

**PROGRESS WITH THE POST OFSTED ACTION PLAN 2004 AFTER TWELVE MONTHS**

**FEBRUARY 2005**

Ofsted Key Recommendations		Action	Time Scale	AD/ Officers Responsible for Action	Success Criteria	Progress/ Evaluation
<b>Section 1</b> <b>Corporate leadership of education</b>  <b>Child Protection</b>	Ofsted 1a. Make sure that schools' child protection policies are checked regularly.	Prepare additional guidance for schools on child protection including model policy.	September 2004	Janette Karklins	Additional guidance prepared and distributed	<b>Action completed</b> and guidance distributed to schools in October 2004
		SSE to be reviewed to include child protection information.	July 2004, SSE amended from September 2004		SSE includes child protection information	<b>Action completed</b> and guidance distributed to schools in October 2004
		Incorporate monitoring of child protection procedures including checking the policy in one of the SSE visits by advisers, comments to be included on the visit report and monitored by the senior advisers.	From September 2004		Monitoring and review of the visit reports indicates that child protection policies in schools meet the guidance for best practice	Advisers have been briefed and will monitor child protection at school visits 2005
	Ofsted 1b. Take action to make sure that social care staff can cope with their workloads and successfully safeguard children.	See SSI Action Plan SSI 2.1, 2.2, 3.1, 3.2, 3.3, 3.4, 6.3, 6.4		Colin Tucker		
<b>Section 1</b>	Ofsted 1.2	Develop and consult on a	December	David	Framework drafted	Children's Trust issues

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<p><b>Corporate leadership of education</b></p> <p><b>Leadership of senior officers</b></p>	<p>Work with head teachers and social care staff to examine their concerns about communication and to strengthen partnership working within the authority.</p>	<p>strategic planning framework for children's services.</p> <p>Provide regular written updates on service developments, including the Children's Trust and the internal service reconfiguration via Children First, Friday Update and team briefings based on key messages agreed by DMT and/or CoG.</p> <p>Use team briefings to feedback concerns and suggestions from staff to DMT and/or CoG.</p> <p>Organise programme of face to face team briefings/workshops with senior managers.</p> <p>Continue programme of learning labs to explore issues put forward by staff</p> <p>Broaden programme to embrace other branches in CFS</p>	<p>2004</p> <p>June 2005</p> <p>October 2004</p> <p>March 2005</p>	<p>Hawker, Janette Karklins, Elizabeth Wylie, Rosalind Turner, Colin Tucker, Liz Rugg</p> <p>Diana Barnett</p>	<p>consultation &amp; agreement.</p> <p>Staff survey confirms that 60% of staff have used Children First. 60% of managers have read the Friday Update.</p> <p>All teams have produced a briefing sheet at least twice</p> <p>90% of staff have read their team briefing sheet.</p> <p>80% of staff attend briefing/workshop</p> <p>20 workshops/briefings held</p>	<p>continue to be an item for discussion at the Headteachers' Steering Group.</p> <p>New version of Children First (termly publication) has a much wider circulation and includes developments across all services including health. This has been well received.</p> <p>Feedback and suggestions from team briefings used to inform planning</p> <p>CFS Management Forum (CSFMF) meetings are held each term and the format has included more discussion with senior managers.</p>

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	<p>Provide feedback on how those briefings have influenced service development</p> <p>Survey staff on effectiveness of communications</p>	<p>March 2005</p>	<p>Diana Barnett/ Chris Wilson</p>	<p>Special features in Children First Action taken to address concerns raised, and communicated to staff</p> <p>Unions consulted Survey conducted Results communicated to staff</p>	<p>Learning Labs started and have been well received. Printed, briefings on the Children's Trust have been distributed to all CFS staff and schools as well as health staff.</p> <p>Internal consultation questionnaire on the development of the Children Trust is being inserted in February edition of Children First. The Head of Communications meets bi-weekly with the PCT Head of Communications to discuss any communication issues arising about the delivery of the Children's Trust. Communication and consultation meetings on the Children's Trust are being held with a wide selection of stakeholders.</p> <p>Staff survey planned for February 2005</p>

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		<p>June 2004 and ongoing</p> <p>At the beginning of each term in consultation with Headteacher sSteering Group and CFSMF.</p> <p>Sessions to take place each half</p>	<p>Diana Barnett</p> <p>Andrew Parfitt</p>	<p>List of strategies compiled &amp; kept up to date, and accessible via 'The WAVE' and education online.</p> <p>Up and coming issues are included as part of the regular agenda setting carried out through Headteachers' Steering Group and CFSMF</p> <p>Half termly 'drop in' sessions are attended by at least 10 CFS staff and school based staff.</p>	<p>Communication strategy on the Children's Trust's in place with key milestones.</p> <p>Meetings have been held with Headteachers half termly to discuss up and coming issues.</p> <p>Themed drop-in sessions to start April 2005</p> <p>Programme of visits is</p>

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	<p>Set up programme of visits to teams by DMT members and senior managers to meet front line staff.</p> <p>Set up informal visits/meetings between different parts of the service (eg headteachers and social worker teams)</p> <p>Ensure representation of heads, social workers and other key stakeholders on strategic planning groups, and facilitate the communications and feedback process with their broader</p> <ul style="list-style-type: none"> <li>• Review and clarify membership of groups</li> <li>• Review and clarify feedback arrangements</li> </ul> <p>Include questions about the functioning of strategic groups in the staff survey</p>	<p>term led by a member of DMT.</p> <p>ongoing</p> <p>ongoing</p> <p>October 2004</p> <p>March 2005</p>	<p>Janette Karklins/ James Dougan/ Colin Tucker/ Chris Wilson</p>	<p>Definitive list of groups and their membership on The WAVE and Education Online. Feedback and constituency arrangements agreed as part of the remit for each group. Groups are representative and feedback/consultation is felt to be affected by the staff via the survey</p>	<p>ongoing.</p> <p><b>Action Completed</b> List of groups and their membership has been compiled. All groups have terms of reference.</p>

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<p><b>Section 4 Support for special education needs</b></p> <p>Strategy for special educational needs</p>	<p>Ofsted 4.1 Produce a single written plan which shows how the very high expenditure on special schools will be reduced, and how progress will be checked.</p>	<p>As part of the overall review of SEN provision improve value for money in special schools, by a review of the number and type of special schools and the funding matrix.</p>	<p>December 2004</p>	<p>Elizabeth Wylie</p>	<p>SEN review completed by December 2004</p> <p>Actions with timescales proposed following the review</p>	<p>The SEN review is taking place and will report in March 2005</p>
<p><b>Section 4 Support for special educational needs</b></p> <p>Value for money</p>	<p>Ofsted 4.2 Make it clear how staff in special schools will work with teachers in mainstream schools, and how the difference they make will be assessed</p>	<p>As part of SEN Review, determine how and by whom support is provided. Identify the funding streams.</p> <p>Monitor and evaluate the outcomes of support.</p>	<p>September 2004</p> <p>September 2004 January 2004 April 2004</p>	<p>Elizabeth Wylie, Janette Karklins</p>	<p>SEN review completed by December 2004</p> <p>Support available to mainstream schools clarified and outcomes monitored and evaluated</p>	<p>The SEN review is taking place and will report in March 2005</p>

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<b>Section 5 Support for Social Inclusion</b>	Ofsted 5.1 Prepare a medium term financial plan for preventative services, take account of current and future funding streams, and cost anticipated work over the next five years	Identify all initiatives funded by short term finance and when this funding will end.  Develop a medium term financial strategy for the Directorate.	September 2004  December 2004	Rosalind Turner	Report outlining short term funding streams produced with finance.  Strategy setting out how preventative services funded by short term grant will be mainstreamed and incorporated into the overall budget strategy.	A report on short term funding streams has been prepared with finance officers and presented to the Directorate Management Team (December 2004). A strategy is being produced and will report in March 2005.
<b>Section 5 Support for Social Inclusion</b>  Children who are not educated in schools	Ofsted 5.2 Ensure that good information is collected from schools and other services on all these groups of pupils so that how they are doing is better known	Single officer named as the accountable person for collating data centrally across the schools and CFS.  Conduct an audit and compile a central register of all pupils not educated at school which includes their educational record of progress.  Information to be refreshed & monitored half termly	September 2004	Janette Karklins, Jacqueline Coe, Barbara Benson	Central register and database compiled of all pupils not educated at school which is refreshed and monitored half termly.	<b>Action completed</b>  Audit and register has been compiled the collection of information has been started and information will be added on an ongoing basis.

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<b>Section 5</b>  <b>Support for Social Inclusion</b>  Looked After Children	Ofsted 5.3 Set up better procedures for monitoring the quality of personal education plans and improve the use of the information kept on these children	Develop joint (ESCC & WSCC) guidance and good examples of completed PEPs to be shared with schools and CFS staff.	September 2004	Janette Karklins, Linda Ellis, Nick Dry, Sue Darby	Improved planning format and monitoring system for LAC education.	<b>Action completed</b>  Joint training sessions took place in Nov/Dec (six half day sessions for social care staff and designated teachers).  <b>PEP's</b> Core planning format agreed with ESCC and WSCC. Draft PEP and guidelines for B&H completed. Presentations in Sept to Senior Management Team and FMT (fieldwork team managers) for initial feedback. Joint training sessions completed. PEP to printers and copies distributed. Agreement with Reviewing Officers and SEN Case
		Designated teachers and named care workers to improve the quality of information on PEPs.	March 2005		All PEPs completed to the required standards	
		Clarify roles and responsibilities of schools and in particular the designated LAC teachers, social workers, LAC Development Officer, with regard to monitoring and reviewing PEPs and what to do if quality does not meet standards.	September 2004		Better information exchange and evidence of improved quality of PEPs	
		Review the existing databases and prepare actions including costings to integrate these electronically.	July 2004			

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					<p>Work Officers to provide on-going monitoring of completion and quality of PEPs.</p> <p><b>Data</b> Meeting held in May to discuss integrated data system for LAC. Agreement to develop Carefirst to include education data and PEP monitoring - to be taken forward by LAC project and Carefirst. Manager/information officer- meetings tba in the Autumn. Meetings in Autumn held - integration of education information into Carefirst being taken forward by Carefirst manager.</p>

