

27 November 2013

MEETING

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

(Councillors Sohal (Chair), Abe, Brooker, Carter, Davis,
O'Connor, Hussain, Malik and Matloob)

Education Voting Co-opted Members

Oxford Diocese Representative (Vacant)
Northampton Diocese Representative (Vacant)
Parent Governor Representative (Vacant)

Education Non-Voting Co-opted Members

Lynda Bussley (Primary School Teacher
Representative)
Head Teacher Representative (Vacant)
Secondary School Teacher Representative (Vacant)

DATE AND TIME:

THURSDAY, 5TH DECEMBER, 2013 AT 6.30 PM

VENUE:

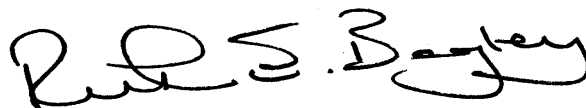
MEETING ROOM 3, CHALVEY COMMUNITY CENTRE,
THE GREEN, CHALVEY, SLOUGH, SL1 2SP

**SCRUTINY OFFICER:
(for all enquiries)**

SARAH FORSYTH
01753 875657

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

Apologies for Absence

CONSTITUTIONAL MATTERS

1. **Declaration of Interest**

All Members who believe they have a Disclosable Pecuniary or other Pecuniary or non Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to the circumstances described in Section 3 paragraphs 3.25 – 3.27 of the Councillors' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 3.28 of the Code.

The Chair will ask Members to confirm that they do not have a declarable interest.

All Members making a declaration will be required to complete a Declaration of Interests at Meetings form detailing the nature of their interest.

2. **Minutes of the Meeting held on 10 October 2013**

1 - 6

SCRUTINY ISSUES

3. **Member Questions**

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).

4. **The Role of Grammar Schools in Slough**

7 - 26

5. **School Places: Plans for the Future**

To Follow

6. **Vulnerable Children and Education**

27 - 48

ITEMS FOR INFORMATION

7. **Schools Services: Contract Update**

49 - 52

8. **Community Learning and Skills Services Update**

53 - 54



<u>AGENDA ITEM</u>	<u>REPORT TITLE</u>	<u>PAGE</u>	<u>WARD</u>
9.	School Results: Preliminary	55 - 60	
10.	Forward Work Programme	61 - 64	
11.	Attendance Record	65 - 66	
12.	Date of Next Meeting - 30 January 2014		

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.

Minicom Number for the hard of hearing – (01753) 875030

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Education and Children's Services Scrutiny Panel – Meeting held on Thursday, 10th October, 2013.

Present:- Councillors Sohal (Chair), Brooker, Carter, Davis, O'Connor, Malik and Matloob (until 7.30 p.m.)

Also present under Rule 30:- Councillor P Mann (until 7.40 p.m.)

Apologies for Absence:- Councillors Abe and Hussain, and Lynda Bussley

PART 1

11. Declaration of Interest

No declarations were made.

12. Minutes of the Meeting held on 1 July 2013

The minutes of the Education and Children's Services Scrutiny Panel meeting on the 1 July 2013 were approved as a correct record.

AMENDMENT TO ORDER

The Chair confirmed, with the agreement of the Panel that there would be an amendment to the order of agenda items so that the items would be taken in the following order: 8, 9, 4, 3, 5, 6, 7 and 10.

13. Forward Work Programme

Resolved – to note the current work programme.

14. Attendance Record

Resolved – to note the attendance record for the current municipal year.

15. Slough Local Safeguarding Children's Board Annual Report 2012/13 and Child Trafficking and Exploitation Progress Report

Paul Burnett, Independent Chair of the Slough Local Safeguarding Children Board, presented the Board's annual report for 2012/13 and an update on the work that had been done to tackle child sexual exploitation.

The Panel noted the priorities for 2012/13 and that these would remain in place during 2013/14 although the actions underneath these priorities would be different. In particular the Board would face three specific challenges:

- the need to demonstrate the positive impact of the Board's strategies and procedures on the outcomes for children;
- to further challenge partners to provide a consistently high quality service; and

Education and Children's Services Scrutiny Panel - 10.10.13

- to improve workforce skills and competencies.

The Panel discussed the fact that financial pressures had not yet impacted on partners abilities to fulfil their responsibilities on the Board. The capacity of Police to attend statutory meetings had been an issue, and there was a concern that some agencies might decrease their attendance and/or the quality of the information they were providing. In order to monitor this situation, the Board was receiving regular reports on partners budget reductions and an assessment of the risk posed to safeguarding work these might pose.

Members also questioned how the voice of the child was being embedded in the practices of the Board, and it was confirmed that this statutory requirement was built into the processes, and that performance in this regard had improved over the previous 12 months. There were three general levels of engagement:

- 1) strategic level
- 2) community of interest
- 3) 'how was it for you'/direct

The Panel was disappointed to see that there were still barriers to the use of eCAF, but noted that a new bespoke local system was being developed which would replace the old system and provide a simpler tool for professionals to use.

Regarding child sexual exploitation (CSE) the Panel noted that progress had been made, and the LSCB was more confident that the data was now providing a fuller picture with 45-47 reported cases. Risk assessments were complete and provided a clearer picture of the likely levels of prevalence for the area allowing the design of appropriate pathways for dealing with cases or those at risk. There had been an conference on CSE held in spring 2013, with 120 partners attending, and targeted campaigns to raise the profile of the issue with hotels, taxi drivers and other licensing organisations. The LSCB had also commissioned a drama to educate social work staff and schools on the dangers of the CSE with mixed results which were being reviewed to see, in particular, how to improve the uptake amongst schools for this sort of educational tool. The LSCB had also secured a funding bid from the Safer Slough Partnership to create a 12-month post of CSE Co-ordinator.

Resolved – that future reports would include the LSCB balanced scorecard.

16. Member Questions

Jane Wood, Director for Wellbeing, provided a verbal response to Councillor Abe's questions regarding the level of understanding amongst the council and its partners of the issue of female genital mutilation (FGM), the practice and risk associated with FGM in Slough, and the safeguarding measures in place in Slough to tackle the issue.

Education and Children's Services Scrutiny Panel - 10.10.13

Jane Wood confirmed that FGM is, by nature, often a hidden issue, as well as a culturally-based issue. It was confirmed that there was an understanding of the issue amongst the council social care staff and partners. In 2007 there was extensive partnership working on the issue, a number of practice guides were developed, which included advice and guidance for schools, partners and council staff on FGM, the impact of FGM on young girls and women, and the identification of risk. The multiagency safeguarding children procedures also include FGM as abuse. In 2012, the Council commissioned further training on FGM.

The Thames Valley Police lead the co-ordination of local intelligence gathering of cases. Since 2007 there have been three separate situations raised that have resulted in investigation and assessment of risk:

- two cases where there was an allegation against an adult (male) for which police investigations undertaken could find no evidence to take the matter further; and
- one alert from Maternity Services, where a pregnant woman was found to have undergone the procedure in childhood before she migrated to the UK, and there were concerns of the practice continuing to the next generation. In this instance, an assessment of risk was undertaken and there was no indication of concern.

Jane Wood stated that there have been no new reports to statutory services for some years.

Establishing the level of FGM incidence is problematic for all safeguarding boards. FGM is often kept hidden by families and others, and at the present time there is no national data set on FGM. The lack of reporting of FGM to statutory children's services and the police, and the information collated locally from public health, does not identify FGM as a priority issue for Slough. The NSPCC recently provided figures on the number of cases relating to FGM known in London. The total was only 34 cases. This illustrates the lack of available data on prevalence nationally, but this does not mean that FGM does not occur.

Jane Wood confirmed that for the past two years the priority area for development for the Slough Local Safeguarding Children Board (SLSCB) has been Child Sexual Exploitation, supported by both national policy priorities and local intelligence, and CSE will continue to be a main programme of work of the Board over the next year. For 2014 the LSCB Executive has also identified FGM as part of the Board's 2014 work and agreed FGM will be the focus of the SLSCB annual conference in the spring of 2014. The conference will consider new ways of increasing awareness amongst professionals, particularly in primary healthcare, include a refresh of the 2007 guidance to staff across the statutory sector in the light of the new *working together* national policy on safeguarding, and consider ways in which there could be closer working with local community groups, for example the Somalian Women's Groups.

Education and Children's Services Scrutiny Panel - 10.10.13

Jane Wood stressed to the Panel that FGM is abuse and a criminal offense, and elected members play an important role in championing awareness in their work. The multiagency children's safeguarding procedures should be used for raising alerts to the police and children's services of concerns in relation to a child. If an elected member has a concern that a child is or could be at risk of FGM, or a concern is brought to their attention by a third party, it is their duty to report the concern and through the appropriate route.

17. Progress Report: Safeguarding and Looked After Children

Jane Wood, Director for Wellbeing, summarised the report setting out the progress made against the five central themes of the Improvement Plan for Safeguarding and Looked After Children Services.

The Panel noted that a primary focus had been improving social work practice on the ground. In this regard progress could be seen through performance indicators, and with monthly audits allowing effective comparisons of quality. Additional areas that the Panel discussed included: casework levels; the impact of the CSE work; a continued rolling recruitment and the need to retain good staff; an improved calibre of agency staff; and measures of listening to staff feedback. The next step would be to ensure that the good quality practice that could be seen would be consistently in place going forward.

Members noted that there had been a number of deep dive exercises, and one in particular had focused on services relating to domestic abuse. There had been Thames Valley-wide training for the Police, establishing a more child-centric approach, with the aim of improving the quality and consistency of information. Following on from this, there would now be a Thames Valley Child Protection Officer co-located within the council social work team five days a week to assist with joint working in this area.

The Children and Young Peoples Partnership Board (CYPPB) work had been progressing well, with the revised Children and Young Peoples Plan being finalised. The revised plan had been carefully reworked in order to ensure that all partners shared the key priorities for the Board. There had also been the development of an engagement strategy and a workforce strategy. The focus of the CYPPB over the next 12 months would be evidencing what difference the work had done had made.

Resolved – to note the report.

18. Early Help in Slough - Getting it right for children

Kitty Ferris, Assistant Director for Children, Young People and Families, introduced the report providing a detailed update on the work to deliver a robust Early Intervention (Early Help) Strategy, a key element of the Safeguarding Improvement Programme.

Education and Children's Services Scrutiny Panel - 10.10.13

The Panel noted the positive feedback that the proposals had received from the Early Help Board. Members discussed the impact of local changes in healthcare on the programme of work, and recognised that both the CCG safeguarding lead and community health teams were engaged at this stage, although there was still work to be done with the wider CCG.

The Panel discussed the difficulties of multi-agency working, and the need to ensure voluntary group engagement in the project. It was noted that there was community and voluntary sector representation on the CYPPB.

Resolved –

- 1) to note the report; and
- 2) to receive a scorecard of Performance Indicators demonstrating sustainable progress at the January 2014 meeting of the Panel.

19. Annual Report of Independent Reviewing Officers Services 2012/13

Kitty Ferris, Assistant Director for Children, Young People and Families, introduced the annual report from the Slough Independent Reviewing Officer (IRO) Service.

The Panel noted that this Service was statutory function, with the team located within the council, although independent of the social work line management arrangements. Members discussed the key issues for the Service over the past year including: the increased number of Looked After Children (LAC); the increased number of older children in system; additional investment into the system which had increased the numbers of IROs which had managed to lead to a decrease in the workload levels. Key performance indicators had demonstrated that there had been a 95% achievement for the timeliness of reviews, and a 93.9% achievement of children actively contributed to their reviews.

Resolved – to note the report.

20. Date of Next Meeting - 5 December 2013

Resolved – that the date of the next meeting would be 5 December 2013.

Chair

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

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children’s Services **DATE:** 5 December 2013
Scrutiny Panel

CONTRIBUTORS: Sarah Forsyth (Scrutiny Officer)
CONTACT: 01753 875657

WARD(S): All

PORTFOLIO: Councillor Pavitar Mann – Commissioner for Education and Children

PART I
CONSIDERATION & COMMENT

THE ROLE OF GRAMMAR SCHOOLS IN SLOUGH

1 **Purpose of Report**

In July 2013 the Education and Children’s Services Scrutiny Panel requested a report looking at the role of Grammar Schools in Slough. Of particular interest to the Panel was the relationship between the Grammar Schools and non-selective schools, the impact of the grammar system on attainment levels in the borough and the accessibility of the selective system for Slough students. Using information provided by Slough’s grammar schools, non-selective secondary schools and primary schools, this report sets out information relating to these points in order to inform discussion.

2 **Recommendation(s)/Proposed Action**

That the Panel consider the role of the grammar school system in Slough, and how the schools, council and councillors can work together to support the effective provision of education across the borough.

3 **Slough Wellbeing Strategy Priorities**

Priorities:

- Economy and Skills

4 **Other Implications**

(a) Financial

There are no financial implications of proposed action.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	None
Property	None	None
Human Rights	None	None

Health and Safety	None	None
Employment Issues	None	None
Equalities Issues	None	None
Community Support	None	None
Communications	None	None
Community Safety	None	None
Financial	None	None
Timetable for delivery	None	None
Project Capacity	None	None
Other	None	None

(c) Human Rights Act and Other Legal Implications

There are no Human Rights Act Implications of the proposed action.

(d) Equalities Impact Assessment

If there is no identified need for the completion of an EIA than this must be stated here.

5 Grammar School Perspective

(The below summary is based on information received providing the grammar schools perspective and is set out in full in Appendix A.)

Accessibility

- 5.1 There are four grammar schools in Slough that operate as a consortium, with a single 11+ test for all of them. The majority of pupils sit the test in September of Year 6, with the results sent to parents during the third week of October, allowing time for them to inform the completion of the Common Application Form (CAF).
- 5.2 The eligibility score for the consortium is 111, which equates to the top 30% of the ability range.
- 5.3 The grammar schools provide 540 places each year, and of the approximately 3500 pupils who take the 11+ test each year, 1100 are based in Slough primary schools, with approximately 20% achieving the required score (equating to 13% of the whole Year 6 cohort in Slough).
- 5.4 Whilst all four grammar schools require the achievement of the eligibility mark from the 11+, each has different admissions policies and over-subscription criteria reflecting their individual ethos' e.g. Langley Grammar includes opportunities for those with musical aptitude; and St Bernard's has a faith criteria.
- 5.5 Over the past three years, all Slough pupils who have achieved the eligibility score in the 11+, and have put the grammar schools with distance admissions criteria, such as Herschel and Upton Court, on their CAF have been given a place at a grammar school. However, as in the case of Upton Court which specifically allocates 45 places for Slough students, these places have not been filled.

- 5.6 In addition to the eligibility score criteria, there are a number of reasons why not all grammar school places in the borough are filled by Slough students, including the proximity of Langley to several London Boroughs who fall within it's postcode admission area, or the attractiveness of Buckinghamshire grammar schools such as Burnham Grammar for those in the west of the borough.

Attainment

- 5.7 At secondary level, as with the selective schools, the attainment levels of pupils at non-selective schools is improving. The Value Added scores of all secondary schools in the borough can be seen at Appendix D.
- 5.8 Therefore, the grammar schools see the key to raising the numbers of Slough pupils attending grammar schools as the improvement of attainment at Key Stages 1 and 2. To this end the grammar schools are working with primary schools where the quality of teaching and assessment requires improvement to support improvements in attainment at this level e.g. Upton Court Grammar and Foxborough Primary School.

Partnership Working and Community Role

- 5.9 The four grammar schools are members of the Slough Association of Headteachers (SASH), which includes all 11 secondary headteachers in the borough and those from Arbour Vale and Haybrook College. This collaboration works to ensure the best standard of education across all schools in Slough. Examples of the types of work involved are set out in Appendix A, and include school to school support and the setting up of the SASH free school.
- 5.10 In a wider sense, the grammar schools provide representation on a wide number of local groups, including the Local Safeguarding Children's Board, Slough Wellbeing Board's Community Cohesion Priority Delivery Group and Traffic Congestion Working Party (set up at the recommendation of the Neighbourhoods and Community Services Scrutiny Panel). In addition to this, the grammar schools facilities are also regularly used by the local community for leisure activities e.g. sports clubs or educational classes.

6 Non-Selective Secondary School Perspective

(The below summary is based on information received providing a non-selective secondary school perspective and set out in full in Appendix B.)

- 6.1 Slough is a unique authority for education; no other authority has a similar population profile and still has grammar schools.
- 6.2 The current pass mark set by the Slough grammar schools, the proximity of the town to another selective area in South Buckinghamshire, and the existence of a girls school means that the intake for non-selective schools in the borough is often impacted by the grammar school system.
- 6.3 The non-selective schools in the borough are now doing very well and have made an enormous contribution to Slough's rise up the league tables (in the top 10 out of 154); working especially hard to stay above the continually rising Government floor standards. A major challenge for the non-selective schools in the borough is dealing with pupils who have taken the test and not passed, and enter secondary school feeling second best and with lower self-esteem, and therefore the successes

achieved by the non-selective schools in the borough should be recognised within this context.

- 6.4 However, this growing success is often vulnerable to policy changes, either at government or local level e.g. a move to lower the eligibility pass mark for the grammar schools, in order to increase the pass rate for Slough students could potentially impact on the work of the non-selective secondary schools in the borough, impacting on the life chances of the young people those schools serve and the economic success of the town.
- 6.5 Slough, historically, has been a very difficult place to recruit high quality staff, with the high cost of housing, the proximity to higher paying areas in London and the wider public perception of Slough making it difficult to recruit. The continuing success of the non-selective schools in Slough is particularly vulnerable to this issue.

7 Primary School Perspective

(The below summary is based on information received providing a primary school perspective and set out in full in Appendix C.)

- 7.1 There is a significant variation across schools as to the impact of the selective system on students at primary schools. In certain schools, particularly where parental pressures are high, children attend extra tuition from as early as Year 2 and this is seen to impact on:
- completion of homework in the primary schools
 - attendance at After School Clubs
- 7.2 The impact of the tests can also continue through the school year, as there may be a tendency for some (not all) students to switch off from the “the need to work” once the results are known.
- 7.3 The primary schools have always maintained a good relationship with all secondary schools in Slough. Both primary and secondary schools work hard to ensure all children have the opportunity to excel and grow to be the “best they can be”.
- 7.4 The nature of the 11+ tests mean that students who do not attend tutoring are currently unlikely to achieve the level required to pass the test; and there are many students who achieve at a high level, but do not succeed in the 11+ as it is a test unsuited, for example, to children newly arrived with English as a second language.
- 7.5 A new form of test was administered in Buckinghamshire in 2013 which theoretically cannot be tutored for. It is understood that the Slough Consortium intends to use a similar test next year, which would assist those children for whom tutoring is not accessible.

8 Conclusion

Using information provided by representatives from Slough’s grammar schools, non-selective secondary schools and primary schools, this report sets out the role the grammar schools play in Slough and their relationship with the wider school system to inform the Committee’s discussion on how the schools, council and councillors can work together to support the effective provision of education for all students across the borough.

9 **Appendices**

- A - Full information provided by Grammar Schools in Slough
- B - Full information provided by Non-Selective School Headteacher
- C - Full information provided by Primary School Headteacher
- D - Data setting out Residence and Attainment Analysis of Slough Selective Schools
- E - Exclusion Rates (2012/13 school year)

10 **Background Papers**

None.

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Scrutiny Panel Report

Introduction

The four grammar schools in Slough operate a consortium for testing purposes. Pupils are able to take one 11+ test for the consortium. Most pupils sit the test in September of Year 6, although late testing is available. The test consists of two equally weighted papers; one verbal reasoning and one non-verbal reasoning. The scores are standardised by the test paper provider and results sent to parents during the third week of October in time for them to complete the Common Application Form. The eligibility score for the consortium is 111 or more. This equates to the top 30% of the ability range as measured by the test and is broadly consistent with other selective areas such as Buckinghamshire and Kent.

The consortium has consistently tested approximately 3500 pupils each year, with approximately 1000 gaining the eligibility mark or above. The four grammar schools provide 540 places each year. Of the 3500 tested in 2013 approximately 1100 were pupils based in Slough primary schools (65% of whole Year 6 cohort) and 223 of those achieved the eligibility mark. This represents approximately 20% of the Slough children who took the test, and 13% of the total population of Year 6 pupils in Slough primary schools. Over recent years there has been a marked increase in interest from applicants living further afield.

What level of preference is given to Slough students applying for a grammar school place?

All grammar school pupils have to have achieved the eligibility mark or above, but each of the four grammar schools have different admissions policies with different over-subscription criteria, which reflect the individual ethos of the school.

Langley Grammar School is located on the eastern edge of Slough close to the borders of Buckinghamshire, Surrey and the London Borough of Hillingdon. The school operates an admission area defined by postcodes which reflects the areas students have come from over a number of years. The Admissions Area covers the whole of Slough. Applicants from within the area are admitted using rank score, but the school also makes 10% of places available for applicants who meet the eligibility score of 111 and who do well in the school's musical aptitude assessment.

St Bernard's Catholic Grammar School uses rank score and has faith criteria.

Herschel Grammar School take 58% of pupils on rank score first and then take 42% on distance from the school. For 2012 entry the distance cut off from the school was 7.4 miles and in 2013 it was 7.2 miles.

Upton Court Grammar School take 69% of pupils on rank score first and then take 31% on distance from the school. For 2012 entry the distance cut off from the school was 27.7 miles and in 2013 it was 15.5 miles.

In the last 3 years, all Slough pupils who have achieved 111 or more and who have put the schools with distance criteria on their CAF have been given a place at a grammar school. Since 2012 parents have had to know the test results before the CAF deadline. This means they are able to make a more informed choice. Unfortunately, Upton Court have not been able to fill their 45 allocated places for Slough children with Slough children, as they have not had 45 students from Slough who have achieved the eligibility score in the 11+ and put the school on the CAF form.

What is your impression of the differential in numbers of Slough/Non-Slough pupils attending grammar schools in Slough and the reason for this?

There are a number of reasons that the 540 places offered by the four grammar schools in Slough are not filled by entirely Slough pupils.

- Only 1100 Slough pupils sat the test (58% of the Year 6 cohort). The top 30% would only be 330 pupils. In 2013 223 achieved the eligibility score.
- The proximity of the Buckinghamshire grammar schools, in particular Burnham Grammar School which appeals to parents on the west of Slough because of geographical convenience.
- The proximity of Langley Grammar School to the London boroughs of Hillingdon, Ealing, Hounslow and Harrow, which makes it the school of choice for many parents in those boroughs.
- St Bernard's faith criteria, which makes it a school of choice for Catholic parents who may not live in Slough
- The relatively low numbers of Slough pupils achieving the eligibility mark in the consortium test, which is in line with the below average Key Stage 2 results for Slough. Grammar schools are selective and so the students who do not achieve expected or better than expected levels of progress at KS2 will find it a big challenge to succeed at the 11+. Consequently, the number of Slough students attending the Grammar Schools is obviously not as high as it should be.

What partnership working is taking place where the grammar schools are supporting the non-selective schools in Slough?

Firstly, the 11 secondary school Headteachers, together with those from Arbour Vale and Haybrook College work consistently collaboratively through the Slough Association of Secondary Headteachers (SASH). We all share the same vision and values which are about ensuring the absolutely best education for every child in Slough despite the very different types of school we lead.

There is no hierarchy. The partnership work is mutually beneficial. The list below is by no means exhaustive, but exemplifies the very high quality collaboration between us;

- The SASH Free School which will open in September 2014 is the collaborative vision of all 13 headteachers and a means by which to address some of the huge need for secondary school provision in Slough over the next few years.
- St Bernard's, Wexham School and St Joseph's federation which focuses on literacy through a joint Y9 Poetry Day, and an exchange programme to Township schools in South Africa.
- Upton Court Grammar School are supporting Foxborough School through a multi academy trust arrangement to ensure the school comes out of Ofsted category.
- Joint post-16 provision between Herschel Grammar School and Baylis Court School gives students a greater range of courses than would be otherwise viable.
- Herschel Pupil Training Centre was set up with capital funding from Langley Grammar School and the running costs are heavily subsidised by Herschel Grammar School and Haybrook College. This provision is very successful in ensuring Slough's permanent exclusion figures for Key Stage 3 pupils are very low.
- Joint recruitment initiatives across all the schools, such as the i-day planned for the spring next year.
- Slough Learning Partnership founded by SASH and developed into a highly effective CPD/procurement agency for both phases; it is currently based at Langley Grammar School.
- Successful National Teaching School accreditation for the town led by Langley Grammar School, Upton Court Grammar School and Lynch Hill School. This provides opportunities to support all the schools in Slough, helping to train and recruit new teachers in both secondary and primary, provide school to school support, engage in educational research projects (closing the gap) to support national/local agendas, identify and develop potential leaders and subject leaders which will all help to improve the education across Slough.
- Upton Court are the school improvement champion for St Ethelbert's' supporting with leadership, professional development, mentoring and training to cater for Gifted and talented students.
- Numerous examples of school-to-school support by advanced skills teachers based in the grammar schools; for example the Maths AST at Langley Grammar School organises training for Heads of Maths across the area, while the school's MFL AST works in a number of primary schools to support KS2 language teaching.
- An experienced Maths teacher from Herschel Grammar School delivers weekly lessons to gifted and talented pupils at Godolphin Juniors and plan are in place to deliver Computing from January.
- St Bernard's have pupils delivering History lessons in local primary schools; one of their English teachers teaches public speaking in a primary school and they host a debating project for primary children.
- The Director of Languages at Upton Court Grammar has led extensive training for teachers within Slough primary schools to deliver a highly effective programme for the Primary Language Strategy. The Director of Science has delivered extensive training to build capacity in science teaching both in primary and secondary schools. Similar to the work completed on the Primary Language Strategy, science teachers at UCGS developed capacity within primary schools to deliver high-quality science lessons. This has been particularly successful

through the work completed with Khalsa Primary School. The Head of Art and the Head of Technology have delivered workshops in primary schools. For the past two years the school has run gifted and talented summer schools for students in Y5 from Slough Primary Schools. The English department also delivers a young writers workshop for students in Y6.

- Langley Grammar School's award winning Digital Schoolhouse project has enabled primary pupils from across a range of Slough primary schools to experience advanced lessons in ICT band computer programming.

With the grammar schools reaching high attainment levels and the non-selective schools improving year on year, what do you see as the most important factor for ensuring high attainment across the education spectrum in Slough going forward?

As you have indicated in this question, at Secondary level the students from both the selective schools and the non-selective schools are making excellent progress. Slough is ranked in the top 10 Local Authorities for achievement at Secondary level. Slough & Eton has a value added score of 1046.6, The Langley Academy has a value added score of 1013.3; both of these scores are mathematically significantly above average. All the secondary schools, except one are rated either good or outstanding by Ofsted.

Therefore we believe the most important factor for ensuring high attainment across education-spectrum in Slough is to ensure an upward trend in Key Stage 1 and 2 attainment. This requires a focus on leadership practice and on the quality of teaching and assessment in the schools where it is inadequate or requires improvement and the leadership teams in underperforming schools need to be held accountable.

Grammar schools are already involved in this challenge formally as in the case of Upton Court and Foxborough and informally through for example, the Catholic alliance and the Grammar schools' advanced skills teachers working in primary schools. Grammar schools will continue to support this work and respond to local need as it arises.

Given the levels of non-Slough students attending grammar schools in Slough, what role do you see the schools playing in the local community?

The SASH School, the Slough Learning Partnership, the National Teaching School Alliance, the direct work we do with primary schools, the Herschel Pupil Training Centre, post-16 joint provision, involvement in the tendering process for outsourcing education services...

In addition, SASH provide representation for;

- School Forum and its working parties
- Slough Schools Education Forum

- Safer Slough Partnership
- Slough Local Safeguarding and Children’s Board and its sub groups
- Slough Schools Sports Network
- LDD Strategy Group
- 14-19 Education Board
- Slough Wellbeing Board Community Cohesion Priority Delivery Group
- Channel
- Learning to Work
- Activate
- Traffic Congestion Working Party

Furthermore, grammar school facilities are regularly used by the local community. Langley Grammar school provides a venue for children’s and adult leisure activities in the evenings and at weekends. The community has full use of Herschel’s sports centre evenings, weekends and holidays and is a key part of Slough’s sport and leisure offer. St Bernards’ field is used by an archery club every week; the local Catholic church use the chapel each week for an early morning service during Lent and Advent and they run a ‘silver surfers’ computer club delivered by their Y10 students.

To conclude, the four grammar schools in Slough are all very committed to ensuring the best education for all Slough children and young people, and are proactive in ensuring this happens.

Jo Rockall
Headteacher
Herschel Grammar School

John Constable
Headteacher
Langley Grammar School

Michael Stimpson
Headteacher
St Bernard’s Catholic Grammar School

Mercedes Hernández-Estrada
Principal
Upton Court Grammar School

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Slough and Eton Church of England Business and Enterprise College

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18th November 2013

Slough Borough Council Scrutiny panel December 5th 2013

Paul McAteer, Executive Headteacher Slough and East Berkshire C of E Multi Academy Trust (SEBMAT) incorporating Slough and Eton Church of England Business and Enterprise College and Colnbrook Church of England Primary School



Introduction

The secondary Headteachers in Slough work more collaboratively than any group of Headteachers I have known in thirty two years of teaching. The Slough Association of Secondary Heads (SASH) was established when Slough became a unitary authority and I have no doubt that its work has contributed to the community cohesion that exists in Slough and the high position it enjoys in secondary league tables.



SEBMAT has been established to provide help and support for schools in Slough and the adjacent proximity. Colnbrook Primary was placed in Special Measures in October 2012 and joined SEBMAT in June 2013. SEBMAT offers bursarial and financial advice to a number of schools in Slough.



Response to Scrutiny Panel Questions

With grammar schools reaching high levels of attainment and the non-selective schools improving year on year, what do you see as the most important factors for ensuring high attainment across the education spectrum in Slough going forward?



To ensure educational success across Slough elected members need to provide the necessary support from Council officers to service schools and to encourage an integrated approach from the various services that work with young people (Police, Health, Social Services etc). They also need to ensure that the recent change in the Slough funding formula for education, with a shift of resources towards primary education, provides the right foundation for success for our young people.



However, as this question is asked in the context of grammar schools in Slough and young people from Slough having access to them, I feel the Council has two options to ensure educational success in Slough:



1. Stick with the status quo.

Slough is a unique authority for education. To my knowledge no other authority has a similar population profile and has grammar schools. Slough currently has eleven mainstream secondary schools and four of them are grammar schools. Slough is one of the few places left in the country that has a selective system with only 5% of secondary schools being grammar. The current pass mark set by the Slough grammar schools, the proximity of the town to another selective area in South Bucks and the existence of a girls school means that the non-selective schools have a heavily skewed intake. This has meant that every non-selective school in Slough has experienced major problems at one time or another. At some point in time nearly every non-selective school in Slough has been 'the sink school', the one that parents did not want to send their children to.





We are now in a position that the non-selective schools are doing very well and have made an enormous contribution to Slough's rise up the league tables (in the top 10 out of 154) . However, they are all more vulnerable than other schools in non-selective authorities and small changes, either at government or local level, can have a significant impact on their success. If there were a move to lower the pass mark for grammar schools to below 111 then I am convinced that this would create sink schools in Slough, thus hindering the life chances of the young people those schools serve and the economic success of the town.

Slough is a very difficult place to recruit high quality staff. The high cost of housing, the proximity to higher paying areas in London and the wider public perception of Slough makes it difficult enough already to recruit. Not many teachers want to work with lower ability pupils all of the time, preferring a balance across the ability range. Currently grammar schools in Slough take the top 30% of the ability range. By lowering the eleven plus pass mark this could mean the top 40% or more. This means that the non-selective schools are left to work with the lower 60% of the ability range. Creating schools that only catered for the lower 60% of the ability profile will be a major deterrent to recruiting quality staff and this will lead to schools being unsuccessful and parents not wishing to send their children to those schools. From the point of implementing a lower pass mark for the grammar schools I would estimate that it would take five years or less for sink schools to start appearing in Slough.

Government floor standards are constantly rising. Non selective schools have to work especially hard to stay above these targets. Lowering the grammar school entry pass mark would mean that any non-selective school would find it almost impossible to achieve these floor standards and this would bring with it scrutiny from Ofsted and the DfE, schools 'Requiring Improvement' and 'Special Measures'.

I would recommend that the 11+ pass mark for Slough is not lowered.

2. Move to a comprehensive education system.

The 11+ examination is a divisive assessment. I have worked in two non-selective schools in Slough and have experienced numerous examples of families being split by the 11+ results. For many pupils that have taken the test and not passed they enter secondary school feeling second best and with lower self-esteem. If each of the mainstream secondary schools in Slough had a normal distribution of the ability range entering their schools it would avoid this situation and allow everyone to start on a level playing field.

I know that other non-selective school Heads agree with the views above.

I hope this paper has been helpful.

Yours faithfully

Paul McAteer
Executive Headteacher



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Office Manager: Mrs D Dhmi



Learning Growing and Living with Jesus

Sarah Forsyth

11 November 2013

Dear Sarah

There is a significant variation across schools as to the impact of the selective system and students at primary schools. In certain schools particularly where parental pressures are high, children attend extra tuition from as early as year 2 and this is seen to impact on:

- completion of homework in the primary schools
- attendance at After School Clubs

In schools where pressure to sit the 11+ is not as great, parents tend to be more responsive to completing school homework etc.

The focus for children has changed over the years. The 11+ is now sat right at the beginning of the academic year and has been known to interfere with the start of term, i.e. children leaving school to sit the exam on different days at different places.

At one time the primary schools administered the tests themselves on behalf of the Slough Consortium, but this was stopped because of the growing number of issues raised by parents. The primary school were finding that a disproportionate amount of time was being given over to the extra administration.

For some children once they have received their 11+ results there is a general switching off of "the need to work". However, this is not true in all students.

The primary schools have always maintained a good relationship with all secondary schools in Slough. Both primary and secondary schools work hard to ensure all children have the opportunity to excel and grow to be the "best they can be".

Students who do not attend tutoring are unlikely to achieve the level required to pass the test, but there are many students who achieve at a high level, but do not succeed in the 11+ as it is a test unsuited for example, to children newly arrived with English as a second language.

Buckinghamshire County Council administered a new form of test this year which theoretically cannot be tutored for. Slough Consortium intends to use a similar test next year. The primary schools hope that this may support those children for whom tutoring is not accessible therefore affording all equal opportunities to have free choice of secondary schools.

I hope these observations are of use to you and apologies for being so remiss in not sending them earlier. If I can clarify any of the points further please do not hesitate to ring.

Yours sincerely

Maggie



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Note: the value added results are based on 2011/12 figures as we are awaiting 2012/13 results

Residence and Attainment Analysis of Slough Selective Schools

	Residence of pupils: Based on Jan 2013 School Census			Percentage of Pupils Achieving 5 or more GCSEs at A*-C inc English and Maths: 2012/2013	Value Added Score (Best 8 Subjects): 2011/12
	Total Pupils Year 7 to Year 11	Number of Pupils Resident in Slough	Percentage of Pupils Resident in Slough		
Herschel Grammar	622	411	66.1%	99.3%	1008.8
Langley Grammar	753	290	38.5%	100.0%	1001.8
St. Bernard's Catholic Grammar	627	193	30.8%	98.5%	1002.8
Upton Court Grammar	772	204	26.4%	94.9%	1005.2
Slough Selectives	2774	1098	39.6%	98.0%	1004.7
Baylis Court	780	762	97.7%	68.5%	1027.1
Beechwood	737	714	96.9%	58.4%	1016.8
Langley Academy	889	874	98.3%	57.5%	1013.3
Slough and Eton CE	857	847	98.8%	58.9%	1046.6
St. Joseph's RC High	636	603	94.8%	58.9%	1022.0
Westgate	870	853	98.0%	67.2%	1011.7
Wexham	790	778	98.5%	54.3%	985.4
Slough Non-Selectives	5559	5431	97.7%	57.9%	1017.6

Percentage of Pupils Achieving 5 or more GCSEs at A*-C inc English and Maths: 2011/2012	Value Added Score (Best 8 Subjects): 2011/12
49%	964.7
48%	1006.1

Non-Slough Schools
Burnham Upper
Churchmead

Appendix E

Exclusions (2012/13 school year)

- 487 fixed term exclusions across the borough, 421 of which were from non-selective schools
- 10 permanent exclusions, all from non-selective schools
 - Permanently excluded pupils of statutory school age were either placed in other schools or received alternative education.

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SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services **DATE:** 5 December 2013
Scrutiny Panel

CONTACT OFFICER: Robin Crofts, Lead for Education (Cambridge Education
working with Slough Borough Council)

(For all enquiries) (01753) 787645

WARD(S): All Wards

PORTFOLIO: Cllr Pavitar Mann, Lead Member for Education and Children's
Services

PART I

FOR CONSIDERATION & COMMENT

VULNERABLE GROUPS AND EDUCATION

1 **Purpose of Report**

- 1.1 To provide information about particular vulnerable groups and their education (those Not in Education, Employment or Training: NEET; Looked After Children: LAC; children missing education: CME and those pupils on Free Schools Meals: FSM).

2 **Recommendation(s)/Proposed Action**

- 2.1 That the Panel consider the information provided in the report, scrutinise what has been presented and make recommendations regarding future practice and developments in these areas of work.

3 **Slough Wellbeing Strategy Priorities**

• **Economy and Skills**

The work in this area is to raise the achievements of these vulnerable groups and bring their attainment in line with that of their peer group. This is important in improving their life chances and increasing their prospects in the workplace.

• **Health and Wellbeing**

The focus on these vulnerable groups is to improve their life chances and well-being. The emphasis is on promoting their engagement, development and educational achievements to place them in a stronger position to gain from and contribute to their communities.

Cross Cutting themes:

Civic responsibility – successful young people will be in a stronger position to contribute to and gain from the community in which they live. Promoting success and leadership in young people can lead to residents who can play a dynamic role in implementing the Strategy and being champions in improving Slough for themselves and for the benefit of everyone.

Improving the image of the town – the focus of supporting vulnerable groups is to strengthen their opportunities and life chances. This in turn can lead to these groups making a stronger input to a successful community through their life and work contributions.

4 **Joint Strategic Needs Assessment (JSNA)**

The JSNA highlights the educational successes across the town and its relationship with other aspects of life. The JSNA examines outcomes at each life stage from entry into school, through transition to secondary school and work based learning. It gives particular attention to those who are not in education, employment and training (NEET) and those at risk of NEET with consideration to how this group can be supported for their own benefit and that of the community.

5 **Other Implications**

(a) Financial

There are no direct financial implications.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	To increase the employment opportunities of vulnerable groups through educational success and developing skills	
Equalities Issues	To close the gap between the achievements of vulnerable groups and their peers	
Community Support	None	
Communications		To promote the successes of vulnerable groups
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no Human Rights and other Legal implications.

(d) Equalities Impact Assessment

There is no need for an Equalities Impact Assessment.

6 Young People Not in Education, Employment and Training (NEET)

6.1 The following information provides an outline of the current position in Slough in relation to young people who are NEET.

6.2 The Young People's Service has recently been reconfigured and a completely new management team put in place from October 2013. The Service, as one of its key priorities, has now started to give a focussed and targeted approach to reducing and sustaining low levels of NEETs in Slough.

6.3 Key Actions to meet this priority include:

- Improve usage of the existing management information system enabling a clear understanding of the NEET cohort to better respond to meeting their needs.
- Improve linkages between the NEET agenda with internal and external partners involved in Skills, Regeneration and the Local Economic Assessment/ development
- Link the Raising Participation agenda and work in relation to NEETs to identify young people at risk of being NEET early and working with partners to take remedial action that supports them to secure a smooth transition into further learning, training or employment.
- Through the development of a NEET/Raising Participation Age high level working group, identify gaps, themes and key issues that will enable a strategic and intelligence led approach to sustained low levels of NEET young people.
- Ensure the right opportunities and pathways are in place and marketed to young people, parents and relevant organisations to ensure young people have and are making informed choices about their futures.

**6.4 NEET figures in Slough (September 2013)
Academic Age 16 – 18 (Year Groups 12 -14) Summary:**

The September NEET percentage for Slough was 9.8% (2.2 % decrease on the previous month). This remains higher than the national average of 6.7%. The percentage in September of young people whose participation status is 'not known' was 38.2% which is below the national average of 43.0%. (The percentage of unknowns nationally is always high between September and November – outside these times this figure should be below 10%). Information about 'unknowns' is expanded on later in this report.

6.5 Young people in the Year Groups 12-14 cohort that are not currently engaging in education, employment, or training (NEET)

The three month average comparison between 2012/13 and 2011/12 show an improvement in performance for Slough in relation to NEET. However during this academic year NEETs in Slough have risen based on year-on-year comparisons as it was reported at 8.7% September 2012, compared to 9.8% in September 2013.

Percentage of Year Groups 12-14 who are NEET

	2012-13				2011-12			
	Jul-13	Aug-13	Sept-13	Ave	Jul-12	Aug-12	Sept-12	Ave
England	6.5%	7.2%	6.7%	6.8%	6.3%	6.6%	7.3%	6.7%
South East	5.7%	6.1%	8.2%	6.4%	5.5%	5.8%	7.3%	6.1%
Slough	13.9%	20.4%	9.8%	14.7%	15.9%	34.9%	8.7%	17.8%

6.6 Participation Data Year 12-14

The following table shows the total Year Groups 12-14 (16 to 19 year olds) cohort of young people and their activity in September 2012

Destination Type	Number of Young People
EET TOTAL	2610
In Education	2397
Sixth Form	1052
Further Education	0
Higher Education	1034
Part Time Education	292
Gap Year Students	8
Other Post 16 Education	7
In Employment	4
Apprenticeship	203
Employment combined with accredited training/part-time study	90
Employment with non accredited training	8
Employment without training	48
Temporary or Part-Time Employment	29
Self Employment (from April 13)	1
Self Employment combined with part-time study (from April 13)	27
Working not for reward combined with part-time study (from April 13)	0
In Training	0
EFA Funded Work Based Learning	0
Training Delivered Through the Work Programme	3
Other Training	3
Traineeships (from Sept 13)	0
Re-Engagement Provision (from April 13)	0
NEET Group	287
NEET – Available to the Labour Market	276
NEET – Unavailable to the Labour Market	11
Current Situation Not Known	1795

Not Known	1795
Cannot be Contacted	0
Refused to Provide Information	0
12-14 Cohort Total	4695

N.B. For the purposes of this exercise, the NEET figures shown in the table above are based on the actual number of young people, without the NEET adjustment applied by DfE, therefore NEET % is lower than that reported to DfE.

6.7 Year Groups 12-14 cohort whose current situation is unknown or where contact has been lost

At the beginning of September all local authorities are required by the Department for Education (DfE) to make the status of every young person in the Year 12-14 cohort 'unknown', (traditionally in Slough, this exercise has taken place in July). Authorities then are required to confirm the actual status of all the young people. It is expected that by end of November that 'unknowns' are less than the 10% of the actual cohort.

Following the completion of the Annual Activity Survey the level of 'not knowns' in February 2013 was 3.6%. This is currently in the peak period for 'not knowns' (September – November). In September 2013 the 'not knowns' were 38.2%, compared with 56.1% September 2012.

As a result of improved tracking processes and ensuring that the 'not known' levels are kept as low as possible, NEET levels increase as contact is established with young people that are subsequently not in education, training, and employment.

During September 'not knowns' in Slough were lower than the national and regional average for the South East: 62%; and lower than three of the closest match statistical neighbours: Hillingdon 43.6%, Redbridge 49.7% and Hounslow 58.8%.

Percentage of academic 16 – 18s whose participation status is 'not known'

	2012-13				2011-12			
	Jul-13	Aug-13	Sept-13	Ave	Jul-12	Aug-12	Sept-12	Ave
England	12.7%	16.6%	43.0%	24.2%	11.0%	11.9%	41.8%	21.5%
South East	12.1%	13.2%	62.8%	29.1%	15.5%	16.0%	52.6%	27.9%
Slough	42.8%	40.4%	38.2%	40.5%	65.1%	72.7%	56.1%	64.6%

6.8 Benchmarking Data – Sept 2013 National and Regional Averages, Statistical and Geographical Neighbours

The following table details the September 2013 NEET, 'not known', and in learning comparative data for the national and regional averages, in addition to statistical and geographical neighbours.

National and regional comparisons - Sept 2013 data

Name	Academic Age 16-18 (Y12-Y14) NEET %	Academic Age 16 - 18 (Y12-Y14) NK %	Academic Age 16 - 18 (Y12-14) In Learning %
National Average	6.7	43%	50.8%
Regional average	8.2	62.0%	31.9%
Slough	9.8%	38.2%	53.1%

6.9 Statistical neighbours

The DfE define our '*closest match*' statistical neighbours as Hillingdon, Luton, Hounslow and Redbridge. The remaining areas listed below are defined as '*somewhat close*' in a match.

Statistical neighbours Academic Age 16 – 18 (Year 12-14)

Name	Academic Age 16-18 (Y12-Y14) NEET %	Academic Age 16 - 18 (Y12-Y14) NK %	Academic Age 16 - 18 (Y12-14) In Learning %
Slough	9.8%	38.2%	53.1%
Hillingdon	3.2%	43.6%	53.8%
Luton	6.0%	36.2%	59.3%
Hounslow	6.2%	58.8%	37.9%
Redbridge	4.3%	49.7%	47.1%
Enfield	7.3%	63.0%	33.6%
Coventry	6.3%	32.6%	61.4%
Birmingham	11.0%	81.4%	14.2%
Blackburn with Darwen	6.4%	11.2%	80.0%
Bradford	5.9%	22.1%	70.9%
Wolverhampton	6.1%	18.9%	74.5%
Mean indicator statistical neighbours	6.3%	41.7%	53.3%

6.10 Geographical neighbours Academic Age 16 – 18 (Year 12-14)

Name	Academic Age16-18 (Y12-Y14) NEET %	Academic Age 16 - 18 (Y12-Y14) NK %	Academic Age 16 - 18 (Y12-14) In Learning %
Windsor & Maidenhead	4.3	23.6	70.0
Bracknell	9.5	39.4	48.8
South Bucks	3.9	19.9	74.7
Reading	9.6	39	50.2
Slough	9.8	38.2	53.1

6.11 September Guarantee

The September Guarantee is carried out annually during the months of April to September. The purpose of the September Guarantee is to ensure that every Year 11 and 12 has an appropriate offer of learning for the new academic year.

At the end of September, Slough reported 97.8 % of Year 11 (2013 cohort) had a confirmed offer of education or training and 88.1% of Year 11 (2012 cohort) had a confirmed offer of education or training. This is in comparison with national average for 95.4% Year 11 and 88.2% Year 12.

6.12 Characteristics of the NEET Group – September 2013

The following statistics relate to the 'actual' number of young people in the NEET group as at September 2013 (therefore the total number of young people appears lower than the NEET adjusted detailed earlier).

At the end of September, the combined total of young people with a NEET and Not Known status equated to 44.3 % of the overall Years 12-14 cohort of young people. Historically, the highest proportion of young people with a Not Known destination is with the Year 14 cohort. This continues to be the largest group of 'Not Knowns' accounting for just under half (46.9%) of the total Unknown. It is increasingly difficult to maintain contact with young people as they leave education and contact details become out-dated. In an effort to reduce these numbers – early tracking work (telephone calls and door stepping) have been undertaken over the autumn period with the Year 13 (rising Year 14) group of young people. Schools have provided information to the Local Authority of young people in Year 13 that have applied to University and this has enabled the LA to focus resources on contacting Year 13s without offers of learning. As a result of this, young people leaving education and without definite plans for September have been identified earlier and support has been put in place.

6.13 Actual numbers of young people year 12 -14 recorded as NEET and Not Known at the end of September 2013.

The number of Year 12 is low with only 43 young people who are NEET in this cohort. However the corresponding number of unknowns for this cohort remains

high and once unknowns are tracked may impact on the number of NEETS in this cohort.

6.14 Actual number of young people year 12 -14 recorded as NEET, EET and Unknown by year group

Destination Type	Number of Young People				% of 12-14 cohort
	Year 12	Year 13	Year 14	Total	
NEET	43	107	137	287	
Not Known	635	320	840	1795	
Total	678	427	977	2082	

Due to the time of year, the proportion of 16 year olds in the NEET group reports as low due to the majority of Year 12's having reached their 17th birthday. At the older end of the cohort, the same applies as the majority of Year 14's will have reached their 20th birthday and are no longer reported in the 12-14 cohorts. Slough Borough Council has a responsibility to continue to track and support young people with LDD until their 25th birthday.

6.15 NEET by Status – Availability/unavailability to the Labour Market

The NEET group is categorized into those young people that are 'available' to the labour market and those that are 'not available' to the labour market due to personal circumstances. Of the 287 NEET young people, 276, (96.5%) of the NEET group were available to the labour market. The remaining 11 young people (3.8%) were not available to the labour market of which 7 young people (63.6%) were unavailable due to pregnancy or being a teenage parent.

6.16 NEETs by Wards

In September, there were 8 out of the 14 Slough Wards with 20 + NEET young people. The main hotspots are Chippenham Meadows, Kedimister, Baylis and Stoke and Central with 40 % of the total NEET population residing in these 4 wards.

NEET Years 12-14 breakdown by ward:

Ward Name	Number of Young People
Upton	7
Colnbrook with Poyle	13
Langley	14
Farnham	15
Haymill	16
Wexham	19

Chippenham Central	21
Britwell	21
Foxborough	23
Chalvey	23
Chippenham Meadows	24
Kediminster	26
Baylis and Stoke	29
Central	36
TOTAL	287

6.17 Apprenticeships summary Quarter 4 August 2012 – July 2013

Ongoing monthly monitoring of apprenticeships applicant data is now undertaken by the Young People's Service. Particular emphasis is on the young people that are applying for apprenticeships but have been unsuccessful. Telephone contact is made with young people if they have unsuccessfully applied for 5+ apprenticeship vacancies to provide support and to ascertain what their current destination is – this is another way of identifying NEET young people that require support.

Starts across all ages group 16-24 and 25+ have increased by 3.7% (37) to 1026 against comparable neighbours' decrease of 4.1%. However, this is significantly lower than starts in year-on-year comparison. Additionally, there was no increase in 16 year olds.

The biggest increase was with the older age group 19+ of 6.4%, compared with an increase of 3.2% for 16-18 year olds. The gender breakdown within 16-18 year olds is almost an equal split between 51.8% females and 48.2% males. The increase for the 16-18 year olds is at intermediate level. The starts by LDD group have seen a significant growth for 16-18 year olds, rising from 8.1 to 17.3%.

Business admin, hairdressing and vehicle maintenance are the sectors with the highest starts for 16-18 year olds. Small firms continue to dominate apprenticeship recruitment (42%), while very large firms (5,000+ employees) account for 21%.

Number of starts by apprenticeships vocational areas for young people age 16-18

Sector	Number of starts
Business Admin	46
Hairdressing	19
Vehicle maintenance & repair	18
IT and telecommunication	14
Children's care learning and development	11

Customer service	10
Hospitality and catering	9
Active leisure and learning	9
Retail	7
Elector technical	5

The number of 16-18 active registrations has increased from 676 2011/12 (full year) to 838 in 2012/13.

7 **LOOKED AFTER CHILDREN AND THEIR EDUCATION**

7.1 **Overview of LAC Population**

- at the present time, figures indicate that there are 204 children and young people (105 females and 99 males) who are 'looked after' (or LAC);
- 118 LAC are of school age;
- of school age children, 46 young people are placed and educated within Slough and 72 are placed and educated out of borough (OOB).

Table A shows the break down of the LAC population by ethnicity

Ethnic origin	Number of LAC	Ethnic origin	Number of LAC
White British	98	Asian or Asian British (Pakistani)	9
White other	17	Bangladeshi	1
Irish Traveller	1	Asian nay other background	7
Gypsy Roma	3	Asian/Asian British Sikh	1
Asian Indian	1	Black/black British Caribbean	4
White and black Caribbean	11	Black/black British African	6
White and black African	7	Black any other background	1
White and Asian	5	Any other ethnic group	4
Mixed background	8	Other mixed background	1
Black African	1	Asian or Asian British (Pakistani)	9
Asian or Asian British (Indian)	8	Bangladeshi	1

In addition, there are 82 children and young people from other local authorities who are currently placed in Slough.

7.2 **Priorities**

Research shows that:

- The educational attainment of looked after children continues to be considerably worse than the attainment of the rest of the school-age population. The Slough statistics are not recorded within the national data as the small numbers of children within each key stage are too small for meaningful comparison.

- Stability of placement correlated highly with educational attainment of LAC.
- Successful educational outcomes correlate with positive mental health outcomes, a reduction in risk of offending and positive health outcomes.
- Whilst young people entering care may not have special educational needs, advances in neuroscience indicate that the effect of disruptions to significant relationships can affect (or delay) brain development in relation to behaviour regulation and the skills that underpin engaging in learning. There are also hopeful findings, however, with neuro-scientific evidence indicating that children's brains have a higher capacity to compensate for any delay (known as brain plasticity) up to the age of 25 years.

All Local Authorities have a statutory duty to promote the educational achievement of looked after children under Section 52 of the Children Act 2004. Improving the educational outcomes for looked after children and care leavers is reliant on effective multi-agency working with colleagues in social care, education support services, schools and external partners. Government guidance on good practice for looked after children cites the use of a corporate parenting approach and virtual head to focus on promoting educational attainment and long term well-being.

When considering Slough's looked after children, the Slough Looked After Children, Young People and Care Leavers Strategy 2012-15 states that:

'Slough's Children's Partnership is committed to Children and Young People who are Looked After. In Priority 1, the Partnership will ensure that:

- *Looked after children do as well as their peer group in education, health and moving towards independent living. Providing additional support for Looked After Children and young people to ensure that historical gaps in achievement against all outcome areas are reduced. Corporate parenting activity by all agencies offers children and young people in care the best possible opportunities to do well in life. There is shared problem solving where individual or collective problems arise for Looked After Children.'*

In the year 2012 to 2013 we have sought to address practically the notion of corporate parenting within Slough by professionals from education and social care developing working relationships to form a virtual school. The Virtual School consists of a Head Teacher, 2 Education Support Workers (one for children under 16 years and one for 16-18 years), a specialist Educational Psychologist for looked after and vulnerable children, a School Improvement Consultant for vulnerable children and a Business Support Officer. This is complemented by designated teachers at the schools where the children attend and they work closely with the virtual school to provide corporate parenting on a practical level and promote positive educational outcomes for looked after children.

7.3 How priorities are being addressed to reduce the attainment difference

In September 2012, an analysis was conducted to evaluate practice to support the educational attainment of looked after children. Table B shows the needs identified in the analysis and the actions taken to address those needs during the year 2012 to 13.

Table B: Identified needs 2012 and progress to date

Needs/Challenges	Actions taken
Need for systems to gather accurate data which allows analysis as an overview, identifies LAC at risk of under attainment and how the pupil premium is being used by schools to target effective use of funds for LAC	<ul style="list-style-type: none"> • Development of a data collection form which reflect changes in the education system and records relevant information such as end of key stage targets and pupil progress. • Termly data collection, development of databases which allow review. • Termly analysis by the School Improvement Consultant, Education Psychologist and the Virtual School Head to identify children who they are concerned about, agree on what action is needed and how it will be addressed. • Dissemination of information to schools and other agencies.
Events prior to and transitions whilst in care increase the vulnerability of LAC. Issue: Effective use of funds and professional time to reduce potential vulnerability	<ul style="list-style-type: none"> • School is a major protective factor in terms of children's resilience and has therefore been a focus for provision. • Reformulation of the designated teacher forum to include training, sharing of resources and good practice. All resources now held within the educational Psychology Service so that teaching staff in Slough and OOB schools can access it. • Continuation of the Promoting Resilience for LAC (or PRLAC) project with lead professionals for personal education plans. • Use of ring fenced funds by the virtual head to promote positive transitions whilst in care.
Raising awareness of new services for LAC on offer and promoting engagement with new data collection methods and raising the profile of LAC within professional practice	<ul style="list-style-type: none"> • Head teachers, SENCo's, social care staff and designated teacher invited to a one day conference to launch changes in provision and to gain feedback on data collection form. • Standing article on LAC in Psychology Service newsletter which is distributed to all schools and key personnel from other agencies. • Increase communication on upcoming training and data collection, as requested by school staff.
Raising literacy and numeracy standards	<ul style="list-style-type: none"> • Use of ring fenced funds by the virtual head to promote academic attainment. • Ongoing partnership work between psychology Service and schools.
Ensuring that the adults supporting LAC are aware of recent developments in the psychological evidence base related to LAC and are able to apply it.	<ul style="list-style-type: none"> • Dissemination of psychological research, approaches and resources through the designated teacher forum, foster carer training and fostering newsletter.

7.4 How our looked after children and young people are achieving

Below is a summary of the educational attainment of our looked after children from Key Stage 1 to Key Stage 4 who have been in care for at least 1 year on 31st August 2013. Comparisons with national data have been given for information where applicable, however, caution needs to be given to any direct comparison due to the small number of LAC in the Slough sample

Key Stage 1 Results

Number of pupils tested	Maths level 2 or above	English Level 2 or above	Reading Level 2 or above	Writing level 2 or above	Science level 2 or above
4	(3) 75%	(3) 75%	(3) 75%	(3) 75%	(3) 75%
	National % for LAC=71%	National %NA	National % for LAC = 67%	National % for LAC= 57%	National % NA

Key Stage 2 Results

Number of pupil tested	Maths level 4 or above	English level 4 or above	Reading level 4 or above	Writing level 4 or above	Science level 4 or above
8	(3) 37.5%	(4) 50%	(5) 62.5%	(4) 50%	(5) 62.5%
	National % for LAC= 56%	National % for LAC %= 60%	National % NA	National % NA	National % NA

Key Stage 3 Results

Number of pupil tested	Maths level 5 or above	English Level 5 or above	Science level 5 or above
4	1 pupils= 25%	1 pupil=25%	1 pupil=25%
	National % NA	National % NA	National % NA

Key Stage 4 Results

	No. of pupils	% of LAC	National figure for LAC 2012
5 or more A*-C grades or equivalent	3	23 %	37%
1-5 or more A*-G grades	9	69%	68%
5A*-C including English and Maths	2	15%	15%
Passed ESOL	3	23%	NA
Other Exams (entry level)	1	7.7%	NA
Exams not taken	1	7.7%	NA

Destination of 2012-2013 Year 11 Cohort

Of the 13 young people young people in this year's cohort:

- 11 have progressed to college
- 1 was successful in securing an apprenticeship at a local nursery
- 1 young person is presently not in Education, Training or Employment

Progression to University

4 young people have progressed to university this year. We now have a total of 7 young people at university as detailed below:

University	Course	End Date
Cambridge University	Bio Chemistry	2014

Kingston University	Marketing & Media	2014
Wolverhampton University	Film Studies	2014
West London University in Ealing Broadway	Accounting & finance BA course	2016
Weston-Super-Mare College	Foundation Degree.	2016
Bristol University	Media	2016
Brighton	Engineering	2016

7.5 How the gaps in attainment are being closed between LAC and their peers

- A programme of training of key school staff and foster carers. All training is now evaluated. Results show that attendance to the forum increased in the last year and training is adding value to professional practice within schools.
- Providing feedback and challenge on use of the Pupil Premium and pupil outcomes through consultation with school improvement consultants, via personal education plan meetings.
- Using the new data collected, a sustained programme has been implemented to raise awareness of the needs of LAC and provide feedback and support for individual schools and children.
- Using existing strengths and resources within the Borough. Autumn 2013, piloting of an early intervention approach for children and young people at risk of not making age expected progress in association with the Psychology Service. This tells us whether LAC are making expected progress and triggers intervention when they are not. This information is given to the Psychology team, who have a good working relationship and regular contact with schools in Slough and triggers the young person being raised with the SENCo, review of progress and support to date. In addition, assistance is offered for further intervention, and guidance is given on evaluation and evidencing effectiveness. The schools where students are placed out of borough are also offered telephone consultations to promote early intervention. Individual pupil progress data is being recorded and tracked.

Summary of Early Intervention tracking data (Summer 2013)

Key stage	Number in cohort	Achieving at least expected progress		Achieving Expected progress		Not achieving age expected progress	
		In borough	Out of borough	In borough	Out of borough	In borough	Out of borough
1	12	4	5	3	1	0	0
2	24	2	12*	4*	1	4*	1
3	19	0	8 *	3*	7	1	6
4	20	2	2*	5	8	3*	4*

- *please note, where figures do not add up to the total, this means that assessment indicates a range of scores with regard to expected progress across national curriculum subjects (achieving expected progress in English and Maths but not Science, for example). The summary therefore represents overall performance across subjects with the star to indicate partial variation across subjects.*

7.6 Challenges and issues for 2013 to 14

There remain some challenges in collecting data and ensuring the best standards of provision for LAC. The table below identifies those challenges and actions being taken to address them:

Challenge/Issue	Actions being taken
Data return	Funding used for Data Manager post, creating closer links with schools and working with schools to improve return rates
Quality of data achievement and use of pupil premium	SI consultant feedback, Lead professionals providing challenge within PEP meetings
Working in line with educational reform (0 to 25 year remit)	Specialist EP piloting and evaluating the use of the Education Health and Care plan for LAC
Maintaining effective tracking given the rapid rate of change within the population	Data Manager: management of data base and access to ICS improving liaison and information flow between social care and education
Tracking and monitoring LAC from other local authorities who are placed in Slough	Extension of piloted database to include this group
Increased focus on early intervention for early years LAC	Virtual school to invite a member of the Early Years Team to participate in Corporate Parenting Interventions
Effecting change within schools Autonomy of Schools versus LA statutory obligation	Consultation with School Improvement Consultant to identify areas which need to be addressed to comply with best practice for LAC Evaluation of PEP meeting practice and coaching to address the changing relationship between schools and the LA Improving communication links with the LAC social care team regarding individual pupil progress and expected progress

8. **FREE SCHOOL MEALS (FSM) AND ATTAINMENT**

- 8.1 The following figures provide baseline information for 2012 which will need to be updated over the months to come when results for 2012-13 are validated. This information is included as it is an important component of Priority 4 of the Children and Young People's Plan: High Quality and Effective Education, which relates to FSM and particularly in the areas of Montem and Foxborough.

National figures 2012:

36.3% of children on Free School Meals (FSM) achieved 5 A*-C GCSEs, including English and Maths, compared to 62.6% of children not on Free School Meals.

Slough figures 2012:

The figure for Slough pupils on Free School Meals is 43.6%, compared to 74.8% not on Free School Meals, for pupils achieving 5+ A* to C inc E&M.

	Nursery and Primary	Secondary	Special	All Schools
Slough: Percentage of pupils eligible for FSMs	15.8	12.9	36	15 Lowest of all statistical neighbours: range 15 to 32.1
England: Percentage of pupils eligible for FSMs	18.1	14.8	35.8	16.9

	Slough	Slough percentages	Nationally
Entitled for FSM	5,400	25% of roll	21% of roll
Registered and claiming: 'known to be eligible and claiming'	3.900	18% of roll	18% of roll
Taking FSM	?		14%
Not claiming	1.500	28% of those eligible: 11 th highest nationally in line with N.E. Lincs, Wokingham and Windsor/Maidenhead	14% of entitled not claiming

2012 results: FSM pupils:

Primary

- 14 out of 25 primaries have improved performance over the last 4 years
- FSM gap has narrowed in 11 schools
- In 4 schools the FSM pupils are doing better than their peers: Colnbrook, Montem, Priory and Khalsa

Secondary

- 5 out of 7 non-selective schools have improved over the last 4 years
- 4 out of 7 have significantly narrowed the gap in the last 4 years
- 3 secondaries have higher results with FSM pupils than their peers.

8.2 Closing the gap between those on Free School Meals (FSM) and their peers (Key Stage 2 and 4)

	2008-9	2009-10	2010-11	2011-12
a. Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 (level 4+ in E&M).				
FSM	44	55	57	64
No FSM	72	76	77	81
Gap	28	21	20	17
b. Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 4 (5+ A*-C inc E&M).				
FSM	30.8	33.6	38.7	35.6
No FSM	64.3	68.4	72	71
Gap	33.5	34.8	33.3	35.4

Key Stage 2 percentage attaining Level 4 or above in EN and MA 2012

	FSM pupils	All others	Percentage point gap
Slough	64	81	17
SE England	60	82	22
England	66	83	17

Key Stage 4 percentage attaining 5+ A*-C GCSE including EN and MA 2012

	FSM pupils	All others	Percentage point gap
Slough	35.6	71.0	35.4
SE England	29.9	63.2	33.3
England	36.4	62.8	26.4

Specifically in relation to Free School Meals pupils there has been increasing emphasis on these pupils receiving healthy and good quality food to promote their physical development, well being and educational attainment and progress by the following steps:

- Identifying those who are eligible for FSM through the electronic checking system run by the School Services Team: currently all but two schools use this service
- Encouraging the take up of school meals as only at 35% in Slough schools
- Encouraging the take up of free school meals where eligible (of those eligible, 25% are not taking up this availability, compared with 14% nationally)
- Providing healthy, balanced and attractive meals
- Using electronic systems to monitor what children are eating
- Supporting parents in being aware about healthy eating options
- Providing supplementary food through breakfast clubs, and after school clubs which emphasise healthy and responsible eating and physical activities and exercise
- Preparing for the availability of universal school meals for all Key Stage 1 pupils in the near future.
- Focused use of the additional funding through the Pupil Premium to boost the achievement of those pupils on FSM

8.3 Schools are very clear about their responsibilities to provide high quality and effective education. They are very alert to the importance of having strong and sustainable schools with high educational standards, particularly for vulnerable groups, such as those with special educational needs (SEN), pupils on free school meals (FSM), looked after children, particular ethnic groups, travellers and forces children. They are aware that these areas of responsibility are the focus of Ofsted inspections and that they will be viewed as failing unless they succeed across all of these aspects.

8.4 Schools take seriously their need to be responsible for their self improvement and that mutual support between schools is a useful approach in increasing robustness. This is now leading to many schools in Slough converting to academy status as an important part of the solution to strengthening schools and raising standards. The strength of multi-academy trust arrangements is seen as a secure route to consolidating their position and building in sustainability and this is the route being taken by Montem as a school requiring improvement and Foxborough which is in special measures. Montem is becoming an academy on 1 December 2013 and Foxborough on 1 January 2014.

9 **EDUCATIONAL ACCESS**

All children, including those who are vulnerable, must be provided with education. The following sections summarise the steps taken to ensure pupils are provided with education and remain in education.

9.1 **Excluded Pupils**

The number of pupils permanently excluded from Slough schools remains low by national standards. This is a result of a number of initiatives, including monitoring pupils at risk of exclusion through the primary Behaviour Panel and secondary PEAR (Pupils Educationally at Risk) Panel and then taking action to prevent exclusions. This may include managed transfers and the use of hard to place funding to assist with the integration of pupils in new schools and the provision of transport in exceptional cases.

Permanent Exclusions	Slough 2011/12	National Data 2011/12	Slough 2012/13	Slough 2013/14 to date
Primary	0	(0.02)	0	0
Secondary	9 (0.09)	(0.14)	10 (0.10)	0

(DfE Published Data for 2011/12 and Slough data 2012/13 and 2013/14)

9.2 **Alternative Education**

Alternative Education is provided for children who are school age but not at a school. There is a range of provision available at Haybrook College and East Berkshire College.

The data below is a snapshot from 19 November 2013

Number of Students	Current Age Group	Alternative Education Provider
22	Year 11	Activate*
34	Years 9 – 11	Springboard *
8	Years 9 & 10	Interim *
8	Years 11	Virtual School *
6	Years 2, 8, 10, 11 & 12	Hospital School *
9	Years 9 – 11	Other*
17	Year 11	East Berkshire College

* Haybrook College

9.3 **Children Missing Education (CME)**

Local Authorities have a statutory duty to identify as far as possible children who are not receiving education and provide education as soon as possible. The Pupil Tracking Officer (PTO) works with schools, admissions and attendance staff and also with other teams in education and other agencies to achieve this. Slough's staff guide on CME is in Appendix 1. It explains to staff how they should respond if they come across a pupil who appears to be out of school. The number of pupils that have

required tracking by the PTO has fallen in recent years and this is likely to be a result of systems and procedures becoming embedded.

Academic Year	2011/12	2012/13	2013/14 to date
Pupils Tracked	228	151	26

On the 19 November 2013 Ofsted published a new report on Pupils Missing Out on Education. This makes a number of recommendations for schools and Local Authorities, many of which are already in place in Slough. An action plan is being prepared to implement the remaining recommendations.

9.4 Home Educated Pupils

Some parents decide to educate their children at home instead of sending them to school. The document in Appendix 2 describes the procedures that are followed. This document was reviewed in September 2013 and is also available on Slough Borough Council's intranet. Once parents have made a decision to home educate, the Attendance Service monitors how the education is provided, as far as possible within the current guidance and regulations. All pupils will receive a monitoring visit each year, providing parents consent to this.

	2009/10	2010/11	2011/12	2012/13	2013/14
Number of Pupils Educated at Home (Year End Unless Shown)	55	26	40	29	43 (November 2013)

9.5 Pupils Absent From School Including Persistent Absentees

Schools notify the Attendance Service when pupils' attendance causes concern. The Attendance Service assists schools in improving attendance by either issuing penalty notices or beginning a prosecution. There are 2 indicators for absence. The first is overall absence. This is the percentage of sessions missed at all schools in Slough during a specific period of time. The second is persistent absence. This is the percentage of pupils who have missed more than 15% of sessions at school in an academic year. The absence rates in Slough were either at or below national levels in 2011/12. This is the most recent full year that national data is available. It is expected that Slough will compare well with 2012/13 national data, when this is released in 2014 and absence for the 2013/14 academic year so far is similar to the same period last year.

	Slough 2011/12	National Data 2011/12	Slough 2012/13
Primary Overall Absence %	4.4	4.4	4.7
Primary Persistent Absence %	2.8	3.1	2.6
Secondary Overall Absence %	4.7	5.9	4.7
Secondary Persistent Absence %	4.5	7.4	3.6

(DfE Published Data for 2011/12 and Slough Data 2012/13)

10 **Conclusion**

10.1 Increasingly, at a national and local level emphasis has been placed on supporting vulnerable groups. Particular attention has been placed on improving educational attainment and progress. The government expects the educational gaps to be closed between vulnerable groups and their peers. This is being addressed in Slough with vigour and these gaps are being reduced. This will continue to be the focus in the future for the benefit of the individual pupils, the various vulnerable groups and the benefit it brings to the community.

10.2 Currently the priorities for action are:

- Attendance at school to support learning
- Social and educational inclusive approaches to maintain pupils in mainstream schools
- High quality and effective education
- Attainment and progress
- Knowing the whereabouts of all of our children
- Safeguarding and promoting children and young people's well-being
- Productive engagement of young people beyond their statutory schooling through programmes of education, employment and training

10.3 The Members are asked to note the achievements in this area of work and support its continuation related to the benefits brought to the community.

11 **Appendices**

1 - Children Missing Education (Staff Guide)

12 **Background Papers**

None

Children Missing Education (Staff Guide)

Who are children missing education (CME)?

These are children of compulsory school age (5 – 16) who are:

- Not on a school roll
- Not being educated other than at school
- Identified as having been out of any educational provision for a substantial period of time

Why are children missing education or at risk of missing education?

- They fail to start school
- They cease to attend school either through withdrawal or exclusion (formal or informal)
- They fail to make the transition between primary and secondary school or move into a new authority
- They may be experiencing family or personal difficulties
- They may be moved from temporary accommodation at short notice
- Their whereabouts may be unknown
- They may be unable to attend school due to medical needs
- They may be educated other than at school
- They may need a co-ordinated approach for their complex needs before they are able to start school
- They are not in receipt of full-time provision suitable to age, their needs and ability
- They fail to return from holiday or compassionate leave

The law requires all children between the ages of 5 and 16 to be in full-time education

If I come across at child missing education what should I do?

1. For children leaving school with no known destination:

A well established procedure is already in place for schools when pupils leave a school and their destination is unknown. **It is essential that schools inform the Pupil Tracking Officer before removing a child from roll** if a forwarding school has not been identified. Schools should initially make their own reasonable enquiries. If a child has been absent for 10 school days, schools should initially make a referral to their Attendance Improvement Officer. If after 20 days, or where there are concerns the pupil has not been located a referral should be made to the Pupil Tracking Officer.

2. For children believed to be missing from education:

The referral procedure for children believed to be missing from education (excluding those in 1 above who leave a school with no known destination) is straightforward. It must be followed by staff within Education and Children's Services, in schools and partner agencies when children believed to be missing from education come to their attention.

Anyone who believes a child may be missing from education should refer this to the Pupil Tracking Officer by email. (diana.wingrove-owens@slough.gov.uk)

If everyone follows this procedure it will enable the Local Authority to meet its statutory duties in relation to pupils missing education.

The Pupil Tracking Officer will follow up all referrals, liaising with other agencies as necessary, to establish whether or not the child really is missing from education. If the child is missing from education, the Pupil Tracking Officer will ensure the details are passed to the appropriate team to secure suitable education. All children missing from education will be monitored by the Pupil Tracking Officer until such time as suitable provision is made.

3. Safeguarding

If there are any concerns for the wellbeing of the child a referral should be made to the duty team at Children and Families. The Pan Berkshire Safeguarding procedures can be found at <http://berks.proceduresonline.com/>

Contacts for Children Missing Education (CME)

Queries about individual children should be referred to the Pupil Tracking Officer.

Head of School Services:	Tony Browne
Tel:	01753 875717
Email address:	tony.browne@slough.gov.uk
Attendance Team Manager:	Tony Murphy
Tel:	01753 787661
Email address:	tony.murphy@slough.gov.uk
Pupil Tracking Officer (CME)	Diana Wingrove-Owens
Tel:	01753 787669
Email address	diana.wingrove-owens@slough.gov.uk

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services **DATE:** 5 December 2013
Scrutiny Panel

CONTACT OFFICER: Ruth Bagley – Chief Executive
(For all enquiries) (01753) 875000

WARD(S): All

PORTFOLIO: Councillor Pavitar Mann – Commissioner for Education & Children

PART I
CONSIDERATION & COMMENT

SCHOOL SERVICES REVIEW – UPDATE

1 **Purpose of Report**

1.1 To update the Panel on the transfer of school services to Cambridge Education.

2 **Recommendation(s)/Proposed Action**

2.1 That the Panel note the latest update on the transfer of school services.

3 **Slough Wellbeing Strategy Priorities**

Priorities:

- Economy and Skills

4 **Appendices Attached**

A - Gold Project Report – School Services Review

5 **Background Papers**

None.

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School Services Review			Project DIRECTOR	Joanna Anderson	
Wards affected: All			Project MANAGER	Nazia Idries	
	Timeline	Budget	Issues & Risks	OVERALL STATUS	Date of update report
Current period	GREEN	GREEN	AMBER	AMBER	26/11/2013
<i>Previous month</i>	GREEN	AMBER	AMBER	AMBER	12/09/2013
Project start date:	02/04/2012		Anticipated Project end date:	30/09/2013	
Has this highlight report been agreed and authorised by the Project Sponsor? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>					
Key activities completed / milestones achieved in this period:					
<ol style="list-style-type: none"> 1. Acute project timetable was met by SBC education services being successfully outsourced to Cambridge Education (Mott MacDonald). 2. The contract to transfer educational services to Cambridge Education (Mott MacDonald) was completed on 27 September 2013. The new contract began on Monday 30 September. 3. A joint staff briefing was held for staff prior to transfer where the Chief Executive thanked staff and MML welcomed staff. 					
Key activities / milestones scheduled for next period:					
<ol style="list-style-type: none"> 1. Ensure completion of actions for the transition period by relevant leads from SBC and Cambridge Education. 2. SBC and MML have set up strategic and operational partnership governance boards. 3. SBC Project team will be undertaking 'Lessons learnt' exercise to inform SBC projects going forward. 					
Key issues of risk / obstacles to progress :					
<ol style="list-style-type: none"> 1. Communication - ensure consistent internal and/or external and with staff and schools. 2. Delivery phase – ensure transition period agreed actions can be met within the agreed time period. 					
Recommendations for CMT:					
<ol style="list-style-type: none"> 1. To note level of progress achieved and risks identified. 					

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Information report to: Education and Children's Services Scrutiny Panel
Date:
Contact Officer Philip Wright, Head of Community Learning and Skills
(01753) 875541

Community Learning and Skills Service – update

1 Purpose

1.1 This report provides an update on:

1. Progress since the implementation on 1st August 2013 of shared services between Slough and the Royal Borough of Windsor and Maidenhead.
2. The national purpose and objectives for community learning.
3. Changes in the conditions for funding learning delivery from 1st August 2013.

1.2 A further report will follow for consideration at the Scrutiny Panel early in 2014 which will focus on the first year of delivery of the new service, the self assessment review and future plans.

2 Shared Service Update

2.1 Slough and Windsor & Maidenhead cabinets agreed to form a shared service for the delivery of adult learning commencing on 1st August 2012, with Slough as the lead accountable body. A joint management committee with representation of officers from both boroughs is responsible for management of the service.

2.2 The shared service receives funding from the Skills Funding Agency to deliver Community Learning and skills programmes to the residents of both boroughs. Additional funding is received to deliver the council's apprenticeship scheme.

2.3 Staff from Windsor & Maidenhead were transferred to Slough on 1st August 2012, and the service was restructured during the autumn of 2012 incorporating Slough's employability and enterprise sections. The new structure was implemented from 1st January 2013.

2.4 The new service has been developing common policies and procedures. It ensures that programmes are tailored to meet the needs of residents within local communities and geographical areas. The service is building on existing partnerships and where appropriate developing common approaches e.g. a common fee and concessionary rate policy and consistent delivery of teaching. This has not involved any significant change for Slough residents, though it has enabled an efficiency saving of £96,000 to Slough Borough Council.

2.5. Slough as the accountable body is subject to external inspection by Ofsted for the entire shared service. At the last inspections the overall effectiveness grades for Slough were grade 2 – good (November 2010) and Windsor and Maidenhead, grade 3 satisfactory (May 2012).

2.6 The first Self Assessment Review of the shared service for the academic year 2102/13 will be reported to the Scrutiny Panel in the spring of 2014. It will identify areas for improvement to raise further the standard of delivery.

3 Community Learning Purpose and Objectives

- 3.1 The Department of Business, Innovation and Skills in August 2011 published a strategy document “New Challenges, New Chances” within which defined the purpose of Community Learning supported by a series of objectives. All providers are required as a condition of their funding from the Skills Funding Agency to implement the objectives.
- 3.2 As part of its conditions for funding, the Skills Funding Agency requires the council to implement these objectives. Some of the key areas are:
- Deliver a range of learning that brings together adults, often of different ages and backgrounds, to pursue an interest, address a need, acquire a new skill, become healthier or learn how to support their children.
 - Develop stronger, more self-sufficient and pro-active communities, increasing volunteering, self help groups and civic engagement, reducing welfare costs, and improving health. This will include a focus on helping turn around the lives of troubled families.
 - Identify and target disadvantaged groups or individuals
 - Generate fee income from those that can afford to pay, focusing public money on people who are disadvantaged and least likely to participate, including those on low incomes with low skills.
 - Develop a financial strategy that maximises income and identifies and captures additional income from partnerships and the use of volunteers.
 - Develop and agree a local model through which local communities, business, partners, and other providers including health, come together to agree local strategic priorities and ensure the coherence of a local offer.

4 Changes to funding

- 4.1 Funding from the Skills Funding Agency is from two separate streams. The first is for the delivery of Community Learning (see section 3) and the second is for the Adult Skills Budget (ASB).
- 4.2. From 1st August 2013 the ASB budget will be changed from a block grant and will be allocated according to formulas which depend on the of the service’s ability to:
- Plan and market accredited programmes that attract ASB funding.
 - Recruit sufficient learners on to programmes to ensure viability.
 - Retain learners throughout the length of the programmes.
 - Support learner s achieving the end qualification.
- 4.3 This approach is similar to how colleges are allocated funding for courses and it will require the service to operate in a more business like way. All courses will need to attract sufficient learners to attract funding from the SFA. The first stage in the autumn term in 2013 will test the model for implementation and this will be reported on in the Spring of 2014 for advice from the Scrutiny Panel.

SLOUGH BOROUGH COUNCIL

REPORT TO: Education and Children's Services **DATE:** 5 December 2013
Scrutiny Panel

CONTACT OFFICER: Robin Crofts, Lead for Education (Cambridge Education
(For all enquiries) working with Slough Borough Council)
(01753) 787645

WARD(S): All Wards

PORTFOLIO: Cllr Mann: Lead Member for Education and Children's Services

PART I
TO NOTE

PROVISIONAL ASSESSMENT AND EXAMINATION RESULTS FOR 2012-13

1 **Purpose of Report**

1.1 To provide provisional information for Elected Members about the achievement of pupils in Slough. This is based on assessments and examinations taken during the Summer Term 2013.

2 **Recommendation**

2.1 The Committee is requested to note the report.

3 **Slough Wellbeing Strategy Priorities**

- Economy and Skills

The achievements of children and young people have a direct bearing on their adult lives and prospects in the workplace. The success of these pupils also has a significant bearing on the success and prosperity of the community in which they live.

- Health and Wellbeing

Educational success has a direct relationship with child poverty. Raising educational standards has the potential to break or reduce this cycle of poverty from one generation to another. Educational success also has the power to improve life chances and promote positive well-being.

Cross Cutting themes:

Civic responsibility – successful young people will be in a stronger position to contribute to and gain from the community in which they live. Promoting success and leadership in young people can lead to residents who can play a dynamic role in implementing the Strategy and being champions in improving Slough for themselves and for the benefit of everyone.

Improving the image of the town – the educational success of young people in Slough is now recognised locally and nationally with Slough having the 11th highest

results out of 152 local authorities for pupils gaining 5 or more GCSEs with grades A*-C, including maths and English. Slough's outstanding schools (all Slough secondary schools apart from one out of eleven are good or outstanding, with 7 of them outstanding) are an inducement to coming to Slough for its education and for families to stay in Slough to educate their children.

4 **Joint Strategic Needs Assessment (JSNA)**

The JSNA highlights the educational successes across the town and its relationship with other aspects of life. The JSNA examines outcomes at each life stage from entry into school, through transition to secondary school and work based learning. It gives particular attention to those who are not in education, employment and training (NEET) and those at risk of NEET with consideration to how this group can be supported for their own benefit and that of the community.

5 **Other Implications**

(a) Financial

There are no significant financial implications associated with this report.

(b) Risk Management

Risk	Mitigating action	Opportunities
Legal	None	
Property	None	
Human Rights	None	
Health and Safety	None	
Employment Issues	None	
Equalities Issues	Seeking to close gaps between peers and vulnerable groups	
Community Support	None	
Communications	None	Promoting Slough's educational successes
Community Safety	None	
Financial	None	
Timetable for delivery	None	
Project Capacity	None	
Other	None	

(c) Human Rights Act and Other Legal Implications

There are no significant Human Rights Act of other Legal implications.

(d) Equalities Impact Assessment

There is no need for an equalities impact assessment.

6 Supporting Information

6.1 Introduction

These are provisional un-validated results at present. Definitive results will be available over the next couple of months and these will then be made available for Members for consideration and debate with the invitation to make recommendations about further improvement and sustainability.

6.2 Early Years Foundation Stage Profile (EYFSP) Provisional Data 2013:

- Percentage achieving a good level of development (Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics) – 50.1%.
- 37.4% of children eligible for Free School Meals (FSM) reached the same level of attainment (achieving a good level of development).
- The percentage of children attaining a Good Level of Development in Slough schools ranges from 0% to 90.2%.
- The average total point score across all 17 Early Learning Goals in Slough was 31.8 for all children, 30.3 for children eligible for FSM and 21.4 for the lowest attaining 20% of children.
- 85.8% of children attained the Early Learning Goals for Physical Development
- Fewer children attained the Early Learning Goal for Writing than any other aspect.

(As the EYFSP has been altered this year to include 17 areas of learning as opposed to 13 areas and the grade system has changed, historical comparison of performance is not possible. The comparison with national and statistical neighbours' data will not be released until a later date in the academic year. However, early indications suggest this is in line with the national average.)

<u>% children achieving a Good Level of Devt (GLD)</u>	<u>Range of % GLD across Slough schools</u>	<u>% GLD National *</u>	<u>% GLD for children eligible for FSM Slough</u>	<u>Average Point Score Slough</u>	<u>Average Point Score FSM Slough</u>
<u>50.1%</u>	<u>0% - 90.2%</u>	<u>52%</u>	<u>37.4%</u>	<u>31.8</u>	<u>30.3</u>

* unpublished

6.3 Educational attainment: (Provisional results)

a) Year 1 Phonics: 2013

- 69.7% of Slough pupils are working at the required standard at 32 points or more (this figure includes Year 1 and Year 2 retakes)
- For Year 1 pupils 69.9% are working at the required standard at 32 points or more.

The 2012 figure was 56.0%, thus giving an improvement of 13.7% on last year's results.

b) Key Stage 1 (KS1): 2013

Slough Local Authority 2013 PROVISIONAL KS1 results in comparison with 2012 results:

	% Key Stage 1 L2+				
	Speaking & Listening	Reading	Writing	Maths	Science
Slough 2013	87.2	89.0	85.1	92.2	88.4
Slough 2012	86.6	86.9	82.9	90.7	87.4
Difference	0.6	2.1	2.2	1.5	1.0

These results are provisional and are subject to change. Comparator 2012 data will not be released until later in the year. Clearly, these results show improvements across all areas assessed.

c) Key Stage 2 Provisional Results: 2012-13

	Percentage of Pupils Achieving Level 4 or Above										
	Total	2012			2013				Difference		
		Reading	Writing TA	Maths	GPS	Reading	Writing TA	Maths	Reading	Writing TA	Maths
LA results	85	80	82	74	85	83	82	0	3	0	

Provisional figures based on DfE Datafeed 9th July 2013

d) Key Stage 2 Provisional Results: 2012-13

	Percentage of Pupils Achieving Level 5 or Above										
	Total	2012			2013				Difference		
		Reading	Writing TA	Maths	GPS	Reading	Writing TA	Maths	Reading	Writing TA	Maths
LA Results	43	27	36	49	42	30	39	-1	3	3	

Provisional figures based on DfE Datafeed 9th July 2013

It is encouraging to see a very small increase in Level 4 attainment in an area which continues to be high priority for improvement. This Stage assessment has continued to be very hard to shift rapidly to a better place. On the positive side improvements have occurred year on year over the last five years.

It is likely that these results will improve slightly once validated as changes are made around excluding the results of new arrivals to the community and taking into account remarking.

**e) GCSE Results Summary in Slough LA: 2012/13
Provisional**

	Number of Entries 2013	% 5 or more A*-C			% 5 or more A*-C inc E&M			% A*-C inc E&M		
		2012	2013	Difference	2012	2013	Difference	2012	2013	Difference
Slough LA	1677	87.4	92.1	4.7	66.1	70.8	4.7	66.6	71.1	4.5
National		85.5			59.4			60.0		

Figures based on NCER
EPAS Data September
2013

The results remain positive with a 4.7% increase in pupils achieving 5 or more A*-C, including English and maths, with very significant increases for Beechwood, Westgate and Wexham. Last year Slough was placed 11th nationally on this measure. Given the 4.7% improvement this year compared with last year, it is likely that Slough will have an even higher ranking.

Please note these results are provisional and are subject to change. National and Local Authority results will be released over the months to come, when we will have a better idea of where Slough stands nationally.

f) Key Stage 5 including 'A' Level results: provisional for 2012-13:

Revised GCE and Equivalent Summary in Slough LA
2012/2013

	Average QCDA point score by students achieving all Level 3 qualifications									
	Average point score per student					Average point score per examination entry				
	2010	2011	2012	2013	diff	2010	2011	2012	2013	diff
Slough LA	727.5	701.1	725.1	805.2	80.1	218.7	216.6	213.8	221.8	8
National	744.9	746	733	-	-	214.4	216.2	212.8	-	-
Slough LA - National Difference	-17.4	-44.9	-7.9	-		4.3	0.4	1	-	

	* of Key Stage 5 students achieving							
	3 or more A-Levels at A*-E (including equiv)				2 or more A-Levels at A*-E (including equiv)			
	2011	2012	2013	diff	2011	2012	2013	diff
Slough LA	76	81	89.7	8.7	91.2	94.9	98.4	3.7
National	82.1	82.4	-	-	94.1	93.6		-0.5
Slough LA - National Difference	-6.1	-1.4	-	-	-2.9	1.3		

Schools are very clear about their responsibilities to provide high quality and effective education. They are very alert to the importance of having strong and sustainable schools with high educational standards, particularly for vulnerable groups, such as those with special educational needs (SEN), pupils on free school meals (FSM), looked after children, particular ethnic groups, travellers and forces children. They are aware that these areas of responsibility are the focus of Ofsted inspections and that they will be viewed as failing unless they succeed across all of these aspects.

Schools take seriously their need to be responsible for their self improvement and that mutual support between schools is a useful approach in increasing robustness. This is now leading to many schools in Slough converting to academy status as an important part of the solution to strengthening schools and raising standards. The strength of multi-academy trust arrangements is seen as a secure route to consolidating their position and building in sustainability.

7 **Conclusion**

- 7.1 Overall, across Slough, schools are improving and standards are rising. However, there are still areas of concern which require concerted attention, effort and resources to maximize success and progress for **all** pupils. The priorities for the future are consolidating and extending performance at Key Stage 2 and closing the gap between the achievements of vulnerable groups and their peers.

8 **Background Papers**

None.

SLOUGH BOROUGH COUNCIL

REPORT TO: Education & Children's Services **DATE:** 5 December 2013
Scrutiny Panel

CONTACT OFFICER: Sarah Forsyth – Scrutiny Officer
(For all Enquiries) (01753) 875657

WARDS: All

PART I

FOR COMMENT & DECISION

EDUCATION & CHILDREN'S SERVICES SCRUTINY PANEL – 2013/14 WORK PROGRAMME

1. **Purpose of Report**

1.1 For the Education & Children's Services Scrutiny Panel to identify priorities and topics for its Work Programme for the 2013/14 municipal year.

2. **Recommendations/Proposed Action**

2.1 That the Panel agree its work programme for the 2013/14 municipal year.

3. **Joint Slough Wellbeing Strategy Priorities**

- **Economy and Skills**
- **Health and Wellbeing**
- **Safer Communities**

3.1 The Council's decision-making and the effective scrutiny of it underpins the delivery of all the Joint Slough Wellbeing Strategy priorities.

3.2 The remit of the Education & Children's Services Scrutiny Panel lies around the Cabinet Portfolios of Education & Children and Opportunity & Skills, which cuts across all Joint Slough Wellbeing Strategy priorities, but focuses on Economy and Skills, Health and Wellbeing, and Safer Communities ensuring the best outcomes for the residents of Slough.

4. **Supporting Information**

4.1 The purpose of Overview and Scrutiny is to hold those that make decisions to account and help Slough's residents by suggesting improvements that the Council or its partners could make. In considering what the Education and Children's Services Scrutiny Panel should look at, members are invited to consider the following questions:

- *To what extent does this issue impact on the lives of Slough's residents?*

- *Is this issue strategic and pertinent across the Borough?*
- *What difference will it make if we look at this issue?*

4.2 The topics included in the list at Appendix A include those suggested by Panel members, partners and officers.

5. **Resource Implications**

5.1 Overview and Scrutiny is supported by 1 FTE member of staff. This officer is responsible for support the O&S Committee and three Scrutiny Panels. Therefore, this is a finite resource and consideration must be given, in conjunction with the work programmes for the Overview and Scrutiny Committee and other Scrutiny Panels, as to how the resource is used during the year.

6. **Conclusion**

The Panel has a wide remit from which it must decide its priorities for the coming municipal year. The list of potential overarching themes and specific topics in this report is not an exhaustive list, and the work programme for the Panel must be driven by what the Members feel should be prioritised.

7. **Appendices Attached**

A - Work Programme for 2013/14 ECS Panel

8. **Background Papers**

None.

EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL
WORK PROGRAMME 2013/14

30 January 2014
<p>Scrutiny Items</p> <ul style="list-style-type: none"> • Improvement Plan: Summary Update • Social Care Practice • Corporate Parenting Review and Proposals • SEN – impact of changes in legislation • Childhood Immunisation – Progress Report
12 March 2014
<p>Scrutiny Items</p> <ul style="list-style-type: none"> • School Results: Validated • Churchmead: Update on Improvements • Future of Children's Centres • Community Learning and Skills Services
16 April 2014
<p>Scrutiny Items</p> <ul style="list-style-type: none"> • Improvement Plan: Update <p>For Information (not for discussion. Should further discussion be required, to be added to future agenda)</p> <ul style="list-style-type: none"> • Statement of Purpose for Breakaway

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MEMBERS' ATTENDANCE RECORD
EDUCATION AND CHILDREN'S SERVICES SCRUTINY PANEL 2013-14

COUNCILLOR	MEETING DATES						
	01/07/2013	10/10/2013	05/12/2013	30/01/2014	12/03/2014	16/04/2014	
Abe	P	Ap					
Brooker	P	P					
Carter	P	P					
Davis	P	P					
Hussain	Ap	Ap					
Malik	P	P					
Matloob	P	P*					
O'Connor	P	P					
Sohal	P	P					

P = Present for whole meeting
 Ap = Apologies given

P* = Present for part of meeting
 Ab = Absent; no apologies given

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