



TRAFFORD  
COUNCIL



## Summary of Trafford's Self Assessment – March 2018 Education, Performance and Standards



# Key Performance Data – 2017-18



## Trafford Context

### 93 schools

65 primary schools

19 secondary

7 special schools

2 PRU / MES

## 7 Teaching Schools

### School Performance

- 94% of schools are good or outstanding placing the LA 26<sup>th</sup> nationally
- 53.7% of these schools are outstanding (nearly double the national figure)



# Outcomes for key milestones 2017/18



	Trafford	National	North West 2017	Regional Position
EYFS 2018	75.2% ↑	71.5%	68%	1st
Y1 Phonics 2018	86.5% ↑	83%	80%	1st
Key Stage 1 RWM 2018	69% ↑	65%	62%	1st
Key Stage 2 RWM 2017	70%	61%	60%	1st
Key Stage 4 Attainment 8 2017	55.3%	46%		1st



# Early Years / School Readiness Strengths



- **97% of all 2,3 or 4 year old funded children attend a good or outstanding early years setting / school**
- **108% take up of two year funded places**
- **There is a high level of graduate leaders in our PVS sector**
- **Practitioners have access to a detailed training programme**
- **Processes for the identification of children eligible for Early Years Pupil Premium are established to ensure targeted support**
- **A well-resourced Family Information Service with an outreach team supports families in the community**
- **Effective partnership working between education, health-visiting and early help hubs support eligible families in a funded place**
- **Outcomes remain consistently strong over time**
- **The Early Years Strategic Board manages a robust action plan and has representation from health, social care and education**



# School Readiness: Areas for Development / Next Steps

- **The gap in attainment of children eligible for free school meals and all other children remains significant and wider than national**
- **Although both boys and girls attain above their national comparative data, the gender gap in Trafford requires improvement**

## **NEXT STEPS**

- **Continue to deliver on the priorities identified within the Early Years Strategic Priorities Plan**
- ∇ **Ensure systems are more effective and integrated**
- ∇ **Improve the outcomes for children with SEND**
- ∇ **Reduce accident and emergency attendance and unplanned hospital admissions**
- ∇ **Ensure children meet their milestones for speech, language and communication**
- ∇ **Ensure children are supported to achieve positive social and emotional well-being**
- ∇ **Secure sufficient, good quality education and childcare places meet families' needs**



# How will we do this?

- **Utilise data to capture the hot-spots within Trafford to target support**  
**Early Help**  
**North Locality School Readiness Pace Based Action Plan**
- **Establish simple but effective pathways for our vulnerable families**  
**Language and communication**  
**Autism and social communication**  
**Starting Strong Pathway**  
**Physical Literacy**  
**Personal, Social and Emotional development**  
**SEN support pathway / Graduated Approach**
- **Develop and commission an early years learning and development programme**



## Standards at all Key Stages: Strengths

- **Standards remain high at all milestones (well above national) and have continued to improve to date this year**
- **There are no primary schools below the floor standard or designated as coasting**
- **Progress for pupils is strong and well above national expectations**
- **The Improving Schools Together Framework for Trafford provides clear guidance for challenge and support**
- **Annual quality assurance visits for all schools enables detailed analysis of performance**
- **Targeted school improvement support for vulnerable schools is provided to ensure prompt and swift intervention and rapid improvements in standards**
- **Regular networking facilitates moderation of standards across all years groups**
- **Teaching schools provide a wealth of training opportunities for all subjects and across all leadership levels**
- **Developmental engagement is ongoing with teaching schools to enable them to function more strategically and targets key priority areas**



# Standards at all Key Stages: Next Steps

- The gap in the attainment of children eligible for free school meals and all other children remains a concern, particularly at Key Stage 4 where slow progress is made

## Standards at all Key Stages: How will we do this?

- Categorisation of schools according to their data outcomes
- Monitor the pupil premium impact plans of identified schools
- Education Strategy to focus on outcomes for disadvantaged pupils through collaborative partnership groups
- Establish peer review mechanisms to support targeted schools
- Source support of teaching schools to deliver training and development





# Special Educational Needs & Disabilities: Strengths



- **Successful SEND inspection outcome**
- **The work of the SEND Board enables the delivery and monitoring of priorities for improvement**
- **Integrated multi-agency working**
- **Joint commissioning between healthcare services and the local authority is well established. This has a positive impact on the provision of services in Trafford, such as the provision of health visiting and school nursing**
- **The Local Offer**
- **Clear procedures and assessment systems ensure that the identification of needs is strong in the early years**
- **The educational needs of children looked after who have special educational needs and/or disabilities are well catered for**
- **The vast majority of Trafford's children and young people who have special educational needs and/or disabilities attend schools that are good or outstanding**
- **Pupils receiving special educational needs support make consistently strong academic progress from their starting points.**



# SEND Areas for Development / Next Steps



- **Co-production to involve parents, carers and young people in our work**
- **Ensure EHC plans continue to be outcomes focused and reflect person-centred principles**
- **Use health personal budgets in an integrated way with social care and education**
- **Strategic planning for transition**
- **Increase the capacity for SEND assessments**
- **Reduce waiting times and access to health assessments**
- **Continue to ensure SEND provision is sufficient to meet local need**
- **Ensure the timeliness of the EHC process is managed**
- **Improve informed practice and early intervention in schools to reduce exclusions of pupils with SEND**
- **Establish plans to manage the pressures of High Needs Funding**



# SEND: How will we get there?

- **Continue to deliver on the priorities identified within the SEND Strategic Priorities Plan as managed by the Board through task and finish groups**
- **Education Strategy to focus on outcomes for SEND pupils through collaborative partnership groups**
- **Raise awareness of the SEND Local Offer so that parent/carers, young people and professionals understand what is available in our area and how to access it**
- **Develop a strategic plan for effective joint planning for transition from children's to adult community health services where they will need ongoing support once discharged for the team at 18**
- **Review existing pathways to ensure appropriate and timely access to services**