

4 March 2014

**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:**

WEDNESDAY, 12TH MARCH, 2014 AT 6.30 PM

**VENUE:**

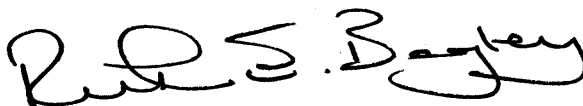
MEETING ROOM 3, CHALVEY COMMUNITY CENTRE,  
THE GREEN, CHALVEY, SLOUGH, SL1 2SP

**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 decalrable 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 30 January 2014** 1 - 4

#### 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. **Churchmead School - Update on Improvement** 5 - 6
5. **Assessment and Examination Results for 2012-13** 7 - 16
6. **Community Learning and Skills - Review of 2012/13 Performance and Development** 17 - 24

#### ITEMS FOR INFORMATION

7. **Forward Work Programme** 25 - 28
8. **Attendance Record** 29 - 30



9. **Date of Next Meeting - 10 April 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, 30th January, 2014.**

**Present:-** Councillors Sohal (Chair), Brooker, Carter, Davis, Hussain, Malik and Matloob

**Also present under Rule 30:-** Councillor P Mann

**Apologies for Absence:-** Councillor O'Connor

**PART 1**

**33. Declaration of Interest**

No declarations were made.

**34. Minutes of the Meeting held on 5 December 2013**

The minutes of the Education and Children's Services Scrutiny Panel meeting on the 5 December 2013 were approved as a correct record.

**35. Member Questions**

No questions were submitted.

**36. Childhood Immunisation: Progress**

The Panel received an update on childhood immunisation coverage in Slough and the actions being taken to improve coverage, which they had requested following initial discussions on low immunisation uptake in the borough in July 2013. Members received evidence from Nisha Jayatilleke (Consultant, Screening and Immunisation, NHS England) and Jonathan Smith (NHS England, Thames Valley Area Team).

The Panel noted actions already taken to improve performance in terms of MMR uptake with:

- the MMR catch-up project, a joint campaign involving the Department of Health, Public Health England and NHS England. The project aimed to drive up demand for MMR vaccination nationally following a number of outbreaks of measles in England over the previous two years; and
- an audit of a small number of GP practices to investigate the potential reasons for under-recording.

The Panel discussed the key issues identified as barriers to improving performance were:

- data quality, and in particular the use of standardised software packages, a programme of work which was expected to be completed within six months;

## **Education and Children's Services Scrutiny Panel - 30.01.14**

- increasing uptake through standardised processes for call/recall, and other approaches which would target those cohorts identified with high levels of non-immunised children, as well as the need to use local knowledge of communities; and
- sharing learning across GP practices to ensure that each contact counts in improving performance.

**Resolved** – to receive an update on progress made to improve immunisation uptake in January 2015.

### **37. Child-focused overview of messages from Ofsted Inspection and 2014 calendar year priorities**

Jane Wood (Director, Wellbeing) updated the Panel on some of the messages that had come out of the Ofsted Inspection of Slough Borough Council's Children's Social Care in November-December 2013.

The key point noted by the Panel was that there were no surprises in the verbal feedback received from Ofsted; progress had been noted, but that having had a slow start much more work was needed.

Members discussed the fundamental, underlying, issue regarding workforce and the need to:

- increase the workforce to bring down workloads;
- increase the number of permanent staff; and
- improve the accommodation of staff making it more conducive to social work practice requirements.

The Panel recognised the steps that had been taken to address these issues, and that more needed to be done to change how the council sells itself to potential employees.

In addition to the Workforce Strategy, the building blocks for improving social work practice were noted as a key ongoing aspect of the improvement programme, establishing effective pathways and commissioning processes.

**Resolved** – to receive the full Ofsted Report at an Extraordinary meeting of the Education and Children's Services Scrutiny Panel on the 19 February 2014.

### **38. Corporate Parenting Review and Proposals**

Jane Wood (Director, Wellbeing) summarised work which would be undertaken by the Corporate Parenting Panel to develop the corporate parent role within the council, looking at: the role and focus of the Corporate Parenting Panel; the top priorities for the Panel over the coming two years; and the vision for corporate parenting in the borough.

## **Education and Children's Services Scrutiny Panel - 30.01.14**

Members were pleased at the move towards a strategic, systemic approach to corporate parenting, and the role of champion within the wider councillor group.

**Resolved** – to receive the findings of the Corporate Parenting Panel's piece of work to strengthen corporate parenting at Slough Borough Council.

### **39. SEN: impact of changes in legislation**

Jane Wood (Director, Wellbeing) set out the main elements of the transition in services for children and young people with Special Educational Needs and Disability (SEND), specifically:

- the introduction of integrated single assessments across partner agencies (with a pilot project underway); and
- the move towards personal budgets which transferred control of provision to parents, and requiring detailed support around understanding the market.

The Panel discussed the main challenges with this transition, looking at the need for a stable workforce with retraining where required, and risks and opportunities around personal budgets. Members noted that there had been an approximate 65% update of personal budgets in Adult Social Care where management of the budgets had been successful, and introducing these for SEND would develop choice in the market allowing parents, and the child, to decide on their provision, improving their service satisfaction.

**Resolved** – to note the report.

### **40. Forward Work Programme**

**Resolved** – to note the current work programme.

### **41. Attendance Record**

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

### **42. Date of Next Meetings - 19 February (Extraordinary) and 12 March 2014**

**Resolved** – that the Panel would hold the following meetings:

- 19 February 2014 (extraordinary)
- 12 March 2014

Chair

(Note: The Meeting opened at 6.45 pm and closed at 8.53 pm)

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### Churchmead School - Statement

**Churchmead has made rapid and secure progress, successfully lifting the school out of special measures earlier than expected.**

This is the view of Mr Alan Taylor-Bennett OFSTED Lead Inspector and his team who visited Churchmead in December 2013. During the two day inspection, the team observed many different lessons, spoke to a variety of different student groups and examined the achievements and results of the school. The report details the significant improvements the school has made highlighting the following points:

- The new Headteacher is providing strong and effective leadership.
- His senior team know and understand the school's development needs very well and demonstrate the capacity to address them successfully. Achievement, the quality of teaching and the behaviour of students are all improving as a result.
- Students' progress in English and mathematics is secure and standards are rising.
- Students' literacy skills support better learning.
- Students behave well around the school. They demonstrate a new-found sense of pride in their school and in their achievements.
- Students have a good moral compass. This is due to the good values that the school continually reinforces.

In their report OFSTED speak extremely positively about the significant improvements to achievement, the quality of teaching, the behaviour and safety of students and the leadership and governance of the school. The inspection team also praised the progress made in English and Mathematics and highlighted how well this compared to national standards.

The inspection team were impressed with the behaviour of the students and the students were keen to share the major improvements that had taken place. The report compliments the calm and happy ethos of the school. Students from different backgrounds get along very well. In lessons, students are very willing to take part, and listen well to explanations and instructions. Group work was seen as very successful because students are keen to work together. Students work hard and value making good progress.

OFSTED spoke highly of leaders throughout the school, who are all engaged in the drive to raise standards. Governors were praised for being strong and robust holding the Headteacher to account for students' performance.

Since the inspection the school has gone from strength to strength with good recruitment, a specific focus on continued school improvement and developing ambitious plans for Science education. Many visitors have repeatedly commented on the calm and purposeful nature of the school and the transformation that has taken place. The confidence in the school is being re-established with our local community and our stakeholders.

Churchmead has a bright and vibrant future with the potential of becoming an outstanding Church of England Secondary school. I would be delighted to show people around the school so that they can see the significant changes that have taken place.

Chris Tomes  
Headteacher  
Churchmead

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**SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education and Children's Services **DATE:** 12 March 2014  
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 P Mann – Lead Member for Education and Children's  
Services

**PART I**  
**FOR CONSIDERATION AND COMMENT**

**ASSESSMENT AND EXAMINATION RESULTS FOR 2012-13**

1 **Purpose of Report**

To provide updated and validated DfE results 2012/13.

2 **Recommendation**

The Panel is requested to scrutinise and comment on 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 7<sup>th</sup> 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

<b>Risk</b>	<b>Mitigating action</b>	<b>Opportunities</b>
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 (Special Educational Needs; Free School Meals pupils; Looked After Children; particular ethnic 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.

(e) Workforce

There are no workforce implications.

6 **Supporting Information**

**6.1 Introduction**

**To provide updated and validated results for Slough schools for the period 2012/13.**

**6.2 Early Years Foundation Stage Profile (EYFSP) validated data 2013:**

- Percentage achieving a good level of development (Awarded Expected or Exceeding grade in all Prime and all Literacy and Mathematics) – 50.1%.
- 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 is not possible.
- 38% 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, 30.4 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.

Given the changes in the assessment, it is not yet possible to compare this performance with that across other authorities or in terms of national averages.

<b>% children achieving a Good Level of Development (GLD)</b>	<b>Range of % GLD across Slough schools</b>	<b>% GLD National *</b>	<b>% GLD for children eligible for FSM Slough</b>	<b>Average Point Score Slough</b>	<b>Average Point Score FSM Slough</b>
50.1%	0% - 90.2%	52%	38%	31.8	30.4

**6.3 Educational attainment:**

**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.
- For Year 1 pupils the gap between FSM (Free school Meals) and non-FSM remained -10% in 2013, whilst the gap nationally reduced by 1% between 2012/13.
- For 2013 the first year of Year 2 re-takes (pupils re-take phonics if they have not met the threshold) Slough -10% FSM/non FSM gap matches the national gap. Slough FSM attainment at 64% is 2% above national.

### b) Key Stage 1 (KS1): 2013

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

	Level 2 or above														
	Speaking and Listening			Reading			Writing			Maths			Science		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
<b>LA Average</b>	87	87	0	87	89	2	83	85	2	91	92	1	87	88	1
<b>National Average</b>	88	89	1	85	89	4	83	85	2	91	91	0	89	90	1
<b>Diff from National</b>	-1	-2		2	0		0	0		0	1		-2	-2	

### c) Key Stage 2 Results: 2012-13

	Pupils Achieving Level 4 or Above											
	Reading			Grammar Spelling & Punctuation	Writing TA			Mathematics			Reading, Writing and Mathematics	
	2012	2013	Diff	2013	2012	2013	Diff	2012	2013	Diff	2012	2013
<b>Slough LA</b>	85	86	1	75	80	83	3	82	82	0	73	74
<b>England (all schools)</b>	87	86	-1	74	81	83	2	84	85	1	75	75
<b>Difference from England</b>	-2	0		1	-1	0		-2	-3		-2	-1

The above table indicates a 1% increase in the percentage of pupils gaining the national benchmark of Level 4 in Mathematics, Writing and Reading. In Reading the national average of pupils gaining Level 4 at KS2 dropped by 1%, but increased in Slough by 1%. In Writing Slough increased by 3% whilst nationally there was only a 2% increase. In Mathematics there was a 1% increase but no increase in Slough as results for 2012 were the same as in 2013.

Overall Slough is now just 1% below the national average at KS2 for the percentage of pupils gaining a Level 4 in Mathematics, Writing and Reading.

## KS1 to 2 Progress

	KS1 to KS2 Expected Levels of Progress in				
	Reading	Writing	Mathematics		
	2013	2013	2012	2013	Diff
Slough LA	88	92	84	86	2
England (all schools)	88	91	87	88	1
Difference from England	0	1	-3	-2	

The above table shows very good news for Slough primary schools. The percentage of pupils gaining 2 levels of progress in Reading KS1 to KS2 was at national average. In writing Slough was 1% above national and in Maths whilst Slough remains 2% below national average, the gap has closed by 1%.

### d) Key Stage 2 Results: 2012-13

% of pupils gaining Level 5 at KS2

	Reading			Grammar Spelling & Punctuation	Writing TA			Mathematics			Reading, Writing and Mathematics
	2012	2013	Diff	2013	2012	2013	Diff	2012	2013	Diff	2013
Slough LA	43	42	-1	50	27	30	3	36	39	3	22
England (all schools)	48	45	-3	48	28	30	2	39	41	2	21
Difference from England	-5	-3		2	-1	0		-3	-2		1

Final figures based on DfE Release 12<sup>th</sup> Dec 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.

KS2 Maths has increased by 3%

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

	5 or more A*-C inc E&M			5 or more A*-C					
	2012	2013	Diff	2012	2013	Diff			
Slough LA	66.1	71.4	5.3	87.4	92.5	5.1			
National	59.4	59.2	-0.2	81.9	81.8	-0.1			
Slough LA - National Difference	6.7	12.2		5.5	10.7				

Figures based on DfE Statistical release 23<sup>rd</sup> Jan 2014

The results remain positive with a 5.3% increase in pupils achieving 5 or more A\*-C, including English and maths, with very significant increases for Beechwood, The Westgate and Wexham. Slough is placed 7<sup>th</sup> nationally (out of 152 local authorities) on this measure. There has also been a significant increase in the 5A\*-C (5.1%) which is an important factor for pupils moving on to further education.

Whilst nationally the % of pupils gaining 5A\*-C including English and maths dropped by 0.2%, Slough secondary schools increased by 5.3%. Similarly, whilst nationally the % of pupils gaining 5A\*-C dropped 0.1%, Slough secondary schools increased by 5.1%. These very significant increases are testament to the success of secondary schools, particularly in the non-selective sector. The primary schools should also be congratulated on the work they did with this cohort of pupils as the secondary schools build on the work achieved in the primary schools.

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

Revised GCE and Equivalent Summary in Slough LA 2012/2013

	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	810.8	85.7	218.7	216.6	213.8	222.1	8.3
National	744.9	746.0	733.0	724.3	-8.7	214.4	216.2	212.8	213.7	0.9
Slough LA - National Difference	-17.4	-44.9	-7.9	86.5		4.3	0.4	1.0	8.4	

	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	76.0	81.0	89.7	8.7	91.2	94.9	98.9	4.0
National	82.1	82.4	-	-	94.1	93.6	92.3	-1.3
Slough LA - National Difference	-6.1	-1.4	-	-	-2.9	1.3	6.6	5.3

The above tables indicate a significant rise in the average point score for pupils in KS5 (6<sup>th</sup> form). Whilst nationally there was a drop of 8.7 points per student, in Slough there was an increase of 87.5 points. Similarly, in Slough there was an increase of 8.3 points per individual entry, against a national increase of only 0.9.

Whilst national comparison figures are not yet available for 3 or more A levels, the % of pupils gaining the equivalent of 3 or more A levels has increased in Slough by 8.75, a significant increase on 2012. This leads to confidence that this result will be above national averages for the first time at KS5.

Similarly those pupils gaining the equivalent of 2 or more A levels has increased by 4% and is 5.3 % above the national average.



### g) Performance of Pupils with Special Educational Needs for 2012-13:

Percentage of pupils achieving Level 4 or above in Reading, Writing and Mathematics at Key Stage 2 by SEN

	With SEN			No SEN			SEN Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	36%	34%	-2%	86%	88%	2%	50%	54%	4%
National	33%	35%	2%	88%	88%	0%	55%	53%	-2%
Slough - National Difference	3%	-1%		-2%	0%		-5%	1%	

Percentage achieving at least 5 GCSEs (at grades A\* to C), including English and maths by SEN

	With SEN			No SEN			SEN Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	27%	34%	7%	79%	84%	5%	52%	50%	-2%
National	22%	23%	1%	69%	71%	2%	47%	48%	1%
Slough - National Difference	5%	11%		10%	13%		5%	2%	

The % of pupils with SEN at KS2 gaining level 4 or above in Reading, Writing and Mathematics dropped by 2% in 2013. Because nationally there was a 2% increase in achievement for this category of pupils, there is a 4% gap in the year 2012/13.

At KS4 the % of SEN pupils gaining 5A\*-C including English and maths increased in 2013 by 7% in Slough secondary schools. Nationally there was only a 1% increase for this category.

In 2013 the secondary schools narrowed the 'gap' for SEN pupils achieving 5A\*-C including English and maths by 2%, whereas nationally the gap increased by 1%.

### h) Performance of Disadvantaged Pupils for 2012-13:

Percentage of pupils achieving Level 4 or above in Reading, Writing and Mathematics at Key Stage 2: Disadvantaged Pupils

	Disadvantaged pupils			Other pupils			Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff
Slough	62%	63%	1%	80%	79%	-1%	18%	16%	-2%
National	61%	63%	2%	79%	81%	2%	18%	18%	0%
Slough - National Difference	1%	0%		1%	-2%		0%	-2%	

Percentage achieving at least 5 GCSEs (at grades A\* to C) including English and maths by: Disadvantaged Pupils

	Disadvantaged pupils			Other pupils			Gap (Lower is better)		
	2012	2013	Diff	2012	2013	Diff	2012	2013	Diff

<b>Slough</b>	<b>42.7%</b>	<b>49.3%</b>	<b>6.6%</b>	<b>74.2%</b>	<b>79.2%</b>	<b>5.0%</b>	<b>31.5%</b>	<b>29.9%</b>	<b>-1.6%</b>
<b>National</b>	<b>38.5%</b>	<b>40.9%</b>	<b>2.4%</b>	<b>65.7%</b>	<b>67.8%</b>	<b>2.1%</b>	<b>27.2%</b>	<b>26.9%</b>	<b>-0.3%</b>
<b>Slough - National Difference</b>	<b>4.2%</b>	<b>8.4%</b>		<b>8.5%</b>	<b>11.4%</b>		<b>4.3%</b>	<b>3.0%</b>	

The tables above are indicators of the success of Pupil Premium Pupils (these are pupils eligible for additional funding because of their Free School Meal entitlement.)

In 2013 the % of children gaining Level 4 in Reading, Writing and Mathematics at KS2 increased by 2%. Nationally this group of pupils increased in this category by 2%. However the 'gap' between Disadvantaged pupils and all other pupils in this achievement category has been reduced by 2%, which is significant.

At KS4 disadvantaged pupils gaining 5A\*-C including English and maths has increased by 6.6% and the 'gap' between this group of pupils and all other pupils has been closed by 1.6%. In 2013 KS4 disadvantaged pupils have performed significantly better than national.

Slough schools, both secondary and primary, have been effective in securing above national expectations for the achievement of SEN and disadvantaged pupils. The schools have worked hard to ensure that the additional funding provided for these groups of pupils have been appropriately focused on the needs of the individual. A range of effective strategies have been deployed to ensure that these groups of pupils move towards academic outcomes achieved by all other groups.

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.

Another Key area for improvement is at KS2 and the primary heads and their staff are working hard to ensure that all pupils achievements are at, or above, national average. In recognition of this challenge for 2014/15 financial year there has been a small adjustment in the AWPU (the money a school receives per pupil) increasing the funds available to primary heads.

#### **i) Participation in education and work based learning of 16 and 17 year olds, end 2011**

Participation in education and work based learning of 16 & 17 year olds, end 2011

	Percentage of 16 & 17 year olds										
	Full-time education								WBL	Part-time education	Total
	Maintained schools	Sponsored Academies and CTCs	Converter Academies	Free Schools	Independent schools	Sixth form college	Other FE	Total			Education and WBL
<b>Slough</b>	<b>24</b>	<b>5</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>25</b>	<b>74</b>	<b>2</b>	<b>9</b>	<b>85</b>
<b>National</b>	<b>17</b>	<b>3</b>	<b>12</b>	<b>0</b>	<b>6</b>	<b>11</b>	<b>30</b>	<b>78</b>	<b>5</b>	<b>5</b>	<b>88</b>

This table indicates the percentage of 16 and 17 year old Slough pupils and the kind of education/work experience they are participating in. In Slough 74% of 16/17 year old pupils are in full time education and 85% in education or worked based learning (WBL).

7 **Pupils Outside of Borough Boundary**

Being aware that there are a number of schools on the boundary of Slough who have a significant intake from the borough; at the present time we do not have the results for these students. If this is a priority for the Members, this will be sought and reported at a later date. Members should be aware that there are limitations in what can be obtained to give a comprehensive picture of the attainment and progress of these pupils.

8 **Conclusion**

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.

Staffing for schools remains a very significant concern. Whilst not new for Slough, recruiting good teachers and support staff is proving challenging. Schools are looking at innovative ways to recruit and have also pursued recruitment from overseas. Nevertheless we cannot hide the fact that many colleagues in education can gain salaries of £3,000+ by travelling to schools inside the M25. Last year schools across the LA employed 142 NQT's (Newly Qualified Teachers), which was a significant rise from 2012. We have a substantial number of unfilled full time teaching vacancies in the primary and secondary schools and this often leads to difficulties as the schools attempt to raise standards. Recruitment remains the main impediment to improvement in a number of schools that find themselves in challenging circumstances.

9 **Appendices Attached**

None

10 **Background Papers**

None

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**SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education and Children's Services Scrutiny Panel

**DATE:** Wednesday 12 March 2104

**CONTACT OFFICER:** Philip Wright, Head of Community Learning and Skills  
**(For all enquiries)** (01753) 87 5741

**WARD(S):** All

**PORTFOLIO:** Councillor Pavitar Mann – Commissioner for Education and Children

**PART I**  
**CONSIDERATION & COMMENT**

**COMMUNITY LEARNING AND SKILLS - REVIEW OF 2012/13 - PERFORMANCE AND DEVELOPMENT**

1 **Purpose of Report**

This report gives an update on the progress made in the development of a shared community learning and skills service with the Royal Borough of Windsor and Maidenhead in the context of changing funding models. The report enables members to review performance, and comment on the areas which the service has identified requiring improvement and development.

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

The Panel is requested to:

- Note how the council has responded to the changing Skills funding Agency models of funding.
- Comment on the service's engagement and performance figures for 2012/13 and strategies in place to rectify the areas of improvement identified within the annual Self-Assessment Review
- Comment on the areas of development highlighted in section 6.8 of the report

3 **Slough Wellbeing Strategy Priorities**

The activities delivered through the Community Learning and Skills Service contributes to the following council priorities:

- **Economy and Skills** - the prime focus of activity is to support low skilled residents into employment through targeted engagement progressing through to accreditation.

- **Health and Wellbeing** – community learning delivery includes a range of provision that promotes health and wellbeing including work with people recovering from mental health conditions and those with a disability.
- **Regeneration and Environment** – programmes are delivered at neighbourhood venues including the new Britwell Centre
- **Housing** – work with housing associations supporting residents into employment

Through attending adult learning programmes communities mix to gain knowledge and new skills, make new friends and in many programmes learn about different cultures. Residents who do not have English as their first language attend ESOL programmes that incorporate topics relating to citizenship.

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

The delivery of adult learning and skills directly relates to the employment and income, healthy lifestyle as well as contributing through family learning to the children's and young people's outcomes.

The services focus on working with the unemployed, with delivery in the most deprived areas of Slough, through children centres and in targeted schools.

#### 5 **Other Implications**

##### (a) Financial

There are no direct financial implications relating to this report.

##### (b) Risk Management

There are no specific risks associated with this report

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

There are no Human Rights or legal implications appertaining to this report.

##### (d) Equalities Impact Assessment

An equality impact assessment is not required for his report.

#### 6 **Supporting Information**

##### 6.1 **Shared Service**

Slough Borough Council, since 1 August 2012 has been accountable to the Skills funding Agency and subject to an Ofsted inspection for the delivery of adult learning and skills across both Slough and the Royal Borough of Windsor and Maidenhead. The new service has also incorporated Slough's employment and enterprise sections thus creating an integrated delivery model for Slough residents that has enabled closer links with Slough ASPIRE. The service leads on the "ASPIRE for You" strand.

- 6.2 The new service has enabled efficiencies of £96,000 to be found with little impact on the ability to engage with Slough residents, with a greater emphasis on work with the unemployed. The service delivers a wide range of accredited programmes,

supporting residents into employment. In the autumn term 51 % learners who were on an accredited programme were looking for work with a further 9% classified themselves unemployed.

### 6.3 Changes in Funding

The council receives three funding streams from the Skills funding Agency (SfA):

**1) Community Learning** through which there is now a set of national objectives that providers are required to work towards achieving. These can be found in Appendix A of this report. The service continues to work with a wide of partners including schools, children centres and the library service.

**2) Adult Skills Budget.** Prior to August 2012, for community learning providers this was known as “Formal First Steps” and was allocated in a “block” grant. This has now changed to a formula led “payment by results” funding stream, putting greater pressure on providers in delivering “approved” accredited programmes. This funding is subject to a much more robust performance management process, through which both the SfA and Ofsted make judgements related to quality and future funding allocations.

The shared service has benefited Slough residents through the pooling of the ASB budget, thus enabling the service to respond and enhance its provision of accredited programmes, mainly accessed by the unemployed.

### 3) 16 to 18 apprenticeships

Through working with AVARTO the number of the council’s business apprentices has increased by 5 during 2012/13 with an additional 5 from 1<sup>st</sup> August 2014 making a total of 28.

### 6.4 Learner profile

The table below shows the community learning engagement for the service and also as a proportion between the two boroughs.

	RBWM		Slough		CLASS	
	2011/12	2012/13	2011/12	2012/13	2011/12	2012/13
Learners	2,494	1,247	2,411	2,135	4,905	3,369
Enrolments	4,356	1,954	3,507	3,621	7,863	5,575
Disability (%)	12.3%	16.8%	13.6%	18.1%	12.3%	16.8%
Male (%)	27%	21.6%	18.1%	25.7%	27%	24.3%
White British/Irish (%)	72.7%	66%	21%	24.7%	47%	39.7%
Ethnic Minority (%)	27.3%	34%	79.0%	75.3%	53%	60.3%

### 6.5 Some key features are:

- Overall a decrease in numbers across both boroughs but only a slight decrease in learners in Slough. Steps to address this reduction can be found in section 6.8
- Significant increase in engagement of learners with a disability across both boroughs with an overall increase from 12.3% to 16.8%.

- A slight increase in the percentage of learners from white British / Irish communities from 24.1% to 25.7% - Slough's last Ofsted report commented on the lack of narrowing the achievement gap within this particular group.

## 6.6 Performance

In Community Learning the service increased its retention rate from (95.7% to 96.6%), with a slight decrease in achievement (96.5% to 94.0%) and in success levels (92.4% to 90.8%).

6.7 The overall adult skills performance based on 478 "starts" is shown below:

- Retention is very good at 99.2% against a national average of 89.7%, with no variation between genders.
- Achievement levels are low at 80% against a national average of 91.6% with only a slightly higher percentage for females when compared with males.

6.8 The following table gives details of success levels

Level	Starts	Success rate	National average
Level 1	310	71.0%	82.7%
Level 2	168	94.6%	79.9%
<b>TOTAL</b>	<b>478</b>	<b>79.3%</b>	<b>82.0%</b>

6.9 Through further detailed analysis the area that requires attention is primarily the ESOL (English for speakers of other languages) at entry 2 and 3 levels where the success rate is 58%. Strategies for addressing this concern are contained in section 6.8. On a more positive ICT had a success rate of 98% against a national average of 82% and all retail and arts delivery have good success rates.

6.10 The apprenticeship programme continues to make a significant impact on preparing young people to enter employment or further education with 76% of those who started the programme entering employment or going on into further education

## 6.11 Annual Self-Assessment Review

The service receives the majority of its funding from the Skills funding Agency. A condition of the funding is the requirement to produce an annual Self-Assessment Review, within which the service grades itself within a quality framework used by Ofsted during their inspection.

6.12 Slough was last inspected in November 2010, when the overall effectiveness was judged to be good (grade2), whereas Windsor and Maidenhead's last inspection in May 2012 were judged to be satisfactory (grade3), which is now entitled "in need of improvement."

6.13 Ofsted now place a much higher emphasis on the quality of teaching learning and assessment, and a major focus within the implementation plan has been to up skill staff in order that the quality of delivery is of a consistent high standard across both boroughs.

6.14 The first annual self-assessment review for the period 1<sup>st</sup> August 2012 to 31<sup>st</sup> July 2013 the service graded itself in the major categories as follows:



6.15 The self-assessment grades for overall effectiveness, outcome for learners and quality of teaching, learning and assessment have been graded 3 (requiring improvement), with the effectiveness of leadership and management as a grade 2 (good) reflecting the overall change management that the service has been through.

6.16 The judgements were based on the first twelve months of delivery, a transition period through which the service restructured and focused on introducing common standards in curriculum delivery, the impact of which should be seen through the current year.

6.17 The key strengths identified through the review were:

- Strong partnerships through which marginalised and priority groups are engaged.
- Work-based learning continues to deliver outstanding outcomes
- Very good progress in expanding the range of accredited programmes to meet the needs of local employability needs
- Resilience in maintaining delivery and implementing major changes in the service.

6.18 **Areas for improvement**

The table below shows the key areas where improvement is required and the strategies being implemented.

Area	Area of improvement – outcome	Strategies to redress
Leadership & management	To increase the participation of residents benefiting from adult learning activity in order to increase skill levels and quality of life.	<ul style="list-style-type: none"> <li>• Implementation of a commissioning strategy through which 6 new organisations are now contacted to deliver adult learning activity.</li> <li>• Developing a neighbourhood approach in three areas, Britwell (Slough) Broom Farm and Woodlands Park (Windsor and Maidenhead).</li> <li>• Launching a small grants programme to support small community groups to deliver project work.</li> </ul>
	To raise the standard of all teaching, learning and assessment with 80 % of observations graded 2 or above Raise the	<ul style="list-style-type: none"> <li>• Clear focus on supporting staff whose lessons are currently graded 3 (requiring improvement) in order to raise the standard of delivery.</li> <li>• Undertaking planned developmental observations for all new tutors and contractors to highlight areas for development and where additional support is required</li> </ul>
	To ensure that managers have robust data to review performance.	<ul style="list-style-type: none"> <li>• To put in place a robust data inputting, error checking and reporting systems to enable monthly data uploads to the data agency.</li> <li>• To produce timely curriculum reports to monitor,</li> </ul>

		<p>retention, achievement and success levels</p> <ul style="list-style-type: none"> <li>For managers to identify and put in place remedial actions to mitigate against low performance</li> </ul>
Skills for life (ESOL)	To improve success rates in ESOL exams at Entry 2 and 3	<ul style="list-style-type: none"> <li>Standardise all schemes of work to ensure a common approach across the curriculum area.</li> <li>To support tutors with low success rates in improving their delivery.</li> <li>Ensuring, through good initial assessment learners are placed on the most appropriate programme.</li> <li>Effectively capturing differentiation through session plan.</li> <li>To use the more experienced and good tutors to support the less able tutors.</li> </ul>
ICT & vocational	To improve the Initial assessment process in order to capture prior learning enabling learners to set realistic targets and or placed on the most appropriate course	<ul style="list-style-type: none"> <li>Review the initial assessment process to ensure it is appropriate for current learners.</li> <li>Develop bespoke curriculum based assessments that are appropriate to the activity.</li> </ul>
Vocational & family learning	To further increase the standard of teaching across the curriculum areas.	<ul style="list-style-type: none"> <li>To focus support on those tutors who require additional support in setting SMART targets, ensure feedback is given on progress and learner achievement is captured.</li> </ul>

### 6.19 Future Development

Work with 16 to 24 year olds who are not in education, employment or training (NEETS) is an emerging priority for the service. The focus of this work will be through City Deal, a Berkshire wide national government funded programme with core funding from the Cabinet Office with additional matched outcome funding from the EU Structural Investment Fund which is managed through the Thames Valley Berkshire Local Enterprise Partnership. Reading Borough Council is the overall accountable authority.

- 6.20 City Deal in Slough will be delivered through Slough Aspire with the council being the accountable body and will provide additional capacity to build on and develop a more integrated approach to delivering employability pathways to the 16 to 24 year olds.
- 6.21 The programme will enable a new delivery model to be developed that builds on the strengths of Slough ASPIRE and its delivery partners including the council, East Berkshire College and Learning to Work. The involvement of and support from local business will be critical to the success of this programme.
- 6.22 City Deal funding will enable improvement education and employability outcomes to Slough residents in the form of an increase in young adults undertaking work placements, gaining apprenticeships and in securing employment.

## 6.23 **Community learning funding**

One of the outcomes of providers who receive Community Learning funding is for “Providers to evidence how they will operate in strong local partnerships to ensure their identified objectives are underpinned by engagement and consultation with communities, Local Authorities, LEPs and other key local stakeholders.”

6.24 Mental health has been identified as one focus for training providers within East Berkshire. Representatives from the community mental health teams from Slough and Windsor and Maidenhead have met with the core providers and begun to explore how to improve the access to training for mental health clients recovering from mental health conditions, in particular how this particular client group can be supported back into employment.

6.25 The Skills funding Agency are particularly keen for different sections of government to come together and pool resources or as a minimum for community learning providers to work with health authorities, other council services, housing associations, the community and voluntary sector to make the most effective use of resources.

6.26 The challenge is to now to maximise this opportunity, through working with a range of agencies to begin exploring how agencies can work more closely together to support this particular group.

## 7 **Conclusion**

7.1. The shared service has been operational for eighteen months through which the benefits are beginning to be evident, especially with maximisation of the adult skills budget supporting a strong focus on employability, although some of the self-assessment grades are lower than previous years, there is a confidence that the work currently being undertaken will see these increase when the 2013/14 review is undertaken.

7.2 The development of the shared service has enabled the service to meet its 2012/13 efficiency savings of £96,000 whilst maintaining delivery levels, Slough has benefited from being able to maximise the use of the adult s skills budget, and to offer a wider and greater range of opportunities for the residents.

## 8 **Appendices Attached**

A - Department of Business and Innovation on the National Purpose of Community Learning

## 9 **Background Papers**

1 - Self Assessment for East Berkshire Community Learning and Skills Service 2012/13

2 - Annual Performance report for East Berkshire Community Learning and Skills Service 2012/13

**Community Learning Purpose and Objectives**

*Further Education and Skills System Reform Plan: Building a World Class Skills System (BIS)*

**OBJECTIVES**

- Focus public funding on people who are disadvantaged and least likely to participate, including in rural areas and people on low incomes with low skills
- Collect fee income from people who can afford to pay and use where possible to extend provision to those who cannot.
- Widen participation and transform people's destinies by supporting progression relevant to personal circumstances, e.g.
  - improved confidence and willingness to engage in learning
  - acquisition of skills preparing people for training, employment or self-employment
  - improved digital, financial literacy and/or communication skills
  - parents/carers better equipped to support and encourage their children's learning
  - Improved/maintained health and/or social well-being.
- Develop stronger communities, with more self-sufficient, connected and pro-active citizens, leading to:
  - increased volunteering, civic engagement and social integration
  - reduced costs on welfare, health and anti-social behaviour
  - increased online learning and self organised learning
  - the lives of our most troubled families being turned around.
- Commission, deliver and support learning in ways that contribute directly to these objectives, including:
  - bringing together people from all backgrounds, cultures and income groups, including people who can/cannot afford to pay
  - using effective local partnerships to bring together key providers and relevant local agencies and services
  - devolving planning and accountability to neighbourhood/parish level, with local people involved in decisions about the learning offer
  - involving volunteers and Voluntary and Community Sector groups, shifting long term, 'blocked' classes into learning clubs, growing self-organised learning groups, and encouraging employers to support informal learning in the workplace
  - supporting the wide use of online information and learning resources
  - minimising overheads, bureaucracy and administration.

**SLOUGH BOROUGH COUNCIL**

**REPORT TO:** Education & Children's Services **DATE:** 12 March 2014  
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**

16 April 2014
<p><b>Scrutiny Items</b></p> <ul style="list-style-type: none"><li>• LSCB Ofsted Report</li></ul> <p><b>For Information (not for discussion. Should further discussion be required, to be added to future agenda)</b></p> <ul style="list-style-type: none"><li>• Statement of Purpose for Breakaway</li></ul>

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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	19/02/2014	12/03/2014	16/04/2014	
Abe	P	Ap	P	Ab	P*			
Brooker	P	P	P	P	P*			
Carter	P	P	P	P	P			
Davis	P	P	P	P	P			
Hussain	Ap	Ap	P*	P*	Ap			
Malik	P	P	P	P	P*			
Matloob	P	P*	P*	P*	P			
O'Connor	P	P	P	Ap	Ap			
Sohal	P	P	Ap	P	P			

P = Present for whole meeting      P\* = Present for part of meeting  
 Ap = Apologies given                  Ab = Absent; no apologies given

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