

LESSONS LEARNED ACTION PLAN

Ref and Paragraph No.	Observation	Outcome	Action	Officer Responsible	Finish Date	Progress
13. Procedural note for Panel meetings.	A procedural note was drafted and attached to Panel meeting agendas which provided those involved with the format for the meetings.	Following the first Panel meeting the procedure was revised in light of the involvement of the CM, HoS and SL.	That the procedure as attached at Appendix 2 to this report be adopted and revised as appropriate, following approval by the Scrutiny Committee.	KB	May 2014	Completed
14. Formal presentations are made to Panel meetings by schools.	These were well received by Panel members as they allowed Members to consider the contents in detail prior to the meetings and to scrutinise as appropriate.	Some schools did not provide the information in advance of the meeting which resulted in Members having less time and opportunity to assess and scrutinise.	Information is provided prior to Panel meetings to allow time for consideration .	HoS SL KB HT		
14. The schools welcomed the challenge for improvement and the opportunity afforded to them.	The Panel meetings were welcomed by all present with a frank exchange of views and suggestions being discussed.	Scrutiny Committee has been apprised of this view through receiving the reports on individual schools.	Review report to Scrutiny Committee	KB CLSO	Jun 2014	Completed on agenda for June meeting
14 Additional information contained within agendas.	The need to receive detailed information in relation to the support being commissioned, not only by the schools themselves, but by the Council's School Improvement Department	Ensure that Members are fully informed prior to discussions with the school.	That as much information as possible is included within the agenda prior to despatch.	CLSO HoS KB SL		

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	and the JES. Briefing sessions with HoS are considered essential prior to panel meetings.		That briefing sessions continue to be held prior to Panel meetings and are programmed into the timetable.	HoS KB		
16. The Panel meeting process has allowed for in-depth discussion and the gaining of knowledge of individual schools.	The school has provided detailed information on its context, issues and challenges. Detailed support provided by the JES and other organisations reported.	The principle has been accepted by the Scrutiny Committee via the individual school reports received submitted.	Incorporated in 12 month review report.	KB	Jun 2014	Completed addressed in review report to Committee
17. Recognition of good practice to be shared throughout the schools in the Vale.	The meetings have provided opportunities for the sharing of good practice initiatives.	Sharing of good practice should be embedded across all schools.	That officers / Members / JES ensure that best practice is disseminated throughout the schools within the Vale.	JES HoS		
18. Data capture and tracking information is essential to the process in assessing pupils' needs and the support required to	Where good systems were in place there was evidence that this was being utilised fully to analyse need and support required.	Not always was the information being analysed and acted upon as appropriate by the school.	All staff to be fully apprised of the performance systems used; information required and how to access support.	HT		

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<p>meet those needs. The information should be regularly maintained and analysed.</p> <p>Management / pupil tracking systems were not coterminous.</p>		<p>Different systems were in place throughout the schools.</p> <p>Regular meetings to analyse the data should be time-tabled and action points addressed by the departmental management team in relation to individual pupil needs.</p>	<p>To ensure a consistent approach to record management, data capture and analysis is established.</p> <p>Members' views were that one management record system which could be utilised, to include transition details, particularly from Primary school to Secondary school and for use by the JES should be further explored.</p>	<p>HoS JES</p>		

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19. Timing of visits.		In some instances the visits to the school were delayed for various reasons. It is considered essential that the Panels visit schools as early on in the process as possible to ensure that accountability is acknowledged.	Officers to plan timetable in timely manner and report the same to the Scrutiny Committee.	KB HoS		
20. Leadership - support for the management team of schools is considered essential.	Regular meetings were being held between the Leadership team and Heads of Department with the information being disseminated to all teachers	Some schools had not established effective mechanisms for keeping teachers and the Leadership team fully aware of issues etc.	That a framework for regular and robust meetings between staff be established and maintained in order that appropriate support early on in the process can be identified and addressed in assisting pupil performance.	HT GB		
20. Challenge - Schools need to adopt levels of challenge to ensure that they are targeting the relevant	For example, Members were informed that regular revision time is timetabled, some schools adopted weekend revision options as well as lunch time and evening	To raise pupil performance	Programmes to be established.	HT GB		

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groups and to ensure that pupils are placed in the right categories.	opportunities. School could identify the risks in achieving the targets and that systems are identified to minimise these risks.					
22. Promote awareness with parents.	Some schools ensured that parents were fully informed in the process being apprised of their child's needs and how they would be met.	Parents are fully involved in their child's needs.	Develop agreed protocols and channels of communications for parents.	HT GB		
23. Governing Bodies to be informed.	Governing Bodies need to challenge the schools with regard to performance issues. This was not apparent for all schools.	To ensure all Governors are apprised of issues.	Regular written reports should be presented by Headteacher and Governing Bodies.	HT GB	Sept 14	
24. Governors need to fully understand their roles.	Ongoing development training for Governors in respect of performance data / issues	All Governors are equipped to challenge performance	That when Governor appointments are being advertised that detailed information on the role and expectations of a Governor are shared with potential candidates prior to appointment.	GSU	Sept 15	

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25. Some schools had not established mechanisms whereby the Governing Body could hold the school to account.	Some schools had established performance groups with Governors receiving and scrutinising performance information.	Where Governor Monitoring Groups had not been established there was a lack of evidence in respect of accountability.	That regular monitoring processes by Governing Bodies be established.	GB	Sept 14	
26. Governing Bodies should receive written reports from their Headteacher prior to Governing Body meetings.	Where some Governing Bodies did report in this format it allowed for the detail in respect of school performance issues and the initiatives to be adopted to improve performance to be challenged.	All Governors are informed of issues prior to meetings in order that effective challenge can be pursued.	Full written Headteacher's report to be presented to all Governors prior to the meetings of the Full Governing Body.	HT GB	Sep 2014	
27. School attendance needs to be a priority.	Where some schools did have clear messages in relation to attendance other methods of communication were also used e.g. the use of banners and graphical information to apprise pupils, parents and visitors of its importance. One school had also adopted a zero-tolerance	Increase in School attendance will assist pupil performance	That schools consider adopting good practice in relation to improving attendance figures.	HT HoS JES	Mar 2015	

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	in respect of attendance.					
29. More accurate assessments of pupils' abilities from Primary to Secondary school need to be undertaken.	All the schools referred to the difficulties in transition from Primary schools to Comprehensive schools	To establish robust assessments on pupils abilities.	Develop suggestions for consideration.	JES HoS		
30. Schools need to ensure that there is sufficient rigour and detail around self-evaluation and improvement planning.	Close monitoring of the standards of lessons and teaching needs to take place within schools to ensure that all staff fully understand the improvement agenda and the tracking methods being utilised.		A programme should be developed within each to address this issue.	JES HT GB		
31. Panel meetings have allowed Members to be fully apprised of the issues of individual schools.	Information sharing has been invaluable. Where there was a lack of data and information sharing, questions were raised.		That Panel meetings continue to be arranged in order to ensure accountability of performance within schools.	SC KB		

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32. Serious issues, if any, to be referred to a special meeting of the Committee if a meeting is deemed necessary required outside of the normal Committee schedule.			That the procedure for Panel meetings be amended to reflect the need for any issues to be able to be escalated accordingly.	KB SC	Jun 2014	Completed procedure amended and addressed in review report
33. Concerns raised relating to the undue delay in the recruitment process of a Headteacher (18 months)	Undue delay leads to uncertainty, inconsistency and leadership issues	Closer co-ordination between the Headteacher, Governing Body and the Chief Learning and Skills Officer in the recruitment process is required.	Timetable to be drawn up as soon as HT appointment is identified.	HT GB CLSO		

CLSO – Chief Learning and Skills officer

DSSO – Democratic and Scrutiny Services Officer

GB – Governing Body

GSU – Governor Support Unit

HoS – Head of Service for School Improvement and Inclusion

HT – Head Teacher

JES – Joint Education Service

SC – Scrutiny Committee

SL – System Leader