

Date of issue: 31st May 2011

MEETING

**EDUCATION AND CHILDREN'S SERVICES
SCRUTINY PANEL**

(Councillors Abe, Dar, Davis, P K Mann, Minhas, O'Connor, Sharif, Smith, and S P Wright) – *Membership to be confirmed at Overview and Scrutiny on 7th June 2011*

Education Voting Co-opted Members

Oxford Diocese Representative – Vacant
Northampton Diocese Representative – Vacant
Parent Governor Representatives - Vacant

Education Non-Voting Co-opted Members

Headteacher Representative - Mr C McGeachie
Primary Teacher Representative – Vacant
Secondary Teacher Representative - Vacant

DATE AND TIME:

THURSDAY, 9TH JUNE, 2011 - This meeting will commence on the rising of the Joint Meeting of the Overview and Scrutiny Committee and Education and Children's Services Scrutiny Panel

VENUE:

COUNCIL CHAMBER, TOWN HALL, BATH ROAD, SLOUGH

DEMOCRATIC SERVICES

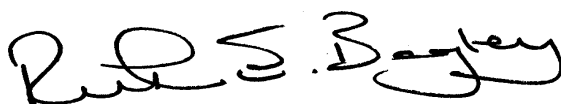
OFFICER:

(for all enquiries)

CLAIRE GRAY
01753 875120

NOTICE OF MEETING

You are requested to attend the above Meeting at the time and date indicated to deal with the business set out in the following agenda.



RUTH BAGLEY
Chief Executive

AGENDA

PART 1



AGENDA
ITEM

REPORT TITLE

PAGE

WARD

Apologies for absence.

CONSTITUTIONAL MATTERS

1. Election of Chair
2. Election of Vice-Chair
3. Declaration of Interest
(Members are reminded of their duty to declare personal and personal prejudicial interests in matters coming before this meeting as set out in the Local Code of Conduct).

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|----|---|-------|-----|
| 4. | Minutes of the Meeting held on 9th March 2011 | 1 - 4 | All |
|----|---|-------|-----|

SCRUTINY ISSUES

- | | | |
|----|---|---|
| 5. | Member Questions
<i>(An opportunity for Panel Members to ask questions of the relevant Director/ Assistant Director, relating to pertinent, topical issues affecting their Directorate – maximum of 10 minutes allocated).</i> | - |
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|----|---|--------|-----|
| 6. | School Improvement and Raising Standards, Including Schools in Special Measures, with Particular Reference to Vulnerable Groups | 5 - 44 | All |
|----|---|--------|-----|

ITEMS FOR INFORMATION

- | | | |
|----|---|---|
| 7. | Consideration of reports marked to be noted/for information
<i>(The Panel will consider any reports marked to be noted/for information and determine whether future scrutiny is considered necessary: maximum of 5 minutes allocated).</i> | - |
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- | | | | |
|----|---|---------|-----|
| 8. | Forward Work Programme | 45 - 46 | All |
| 9. | Date of Next Meeting
- Monday, 5 th September, 2011 | | |

Press and Public

You are welcome to attend this meeting which is open to the press and public, as an observer. You will however be asked to leave before the Committee considers any items in the Part II agenda. Special facilities may be made available for disabled or non-English speaking persons. Please contact the Democratic Services Officer shown above for further details.



Education and Children's Services Scrutiny Panel – Meeting held on Wednesday, 9th March, 2011.

Present:- Councillors O'Connor (Chair), Abe (Vice-Chair), Bains, Davis, MacIsaac and P K Mann

Apologies for Absence:- Councillor Dale-Gough and Shine

PART 1

50. Declaration of Interest

None were received.

51. Minutes of the Meeting held on 25th January 2011

The minutes of the meeting held on 25th January were approved as a correct record.

The Chair sought clarification on the last bullet point of minute 44 - Secondary Schools in Slough and GCSEs, which referred to comparisons with other Berkshire authorities that this would only be in exceptional circumstance. Officers confirmed that this would only be used occasionally where it was appropriate.

52. Education and Children's Services Performance Report

The Panel considered a report which provided an update on performance relating to the work within the Education and Children's Services department for the year to 31st January 2011. The Director of Education and Children's Services advised that parts of the performance data would come to the Panel throughout the year. It was noted that a number of indicators were based on LAA targets which no longer existed. It was noted that some of the targets would be maintained for the refreshed Children and Young People Plan. The Chair suggested that it would be useful to have input into the plan from Councillors as they had good links to the community. It was noted that once a draft of the CYPP was ready it would be shared with Members to gain any feedback that Councillors had on the priorities within their communities. It was noted that it needed to be considered whether some of the targets flagged as red were really a cause for concern or whether the target was inappropriate.

The Assistant Director, Inclusion advised that a number of indicators were based on information gained through the Tellus survey which had now ceased. The emotional health of children which was flagged as red was evaluated through the survey. Despite the survey ceasing, emotional health remained a high priority for the Local Children's Partnership Board. It was reported that the Hub arrangements for the Child and Adolescent Mental Health Service which had previously been considered by the Panel were working well.

Three national indicators relating to primary education were flagged as red. It was noted that there were continuing challenges in this sector and these could

be seen in relation to the number of schools in categories and progress at KS2. There was a significant increase in KS2 results last year but there was still much progress to be made. The Chair suggested that the work done to improve KS2 results did seem at last to be having an impact. Officers confirmed that a number of schools were really focussing on drilling down into the results data which helped to focus actions. It was further noted that two of the most successful primary schools in Slough boycotted the SATS last year. Schools were working hard to address attendance at primary schools but turbulence still remained a contributing factor to results. Members raised a number of queries regarding the performance of primary schools and it was agreed that a report on the schools in special measures including the role of the local authority and governors would be brought to the next meeting.

The Assistant Director, Children and Families advised that the indicator for Young people's participation in positive activities was flagged as red but Slough was ranked 7th nationally and 1st of the statistical neighbours group. However the very high self-imposed target was missed by 1%. It was noted that some targets needed to be reviewed especially as this was evaluated by a Tellus survey which would no longer take place. It was noted that the current budget cuts may affect this indicator. It was noted that a review of the Youth Service following changes which were due to be agreed at the next Cabinet meeting would be scheduled on the Forward work programme for September.

It was noted that a number of mitigating actions had been established to improve the indicator for initial assessments carried out within 7 working days of referral. However this met all statutory targets and was above the latest England and statistical neighbour comparators but fell slightly below Slough's target. It was noted that the target would be amended and with the ongoing work it was hoped to achieve this over the next year.

Resolved:- That the content of the report be noted and the forward work programme be updated to include a report on the youth service.

53. Impact of the Comprehensive Spending Review 2010 on Services for Children, Young People and Families in Slough

The Panel considered a report which detailed the outcomes of the Comprehensive Spending Review (CSR) announced in December 2010 and the impact on children, young people and their families. The Council budget was agreed on 21st February which included reductions in support services in order to allow the continuation of frontline services. However in addition to the cuts in the CSR the Education and Children's Services directorate also experienced reductions in grant allocations. A list of grants and whether they would be continuing, amalgamated or ceased was considered by the Panel. Several areas of funding under the previous government were heavily dependent upon grants and this placed a number of services under pressure. In the subsequent discussion Members raised a number of queries:-

- In relation to the detail provided on the dedicated schools grant a Member suggested that it would be useful to get some further information on the pupil premium in future.

- A Member asked if the Council was in a position to know what services may not continue in future in relation to child protection and social care. It was noted that at present the authority only provided statutory services but it would need to be considered how these continued to be provided. Children's Social Care was not affected but the cuts at present but it was confirmed that from 2012/13 onwards there was no way that cuts could be made without affecting front line services. These issues would be considered by scrutiny in future.
- A Member advised that at the last Overview and Scrutiny Panel the Chief Constable advised that one of the biggest challenges was preventing violent extremism and the member expressed their disappointment that this grant had been removed. The Director advised that youth support services was under review at present but there was not enough funding to compensate for this. In addition schools used funding to contribute more generally to community cohesion work.

Resolved:- That the impact of the reductions in funding on current and future service delivery, the relevant performance targets and measure being taken to mitigate risk be noted.

54. Foster Carers Report

The Panel considered a report which provided an overview and update of the Council's current position with regards to fostering. The report included the numbers of approved carers and those under assessment, the impact of the reduction in fees, the staffing position and the current and future recruitment strategies. The reduction in the foster carers' fees was previously discussed at the Scrutiny Panel in September 2010. The Panel considered the future plans for the fostering service which included the establishment of a Slough Foster Carers' Network and the possibility of specialist carers. Members were encouraged to help with the promotion of foster carers' recruitment. It was noted that there was greater emphasis on placing children with in-house carers. In the ensuing discussion Members asked a number of questions, including:-

- In response to a question regarding the changes to the foster carers' scheme it was reported that the initial response was quite favourable and carers appreciated the reasons for a number of changes and felt that overall issues raised had been accommodated.
- A Member noted the importance of focusing on targeted recruitment for long-term foster carers and asked about the strategies for recruitment and retention. A number of long-term placements were with independent fostering agencies but Slough had some long-term carers who had continued to care for short-term placements. In terms of recruitment the same officer would follow-up an initial phone call with an in-depth visit to ensure continuity and once foster carers were approved it was important for them to receive high-quality, targeted support.
- A Member asked if there were enough experienced carers to manage those children with very challenging behaviour. The Fostering Team Assistant

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Manager advised that some newly qualified foster carers could be just as good as experienced carers. However it was noted that it was disappointing to lose some experienced carers but it was hoped that some carers may return to Slough and would be welcomed back if they wanted to continue.

- A Member asked how long it took from the initial enquiry to approving a foster carer. The whole process could take up to a year. It was noted that if the process was rushed families could feel under pressure and it was highly important to attend the preparation group before beginning assessments.
- In relation to the establishment of a preferred provider for placements it was noted that a scheme had been established whereby the Council's payment reduced when a certain number were placed with the agency and the Council had nearly reached this point.

Members requested that a report on the Specialist Carers Scheme be brought back to a future meeting of the Panel.

Resolved:- That the report and the actions being carried out in relation to supporting and recruiting foster carers in Slough and the impact this has on Council resources be noted. In particular the Panel noted and endorsed the following areas:

- (a) The impact of reduction in fostering payments on the service.
- (b) The need to recruit new foster carers and develop specialist schemes in order to reduce the high costs of placing children in external Independent Fostering Agencies (IFA's) and residential placements.
- (c) The work being undertaken in relation to establishing a Foster Carer Association to support existing and new carers.
- (d) The implications on service delivery of staff vacancies and the need to recruit to vacant posts.

55. Forward Work Programme

Resolved – That the forward work programme be updated as agreed above.

56. Members' Attendance Record

Resolved - That the Members' attendance record be noted.

Chair

(Note: The Meeting opened at 6.30 pm and closed at 8.30 pm)

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services Scrutiny Panel **DATE:** 9th June 2011

CONTACT OFFICER: Robin Crofts, Assistant Director
For all enquiries (01753) 787645

WARD(S): All

PART I
FOR INFORMATION, SCRUTINY AND CHALLENGE

SCHOOL IMPROVEMENT AND RAISING STANDARDS, INCLUDING SCHOOLS IN SPECIAL MEASURES, WITH PARTICULAR REFERENCE TO VULNERABLE GROUPS

1 Purpose of Report

Members have scrutinised two reports on School Improvement and Standards across primary and secondary education in Slough over the last seven months since October 2011.

These two reports were presented to Education and Children's Services Scrutiny on 27th October 2010: Agenda item 6: Report on Primary Education in Slough (Attached) and at Education and Children's Services Scrutiny on 25th January 2011: Agenda item 4: Secondary Schools in Slough and GCSE results: 25th January 2011 (Attached)

This current report to Members is at the request of Education and Children's Services Scrutiny. It is to bring Members up to date about this high priority agenda for the Directorate of Education and Children's Services, with a request to explore the matter in more detail, particularly looking at the achievement and progress of vulnerable groups, and consider what is being done to achieve rapid and sustainable progress leading to stronger schools and higher educational standards.

The primary purpose of this report is to provide information about developments to support school improvement, including schools in special measures, and raise standards, with particular reference to vulnerable groups such as the achievement of children with special educational needs (SEN) and the gap between their achievement and that of other pupils without special educational needs.

The report is also to update Members on the current status of Schools Causing Concern within the Borough and the steps being taken to improve them.

2 Recommendation(s)/Proposed Action

The Education and Children's Services Scrutiny Panel is requested to endorse the School Improvement Strategy and the specific actions to support schools in special measures, including the work taking place to improve standards generally for Slough pupils, as well as improve the achievement of vulnerable pupils, such as those with SEN and the narrowing of the gap between those with SEN and those without SEN.

Members should continue to monitor the progress of Slough's schools causing concern. Given that this is a high priority agenda for the Directorate of Education and Children's Services, it is targeting its funding with financial support from Slough schools on school improvement and standards. This is to address the Local Authority's statutory responsibilities around early support, monitoring, challenge and intervention. It is important that Members are aware and in support of securing and maintaining sufficient resources to fulfil these responsibilities and bring about the necessary improvements.

3 **Community Strategy Priorities**

- **Celebrating diversity, Enabling inclusion**
How are we going to get there?
 - By identifying vulnerable groups and targeting support, having rigorous challenge and any necessary intervention to raise their levels of achievement.
 - By including vulnerable groups with their mainstream peers.
- **Adding years to Life and Life to years**
How are we going to get there?
 - By improving standards for all young people with recognition that higher achievement is one of the strongest routes out of the generational cycle of poverty.
 - By pursuing the Every Child Matters outcome of 'Enjoy and Achieve' recognising that enjoyment in learning is critical for success and engagement, particularly for those who are most vulnerable.
 - By supporting each stage of transition, especially the step into successful and productive adult life
 - By maintaining high levels of Education, Employment and Training (EET) for those beyond 16 years of age.
 - By promoting young people's social and emotional development alongside advances in educational achievement
- **Being Safe, Feeling Safe**
How are we going to get there?
 - By ensuring that schools and other providers provide safe and secure learning environments for children and young people, addressing all health and safety requirements.
- **Prosperity for All**
How are we going to get there?
 - By promoting educational achievement which gives young people increased opportunities for success in adult life, employment and reducing the likelihood of poverty.

4 **Other Implications**

(a) **Financial**

The substantive Raising Achievement Team was dissolved in March 2011 due to the termination of funding from central government, changes in national guidance related to school improvement and standards and advice from schools about ways of addressing their needs associated with this agenda. The small residual team and current commissioned School Improvement and Standards Team, appointed from April 2011 has the capacity to fulfil the statutory requirements around early support, audit, monitoring, challenge and intervention to schools, along with some leadership and management support and school organisation development. This is an interim arrangement as the department looks to re-shape this service area, particularly influenced by the current Education Bill going through Parliament. The Team has sufficient funds to fulfil statutory functions based on core funding from the Local Authority supplemented by additional funding from schools through the Dedicated Schools Grant (DSG). Schools recognise the importance of addressing improvement and standards and they have allocated funding accordingly. This is being used to commission additional expert support related to key issues around driving schools improvement: leadership and management, teaching and learning, assessment and data analysis to inform teaching, governance and attendance. Funding is focused on fulfilling statutory responsibilities, driving improvement in those schools in Ofsted categories (special measures and notice to improve) and those at risk of going into serious difficulties. There is an expectation from central government that schools are responsible for their self improvement and that schools need to work together to secure strong schools with high standards. Consequently, the emphasis is on schools being aware that they need to allocate their resources to these high priority areas and need to work together on those areas which they can't readily address themselves, using funding collectively with due regard to value for money to provide any specialist input necessary.

(b) **Risk Management**

The main risk in the area relate to additional schools going into 'special measures' or 'notice to improve' Ofsted categories. Alongside this is the risk of standards declining.

To mitigate the risk of further schools falling into category and to ensure that all schools causing concern improve, it is essential to continue to commission experienced professionals to work on behalf of the Borough. This also ensures that statutory obligations are fulfilled and that schools are driven to strengthen their self improvement and mutual support.

(c) **Human Rights Act and Other Legal Implications**

There are no Human Rights Act or other legal implications.

(d) **Equalities Impact Assessment**

An equalities impact assessment is not required in relation to this information report.

(e) **Workforce**

There are no significant workforce implications related to this information report.

However, the financial and legislative uncertainties at present, alongside the likelihood of more schools going over to Academy status, necessitate a flexible workforce to address the changing requirements in this area of work connected with its nature and volume. Consequently, there are strong arguments for continuing with commissioned support.

Appropriate professional development for the school workforce at all levels is an important component of any effective school improvement model, especially related to the pace of change and having a workforce that is fully aware of the school agendas and challenges such that the Team can provide robust early support, monitoring, challenge and intervention.

5 **Supporting Information**

5.1 **Context**

This report is presented in the context of having significant numbers of Slough schools which are good or outstanding and some of the highest levels of achievement nationally. At the same time this is not a position of complacency, but a driver for bringing up all schools to those of the best and further raising the standards of the most vulnerable groups across the community. There is now a strong drive to bring the Primary phase into a better place by addressing intensively the 22% of inadequacy and the 33% which are satisfactory.

5.2 **School Improvement:**

The two tables below show the gradings given by Ofsted to Slough schools. Clearly results which are very positive, yet some key issues which need to be focused on intensively to raise the floor of robust schools across the community.

Ofsted Inspection Findings for Slough Schools				
Rating	Nursery	Primary	Secondary	Specials
Inadequate	0	6	0	0
Satisfactory	0	8	1	1
Good	3	9	5	1
Outstanding	2	4	5	1
Total	5	27	11	3

Ofsted Inspection Findings for Slough Schools (%)

Rating	Nursery	Primary	Secondary	Specials
Inadequate	0%	22%	0%	0%
Satisfactory	0%	30%	9%	33%
Good	60%	33%	45%	33%
Outstanding	40%	15%	45%	33%
Total	5	27	11	3

5.3 Primary educational achievement:

The most recent Key Stage performance data indicates that Key Stage One attainment was broadly in line with the national average, with the numbers of pupils achieving Level 2 or above in reading exceeding the national average. Particularly notable were the gains in writing and mathematics at the higher Level 2B or above, and the number of pupils achieving the top grade of Level 3 in reading and writing. These results suggest that those pupils will do very well as they proceed to the next stage of their primary schooling.

- 5.4 At Key Stage 2 figures show an improvement in Slough's Key Stage 2 performance for the first time in a number of years. English at Level 4 improved by 2% and by 7% at Level 5. Maths at Level 4 improved by 4% and English and Maths at Level 4 improved by 4%. Taking the above improvements into account Slough results remain below the national 2010 results across all subjects. In terms of statistical neighbours, Slough compares more favourably at Level 5, but finds itself nearer to the bottom at Level 4+.

5.5 External accreditation at 16 years of age and beyond:

Young people in Slough schools have had a very successful year with their examination results. There has been a 3.8% improvement from last year in gaining 5 or more GCSEs at A* to C, including maths and English. Out of 154 local authorities, this places Slough pupils overall in 12th place nationally. When compared with 10 other similar authorities, Slough is in 2nd place. Similar results were achieved for other GCSE grades. Beechwood School is of special note based on the progress of pupils over the period of their secondary education and this places it in the top 5% of schools and colleges nationally. Alongside this, Langley Grammar School is ranked 22nd nationally for the performance of its pupils. With well over 3000 secondary schools in the UK, Herschel Grammar, Slough Grammar and St Bernard's were ranked 135th, 149th and 157th respectively based on the examination results.

- 5.6 Similarly, for post 16 students there were also very positive results. These place Slough students overall in 10th position nationally and in first place when compared with similar authorities. Beechwood and Slough and Eton students made substantial progress overall which places them in the top 5% of schools and colleges nationally. Wexham and Baylis secondary schools also deserve mention for the progress made by their students which is in line with the top 25% of schools and colleges nationally.

5.7 Schools in Ofsted Category

Currently, Slough has six schools in Ofsted category – 22% in the Primary phase, and 13% of all maintained schools. Although there are outstanding and good schools in all phases, the percentage of schools in Ofsted category is high compared with national figures. An additional cause for concern is that three schools are below the floor standard for attainment at Key Stage 2, Level 4 including English and mathematics, and one secondary school is below floor standard at Key Stage 4, 5 GCSE A*-C, including English and maths.

- 5.8 Other Schools Causing Concern (SCC) are those which are below the median floor standard in English and/or mathematics, and schools that are judged satisfactory by Ofsted. A full list of schools in OfSTED category and milestones for improvement is attached at Appendix B.

5.9 School Improvement Strategy

Immediate action taken at the start of the Summer Term has been the creation of a new School Improvement Strategy ([draft 3 forms](#) Appendix A), to guide the work of the School Improvement and Standards Team. The purpose is to establish robust practices and systems to support school improvement. The new Strategy includes a school categorisation model, which sets out the core Local Authority support for schools in each category. Alongside the Strategy is an Action Plan, requested of all local authorities by the Department for Education in relation to underperforming schools, which provides an outline of the work that is required in the coming weeks and beyond. The top priority has to be to support schools in Ofsted category so that they are removed from category in the shortest possible time, and to ensure that their upward trajectory can be sustained. The Local Authority must also ensure that other schools of concern ([SCC](#)) are supported to avoid being judged by Ofsted as 'inadequate'.

- 5.10 An experienced local authority School Improvement officer has been assigned to work with each SCC. Audit visits are taking place to ensure that there is valid baseline data and intelligence relating to each school and a Raising Attainment Plan (RAP) will be created for each school of concern as a result of these findings. The school's leaders will be held to account through review meetings with the Interim Head of School Improvement and Standards and the newly formed School Improvement Panel (see reference to the Panel in the School Improvement Strategy).

- 5.11 The Team is working with schools, as expected by the DfE, to explore other support solutions, including interim headship appointments, Federation and Academy status.

5.12 Early Years Provision

The Quality Care and Learning Team which is closely aligned to the School Improvement and Standards Team uses a preventative model providing challenge, monitoring and intervention to childcare providers to improve the quality and standards of provision and outcomes for children. Settings are categorised so that those at risk of falling standards and receiving an inadequate Ofsted outcome receive greater challenge and intervention.

- 5.13 The current position is that no maintained schools, private, voluntary and independent settings or childminders are less than adequate for Early Years Foundation Stage (EYFS).

- 5.14 The Early Years Foundation Stage data shows a steady increase since 2008. In 2010 all targets were exceeded by 3.1%. There has been a narrowing of the gap compared with children elsewhere. During this year there was an influx of children into Slough schools and a number of bulge classes. Many of these children had no pre-school experience which had a negative impact on data and outcomes for children. There was an increase in numbers of 5 year old children by 159 children
- 5.15 To drive up standards, termly monitoring and tracking of Early Years Foundation Stage data was introduced in 2010-11. Schools are required to use the data as a formative tool to track and monitor progress and to inform planning. There has been a focus on the lowest performing 20% to implement appropriate intervention programmes. Tracking 6 children across a range of ability has supported specific actions for particular groups. Termly tracking, monitoring and intervention has been successful in challenging schools to improve outcomes for children in the EYFS. All indications appear to show an improving picture for 2011, however on-going support and challenge will be required during the Summer Term.
- 5.16 Currently programmes are focused on communication, language and literacy and the indicators show that providers are on target to achieve significant improvements.

5.17 Childminders

The Quality Improvement Support Programme (QUISP) programme has been implemented with all active childminders. It is a system for categorising providers to ensure better targeted support for those with greatest need. In 2010 there were 2 childminders judged inadequate. The childminders received support and intervention, and when re inspected received a satisfactory grading.

- 5.18 Currently childminder provision is all adequate or better with 36% satisfactory, 54% good and 10% outstanding. This is similar to national data, apart from national figures showing 2% of provision as inadequate, less satisfactory than Slough and slightly more in the good category compared with Slough. The capacity to maintain continuous improvement and leadership and management of the Early Years Foundation Stage and in embedding ambition and driving improvement is reasonably close to that for national data.

5.19 Improving the attainment of children with Special Educational Needs (SEN) and narrowing the SEN/non-SEN Gap

In Slough work has been undertaken linked to the SEN Regional Hub and National Strategies to support schools to improve the progress made by children with SEN. This work has been led by the Service for Children with Learning Difficulties and Disabilities (LDD) but delivered in partnership with staff from the School Improvement and Inclusion Team. This has comprised:

- roll out and training on the Inclusion Development Programme with strands of activity related to speech, language and communication, dyslexia, autism and behavioural, emotional and social difficulties;
- training and support to implement aspects of 'Achievement for All', including the structured conversation;
- piloting with a small group of schools and training offered to all schools to implement the Value for Money Resource pack;
- dissemination of the Progression Guidance materials to support aspirational target setting for children with SEN and allowing schools and others to identify what constitutes good progress;
- bespoke training for individual schools as requested;
- establishment of a sharing good practice group related to including children with Down's Syndrome in mainstream schools;

- good quality assessments of children who are not considered to be making adequate progress and recommendation of appropriate strategies for schools to implement;
- moderation of children's work assessed to be at the P levels;
- participation in the accredited training for new Special Educational Needs Co-ordinators (SENCOs) working with Reading University;
- running the SENCO cluster meetings to disseminate information and share good practice in relation to including children with SEN and supporting improved outcomes;
- involvement in the training provided for Newly Qualified Teachers (NQTs);
- training for SENCOs and Teaching Assistants;
- providing specific support to new Head teachers, new SENCOs or schools that are in some difficulties.

5.20 These interventions have contributed to Key Stage 4 attainment for children with SEN being above the national average but as the attainment of all children in Slough at Key Stage 4 is above the national average, the SEN/non-SEN gap is also above the national average.

5.21 At Key Stage 2, attainment for children with SEN is slightly below the national average as are the attainments of all children at Key Stage 2 in Slough. The SEN/no-SEN gap is marginally above the national average, but is reducing. The breakdown of this data is attached.

5.22 The Ofsted Children's Services Assessment in December 2010 stated that the Local Authority must focus on driving improved attainment for children with SEN and to narrow the SEN/non-SEN gap.

5.23 The data set for schools will continue to be provided and there will be a requirement to support some schools to make use of this data to target the children who are failing to make at least adequate progress even when they have SEN. The school breakdown of SEN/non-SEN gaps should be shared with all schools and those schools demonstrating good practice should be encouraged to provide advice and guidance to schools where the gap is above expected levels. The use of the Value for Money Resource pack should continue to be promoted and support provided in order to assist schools with identifying their income and expenditure related to children with SEN/AEN, map the provision that is made in the school, capture information about the children who access the interventions, the expected targets to be met and actual outcomes. This then supports schools to make judgements about the value for money of the interventions they provide/commission but the Slough pilot also found that it encouraged the schools to evaluate provision more effectively and in some cases change the programmes used or method of delivery to bring about improved outcomes. Schools should be encouraged to share information about their interventions that have led to good outcomes and provided good value for money. The Local Authority will also seek to have access to the summary information generated by this tool to fulfil audit requirements related to delegated budgets.

5.24 The Additional Needs Strategy is now being implemented to ensure that there is sufficient and appropriate provision for children with the most complex needs in Slough schools. Alongside this there is a review of the SEN finance models applied to mainstream, resource bases and special schools to ensure that the level of funding is sufficient to enable children to make good progress and narrow the attainment gaps. The emphasis on intervening early to avoid high level intervention is reflected in an Early Intervention Strategy which focuses on the use of integrated working practices which improves outcomes for children.

- 5.25 Whilst work continues to address SEN attainment there will continue to be a risk that the SEN/non-SEN gap does not narrow as all children are being supported to make progress and despite good attainments the gap can remain at above national average levels as demonstrated by the current Key Stage 4 data.

5.26 Attendance

There are close links between school attendance and achievement. A detailed report on school attendance was provided for the Scrutiny Panel on 25th November 2010 and this included evidence produced by Ofsted that supported the link. Schools and the Local Authority have an important role improving attendance because for schools in special measures, attendance is often identified as one of the key issues. Slough's Attendance Service monitors attendance at all schools, providing support when necessary, especially for schools in special measures. The level of support provided for individual schools is reviewed regularly to ensure it is always targeted where it is required.

- 5.27 All children of statutory school age (5 to 16) must receive education. If a child is on roll at a school, it is the parents who have the legal responsibility for ensuring that their child attends regularly. The Local Authority has a duty to enforce this. If a child is not attending regularly the first step for the Attendance Service is to work with the school and family to establish whether there is an explanation for the poor attendance that could be resolved by providing advice and support. This could for example involve providing advice for the family about the importance of establishing routines in the morning so that the children leave on time. In many cases this type of advice results in an improvement in attendance and no further action is necessary. In some cases parents do not take any action and the Local Authority may have to issue a penalty notice or prosecute the parents. In many cases a warning that a penalty is about to be issued results in an improvement in attendance. This has proved to be very effective in Slough and during the 2009/10 year 135 notices were issued. More generally the Local Authority has developed policies with schools on extended leave and religious observance and the consistent application of these policies by schools and Attendance Improvement Officers has had an impact in controlling absence.

5.28 Governance

Effective governance of schools is important in promoting school improvement. Governors both challenge and support head teachers and they should have access to training and advice that will assist them in carrying out this role. The type of advice, support and training available is currently being reviewed and will be included in a new governor support plan which is about to be ratified. The plan will include details of the type of training available and the cost, the budget available for providing the support and a detailed timetable of development and training events in the 2011/12 school year.

- 5.29 One of the most important priorities in improving governance is to ensure that governor vacancies are filled as soon as possible. The Local Authority is running adverts for governors in the press and also in Slough Citizen in June and it is hoped that this will reduce the number of vacancies. Chairs of Governors have a vital role in strengthening governance and must be confident to act as a critical friend when working with head teachers. They must also have the ability to drive improvement and ensure schools meet their statutory duties because this is part of the Ofsted inspection process. For this reason the training for Chairs of Governors is being reviewed to include more emphasis on challenge and performance management. There are training sessions arranged for Chairs of Governors this term and also during Autumn 2011 and Spring 2012. The content of the training will be reviewed

according to feedback from participants and evidence of any emerging needs across Slough.

6. **Conclusion**

The Panel is invited to endorse the School Improvement Strategy and related work to support schools in special measures to make quick and sustainable improvements and the work designed to improve SEN attainment and narrow the SEN/non-SEN gap.

7 **Appendices Attached**

‘A’ School Improvement Strategy: Draft 3

‘B’ Ofsted Special Measures (SM) for Scrutiny

‘C’ Paper for June 2011 Scrutiny: SEN achievement and the SEN/non-SEN Gap

‘D’ Data for June 2011 Scrutiny: SEN achievement and the SEN/non-SEN Gap

8 **Background Papers**

‘1’ Education and Children’s Services Scrutiny on 27th October 2010: Agenda item 6: Report on Primary Education in Slough

‘2’ Education and Children’s Services Scrutiny on 25th January 2011: Agenda item 4: Secondary Schools in Slough and GCSE results: 25th January 2011

‘3’ Education and Children’s Services Scrutiny on 25th November 2010: Agenda item 5: School Attendance

SLOUGH

School Improvement Strategy

2011

Draft 3

(Subject to consultation and further revision when new Education Act becomes law in Autumn 2011)

Introduction

The Slough Children and Young People's Plan is specific in its vision for partnership working to benefit children and young people in the Borough:

The key aim is to develop 'system reform' to achieve world class standards and close the gap in educational achievement for disadvantaged children. We need to aspire to create an educational system where all institutions are consistently achieving at a high level. In order to deliver this goal we must have a world class workforce that operates within an environment that supports effective teaching and learning and is dedicated to attainment. Pupils that are excluded, those that are unable to attend mainstream school and those that are disengaged from education represent a relatively small proportion of pupils but their individual needs must also be considered and met.

In Slough there are outstanding, good and improving schools. However, some are underperforming and these need intensive action to bring about improvement. Outcomes for children and young people are at and above national averages on many measures, but we do aspire to achieve more. We know that the changing social context, with changing patterns of family life alongside technological and global changes, place significant challenges on schools, families and communities. Slough is committed to working in partnership to prevent problems, to intervene early, support parents and families and build stronger and united communities. The role of our schools and settings is vital in delivering 21st Century services to meet 21st Century needs, and we aim to deliver excellence and high standards for all our pupils and their families.

This document describes the main statutory school improvement responsibilities of the Local Authority (LA) and sets out a framework within which the Improvement and Standards Team in Slough will work to meet these, pending a new Education Act in the autumn 2011. The current White Paper and subsequent Education Bill are clear about the changing role of the LA, and it is in that context that this Strategy is being written.

Context

The recent change in central government (May 2010) means that we are in the midst of a number of key strategic and legislative transformations which will impact on the Local Authority (LA) and schools. Many of these are outlined in the recent Education Bill, where the importance of schools as autonomous institutions supporting each other, the need for consistently highly performing schools, and the further development of partnership and collaboration between schools, are significant drivers. Slough will work in partnership with schools and other settings to facilitate this transition into new roles. This is a time of change with regard to relationships between the LA and its schools. At the same time, the Local Authority is determined to continue working in close partnership with all schools, settings and providers with formal joint arrangements to drive rapid and sustained improvement.

As well as responsibilities with regard to access and Special Educational Needs (SEN), LAs have to secure diversity and choice and have an explicit role in relation to schools causing concern with a range of duties, powers and responsibilities in relation to underperforming schools. Other school specific statutory responsibilities currently relate to:

- target setting
- ensuring assessment is secure and teachers are appropriately trained
- acting as responsible body for Newly Qualified Teachers (NQTs)
- assuring Governing Body membership, induction and access to information
- involvement with head teacher appointments
- the wider school planning functions, and buildings
- finance for maintained schools
- early years provision.

The *2009 Framework for Inspection* emphasises the role of schools with regard to safeguarding and ensuring the progress of each and every child and young person. Until such time as a new Education Act is in place, these responsibilities continue. Likewise, the current OfSTED framework remains in place until changes in January 2012, when we know that inspections will focus on:

- achievement, attainment and pupil progress
- the quality of teaching
- leadership and management
- behaviour and safety

Evidence shows clearly that educational achievement is the most effective way to improve outcomes and break cycles of deprivation. Improving life chances for all is therefore the key driver for our work, and there is a crucial role for everyone in shifting the focus from dealing with the consequences of difficulties in children's lives, to early identification and intervention safeguarding them in the first place. To the same end, Slough will continue to promote partnerships, in the belief that they provide a rich combination of high expectations, innovative thinking and a strong community within which **all** learners can thrive and achieve.

Key principles

Our work is underpinned by the following key principles:

- Schools are self-managing and autonomous institutions, working within a national context, that are responsible for their own performance and improvement. The role of the LA is to intervene should school provision and quality for children and young people be compromised.
- Schools will be supported and challenged to continue and sustain improvement, both in actual attainment and in the rate of progress of our children and young people.
- Learning must be personalised, and partners will work together to narrow the attainment gap for all pupils and particularly for our most vulnerable pupils.
- All pupils, and in particular the most vulnerable, must have the support they need to overcome any barriers to their learning and well-being.
- The range of opportunities for 14 – 19 year olds will continue to be a priority, in order to meet the interests, aspirations and needs of Slough's young people
- The LA will work with parents, families, communities and partners to transform delivery of its services through a common approach, resulting in improved outcomes for children and young people in Slough, particularly the most vulnerable.

Managing Change

To support the Academies Act and in anticipation of the changes expected in the Education Act 2011, the LA will continue to:

1. Support the move from national school improvement programmes to local commissioned and brokered support, with resources held by schools
2. Fulfil the LA's specific role in relation to schools of concern
3. Work constructively in partnership with the increasing number of schools outside LA control ie Academies and Free Schools
4. Emphasise the strategic role of partners, inside and outside the Local Authority, especially the Private Voluntary and Independent sector
5. Support the work of Governors in managing change effectively
6. Ensure 'appropriate body' support for Newly Qualified Teachers
7. Support succession planning to meet recruitment challenges, and head teacher appointments
8. Maintain a close partnerships with schools in design and delivery of CPD for all staff
9. Respond to parental concerns about the quality of local schools
10. Promote equality of opportunity and tackle discrimination
11. Promote race equality
12. Appoint a Standing Advisory Council on Religious Education (SACRE)

For further information regarding the current statutory work of the LA see:
Every Child Matters (ECM)

Revised DCSF statutory guidance for schools causing concern - amended 2008

Education and Inspection Act 2006

School Improvement Partner Advice and Guidance for Local Authorities 2008

DCSF target setting guidance (updated annually)

Statutory Guidance on Induction for Newly Qualified Teachers

Apprenticeships, Skills, Children and Learning Act 2009

Race Relations (Amendment) Act 2000

The Academies Act 2010

Partnership Working

The success of our strategy is dependent on the extent and quality of our partnership working, particularly with Slough's head teachers working together, cross-borough, by phase or area. The Local Authority believes that harnessing the collective resources of partners provides the best solutions to both change and challenges, and it will work proactively to strengthen and encourage collaborative working, in particular school-to-school support. The LA will rely on partners to support its work, including external partners such as Public Health and the National College for Leadership of Schools and wider Children's Services. Likewise, schools and settings will work with other agencies and each other to deliver improved outcomes and wider services to children, young people and their families.

Collaboration across schools and settings is an important way of increasing the capacity of schools and settings through:

- leadership development at all levels
- sharing teaching and learning techniques
- a broader and more personalised curriculum
- shared professional development opportunities
- shared strategies to manage exclusions and attendance
- inclusive practices
- support services that meet the broader needs of children and families
- access to extended services

We will support work across partnerships to make the continuum of learning a reality for all children and young people. Further structural solutions across schools and settings will be developed. We anticipate that Slough's schools, working in partnership, will take on an increasingly important role in leading learning and offering mutual support in developing curriculum and educational provision.

School Self Evaluation

The quality of the school self-evaluation process is of vital importance in ensuring schools are highlighting the right priorities and taking appropriate action to address these. The process requires strong leadership and governance at a senior level in the school.

Self evaluation provides schools with the opportunity to highlight their strengths and areas for development, measured against national criteria. Although the school Self Evaluation Form is no longer a requirement, it will be used by Ofsted until the new Framework is introduced in January 2012, and the LA recommends that a SEF or similar document is frequently updated. Self evaluation is likely to be an important judgment in the new Ofsted Framework in the context of Leadership and Management. Similarly, the School Improvement Partner will no longer be a statutory requirement, and there is no funding provision for this role in the delegated budget for 2011 – 12. However, governing bodies will still have a duty to appoint an external adviser to give them advice and support regarding the management and review of the head teacher's performance. Alongside this, the LA nevertheless, has a responsibility for ensuring that it does maintain contact with all its schools, in order to fulfil its statutory responsibilities. To this end, a copy of all school self evaluation/improvement plan is requested, and we should be pleased to receive this document electronically early in the Autumn Term 2011.

Full details and grade descriptors can be found on the [OfSTED website](#), along with the proposals for inspection arrangements from 2012.

Priorities

The priorities for the LA Team, as set out in the School Improvement and Standards Plan are to work with schools to:

1. Maintain and improve outcomes for all pupils
2. Close the gap in achievement between the highest and lowest attaining groups
3. Ensure that the LA offers appropriate and timely support for any School Causing Concern.

These remain the priorities for 2011, regardless of external changes.

Local Authority Support and Challenge for Schools in Slough

Schools are self-managing and autonomous, responsible for their own performance and improvement. The role of the Borough is to support and challenge this and if necessary intervene should educational provision and quality for children and young people be compromised. Under the new Government expectation, schools deemed good or outstanding by OfSTED (now the only external regulator) will have minimal involvement from the LA, except for the implementation of the LA's statutory responsibilities. Some may want to convert to Academy status, and will receive appropriate support from the LA if consultation approves this course of action.

OfSTED Categorisation

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	School Causing Concern - any school placed in Notice to Improve or Special Measures by OfSTED

The ending of the School Improvement Partner (SIP) function means that Slough needs a new model to fulfil its statutory obligations. We are determined to maintain high quality relationships with our schools, and the following model will be implemented from April 2011, subject to consultation.

Grades 1 and 2 Outstanding and Good schools	Expected LA Support/Action
<p><i>It is expected that these schools will take responsibility for their continuing improvement through purchased/brokered and commissioned services.</i></p> <p><i>In addition, good and outstanding schools are expected to work in partnership to support other schools in improving impact and outcomes.</i></p>	<p>Core Provision</p> <ul style="list-style-type: none"> • One visit by an LA Improvement Partner in the Autumn Term re achievement and progress • Telephone contact in Spring and Summer Terms, with a follow up visit if appropriate • Quality assurance of the NQT induction process and joint responsibility for NQT supervision and training • Access to training on local and national initiatives Senior leaders' induction (<i>charged</i>) • Professional development opportunities (<i>charged</i>) • Briefings and 'good practice' information sharing • Brokerage and commissioning of support (<i>charged</i>) • Data information packs

Grade 3a Satisfactory Schools	<i>Expected LA Support/Action</i>
<p><i>Satisfactory schools will commission support within the LA and from other partner schools, but in addition, the LA will take an early support and challenge role to ensure that the school is on an upward trajectory and well-placed for OfSTED re-inspection, usually within 2 years of a ‘Satisfactory’ judgement.</i></p>	<p>Core provision as above, plus</p> <ul style="list-style-type: none"> ▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria and conducted jointly with the Head teacher, within 10 months of a ‘satisfactory’ judgement*, to challenge and ensure that the upward trajectory of improvement has been sustained, especially in relation to OfSTED priorities.

**only for schools with a satisfactory judgement relating to capacity of Leadership and Management*

Division of OfSTED ‘satisfactory’ category

To provide enhanced support for schools below floor standards in any measure, the LA will retain the model of a **3b ‘Focus school’** category. This model of LA support, with a Raising Attainment Plan (RAP) and termly monitoring meetings has been recognised by OfSTED as an effective LA model of support.

LA Category 3b: Focus School
<p>In addition to Core Provision, a Focus school will receive:</p> <ul style="list-style-type: none"> ▪ Advice on creating a Raising Attainment Plan (RAP) ▪ Advice on commissioning appropriate support to implement the plan ▪ Leadership and Governance support, including attendance at Governing Body meetings as appropriate ▪ Regular monitoring of the RAP by the Head of Improvement and Standards at a termly RAP meeting ▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria, 6 months after a ‘satisfactory’ judgement ▪ 1 day Section 8 type monitoring visit, based on OfSTED criteria, within 2 years of a ‘satisfactory’ judgement.

OfSTED Grade 4: Notice to Improve (Ntl) or Special Measures (SM)

When a school is placed in Notice to Improve (Ntl) or Special Measures (SM), the LA writes an Action Plan with clear priorities and milestones for improvement. A [Strategy Action Group \(SAG\)](#) is formed, chaired by the Head of School Improvement and Standards, or their representative. The Chair will ensure that school support is coherent, aligned and focused on impact and outcomes for learners. The [SAG](#) will meet as often as required, and will report at least twice every term to provide the Director and Assistant Director with timely and relevant information on progress towards removal from category.

Sometimes, [SAG](#) support, or commissioned and brokered support for the school improvement process, proves insufficient or ineffective in improving outcomes. In these cases the Head of School Improvement and Standards may recommend recourse to the statutory guidance on schools causing concern to ensure that pupils are provided with the educational opportunities they deserve and that their education is safeguarded.

The document 'Statutory Guidance on Schools Causing Concern' (September 2008) gives details of how Local Authorities interpret and make full use of the powers provided through the Education and Inspection Act (2006).

Powers of Intervention

The powers afforded to a Local Authority through the Education and Inspection Act (2006) and Statutory Guidance on Schools Causing Concern September 2008 are:

- a formal warning notice to the governing body;
- appointment of additional governors;
- suspension of the delegated budget;
- proposal to the Secretary of State of the appointment of an Interim Executive Board (IEB) to replace the governing body;
- the requirement for school(s) to collaborate with another school or FE college or to federate (see section 63 of the Education and Inspections Act 2006).

Formal Warnings

Slough Borough Council will consider issuing a formal warning notice to a governing body if:

- the school is causing concern and concerns are grounded in evidence which has been investigated and discussed with the school;
- standards of attainment or progress of learners at the school are unacceptably low and likely to remain so without intervention;
- there has been a serious breakdown in the way in which the school is managed or governed;
- the safety of the learners or staff of the school is at risk.

A formal warning will include the actions the governing body is asked to take and the deadlines for meeting these. If the governing body does not comply with a formal warning notice, Slough Borough Council (SBC) may use its other powers of intervention. If the governing body feels that SBC is acting unreasonably in issuing a formal warning notice, or in the terms of that notice, it can make a complaint to the Secretary of State.

Appointment of Additional Governors

SBC may appoint additional governors to any school which is causing concern.

Additional governors are identified for their skills and experience. They are mainly selected from existing governing bodies, SBC staff and other community workers. A register of additional governors is maintained by the LA team and they are matched carefully to schools when needed.

The role of the additional governor is:

- be exemplar governors;
- to participate fully in all governing body activities;
- to ensure that the governing body takes the necessary actions to make the school successful;
- to participate in committees set up by the governing body where specialised skills are needed;
- to agree all monitoring and reporting with the chair of governors and head teacher;
- to assist the governing body to work effectively, identify any areas of weakness and to receive any training needed;
- to be positive and encouraging but not afraid to challenge.

Suspension of Delegated Powers

SBC has the power to suspend the governing body's right to spend the school budget. If SBC decides to take this course of action, the related staffing powers are also restricted.

This power of intervention may be used in circumstances where:

- the school has received a formal warning notice, but the matter has not been remedied;
- the school has been found by Ofsted to require special measures or an improvement notice, or is designated by SBC as causing concern;
- the governors have failed to comply with any requirements under SBC's scheme for financing its schools, or are not managing the delegated budget satisfactorily.

Suspension of delegation is a temporary and transitional measure and not a permanent state. SBC will work with the school during the period of suspension to ensure that the school's capacity to take decisions is strengthened.

Before suspending a school's budget, the Director of Education and Children Services will consult with the Lead Member. The Director will give the governing body at least one month's notice in writing of any suspension, except in the cases of gross incompetence, mismanagement or other emergency. The notice will specify the grounds on which SBC proposes to suspend delegation.

SBC will be selective and will leave with the governing body such decision-making powers as it considers appropriate.

Interim Executive Boards

The Education and Inspections Act provides LAs with the power to appoint a specially constituted governing body or Interim Executive Board (IEB) to replace a governing body for a temporary period. This power is available when a school:

- is in special measures;
- has a notice to improve; or
- has failed to comply with a formal warning from its LA; or
- that the governing body is judged to not be capable of securing continued school improvement, even with appropriate support.

The power is intended to be used only in the most exceptional circumstances where it is clear that other intervention powers (to appoint additional governors or withdraw delegated budget) have failed or would fail to bring about the necessary improvement, and may be

used only with the consent of the Secretary of State.

Before using this power, SBC must consult the school governing body and, in the case of a foundation or voluntary school, the Diocese or other appropriate appointing authority. The governing body must also be given written notice that SBC proposes to establish an IEB.

Power to require a school to enter into partnership or change status

The purpose of this intervention is to require a school to enter into collaborative arrangements to secure improvements. Before using this power, SBC must:

- consult the school governing body and, in the case of a foundation or voluntary school, the Diocese or other appropriate appointing authority;
- find a willing school, college, other organisation or individual to act as a partner.

Collaborative arrangements will be used wherever appropriate as part of a package of support for schools causing concern (section 63 of the Education and Inspections Act 2006).

SBC will do all in its power to support schools causing concern, taking swift and decisive action when necessary as detailed above. Should these strategies prove to be unsuccessful in advancing the issues and preventing failure, SBC will close the school and the school may re-open as an Academy, or be amalgamated with an existing school. The Secretary of State has powers to close a school and it may re-open subject to open competition.

A change of status is a structural solution, and the present Government has high expectation that any and every school which is underperforming should become an Academy. The sponsor may be a local 'outstanding' school or an external Academy Sponsor. The Office of the Schools Commissioner will offer advice to the LA regarding any such move towards a structural solution.

The Following table gives the range of options considered for implementation by the Local Authority when schools are in difficulty

Range of options related to schools in difficulty

These options don't need to be pursued in order from left to right. They are simply the options to be considered related to the magnitude and the nature of school difficulties

Early Support	Monitoring		Challenge		Intervention					
								With Secretary of State Agreement		
Interim Headteacher	Statement of Action	Strategy Action Group	Leaders in Education (National and Local)	Serve a warning notice on a school about proposed intervention	Appoint additional governors or re-organise existing governing body	Take back school's delegated budget	Enter into a partnership / soft federation / hard federation / amalgamation with another school	Set up an Interim Executive Board (IEB)	Make a recommendation to the Secretary of State to establish an Academy	Close a school in Special Measures

Whilst the LA may be required to use its powers of intervention from time to time, we are committed to local self-governance and school autonomy. Therefore prior to, or in conjunction with the use of its powers, the LA will seek to ensure that appropriate support and training is put in place to develop the effectiveness of the school and governing body in order to avert the need for intervention, and secure quality of education for pupils during the time of change.

Monitoring and Accountability

The Local Authority has a responsibility to ensure it has a clear and accurate understanding of schools' effectiveness and performance in order to fulfil its statutory responsibilities. To this end the Authority requires copies of all school self evaluation/improvement plans to go with schools performances data as a means of monitoring improvement and standards. Alongside this, the Authority is implementing a School Improvement Panel to strengthen monitoring, challenge and intervention. The remit of which is specified below:

School Improvement Panel

The Local Authority has recently established a School Improvement Panel, which will meet every half term. The remit for the Panel is:

- To secure school improvement and raise standards through appropriate challenge and intervention with schools
- To oversee the Local Authority School Improvement Strategy
- To oversee and review the categorisation of schools and associated support policy
- To review support arrangements and to address monitoring, challenge and intervention of schools in OfSTED category, those at risk of going into category, and those below the government's floor targets
- To determine next steps for schools in category, giving consideration to a continuum of options including intervention and structural changes (refer to attached sheet above entitled '**Range of options related to schools in difficulty**')
- To review identified support arrangements and to address monitoring, challenge and intervention for those schools beneath the floor target, exempting those schools which are making better than average progress as determined by central government
- To demonstrate that the courses of action are appropriate and achieving timely and sustained positive steps in standards and achievement
- To meet head teachers and Chairs of Governors of schools causing concern to review support arrangements and determine what further action may be required in terms of internal and external support
- To make recommendations for consideration by the Director and Lead Commissioner for Education and Children's Services as necessary.

Representation in the first instance will include Primary head teacher representation, Secondary head teacher representation, the Assistant Director for Education and Children's services, the Head of School Improvement and Standards, relevant LA officers and a note taker. In the future, consideration will be given to representation from chairs of governors and elected members.

The Panel will be accountable to the Strategic Director of Education and Children's Services and Lead Commissioner for Children's Services.

Towards Excellence

In Slough, we aspire to having significantly more outstanding schools and no school less than satisfactory and improving. To achieve this, we will work in partnership to build capacity across the system; we will recognise excellence and support partnership across the Borough. We are working for the very best for the children, young people and families of Slough. We aspire to a system of learning that is fit for the 21st Century.

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Schools in Ofsted category May 2011

All schools in Ofsted category have an attached Senior School Improvement Adviser, who challenges and supports to ensure that milestones are achieved. A Strategy Action Group (SAG) is in place for all these schools, chaired by the Head of School Improvement, to hold the school leadership accountable for progress.

Primary Schools in Ofsted Category, all of which are also below floor standards for progress in English and mathematics:

School	Milestones
Cippenham Primary Special Measures April 2010	<ul style="list-style-type: none"> 1st Inspection Monitoring visit: satisfactory progress 2nd Inspection Monitoring visit: good progress Removal from category as a 'good' school expected Autumn 2011
Iqra Islamic Primary Special Measures March 2010	<ul style="list-style-type: none"> 1st Inspection Monitoring visit: satisfactory progress 2nd Inspection Monitoring visit: satisfactory progress IEB application with DfE
James Elliman Primary Special Measures September 2010	<ul style="list-style-type: none"> 1st Inspection Monitoring visit: inadequate progress Interim head teacher arrangements in place from April 2011 GB minutes show GB to be more effective in driving school improvement and raising achievement Requirement - at least satisfactory progress at the second Inspection Monitoring visit during the Summer Term 2011.
Marish Primary Special Measures December 2009	<ul style="list-style-type: none"> 1st Inspection Monitoring visit: satisfactory progress 2nd Inspection Monitoring visit: good progress 3rd Inspection Monitoring visit: good progress Exit from special measures as a good school at next visit.
Western House Primary Special Measures February 2011	<ul style="list-style-type: none"> Interim head teacher in place Post-Ofsted Action Plan in place SAG in place Application for IEB agreed 17.5.2011. Initial meeting 26.5.2011
Foxborough Primary Notice to Improve May 2010	<ul style="list-style-type: none"> January 2011: Satisfactory progress made by mid-year Inspection Monitoring visit Improved pupil assessment results, particularly at KS2 in

	<p>the Summer 2011</p> <ul style="list-style-type: none"> • Work for positive outcome to the re-inspection in Summer Term 2011
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REPORT FOR SCRUTINY PANEL

IMPROVING THE ATTAINMENT OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS (SEN) AND NARROWING THE SEN/NON-SEN GAP

1.0 Background

- 1.1 In Slough work has been undertaken linked to the SEN Regional Hub and National Strategies to support schools to improve the progress made by children with SEN. This work has been led by the Service for Children with Learning Difficulties and Disabilities (LDD) but delivered in partnership with staff from the Inclusion team and School Improvement in particular. This has comprised:
- roll out and training on the Inclusion Development Programme with strands of activity related to speech, language and communication, dyslexia, autism and behavioural, emotional and social difficulties;
 - training and support to implement aspects of Achievement for All including the structured conversation;
 - piloting with a small group of schools and training offered to all schools to implement the Value for Money Resource pack;
 - dissemination of the Progression Guidance materials to support aspirational target setting for children with SEN and allowing schools and others to identify what constitutes good progress;
 - bespoke training for individual schools as requested;
 - establishment of a sharing good practice group related to including children with Down's Syndrome in mainstream schools;
 - good quality assessments of children who are not considered to be making adequate progress and recommendation of appropriate strategies for schools to implement;
 - moderation of children's work assessed to be at the P levels;
 - participation in the accredited training for new SENCOs working with Reading University;
 - running the SENCO cluster meetings to disseminate information and share good practice in relation to including children with SEN and supporting improved outcomes;
 - involvement in the training provided for NQTs;
 - training for SENCOs and Teaching Assistants;
 - providing specific support to new Headteachers, new SENCOs or schools that are in some difficulties.
- 1.2 These interventions have led to Key Stage 4 attainments for children with SEN being above the national average but as the attainment of all children in Slough at Key Stage 4 is above the national average, the SEN/non-SEN gap is wider than the national average.
- 1.3 At Key Stage 2, attainments for children with SEN are slightly below the national average as are the attainments of all children at Key Stage 2 in

Slough. The SEN/no-SEN gap is marginally wider than the national average but is reducing. The breakdown of this data is attached.

- 1.4 The Children's Services Assessment in December found that there was a need to focus on supporting improved attainments of children with SEN and to narrow the SEN/non-SEN gap.

2.0 Current Plans

- 2.1 The work identified above is ongoing but is subject to review as this is dependent on funding provided by schools from within the Dedicated Schools Grant. There are elements of the work provided on a traded basis and this relates to specialist teaching inputs to schools and commissioned educational psychology time. These traded elements of the service will be reviewed with schools and there is an aim that this work will form part of the wider outreach provision to schools that is provided by/hosted by a school, developing the special schools as centres of excellence approach.
- 2.2 The draft School Improvement Strategy sets out the key principles underpinning school improvement in Slough and this includes reference to narrowing the attainment gap for all pupils and particularly for our most vulnerable pupils. It also refers to providing support to all pupils, particularly the most vulnerable, to overcome any barriers to their learning and well-being.
- 2.3 The new School Improvement Team will work in partnership with the Service for Children with LDD to implement the core provision necessary for all schools to meet these principles and to deliver the additional strands of activity identified within the Strategy for schools at the "satisfactory" levels or "causing concern". The structure of the Service for Children with LDD will be reviewed to identify the most appropriate way to deliver this strategic and operational support most effectively but this will require ongoing DSG funding or funding identified from another source.
- 2.4 The data set for schools will continue to be provided and there will be a requirement to support some schools to make use of this data to target the children who are failing to make at least adequate progress even when they have SEN. The school breakdown of SEN/non-SEN gaps should be shared with all schools and those schools demonstrating good practice should be encouraged to provide advice and guidance to schools where the gap is above expected levels. The use of the Value for Money Resource pack should continue to be promoted and support provided in order to assist schools with identifying their income and expenditure related to children with SEN/AEN, map the provision that is made in the school, capture information about the children who access the interventions, the expected targets to be met and actual outcomes. This then supports schools to make judgements about the value for money of the interventions they provide/commission but the Slough pilot also found that it encouraged the schools to evaluate provision more effectively and in some cases change the programmes used or method of delivery to bring about improved outcomes. Schools should be encouraged to share information about their interventions that have led to

good outcomes and provided good value for money. The Local Authority will also seek to have access to the summary information generated by this tool to fulfil audit requirements related to delegated budgets.

- 2.5 The Additional Needs Strategy is now being implemented to ensure that there is sufficient and appropriate provision for children with the most complex needs in Slough schools. There is a focus on children with autism and those with behavioural, emotional and social difficulties initially. It is anticipated that new resource bases will be established within mainstream schools but this will be subject to planning with schools and subject to the usual consultation processes. In order to successfully include more children in mainstream schools, there is a need for robust outreach provision and schools will be encouraged to ensure they continue to have access to these services even if no longer provided by the Local Authority.
- 2.6 There is a review of the SEN finance models applied to mainstream, resource bases and special schools to ensure that the level of funding is sufficient to enable children to make good progress and narrow the attainment gaps. There is an aim to delegate more funding direct to schools to provide them with the flexibility to intervene earlier and reduce the reliance on lengthy statutory assessment processes which involve a range of different professionals. Schools require further assurances about increased delegation and this work is ongoing. The emphasis on intervening early to avoid high level intervention is reflected in an Early Intervention Strategy which focuses on the use of integrated working practices which improves outcomes for children.
- 2.7 The non-financial aspects of work related to statutory assessments of children with SEN are also being reviewed and this includes the criteria for statutory assessment, the descriptions of the bands of provision, the process for applying for a statutory assessment, the annual review process and maintaining the drive to increase the person centred approaches used in schools and continue the emphasis on developing independence to reduce reliance on adult social care provision in the longer term. Whilst these elements may not be directly measured in terms of maths, English and science, in Slough we believe they continue to be important and there is a need to demonstrate progress as a whole not simply in academic terms.
- 2.8 A response to the Green Paper on SEN is being prepared by a small group of Officers. This is likely to lead to significant changes to the area of SEN and Inclusion over the next 2 years. Any implications for schools will be disseminated at the appropriate time and support will need to be put in place related to developments such as the new Education, Health and Care Plan from age 0 to 25 which will replace the current Statements of SEN from age 2 to 19 and the s139 Assessments for post 16 to age 25 and possibly incorporating the Early Support Plans from birth to school age.
- 2.9 The Early Years work within the Service for Children with LDD will be reviewed along with the EYFS work within Sure Start to promote improved

outcomes for children pre-school and supporting successful transition to school.

2.10 Children with specific learning difficulties generally have their needs met through relevant and purposeful measures in schools. This can include access to good quality assessments by Specialist Teachers in the Service for Children with LDD and support to implement appropriate strategies or access relevant resources. Schools can also currently purchase Specialist Teaching from the Service if they wish to and this can provide teaching to small groups or individuals and training for school staff. Where appropriate schools may also choose to access support from their Educational Psychologist for advice or assessment if a child fails to make adequate progress despite these relevant and purposeful measures. Since September children have received increased input as schools have commissioned a large part of the service. Some psychologists spend up to two days a week in schools and not only provide advice to the teacher and child but also to the whole school system which can lead to earlier identification of specific needs and impact on whole groups of children. The Inclusion Development Programme has a specific strand related to identifying and supporting children with dyslexia and this has been rolled out to all schools in Slough.

2.11 Whilst work continues to address SEN attainments there will continue to be a risk that the SEN/non-SEN gap does not narrow as all children are being supported to make progress and despite good attainments the gap can remain at above national average levels as demonstrated by the current Key Stage 4 data.

3.0 **Specific Interventions at Targeted Schools where the SEN/non-SEN Gap in 2010 was above the National Average**

It must be borne in mind that any provision made in schools is by agreement with the schools and for schools in Ofsted categories; this must be part of the overall School Improvement Strategy. Currently all this provision is funded by schools budgets and much of it is purchased provision. Without ongoing dedicated schools budget there will be no capacity to provide the strategic input from the Service for Children with LDD even if the outreach provision is maintained as purchased provision through a school. During 2010 all but 6 Slough schools accessed specialist provision from the Service. Information is included below in relation to those schools with SEN/non-SEN gaps wider than the national average in 2010. All provision is evaluated to ensure good progress is made and that any training input has a lasting impact.

Additionally there are a number of programmes in place across Slough schools which address the behavioural, emotional and social aspects of learning as well as how parents can help support their child with their learning. These programmes provided by the Psychology Service, Autism Service and Services Supporting Behaviour all help to raise the attainments of vulnerable children and narrow the gap and include nurturing, resilience and developmental programmes for children at risk of poor outcomes.

3.1 Foxborough Primary

A Specialist Teacher has been allocated to provide specific teaching input for children plus follow up work and support provided for the Teaching Assistants. The Assistant Manager in the Service for Children with LDD is providing targeted support to train and support the SENCO and the Teaching Assistants. Provision needs to continue as part of the general school improvement work.

3.2 Holy Family Catholic Primary

The school purchased a package of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with classteachers and provision of follow up work. The school has also accessed support from the Service to include children with Down's Syndrome. The increase in the gap relates to the specific cohort of pupils as small numbers can make a significant difference to the percentage figures.

3.3 Khalsa Primary

The Assistant Manager in the Service is providing targeted support to train and support the SENCO and the Teaching Assistants. Provision needs to continue as part of the general school improvement work. Specific inputs have also been provided by a number of the Specialist Teachers for one off assessments of children who are not making adequate progress to assist target setting and determining appropriate interventions and for inset training.

3.4 Marish Primary

The school purchased a package of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with class teachers and provision of follow up work.

3.5 Pippins Primary

The Service provided a whole staff training day on identification and intervention for children with specific learning difficulties as a particular need was identified by the school. The school has also had access to assessments undertaken by Specialist Teachers to support their work with individual children.

3.6 Priory Primary

Support will continue to be offered as part of the School Improvement Strategy to address the SEN/non-SEN gap which is above the national and Local Authority average.

3.7 Ryvers Primary

The SEN/non-SEN gap is above the national and Local Authority average. Support will continue to be offered as part of the School Improvement Strategy.

3.8 St Mary's Primary

The school purchased packages of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with class teachers, provision of follow up work and meetings with parents/carers. The school has also accessed support from the Service to include children with Down's Syndrome.

3.9 Wexham Court Primary

The school purchased packages of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with class teachers, provision of follow up work and meetings with parents/carers.

3.10 Slough and Eton Business and Enterprise College

The school purchased a package of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with class teachers, provision of follow up work, assessments for exam access arrangements and training sessions for Teaching Assistants.

3.11 Wexham School

The school purchased a package of support from the Service and this has been used to undertake baseline assessments of individual children, set targets, provide weekly small group specialist teaching input, liaison with class teachers, provision of follow up work, assessments for exam access arrangements and training sessions for Teaching Assistants.

3.12 Grammar Schools

All the Grammar schools access support from the Service and this generally involves assessments of individual children, exam access arrangements and some specialist teaching input for children with specific learning difficulties. Where a Grammar school shows a wider than average SEN/non-SEN gap, this generally relates to the small number of children involved as by their nature, they will have fewer children with special educational needs in attendance. It is also possible to show a negative gap.

Jackie Wright
Head of Service for Children with LDD

Sally Grimstone
Head of Psychology and Inclusion

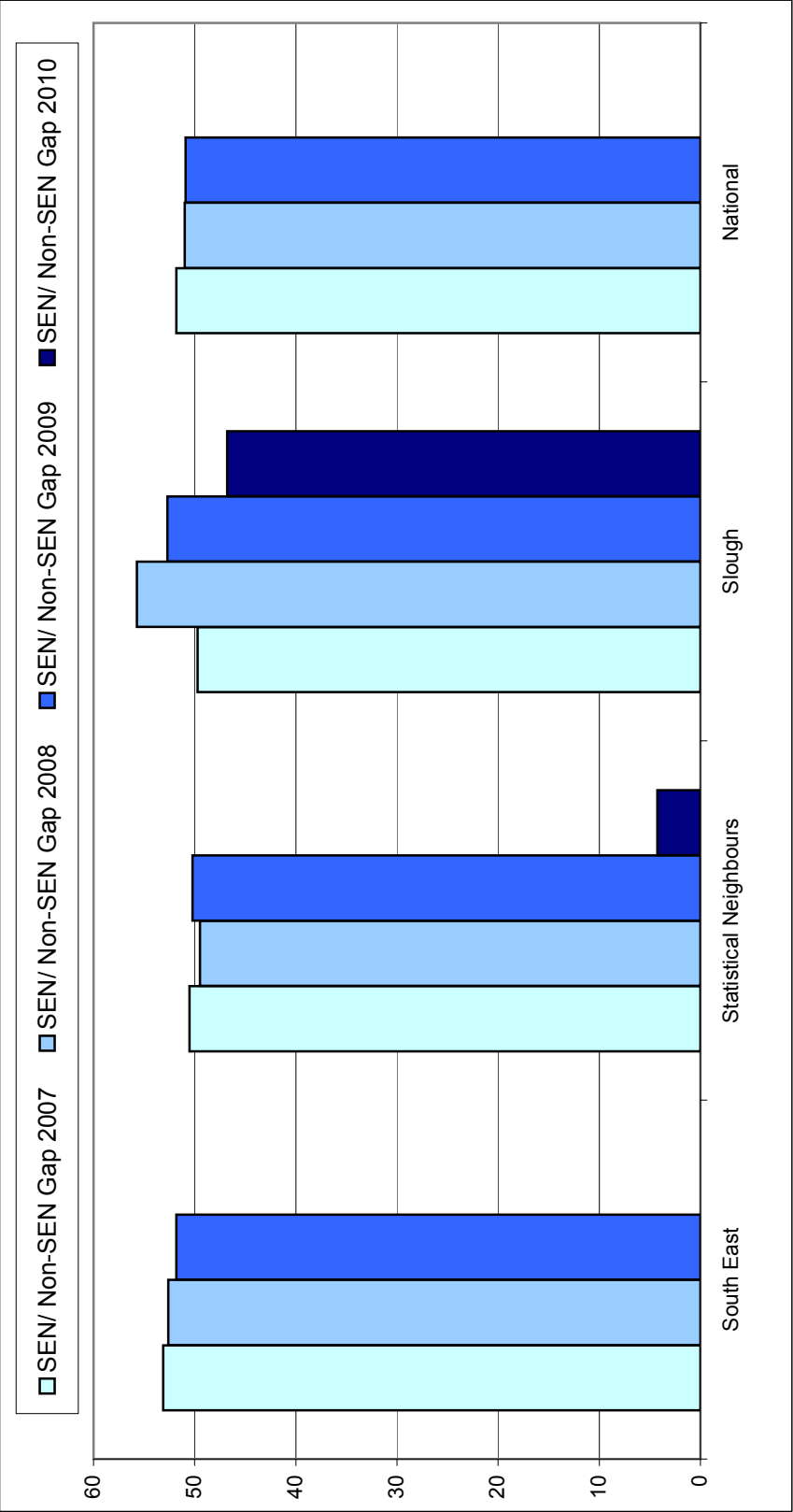
May 2011

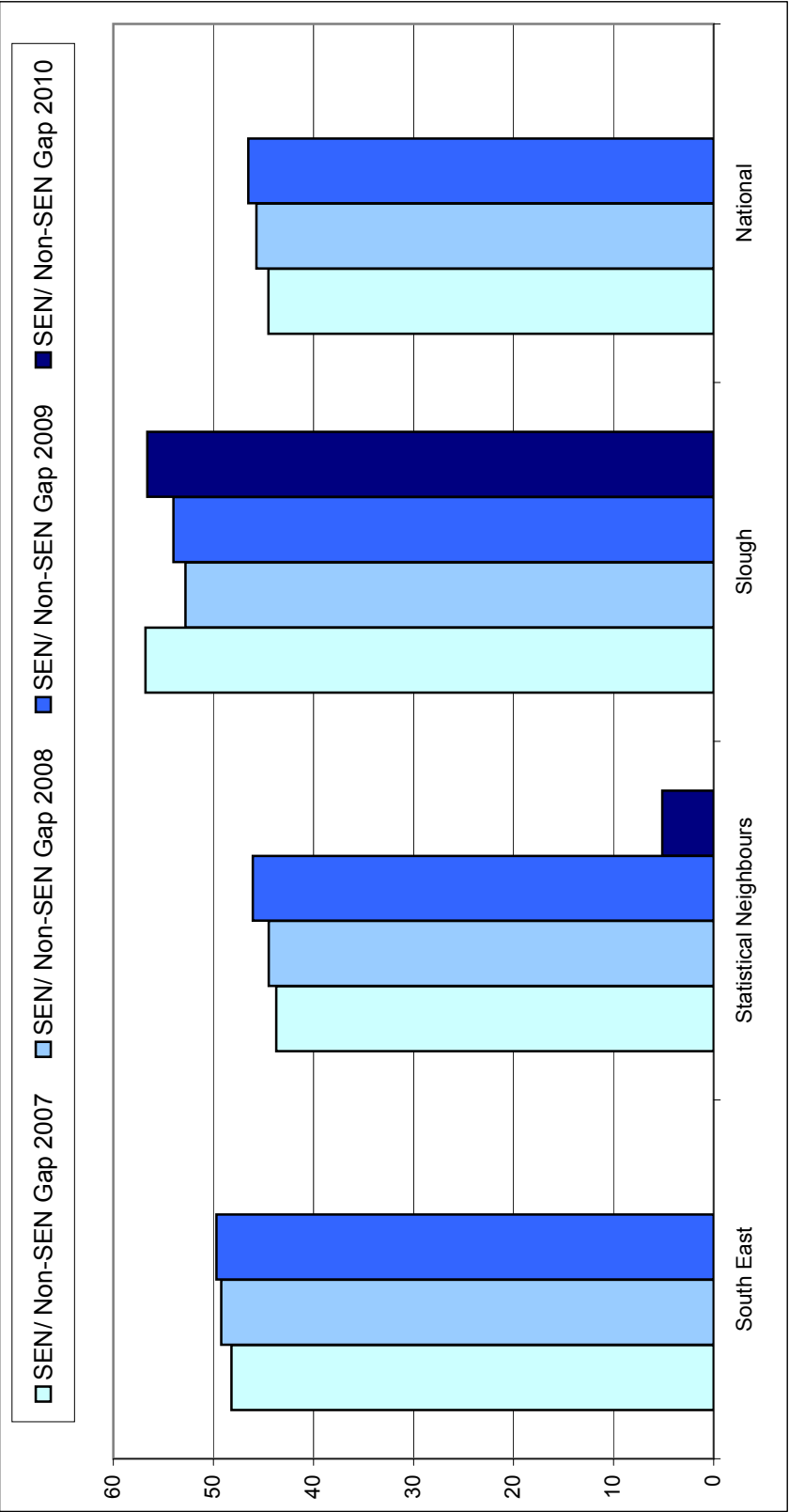
NI 104 - Key Stage 2 Results by Special Educational Needs (SEN) Gap in Slough LA in Comparison with its Statistical Neighbours

Percentage of pupils achieving Level 4 or above in both English and Maths																
	No identified SEN				SEN				All Pupils				SEN/ Non-SEN Gap			
	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010	2007	2008	2009	2010
Birmingham	78.1	81.8	81.2		26.0	30.9	29.3		65.8	68.7	68.0	68.0	52.1	50.9	51.9	0.0
Blackburn	82.4	85.2	84.5		28.9	32.8	30.2		68.4	73.0	69.6	71.0	53.5	52.4	54.3	0.0
Bradford	79.2	81.0	81.5		27.9	31.5	30.3		66.6	68.6	68.0	-	51.3	49.5	51.2	0.0
Coventry	81.6	82.0	81.0		30.8	30.9	33.7		68.1	69.2	67.9	72.0	50.8	51.1	47.3	0.0
Enfield	80.7	86.0	86.0		32.8	41.1	39.1		68.5	74.5	71.7	-	47.9	44.9	46.9	0.0
Hillingdon	82.9	83.3	84.9		33.0	38.1	35.4		71.3	72.0	72.6	76.0	49.9	45.2	49.5	0.0
Hounslow	85.4	87.1	89.0		41.6	40.1	40.6		71.4	73.1	73.8	74.0	43.8	47.0	48.4	0.0
Luton	74.2	79.2	79.4		20.9	30.6	30.4		63.4	68.1	67.4	69.0	53.3	48.6	49.0	0.0
Redbridge	86.3	85.8	86.3		36.3	38.4	39.1		76.0	75.8	76.5	78.0	50.0	47.4	47.2	0.0
Wolverhampton	76.0	79.8	81.7		22.8	28.3	27.8		66.5	69.8	69.2	72.0	53.2	51.5	53.9	0.0
South East	83.8	85.5	85.0		30.7	32.9	33.2		71.5	72.8	72.1	73.0	53.1	52.6	51.8	0.0
Statistical Neighbours	80.5	83.0	83.4		30.0	33.6	33.2		68.3	71.0	70.1	72.2	50.5	49.5	50.2	4.3
Slough	78.7	82.2	82.0	85.7	29.0	26.5	29.3	38.9	65.4	68.7	66.8	70.2	49.7	55.7	52.7	46.8
National	82.7	84.6	84.4		30.9	33.6	33.5		71.1	73.0	72.3	74.0	51.8	51.0	50.9	0.0
Diff from National	-4.0	-2.4	-2.4	85.7	-1.9	-7.1	-4.2	38.9	-5.7	-4.3	-5.5	-3.8	2.1	-4.7	-1.8	46.8
Slough Ranking	131st	113th	120th		96h	138th	120th		136th	137th	144th		39th	137th	103rd	
Quartile banding													B	D	D	

Gap between Slough FSM and National Non SEN
Quartile banding

53.7	58.1	55.1	
D	D	D	





NI 104 - School level achievement gap between pupils with Special Educational Needs (SEN) and their peers

Pupils Achieving Level 4 or Above in both English and Mathematics														
	Number of Pupils 2010	No SEN			SEN			All Pupils			SEN/Non SEN Gap			
		2009	2010	Diff	2009	2010	Diff	2009	2010	Diff	2009	2010	Diff	
		-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	-	
Arbour Vale School	15	100%	-	-	88%	-	-	98%	-	-	13%	-		
Castleview Primary School	-	94%	84%	-10%	45%	47%	1%	71%	72%	1%	48%	37%		
Cippenham Junior School	97	94%	81%	-14%	64%	64%	0%	82%	78%	-4%	30%	17%		
Claycots School	78	83%	70%	-13%	50%	29%	-21%	75%	53%	-22%	33%	41%		
Colnbrook CoE Primary School	17	67%	85%	18%	6%	25%	19%	41%	52%	11%	60%	60%		
Foxborough Primary School	44	90%	96%	7%	16%	56%	40%	56%	68%	12%	73%	40%		
Godolphin Junior School	91	100%	93%	-7%	43%	0%	-43%	88%	87%	-1%	57%	93%		
Holy Family Catholic Primary School	61	67%	68%	0%	15%	33%	19%	47%	57%	10%	53%	34%		
Iqra Slough Islamic School	89	89%	89%	0%	41%	35%	-6%	71%	63%	-8%	48%	54%		
James Elliman School	89	-	88%	-	-	0%	-	-	71%	-	-	88%		
Khalsa Primary School	21	-	-	-	0%	0%	0%	0%	0%	0%	-	-		
Littledown School	4	100%	-	-	79%	-	-	91%	-	-	21%	-		
Lynch Hill Primary School	-	67%	91%	24%	10%	33%	23%	44%	71%	27%	57%	58%		
Marish Primary School	86	70%	67%	-3%	11%	33%	23%	44%	57%	13%	59%	33%		
Montem Primary School	69	87%	88%	1%	30%	53%	23%	73%	81%	8%	57%	36%		
Our Lady of Peace Catholic Junior School	88	82%	100%	18%	50%	67%	17%	74%	88%	14%	32%	33%		
Parlaunt Park Primary School	51	71%	81%	10%	27%	33%	6%	50%	59%	9%	45%	48%		
Penn Wood Primary School	59	81%	94%	13%	17%	25%	8%	67%	73%	6%	64%	69%		
Pippins School	26	87%	89%	2%	13%	29%	16%	70%	76%	6%	75%	61%		
Priory School	95	91%	94%	2%	8%	17%	9%	73%	78%	5%	84%	77%		
Ryvers Primary School	60	84%	82%	-3%	38%	40%	2%	76%	78%	2%	46%	42%		
St Anthony's Catholic Primary School	54	86%	94%	7%	29%	65%	36%	51%	74%	23%	57%	29%		
St Ethelbert's Catholic Primary School	53	73%	79%	6%	0%	20%	20%	68%	70%	2%	73%	59%		
St Mary's CoE Primary School	58	98%	96%	-2%	50%	54%	4%	90%	86%	-4%	48%	42%		
Western House Primary School	58	80%	88%	8%	27%	11%	-16%	67%	65%	-2%	54%	77%		
Wexham Court Primary School	60	82.0%	85.7%	3.7%	29.3%	38.9%	9.6%	66.8%	70.2%	3.4%	52.7%	46.8%		
Local Authority Average	1,423	84.4%	-	-2.4%	33.5%	-	-4.2%	72.3%	74.0%	1.7%	50.9%	50.9%		
England (all schools)	-													
Difference from England	-													

NI 105 - School level achievement gap between pupils with Special Educational Needs (SEN) and their peers

Number of Pupils 2010		Pupils Achieving GCSE 5+ A* to C including English and Mathematics											
		No SEN			SEN			All Pupils			SEN/Non SEN Gap		
		2009	2010	Diff	2009	2010	Diff	2009	2010	Diff			
		2009	2010	Diff	2009	2010	Diff	2009	2010	Diff			
Arbour Vale School	21	-	-	-	0%	0%	0%	0%	0%	0%	-	-	
Baylis Court School	137	64%	56%	-7%	21%	24%	2%	48%	42%	-	43%	33%	
Beechwood School	133	41%	51%	10%	10%	24%	14%	25%	39%	15%	31%	27%	
Haybrook College	9	-	-	-	-	-	-	-	-	-	-	-	
Herschel Grammar School	118	99%	100%	1%	67%	50%	-17%	97%	99%	2%	32%	50%	
Langley Academy	174	-	49%	-	0%	5%	5%	33%	44%	11%	-	44%	
Langley Grammar School	153	98%	100%	2%	100%	0%	-100%	98%	100%	2%	-2%	100%	
Slough and Eton CE School	147	39%	70%	32%	0%	6%	6%	32%	49%	17%	39%	64%	
Slough Grammar School	157	99%	99%	1%	83%	100%	17%	97%	99%	2%	15%	-1%	
St. Bernard's Catholic Grammar School	138	100%	98%	-2%	100%	80%	-20%	100%	98%	-2%	0%	18%	
St. Joseph's Catholic High School	119	41%	38%	-4%	5%	8%	3%	34%	31%	-	37%	30%	
Westgate School	149	75%	66%	-9%	33%	24%	-10%	63%	52%	-12%	42%	43%	
Wexham School	137	41%	53%	12%	5%	4%	-1%	31%	45%	-	35%	49%	
Local Authority Average	1,592	72.3%	74.2%	1.9%	18.3%	17.6%	-0.7%	59.3%	62.4%	3.1%	54.0%	56.6%	
England (all schools)	-	61.0%	-	-	14.5%	-	-	50.9%	-	-	46.5%	-	
Difference from England	-	11.3%	-	-	3.8%	-	-	8.4%	-	-	7.5%	-	

EDUCATION AND CHILDRENS SERVICES SCRUTINY PANEL
FORWARD AGENDA PLAN 2011-12

Draft report deadline	Final report deadline	Agenda dispatch	Agenda item	Meeting date
19 May 2011	26 th May 2011	31 st May 2011	<ul style="list-style-type: none"> Schools in special measures and school improvement 	9 th June 2011
12 th August 2011	19 th August 2011	23 rd August 2011	<ul style="list-style-type: none"> Children and Young People's Plan 2011-14 Rise in child protection and children looked after numbers 	5 th September 2011
23 rd September 2011	30 th September 2011	4 th October 2011	<ul style="list-style-type: none"> Breakaway Statement of Purpose 	12 th October 2011
4 th November 2011	11 th November 2011	15 th November 2011	<ul style="list-style-type: none"> 	24 th November 2011
4 th January 2012	11 th January 2012	13 th January 2012	<ul style="list-style-type: none"> 	24 th January 2012
2 nd March 2012	9 th March 2012	13 th March 2012	<ul style="list-style-type: none"> 	22 nd March 2012

Items to be programmed:

- Impact of the current financial climate on learning providers (added following Sep Panel)
- Strategy for the Adult Learning Service (added following Sep Panel)
- Impact of poverty on children in Slough (added following the October Panel)
- Elective Home Education
- Impact of Academies / Future of Secondary Schools
- Family Intervention Project

(The items on the Forward Agenda Plan are provisional and are subject to Review by the newly appointed Panel)

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