

## ENJOYING AND ACHIEVING

Education plays a major part in the life of a child - it develops potential and skills, increase life chances, reduces the risk of offending and it helps prepare for the world of work. Above all children and young people should enjoy attending school and find it a challenging and rewarding experience. Government inspectors say that overall, education outcomes are good in Wandsworth. Most children achieve well and are supported to reach their full potential. But achievement isn't just about schools and examinations- it includes giving under 5's the right start in life and supporting young adults into the world of work and further study. Working hard also needs to be balanced with plenty of opportunities for sport, recreation and relaxation to help children and young people develop their social and personal skills.

Evidence shows that involvement in high quality early years education from an early age can lead to better educational and social outcomes for all children. Any pre-school experience can have clear positive effects on children's social, emotional and cognitive development. For some time, the Council's early years education policy has exceeded the statutory requirement to make available a free part-time education place to children from the term after they are three. In Wandsworth, free full-time nursery education is available to 3+ children with priority needs. In addition, full-time places are available for children aged 4+, either through a nursery class place or in a reception class at the beginning of the year in which they will turn 5.

There are over 17,000 under 5 's in the borough and many of these will be cared for each day in pre-school registered settings like childminders, nurseries, playgroups or crèches. Opportunities for under 5's are being increased with the roll-out of Sure Start-type children' s centres across the borough. Early years provision is rated as good by OFSTED and both the quality and scale of provision has improved in recent years, in line with our neighbours. However, ensuring the quality of settings at initial registration in relation to national standards remains a challenge.

As an inner London borough Wandsworth has a challenging educational environment:-

- ▶ There are large pockets of deprivation amongst high levels of affluence.
- ▶ There is a high proportion of pupils for whom English is not their first language- 35% in primary and 33% in secondary (11% and 9% nationally).
- ▶ There are high levels of pupil mobility- turnover is up to 30% in some schools.
- ▶ Wandsworth is the highest net importer of pupils of any Inner London Borough. But high levels of social need, particularly amongst the secondary import, creates challenges for raising attainment.

Despite this educational standards at Key Stages 1, 2, 3 and 4 are generally better than our statistical neighbours and are rising at a faster rate than nationally in most Key Stages. There are robust arrangements to support and challenge schools and identify underperformance through the recently revised School Improvement Strategy. Only one school is on special measures (as at Feb 2006).

Children and young people need to be at school to get the best from it. In 2004/5 overall absence stood at 6.73% in Wandsworth schools compared with 6.44% nationally although this compares favourably with our neighbours. But improving attendance remains a priority, especially for unauthorised absence in primary - (0.57% compared with 0.43% nationally). Exclusion rates are steadily declining; those for fixed term exclusions markedly so. However, permanent exclusions are above rates for our statistical neighbours and reducing these will continue to be a priority.

At primary school age, children are well supported to raise their attainment. Schools show good improvement and there is increasingly effective support to meet the wider needs of children looked after, pupils with special educational needs and other vulnerable pupil groups.

Although 'value-added' (the progress children make between stages) is also better than our statistical neighbours between key stages 1, 2 and 3, there are still priority areas for improvement. As a result our current targets for improving attainment across all key stages are very challenging, in all cases they imply performance at the level of the best 25% of schools nationally – or even better. We will be focussing on further improvements in:-

- ▶ Mathematics and Information at Key stage 2.
- ▶ Science at Key stage 3.
- ▶ Information and Communication Technology (ICT) in all Key Stages.

Standards at Key Stage 4 are have risen markedly in the last few years, particularly at GCSE, at grades A\*-C where 54% gained 5 or more passes at grades A\*-C (compared with only 19% in 1990) . We are now only slightly below the national average and well above our statistical neighbours. The proportion gaining one or more GCSE has also risen and is in line with similar authorities.

We are committed to improving attainment for specific groups of children:-

- ▶ Over half of pupils in Wandsworth schools are from ethnic minorities. Many groups make good progress and achieve well compared with the majority. However, there are a number of groups with significantly low progress including boys of Caribbean heritage, Somali pupils, Latin American pupils ,certain groups of African heritage and pupils with low fluency (many of whom are refugees and asylum seekers).
- ▶ Attainment of Children Looked After (CLA) is low in all Key Stages but has improved recently. Nevertheless only 10% of CLA achieve 5 or more GCSE at grades A\*-C New, more effective arrangements are now in place to support the educational attainment of CLA with a dedicated joint education and Social Services team providing focussed support. This and absence rates of CLA will be a continued focus for action and a review of the success of the new arrangements is being conducted in 2006.

- ▶ The needs of children with Special Educational Needs (SEN) are well met locally. Highly effective statutory assessment processes mean that needs are addressed promptly. The Council maintains a high proportion of special schools, including 3 which act as regional resources attracting many out of borough pupils. As part of our commitment to improving attainment and promoting inclusion of pupils with SEN in mainstream school we are significantly restructuring special schools provision as well as developing resource bases and outreach facilities. This will help mainstream schools to provide more effectively for an increasing number of pupils with special needs and to meet new and emerging needs (eg Autistic Spectrum Disorder). We are also working to reduce the bureaucracy in mainstream schools associated with statutory assessment of SEN and increase flexibility for schools to make best use of resources to meet SEN. In addition we are improving the quality of data available to track the attainment and progress of pupils with SEN through the introduction of p-scales measurement, and supporting schools in more effective use of self evaluation materials.
- ▶ Improving behaviour and meeting the needs of pupils with challenging behaviour will continue to be a focus in order to maintain high standards of attainment for all. There is effective support for improving behaviour and attendance in schools where these are issues through the behaviour and attendance programme (BIP). Attendance has improved faster in these schools than elsewhere. Effective support for reducing exclusion and re-integrating pupils is also a priority – through learning support units and a range of alternative provision. Opportunities to extend this support and to disseminate best practice will be a focus.

Greater emphasis is being given to promoting engagement of pupils in all aspects of teaching and learning . We will be working with schools to promote the development of a broader based curriculum which gives appropriate weight to cultural artistic and sporting elements which can promote self confidence and esteem amongst those who may not be focussed on a traditional curriculum. We will also be seeking to promote the introduction of a wider range of vocational opportunities in schools, particularly from 14 onwards, with collaborative planning for the introduction of the new specialised diplomas from 2008. Greater emphasis will also be placed on better information, advice and guidance so that young people can make informed choices from a clearer range of progression pathways. More emphasis will be placed on personalised learning recognising that pupils learn in different ways and at different rates and that teaching styles need to be adapted accordingly.

Ensuring children have access to safe and constructive play outside the school setting is important and after-school play services are key to the childcare core offer within the Extended Schools Initiative . The Council currently provides after school provision in six of the borough's schools and manages all holiday play and activity services. As a result of users' feedback, the age range of holiday schemes has been extended from 11 to 14 years. Holiday playcentres offer childcare in host schools and at the Alton and Doddington Children's Activity Centres every holiday (excluding Christmas) for children aged 3-14. The borough's three adventure playgrounds offer OfSTED regulated supervised play facilities which are accessible to all children up to 16 years. All services for children 3-16 years can work with parents/carers to support children with special needs by sometimes being able to offer one-to-one or key playworkers. All one o'clock clubs are accessible to children with special needs and four have fully equipped multi-sensory rooms. All new and refurbished playgrounds are now designed to be accessible, wherever possible, for children with special needs.

The Council has taken the innovative step of integrating its Connexions, Youth Justice and Youth Work Service to offer a better all-round service to young people, and particularly focus on the most vulnerable. Although youth services are of a high standard, use of facilities has been slowly declining in past years both locally and nationally. Sixty five percent of attendees are male with only ten percent coming from an Asian background (although the school population is twenty percent Asian). In consultation, young people said they wanted a wider range of activities and more modern buildings and facilities which are less 'boy-oriented' and more inviting places for all young people to 'hang out'. Options for a new revised pattern of provision have been identified and will be consulted on in 2006.

# OUR PRIORITIES

Our priorities for ensuring children and young people in Wandsworth enjoy and achieve are to:-

1. Make sure children under 5 get the best start.
2. Continue to improve educational standards at all key stages.
3. Improve the achievement of children looked after, those with special educational needs, medical needs or disabilities and certain BME groups.
4. Promote inclusion and good standards of behaviour.
5. Improve access for all children and young people to a range of play, social and recreational activities.



## PRIORITY 1 **Make sure children under 5 get the best start**

### OBJECTIVES

- ▶ Improve the quality, provision and integration of early years education and childcare.
- ▶ Improve the standards and quality of non-maintained early years and childcare provision, including childminders, at initial OFSTED inspection.
- ▶ Develop effective multi-agency support for parents and carers to help the education and social development of vulnerable children through Children's Centres and Extended Schools provision.
- ▶ Review provision for children with special needs.
- ▶ Support literacy of children under 5 and their families.

### OUTCOMES

- ▶ Ensure all settings achieve the national standards at registration by 2008 and increase the number of settings rated as 'satisfactory' or better at first inspection.
- ▶ Increase the number of under 5s with access to integrated early education, childcare health and family support services to 10,500 in 2008 and 16,700 by 2010.
- ▶ Develop 16 children's centres by 2008 that will provide a range of integrated education, childcare, health and family support services to meet the Government's targets.
- ▶ Develop Extended Schools provision in-line with Government requirements and the Council's implementation strategy.
- ▶ Review services for children under 5 with special needs and agree an action plan to improve and streamline accessibility and support.
- ▶ Increase the number of regular library users aged under 5 by 2008 by 4% from the current baseline of 3309.

## PRIORITY 2 **Continue to improve educational standards at all key stages**

### OBJECTIVES

- ▶ Improve attainment and progress in early years and across all Key Stages, notably Key Stage 2 mathematics, Key Stage 3 Science and ICT and the achievement of 5+ GCSEs including English and mathematics.
- ▶ Provide opportunities for parents and carers to support and take an active role in their child's education.

### OUTCOMES

- ▶ Improve the percentage of pupils working at or above the expected standard in Foundation Stage profile assessments across all areas of learning by 2008 from 75% in 2005, with better improvements in disadvantaged areas.
- ▶ Ensure that all schools have Foundation Stage provision judged satisfactory or better by Ofsted inspections by 2007, with 80% gaining good or better, and 95% of private and voluntary settings judged satisfactory or better by 2008.
- ▶ Ensure that all early years and childcare settings providing free nursery education have access to qualified teacher support.
- ▶ Ensure 83% of pupils in the authority will achieve level 4 in English and 80% in mathematics at the end of Key Stage 2 by 2007.
- ▶ Ensure 73% of pupils in the authority will achieve level 5+ in English, 72% in mathematics, 69% in science and 67% in ICT at the end of Key Stage 3 by 2007.
- ▶ Ensure 57.8% of pupils achieve 5 or more GCSEs at grades A\*-C (or equivalent) by 2007.
- ▶ Increase the number of parents enrolled on family literacy/learning courses by 27% by 2008, with 30% achieving an accredited qualification.



### **PRIORITY 3 Improve the achievement of children looked after, those with special educational needs, medical needs or disabilities and certain BME groups.**

#### OBJECTIVES

- ▶ Ensure improvements of identified under-achieving groups of pupils, particularly children looked after, children with special educational needs, those from certain Black and minority ethnic groups, mobile pupils and those with limited English fluency.
- ▶ Identify and assess the needs of pupils with SEN promptly.
- ▶ Improve access to therapy provision, including Speech and Language Therapy, Occupational Therapy, audiology and physiotherapy for those with an identified need to help support children's access to the curriculum and promote the physical health of children with disabilities.
- ▶ Reduce the bureaucracy in mainstream schools associated with statutory assessment of SEN and increase flexibility for schools in the way they make best use of resources to meet SEN.
- ▶ Remodel specialist provision for children in mainstream and special schools to better meet current and future needs in high quality accommodation.

## OUTCOMES

- ▶ Increase the percentage of children looked after who obtain Level 4+ and above in English and mathematics from 27% in 2005 to 56% by 2007.
- ▶ Increase the percentage of children looked after who gain at least one GCSE grade A\*-G or equivalent at year 11 from 51.2% in 2004/05 to 72% by 2008.
- ▶ Reduce the number children looked after who miss more than 24 half-days in the year from 12% in 2004/05 to 4% by 2008.
- ▶ Achieve attainment targets for ethnic minority pupils for 2007, including improving the percentage of Caribbean pupils reaching expected standard by 2008 to 80% in English and 69% in maths at KS2, and to 72% in English, 64% in Maths and 61% in science at KS3 and for 45% to achieve 5 or more GCSEs at grades A\*-C.
- ▶ Implement by April 2009 agreed proposals affecting 7 of the 10 special schools and one primary school to better meet a wider range of SEN in remodelled accommodation and to develop a primary and a secondary peripatetic teaching service to support the provision for SEN within mainstream schools.
- ▶ Trial use of 'p-scale' assessments to track progress of SEN pupils in 2006 with full and effective use in all schools in 2007.
- ▶ Reduce the number of statemented pupils by approximately 15 annually from 2005 to 2008, as a result of children with needs which previously would have been assessed as bands 5 (a) and 5 (b) not undergoing statutory assessment, as schools will have resources delegated to meet their needs.
- ▶ Train all schools in and using techniques to evaluate effectiveness of their provision for pupils with SEN.
- ▶ Ensure 100% provision for children with statemented therapy needs during 2006/07.

## PRIORITY 4 **Promote inclusion and good standards of behaviour**

### OBJECTIVES

- ▶ Improve attendance in all schools, particularly those with high absence.
- ▶ Ensure good attendance of pupils over transition from primary to secondary schools and ensure there is effective support at key transition points.
- ▶ Improve behaviour, with a focus on reducing bullying.
- ▶ Reduce exclusion and promote effective and prompt re-integration.
- ▶ Develop effective support and alternative programmes for pupils out of school.
- ▶ Ensure that speech and language and occupational therapy contribute effectively towards improving behaviour and sense of well-being, and to prevent mental health problems from developing.

### OUTCOMES

- ▶ Ensure all pupils are offered a school place 1st September, with fewer than 170 without a place as at 1st March.
- ▶ Reduce the number of half-days lost to absence by at least 8% between 2005 and 2008.
- ▶ Reduce the number of days lost through fixed-term exclusion by 10% by 2008 from 2004/5 baseline.
- ▶ Reduce the number of permanent exclusions by 2008 from the 2004/05 baseline of 55.

## **PRIORITY 5 Improve access for all children and young people to a range of play, social and recreational activities**

### OBJECTIVES

- ▶ Improve usage, location and programming of youth clubs and other Integrated Youth Service (IYS) facilities.
- ▶ Implement the borough-wide Play Strategy and increase free play provision.
- ▶ Increase the number of young people visiting a leisure or sports centre or local sports club.

### OUTCOMES

- ▶ Ensure 15% of young people aged 13-19 are participating in youth work by 2008.
- ▶ Increase the numbers of young people who are using IYS facilities from groups who are currently under-using these services, including Asian young women and young people with learning difficulties and disabilities.
- ▶ Increase the percentage of 11-19 year olds visiting leisure or sports centres by from a baseline to be established in 2006
- ▶ Have in place a Play Strategy in place by 2007.
- ▶ Increase borough-wide free play provision as a result of the Big Lottery Funding of £555k.
- ▶ Ensure that Extended Status offer or have access to a varied menu of play and recreational activities by 2008.