

PSA 10 DELIVERY AGREEMENT

PSA 10 :Helping our children and young people to achieve through education

Encourage all children to realise their potential by improving access to formal and non formal education and by ensuring that provision is tailored to the needs of disadvantaged children and young people.

Objective 1: Provide for effective early intervention through more coherent education and care provision for pre-school children.

Objective 2: Reduce the gap in educational outcomes by addressing the needs of disadvantages and vulnerable children and young people.

Objective 3 : Provide more effective interventions to support children and young people with Special Educational Needs (SEN) and Additional Educational Needs (AEN)

Objective 4: To maximise high-quality Irish-medium provision for those children whose parents wish it.

(a) Vision

- (i) Education is important for every child's present and future. Education provision of high quality should be available to all children from their pre-school years and through compulsory school-based education into post-16 provision. This education can be through the medium of English or Irish.
- (ii) Education at all levels should promote the highest standards and ensure that all children achieve to their full potential.
- (iii) The right support should be provided at the right time particularly for children and young people with learning difficulties, a learning disability or facing barriers to learning to ensure that they realise their full potential and make the most of the learning opportunities provided.

(b) Measurement

The key performance measures are set out in the Department of Education's PSA targets that focus on the end of compulsory schooling:

- (i) Increase in proportion of pupils from disadvantaged backgrounds achieving at least a level 2 qualification (GSCE A*-C or equivalent) in English and Maths by the time they leave school
- (ii) Reduction in the proportion of young people leaving school with no qualifications at GSCE level (or equivalent)

(iii) Increase in participation rate of 16-17 year olds in full-time education or training

Data will be collected annually from all schools in relation to these PSAs and to assessments earlier in a child's school career. The data will be used to challenge schools that are performing significantly below their benchmark levels.

In addition to the collection of data, individual schools and other education providers are subject to inspection by the Education and Training Inspectorate on a regular cycle. Inspections focus on a broad range of quality indicators and the report issues to schools, their managing authorities and the public on the overall quality of the education provided including the school's capacity to support children with learning difficulties and disabilities.

(c) Delivery Strategy

This takes a range of forms:

(a) Provision for Early Years

Work on the Early Years strategy is being taken forward by an Inter-Departmental Group consisting of all government Departments with an interest in early years to ensure that the strategy represents a co-ordinated approach to early years. Key milestones for the strategy are set out below:

February 2008 - discuss draft proposals with Education Committee

March 2008 – Departmental and stakeholder consultation

April 2008 – Ministerial agreement

By September 2008 – public consultation on strategy

December 2008 – Final policy recommendations

(b) School Improvement

A revised School Improvement Policy and literacy and numeracy strategy will be implemented from September 2008. These will involve a number of key players, including:

- The **school** and its leadership team which has the primary responsibility for the educational standards achieved by the pupils across all areas of the curriculum; and ensuring that the schools ethos, its leadership, its organisation, its expectations, its pastoral care, its teaching and its curricular provision motivate the pupils and provide them with the opportunities to succeed (from April 2009) and before that the Education and Library Boards and Council for Catholic Maintained Schools.
- The **Education and Skills Authority** will monitor the performance of individual schools, particularly the standards of attainment; challenge schools about their performance; provide the necessary support to schools, especially those which are under-performing; take the actions

required to deliver and sustain improved performance in those schools where it is deemed unsatisfactory; and ensure that there is appropriate training and support for school governors and school leaders.

- The **Department of Education** will monitor and report on the performance of the overall school system; and hold the Chief Executive of the Education and Skills Authority (ESA) accountable for the performance of all schools in relation to school improvement.
- The **Education and Training Inspectorate** will promote improvement through the inspection programme and report the outcomes of a school's inspection to the Department, the Board of Governors, the principal and teachers, ESA.

(c) Special Educational Needs

The delivery strategy and appropriate Delivery Chain Map can only be fully determined once the policy proposals are agreed and the level of funding to implement the package of proposals is secured. The focus of the proposals relate to early intervention and up-skilling of the school workforce in order to achieve the stated vision.

However, in broad terms, the Department will (in conjunction with those responsible for delivery of the policy i.e. Education and Skills Authority (ESA), schools and as appropriate DHSSPS/HSSA/Trusts):

- publicly consult on SEN and Inclusion policy proposals (mid 2008);
- finalise the policy proposals following public consultation (autumn 2008);
- commence advancement of appropriate legislation changes, as appropriate, (autumn 2008);
- prioritise the introduction of the key elements of the policy proposals and develop a robust and clear implementation plan (actions, responsibilities, deliverables, timings etc) (autumn 2008);
- commence preparatory work in advance of implementation; (late 2008 throughout 2009)
- commence phased implementation of early intervention and school workforce upskilling programmes (start 2010).

Whilst, the responsibility for the policy rests with the Department, its practical delivery will be the responsibility of the ESA (and before April 2009 the Education and Library Boards) and the schools in partnership with the health and social services sector, DEL, and voluntary agencies as appropriate. Partnership with the health boards and trusts is essential to the delivery of early intervention, assessment and intervention and for providing coherent services to children and young people with special educational needs. In doing so any intervention and/or provision needs to best meet the continuum of need, that funding and skills are matched to the most appropriate point of delivery and resources are used to best effect.

(d) Irish-medium Education

The review of Irish Medium Education is being taken forward by the Department in conjunction with a Project Board which includes all key stakeholders. Key milestones are:

Project Board makes recommendations to Minister – March 2008

Discussion with Education Committee – mid June 2008.

By end June 2008 public consultation on recommendations.

Public Consultation ends October 2008.

Final Policy recommendations December 2008.

(d) **Risk Management Strategy**

Delivery of the objectives will be included in the DE business planning process, and the ESA (and before April 2009 the Education and Library Boards) business plans and any associated risks will be managed in that context. This will ensure that resources devoted to these measures will be used directly and efficiently for the purposes intended.

Within schools, Boards of Governors are responsible for the delivery of policy to pupils. The new arrangements under RPA will provide for strengthened accountability of the schools to ESA and of ESA to the Department.

Literacy and numeracy strategy will also be overseen by a taskforce comprising external professionals with expertise across a range of relevant disciplines and a specific remit to monitor progress and challenge where this is slower than intended.

(e) **Consultation Schedule**

(a) Provision for Early Years

Work on the Early Years Strategy is being overseen by an Inter-Departmental Stakeholder group consisting of DHSSPS, DSD, DEL, OFMDFM and DARD. The IDG met 3 times throughout 2007.

The Department has also formed 5 stakeholder groups to capture input on the delivery, policy and practice of early years.

Regional Reference Group: to oversee development of the strategy. The group met in February and November 2007.

Good practice group: to establish best and quality early years practice. The group met between March to June 2007.

Equality group: to examine equality of provision for parents and vulnerable members of society. The group met throughout April to October.

Delivery arrangements group: examine structures for future delivery. The Group met between June to September

Workforce development: clarify the future roles and responsibilities of workers in the sector. The group met between June and October.

(b) School Improvement

The policy proposals within the new School Improvement Policy have already been informed by discussions with professionals, policy-makers and young people and also by responses received to the initial paper on school improvement circulated as part of a suite of papers setting out the policy direction of the education aspects of the Review of Public Administration. Further, the revised curriculum was subject of extensive consultation with professionals, parents, business representatives and young people.

(c) Special Educational Needs

In conducting the review and the development of the policy proposals on SEN, views have been sought from a wide range of stakeholders including statutory and voluntary sector groups, parents, children and young people, education partners including teachers, other service users and providers. This took the form of meetings, workshops where stakeholders were given the opportunity to discuss issues and put forward views. Following approval by the Minister, appropriate scrutiny by the relevant NI Assembly forums the policy proposals will be subject to public consultation mid 2008.

(d) Irish Medium Education

A Project Approach is being taken to the review. It is being overseen by a Project Board, supported by an Advisory Group which include representatives from the sector, educational partners and other government departments. The Project Board has met on 10 occasions between February and November 2007 and the Advisory Group has met 8 times between March and December 2007. Further meetings of both Groups are planned during 2008.

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HM TREASURY GUIDANCE

2.23 The purpose of the **Measurement Annex** is:

- to set out exactly how progress will be measured;
- to ensure that indicators are well-defined, with clear and unambiguous definitions that can be easily understood and widely used;
- to be comprehensible to lay readers; and
- to provide a brief fact-sheet.

2.24 Measurement Annexes should contain at least two sections for each indicator:

- an indicator “fact sheet”; and
- definitions of key terms, e.g. ‘labour force’, ‘economic cycle’.

2.25 The indicator fact sheet must contain:

- a baseline;
- data source (who provides the data as well as which data set will be used);
- frequency with which outturns are reported; and
- the minimum level of change in the data that would constitute a performance improvement, taking random variation into account.

2.26 Departments must specify a Data Quality Officer (DQO) for each indicator underpinning a PSA Outcome. The DQO will be responsible for ensuring that risks to data quality are actively managed and that limitations to the data are adequately communicated to both departmental boards and as part of departments’ public reporting. Ultimate responsibility for data systems quality, including the results of any external validation, will rest with the DQO, who will be named in the Measurement Annex.

INDICATOR 1	By 2011, 30% of pupils from disadvantaged backgrounds to achieve at least a level 2 qualification (5+GCSE A* - C or equivalent) including English and Maths by the time they leave school.
Baseline	In 2005/06 26.3% of pupils entitled to Free School Meals achieved 5+GCSEs A*-C including English and Maths
Data source (who provides the data as well as which data set will be used).	DE Statistics and Research Branch School Leavers Survey
Frequency with which outturns are reported	Annually. School Leavers' data are published in May of the following academic year.
The minimum level of change in the data that would constitute a performance improvement, taking random variation into account	Not applicable – not a sample
Data Quality Officer	Head of Research and Statistics in Department of Education
Definition of Terms	Disadvantaged backgrounds – entitlement to free school meals is used as an indicator of disadvantage Equivalence to GCSE A*-C – Qualifications at level 2 on the National Qualifications Framework

INDICATOR 2	By 2011, reduce the proportion of Year 12 pupils with no qualifications at GCSE A*-G level or equivalent to 1.5%
Baseline	In 2005/06 3% of Year 12 pupils had no qualifications at GCSE A*-C or equivalent.
Data source (who provides the data as well as which data set will be used).	DE Statistics and Research Branch Summary of Examination Results
Frequency with which outturns are reported	Annually. Data are available in March of the following academic year.
The minimum level of change in the data that would constitute a performance improvement, taking random variation into account	Not applicable – not a sample
Data Quality Officer	Head of Research and Statistics in Department of Education
Definition of Terms	Equivalence to GCSE - Qualifications at level 1 or level 2 on the National Qualifications Framework

INDICATOR 3	By 2011, increase the participation rate of 16-17 year olds in full time education or training to 95%
Baseline	In 2006/07 92% of 16-17 year olds were in full time education or training.
Data source (who provides the data as well as which data set will be used).	The schools statistics are derived from the Annual School Census (DE Statistics and Research Branch) The FE college statistics are derived from the Further Education Statistical Record. (DEL)
Frequency with which outturns are reported	Annually.
The minimum level of change in the data that would constitute a performance improvement, taking random variation into account	Not applicable – data is not a sample
Data Quality Officer	Head of Research and Statistics in Department of Education
Definition of Terms	The figures refer to full time enrolments, defined as attendance which is (i)for at least 15 hours and at least 7 sessions per week, or for more than 21 hours per week with no sessional requirements (ii) a sandwich course, or (iii) on short courses i.e. single self contained periods of full time study of under 4 weeks duration, within one academic year, which do not have to satisfy the hour and session requirements of (i)