other Councillors if requested	Head of Member Services	May 2010	Action	Ensure new Councillor Induction programme includes a visit to the schools within their ward. Facilitate this for other Councillors if requested	Green
			Progress	Draft protocol (see above) has been sent to Head of Member Services for inclusion in the new councillors' induction programme.	

3 Review early years provision to determine how effectively it is targeting those most in need

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Reduced gap in FSP outcomes for most disadvantaged children. Fewer children scoring below 4 points.	Head of Early Years, Extended Services and Play	September 2010	Action	Increase access to high quality early education and childcare by those most disadvantaged. Target funding of current provision to children whose outcomes most need to be improved. Eligible children identified by Children's Centre staff. 127 children placed in pilot provision for 2 year olds. Consultation of revised funding formula for EY completed.	Green
			Progress	Objective subject to confirmation following summer data collection.	
Improved parenting Improved school attendance Improved readiness to learn Improved FSP outcomes Improved parental satisfaction	Assistant Director Children's Joint Commissioning	July 2010	Action	Simplify access to parent support programmes, based on a menu of services used by all Children's Centre professionals. Ensure that parents in need benefit from better information and improved choice. Programmes for parenting skills are in place in Children's Centres.	Amber
			Progress	Work underway to streamline information systems and ensure all families who need services are aware of where and how to access provision	
Reduce referrals to speech therapy at primary school level. Improve parental satisfaction. Improve attendance.	Head of Early Years, Extended Services and Play	April 2010	Action	Extend <i>Every Child a Talker</i> programme across those most in need in Westminster, promoting the development of important communication skills between vulnerable parents and their children. Project currently rated as outstanding by DCSF but currently has only pilot funding. Revise programme costs by February 10.	Green
			Progress	Programme offer extended until March 2011.	
Early identification of families who face multiple difficulties.	Head of Early Years, Extended Services and Play	March 2010	Action	Establish multi-agency 'team around the child' meetings in every Children's Centre to identify children and families who need extra support and refer them into appropriate provision. Meetings commenced. Formal review in February 2010 to ensure effective targeting and support is in place.	Green
			Progress	Meetings now in place review timetabled delayed to meet LARC3 evaluation timetable completion in autumn 2010	

4.1 Work with schools on raising aspirations through extended services, to ensure that opportunities for young people are maximised

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Opportunities for young people are maximised and their aspirations raised, as well as their ability to complete homework in suitable and safe surroundings is maximised.	Head of Early Years, Extended Services and Play & Head of Schools and Learning	September 2010	Action	Extend the programme to all schools to include; - Sports activities - Arts - Maths & Literacy - Homework clubs - 1-to-1 catch-up & extra tuition 100% of schools will have the extended schools range of services by September 2010, currently 82%.	Green
			Progress	In place to meet target by September 2010	
To ensure that well qualified volunteers are encouraged to participate to extended services	Head of Early Years, Extended Services and Play & Head of Schools and Learning		Action	Retired teachers recruited to "Making Good Progress" pilot programme.	Green
			Progress	In place	
Extended services are promoted through all WCC publications	Head of Early Years, Extended Services and Play & Head of Schools		Action	See recommendation 1.2	Green
			Progress	Web based information subject to recent quality check and recent updating	

4.2 Work with schools on raising aspirations through gifted and talented programmes, to ensure that opportunities for young people are maximised

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Lead teachers in all schools to be trained in best practice for teaching gifted & talented children so that the most able in every class are stretched and	Operational Director of Schools and Learning	2010 - 2011	Action	17 lead teachers identified 1 year programme in place	Green
			Progress	Programme fully operational	
Promote with parents activities that would benefit gifted and talented pupils using the new Family Information Direct service and the WCC website.	Operational Director of Schools and Learning	March 2010	Action	Review of web based information reporting to ICT board in February 2010	Amber
			Progress	Subject to review by new Commissioning lead in conjunction with corporate ICT team	
Improve the joint offer to pupils' gifted and talented pupils by encouraging schools to work in partnership with Russell group Universities.	Operational Director of Schools and Learning	Summer 2010 and 2011	Action	Programme established and regular communications plan agreed	Green
			Progress	Programme publicised through schools bulletin	
Ensure the LA works with Westminster Independent school sector to improve the offer to pupils' gifted and talented pupils.	Operational Director of Schools and Learning	Summer 2010 and 2011	Action	Programme established with Westminster School; The American School & Ampleforth College	Green
			Progress	Programme in place for summer 2010. Ampleforth College removed as added in error.	
Improve the provision for small cohorts of gifted and talented children by developing the Lead Teacher which will improve co-ordination of offers from outside	Operational Director of Schools and Learning	2010 - 2011	Action	Lead Teacher programme established in initial stages.	Amber
			Progress	Subject to review in 2011	
Improve the offer to gifted and talented pupils by ensuring all Primary Schools are working with Advance Skills Centres, Philosophy for children, Princes Drawing school programmes and NACE (<i>National Association for Able Children in Education</i>) challenge.	Operational Director of Schools and Learning		Action	Programmes in place and subject to ongoing evaluation	Green
			Progress	Subject to review in 2011	
Ensure extra independent consultancy delivered to selected primary schools to develop excellent provision for gifted & talented pupils	Operational Director of Schools and Learning		Action	Ensure extra independent consultancy delivered to selected primary schools to develop excellent provision for gifted & talented pupils	Green
			Progress	Approximately a quarter of primary schools have been supported since September 2010. Support is targeted at school that have identified G&T provision as an area for development in their SDP or where this has been identified following an Ofsted inspection.	

5.1 Ensure that pupils and their parents and carers have access to high quality, impartial guidance and advice

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Improve the quality and range of information available to parents by; Developing web-based access to schools' information Improve Family Information Services inc. Directory Promote new report card to parents Meet new Information, Advice and Guidance standards.	Operational Director of Schools and Learning	April 2010	Action	Officers to update the website, co-ordinated by Comms Review management responsibilities to ensure clear accountability for website maintenance is in place	Amber
			Progress	The <i>Parent Know How Directory</i> is now in place providing easy access to a range of information for parents. The School Report Cards are being developed and will be shared with schools in May, before they are circulated more widely.	

5.2 The Council should facilitate improved information sharing between primary, secondary special schools and the pupil referral units at the point of transition.

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
For schools to have sufficient information on each child so that school provision is targeted appropriately to children already in need and further assessments are not undertaken unnecessarily. Ensuring that vulnerable children have the best chance to secure their potential	Operational Director of Schools and Learning	April 2010	Action	Established an 8 – 14 Transition Steering group with Primary, Special & Secondary School Head teachers. - Review current protocols - Establish clear data standards - Review Common Assessment Framework information sharing protocols.	Amber
			Progress	Steering groups redesigning transition protocols	
Ensure that all electronic and paper based systems support proper information sharing to ensure that all staff working with children are aware of, plan and act appropriately to meet their assessed needs	Head of Integrated Children's information Systems	September 2010	Action	Implement an early warning and tracking system for vulnerable children using fully implemented common assessment process. E CAF in place	Green
			Progress	eCAF system being upgraded to ensure better reporting tools and improved data sharing by autumn 2010	
Ensure that all electronic and paper based systems support proper information sharing to ensure that all staff working with children are aware of, plan and act appropriately to meet their assessed needs	Operational Director of Children, Young People and Families	November 2009	Action	Organised our Locality Teams around 0 - 9 and 10 - 19 to focus on vulnerable children to mitigate against the traditional transition risks. Initial Teams in place- review progress April 2010	Amber
			Progress	Locality teams in place and operational at end of March 2010. Progress to be reviewed as part of the national LARC3 project by November 2010.	

6 Extend the educational opportunities for children with special educational needs by securing the future of outreach services delivered by special schools (and other specialist provision) and consider the development of a cross borough boarding and respite provision for those children with greatest need

Objective	Lead	Timescale	Action/Progress	Detail of Action/ Progress	RAG rating
Opportunities for children with special educational needs are extended, and support for parents is improved	Head of Special Education & Additional Needs	March 2010	Action	Set up a forum comprising of teachers and parents of children with special educational needs in order to explore this recommendation. This has been explored with the Executive Head for Westminster special schools and a meeting has been set for 27 th January 2010.	Green
			Progress	Initial meeting has taken place. Work currently linked to the development of College Park and linked to improved respite care provision.	
Opportunities for children with special educational needs are extended, and support for parents is improved	Head of Special Education & Additional Needs	September 2010	Action	Schools Forum to agree secure long term funding for outreach support from Westminster special schools – negotiations are underway	Green
			Progress	ACHIEVED	
Opportunities for children with special educational needs are extended, and support for parents is improved	Children's Resources Manager	September 2010	Action	Develop and extend cross borough commissioning arrangements to support SEN with shared outreach and specialist support service provision. In particular for children with visual and hearing impairments. These discussions are currently taking place	Green
			Progress	An outreach service is being developed throughout Westminster special schools. The development of cross borough arrangements is part of discussions relating to the full range of educational services.	
Opportunities for children with special educational needs are extended, and support for parents is improved	Children's Resources Manager	Ongoing	Action	Continue to explore market for and potential development of local overnight short break provision as part of Aiming High for Disabled Children including consultation with parents of disabled children.	Amber
			Progress	Consultation with parents around short breaks, including overnight provision, scheduled for 27th May.	

7 Address the lack of provision for students with behavioural and emotional difficulties so that early support is offered and, where possible, children are able to succeed in a mainstream educational environment.

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Improve provision for pupils who get excluded from school	Operational Director of Schools and Learning	Exec Head in post by Sept 10	Action	The new Alternative Education Centre on Marlborough Hill site to be developed, a new post will be created- Executive Head for Partnership and Alternative Provision who will commission services for students from schools, colleges, and other providers, coordinate outreach support and develop behaviour support packages	Amber
			Progress	The new Alternative Provision Centre (APC) on Marlborough Hill site is now due to be completed by September 2011 as part of the BSF programme	
Improve the offer to pupils with challenging behaviour	Operational Director of Schools and Learning	Ongoing until March 2011	Action	Design an alternative education project in partnership with two leading voluntary sector providers to support young people with additional needs. Westminster, Princes Trust and Kids Co launched their project in November	Green
			Progress	The Back on Track pilot is now well established. Kids Company are providing the venue with staff from Westminster, Kids Company and The Princes Trust working together. A multi-agency Steering Group is providing active support to the pilot which is also being monitored and evaluated by the National Foundation for Educational Research (NFER) on behalf of the DCSF	
Improve the offer to pupils with challenging behaviour	Operational Director of Schools and Learning	Improvement by July 2010 from 2009 figures.	Action	Establish partnership with secondary schools to support students at risk of exclusion. Agree and implement protocols for managed moves for students at risk of exclusion. Partnership is established.	Green
			Progress	There was a 50% decrease in the number of students permanently excluded from Westminster schools in 2008/9 from the previous year: 15 compared with 30 in 2007/8. These figures include exclusions from Academies. The success of the Secondary Schools Partnership in offering alternatives such as managed moves has contributed to this improvement as has the roll out of SEAL (social, emotional aspects of learning). The formal Secondary Partnership Agreement will be reviewed for the 2010/11 academic year.	
Improve the offer to pupils with challenging behaviour	Operational Director of Schools and Learning	September 2010	Action	Improve range of curriculum provision and opportunity to develop extended services and activity at the current Key Stage 3 and 4 PRUs. Improve rate of re-integration in to mainstream schools by 20%. New vocational options developed in line with 14-19 pathways.	Red
			Progress	New vocational options for students with challenging behaviour need further development. This will be addressed by the 14-19 Executive at the next Partnership Board. A full curriculum review will be undertaken once the Executive Head position has been appointed to.	

8 Increase its capacity to share best practice and resources through the development of a collaborative inner London board and the amalgamation of its secondary education support functions with neighbouring councils where appropriate

Objective	Lead	Timescale	Action/Progress	Detail of Action/ Progress	RAG rating
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Strategic Director for Children and Young People	September 2010	Action	Re-Structure Children's services to create Education Commissioning function and to ensure school support services are effectively commissioned through the most appropriate providers. Design principles and objectives agreed. New structure to be implemented in line with Council's Transformation programme.	Green
			Progress	Commissioning Team created in Phase three restructure of Children's Services currently subject to formal consultation timetable	
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Operational Director of Schools and Learning	April 2010	Action	Develop school improvement collaborative model across WCC, Camden, Ealing, Hammersmith & Fulham, Kensington & Chelsea. Preferred model designed, joint proposals agreed across all relevant local authorities and steering group established to monitor progress.	Amber
			Progress	In development with H&F	
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Operational Director of Schools and Learning	September 2010	Action	Consider alternative delivery models for school improvement. Develop a partnership framework agreement. Using new commissioning unit to scope pre-existing frameworks used in Adults & Housing and their usability in Schools & Learning services.	Amber
			Progress	As above	
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Operational Director of Schools and Learning	April 2011	Action	Agree with Secondary Head teachers Training offer. Initial meetings with Hammersmith and Fulham to scope potential provision cross-borough	Amber
			Progress	As above	
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Strategic Director for Children and Young People	March 2010	Action	Agree 3 year Business Plan, setting out efficiencies and investment to improve education.	Green
			Progress	New CYPP published confirming key priorities and new commissioning arrangements for Children's Trust	
Redesign the directorate's structure to ensure best value and best practice for Westminster pupils, parents, and communities.	Strategic Director for Children and Young People	Ongoing	Action	Decide which London Boroughs to work with to commission services and look wider than other boroughs, i.e. at the private market.	Amber
			Progress	Work ongoing with other LAs and commissioning redesigned as part of phase three transformation programme.	

9 Have the right to strategic engagement with all schools if children's educational experienced are jeopardised and have the right to access information from academies to allow such interventions to be made.

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Improve outcomes for all pupils in Westminster, including Academies.	Operational Director of Schools and Learning	Completed	Action	Information sharing protocols agreed with all Academies agreed	Green
			Progress	Completed	
Improve outcomes for all pupils in Westminster, including Academies.	Policy Analyst	April 2010	Action	Included in the 'Westminster Manifesto' a lobbying objective around strategic engagement with Academies. Lobbying for a Local Democracy Bill: <i>A bill to tackle the democratic deficit in local services, and enable Councils to take the lead in meeting the needs of their communities. To Invest local authorities with a statutory duty to monitor the performance of academies, and to work with academies to address areas of underperformance</i>	
			Progress	Subject to action by Central government	
Improve overview of all schools' performance.	Operational Director of Schools and Learning	April 2010	Action	Report quarterly to Policy & Scrutiny Committee on school performance and standards issues including those schools requiring statutory local authority intervention.	Amber
			Progress	Awaiting post council election timetable to be agreed	

10 Appoint a Cabinet Member for Education and invite the Director of Schools and Learning to attend the Strategic Executive Board in order to demonstrate the Council's commitment to educational improvements and to take forward these recommendations.

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Cabinet Member for Children's Services and the Director for Children and Young People will continue to take full responsibility for Education	Strategic Director for Children and Young People and Lead Member	In place	Action	See DCSF 'The Roles and Responsibilities of the Lead Member for Children's Services and the Director of Children's Services'.	
			Progress	No further action required	

11 Parenting is a priority in Westminster					
Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Support parents in order that children's outcomes improve.	Assistant Director Joint Commissioning	April 2010	Action	Establish post of Parenting Commissioner to get better value for money. This will integrate Family Learning, family needs assessment and early education to provide services to improve parenting. See linked work with recommendation 3 (Early Years)	Amber
			Progress	New post is currently being evaluated as part of Phase Three transformation programme	
Support parents in order that children's outcomes improve.	Assistant Director Joint Commissioning	April 2011	Action	Develop targeted preventative and early intervention services to support vulnerable parents.	Green
			Progress	Three parenting workers have been employed and they introduced the parenting agenda to many schools attending parents evenings, assemblies and school staff training. Parenting practitioners have delivered individual parenting courses to 60 parents and 23 parents have attended their triple P groups	
Support parents in order that children's outcomes improve.	Assistant Director Joint Commissioning	September 2010	Action	Improve targeting of family learning services to ensure all parents acquire basic understanding in English, to ensure all children develop early key language skills	Amber
			Progress	Evaluation of current family learning programme will take place in the Autumn term in conjunction with school head teachers	

12 Commissioners recommend that further attention is given and, if necessary, resources made available to enhance attainment in the key subject areas of English and Maths.

Objective	Lead	Timescale	Action/ Progress	Detail of Action/ Progress	RAG rating
Help young children with their language development	Head of Schools and Learning and Head of Early Years	April 2010	Action	Improve early literacy and target interventions to support development of key skills at Foundation Stage and Key Stage 1.	Green
			Progress	Effective targeting through ECAT and CLLD programmes	
Help vulnerable or underperforming pupils achieve	Head of Schools and Learning	April 2010	Action	One to one support for children and young people falling behind at Key stage 2 (7-11 years old) and Key Stage 4 (14-16 years old)	Green
			Progress	Our programme of one to one support is now very popular with schools. Since September 2009 over 400 pupils have received support with English and over 400 have been supported with maths.	
Help vulnerable or underperforming pupils achieve	Head of Schools and Learning	Dec 2009 - Mar 2011	Action	Improve transition support for children below expected Key Stage levels through implementation of individual support programmes.	Amber
			Progress	For children with statements of SEN support is developed through Individual Education Plans (IEPs). As reported under recommendation 5.2 above, the Transition Steering Group is redesigning transition protocols to ensure that schools are fully aware of the needs of pupils coming to their school and can plan to meet	
Help vulnerable or underperforming pupils achieve	Head of Schools and Learning	In place	Action	Develop sustainable holiday programmes for those in need of extra English and Maths tuition	Green
			Progress	Summer programmes are being planned as part of an updated Study Support Strategy.	
Help vulnerable or underperforming pupils achieve	Head of Schools and Learning	Spring 2010	Action	Pilot the 'Ulpan system', whereby new arrivals to the country are given intensive support with their families to learn English. (Some provision already established for Year 11s	Red
			Progress	This still needs to be developed. Resources to be identified as part of current re-organisation.	
Continuous improvement in pupils achieving 5 A* - Cs inc E & M	Operational Director of Schools and Learning	Ongoing	Action	Our ambition is that 75% of pupils achieve 5 good GCSEs including English and Maths by 2012	Amber
			Progress	Results over recent years show a very encouraging upward trajectory towards this target. GCSE results for this year will be available in September.	